



humane  
society  
of charlotte

# Teacher/Leader's Guide

## Age Level: 9-12

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# Table of Contents

<b>We recommend you complete at least 12 of these activities</b> .....	<b>1</b>
1. <i>Start a class recycling program</i> .....	1
2. <i>Start a towel drive</i> .....	1
3. <i>What kind of diet is good for a dog or cat?</i> .....	1
4. <i>Commit a Random Act of Kindness</i> .....	1
5. <i>Have a Pet Therapy dog visit your class</i> .....	1
6. <i>Find out about service dogs</i> .....	1
7. <i>Develop a disaster plan</i> .....	2
8. <i>Too Much of a Good Thing</i> .....	3
9. <i>Learn empathy</i> .....	5
10. <i>Visit a grooming salon or vets office</i> .....	5
11. <i>Learn to keep your pets safe</i> .....	6
12. <i>What would you do if your pet was lost?</i> .....	7
13. <i>Track an Animal</i> .....	8
14. <i>Publicize it!</i> .....	8
15. <i>Learn how an animal law is passed</i> .....	9
16. <i>Smith Creek's Pet Problem</i> .....	11
17. <i>Be an Animal Career Investigator</i> .....	11
18. <i>Help a homeless dog or cat find a home</i> .....	11
19. <i>Have your Class view a spay or neuter surgery</i> .....	12
20. <i>Learn about what makes Fido tick</i> .....	12
21. <i>Simulate an Animal Adoption</i> .....	12
22. <i>Research animal abuse</i> .....	12
23. <i>Participate in a puppet show</i> .....	12
24. <i>Compare and contrast</i> .....	12
<b>Working Companions</b> .....	<b>13</b>
<b>Hurricane Scenario</b> .....	<b>16</b>
<b>What Does it Mean?</b> .....	<b>17</b>
<b>Pet Peeves</b> .....	<b>18</b>
<b>Greg's Dilemma</b> .....	<b>19</b>
<b>LOST</b> .....	<b>22</b>
<b>Publicize it!</b> .....	<b>24</b>

<b>Tips for Getting Media Coverage .....</b>	<b>24</b>
<b>There Ought To Be A Law.....</b>	<b>27</b>
<b>Smith Creek’s Pet Problem .....</b>	<b>29</b>
<b>The Basic Fields of Specialization .....</b>	<b>30</b>
<b>Involving Work with Animals .....</b>	<b>30</b>
<b>Animal Career Investigator .....</b>	<b>34</b>
<b>Create Animal Resumes!.....</b>	<b>35</b>
<b>Doggie Cookie Recipe .....</b>	<b>37</b>
<b>Cat Toys You Can Make! .....</b>	<b>38</b>
<b>Stuff For Pups! .....</b>	<b>39</b>
<b>Education Program Evaluation.....</b>	<b>40</b>

**We recommend you complete at least 12 of these activities.**

1. **Start a class recycling program.** This benefits all types of animals by reducing trash and pollution and keeping our world healthier! Many places will pay you for collecting cans, plastic, can tabs, etc. Donate the money collected to the Humane Society of Charlotte.
2. **Start a towel drive.** Our shelter uses a lot of towels, blankets, and sheets to wrap the animals that have been operated on, that belong in foster care or are living at the shelter in the kennels. See if your class can start a “towel drive” and then bring the towels that are donated down to the shelter on your next visit. The animals will love you for it!
3. **What kind of diet is good for a dog or cat?** Find out what foods and treats are good for a dog or cat to eat. Follow the [“Canine Cookie”](#) recipe and make some healthy treats for your pet or the homeless animals at the shelter.
4. **Commit a Random Act of Kindness** towards an Animal! Have your class participate in a community service project to help the homeless animals in our community or raise money to donate to the Humane Society of Charlotte. Complete suggested activity or create your own.
  - a. Bake Sale
  - b. Doggy Wash
  - c. Make Toys or Blankets
  - d. Supply Drive (collecting items from our wish list)
  - e. Make bandanas for adoptable animals to wear at special events
5. **Have a Pet Therapy dog visit your class.** Find out how pet therapy dogs help people. Ask the dog’s owner how the dog became a pet therapy dog. Find out how to train a pet therapy dog. Ask where pet therapy dogs are most useful.
6. **Find out about service dogs.** Examples: police dogs, bomb-sniffing dogs, dogs for the blind and the deaf, to name a few. How are they trained? What kind of dogs makes good service dogs? Work together and create a picture story about service dogs. Read about different types of service dogs. Try the “Seeing Eye dog Activity” in [the Working Companions](#) section with a buddy. Invite a service dog to be a guest in your class.

7. **Develop a disaster plan.** It is important to recognize that plans have to be made to take care of pets in case of a hurricane or other disaster.

How many of you have a family plan in case of a hurricane? Where would you go? What supplies would you prepare ahead of time? How many of you have pets at home? Is your pet included in your disaster plan? Would your pet evacuate with you?

As a class you are going to work as a “News Team” and devise a pet hurricane plan to broadcast to our community. Once completed the news team will be awarded with the “Broadcast of the Year” award!

Elect one child to be the recorder (to take notes), another to read the “[Hurricane Scenario](#)”, and the final two to be the news reporters who will present to the class. If you have more than four children in your group develop a second news team. Next, have the group among themselves name their news station. Encourage them to choose a name which reflects animals and the weather.

Tell the class their job today is to work together to devise a safety plan for the pets (presented in the scenario) in case of a hurricane. Present the “[Hurricane Scenario](#)” sheet to them. Have elected person in group read to team. They are to work from this sheet.

The following questions should be listed on the board to prompt their discussion. You may also want to give them more leading questions.

- A. Will you recommend the Smiths bring their pets with them during a hurricane? Did you know American Red Cross shelters do not allow pets? What will your plan include to be sure their pets have somewhere to go?
- B. Your plan should include a list of supplies to pack for their pets. What supplies should they pack for their pet? How much of each?
- C. What should their pets travel in to insure their safety?
- D. What if they are separated during the hurricane. Pets can’t call home. How will they find them? What things will help them return home safely?

Give the groups at least a half hour to complete the plan and then practice a creative news broadcast within their group. Give students examples of catchy news stories: “Good evening this is Jason Johnson reporting from the Doggy Day News Team. Our top story tonight is.....”

Assemble cardboard box to simulate television and create some type of microphone for news reporters to use.

Present certificate to your group.

### **For Your Information:**

Hundreds of pets are lost, injured and killed during hurricanes. Many are left behind with no identification and are never traced back to their owners. The lucky animals are rescued by animal shelters, but sadly many others are left homeless on the streets.

Pets are a part of the family with feelings and personalities. Include them in your family disaster plan. If at all possible the best thing you can do is bring your pet with you.

Never ever leave your dog tied up outside. His chances of survival will be very slim.

Red Cross shelters do not allow pets. Find a friend, relative, motel, or boarding facility for your pet, if you cannot bring him along.

## **8. Too Much of a Good Thing-**

Visualize the problem of pet overpopulation. Discuss the problem and it's possible solutions

### **You will need.....**

-Ten simple house-shapes cut from construction paper

-One animal shelter drawn on a piece of paper. Each square represents a cage, with 10 cages total.

- A large container of dried beans, poker chips, dog biscuits or any game tokens you might have. These represent puppies or kittens. Use different colors or shapes to portray females and males.

**This may also be a chalk board demonstration. Draw the houses and Animal Shelter on the board.**

### **Procedure:**

- Sit with the children in a circle so all can easily see the floor or chalk board.
- Set up the action area on the floor in front of you by placing the town and the animal shelter side by side. The town looks the same as the animal shelter, only the shapes are the houses and the squares are the cages.
- Designate a child to hold the container of female puppies and another child for the male puppies.
- Tell the children you are going to tell them a story using the "Town" and the "Animal Shelter" they see on the floor. Tell them that a problem is going to occur as you tell the story, and you want them to guess what the problem is and help you find a solution.

- Start the story: Once upon a time there was a town (have the children make up a name). Everything was great there. Everyone was happy. A few of the homes had pets. (At this point put a bean “puppy” in two or three of the houses)
- Then say: One beautiful spring morning something happened. This dog (point to one) had four puppies (place four more beans in that home.) They were so cute and everyone was happy. In six weeks the puppies were ready for new homes, so the owner took them around town and soon homes were found for them. (Pick up the four puppies and go around to each home that doesn’t have a pet and give them one. You may embellish the story by saying things like “This home couldn’t take one because their little boy is allergic to dogs” or “This home took two. They really love dogs.” Remember what you say about each house.)
- Continue: All was well until the next fall when all the females (about half) had puppies again. (Put four more “puppy” beans in each house that has a female.)
- The puppies were so cute that after six weeks the owners thought there would be no trouble finding new homes. (Pick up all the puppies now needing new homes and go around again to each house. There will not be enough homes this time. Ask the kids what to do. One or more will undoubtedly suggest taking them to the Shelter. Put the extra puppies in the cages at the Shelter.
- Repeat one more time. All the homes and the shelter will now be full. Ask “Does anyone see a problem?” The problem is obvious and someone will probably say that there aren’t enough homes now.
- Ask leading questions to draw reasons and solutions from the children.
  - “Why are there so many puppies?”
  - What can the people do to solve their problem?
- Some of the kids will think:
  - Everyone can have five dogs
  - Build a bigger shelter

Help them think through why these solutions might not be practical or possible. If no one mentions spaying or neutering bring it up and explain it. Encourage other ideas such as keeping pets at home and not letting them run loose as well.

Complete [“What does it mean?”](#) vocabulary worksheet.

## 9. Learn empathy.

### PART ONE

Read and discuss [“Pet Peeves”](#) work sheet:

For each pet peeve, as a group, have a discussion about what the owner should have done to prevent the problem in the first place.

Discussion Tips:

1. Left the dog at home. It is a form of animal abuse to leave your pet in the car for any given time. Within minutes pets become dehydrated and can suffer heat strokes.
2. Keep the cat inside the home. If cat owners would like to let their cat outside they need to be there watching to make sure the cat is safe. There are many dangers outside that cats are exposed to like disease, cars, dogs and strangers who may take them and not give them back to you.
3. Spay and neuter is the key to the pet overpopulation problem.  
The Humane Society of Charlotte has to find homes for approximately 1,000 pets a year. *The Humane Society of Charlotte has a low cost spay/neuter clinic.*
4. Bring your pets inside when there are loud noises outside. Dogs have sensitive hearing and loud noises will frighten dogs. Many families lose their dogs during 4th of July because dogs will run away to get away from loud noises.
5. Pets need love and attention. Our lives can be very busy but we must not forget our pets.
6. Check all household plants to see if they are poisonous to your pet.

### PART TWO

Put yourself in the shoes (or paws) of a dog or cat living on the streets. Construct an illustration of five dangerous things the animal might encounter. Share your pictures with your class and the Humane Society.

10. **Visit a grooming salon or vets office** to find out how to keep your pet safe from parasites and how to keep your pet well groomed. Educate dog owners about keeping their pets well groomed.

## 11. Learn to keep your pets safe.

### PART ONE

Confronting the dilemma: Present [Greg's dilemma](#) to the group, either by reading the story aloud or by providing copies for each child. Then make certain that everyone understands the problems Greg faces; help the children define the moral or value issues involved; and identify Greg's alternative courses of action. *Avoid placing value judgments on any one alternative.*

Taking a position on the dilemma: Ask the group to think about the dilemma and write down what they think Greg should do and why they think this action is best. Then, by a show of hands, determine whether the children differ in opinion as to what Greg should do. If at least one-third of the group takes a stand contrary to the rest of the group, continue with Step 3. If more than two-thirds of the group agrees on the same action, introduce an alternative dilemma by asking a probe question. If the children agree that Greg should tell his parents what happened, introduce one of the following:

- A. Suppose Jessa were to get better. What should Greg do?
- B. Suppose Greg were going to get a new bicycle for his birthday, and his dad says that if he gets in any more trouble, he won't get the bike. What should Greg do?

If the children agree that Greg shouldn't tell his parents, introduce one of the following:

- A. Suppose Jessa gets worse, and Greg's parents take her to the veterinarian. The doctor says that it looks as though she's eaten something poisonous and he must know what she ate in order to treat her. What should Greg do?
- B. Suppose Greg's friends offer to help him make up a story about how Jessa got sick without letting his parents know that he let her off the leash. What should Greg do?

Testing reasoning for the positions on the dilemma: After you've generated some disagreements among the group about the appropriate course of action, ask them to think about the reasons for their choices. (If students still agree on the proper action to be taken, the disagreement needed for a good values discussion may come as a result of the different reasons children offer for their choices. You can help them focus their thoughts on moral issues by asking questions such as:

- A. Should a person ever lie to his/her parents? Explain.
- B. Should a person ever risk the life of a pet? Explain.
- C. Are there ever special situations worth getting in trouble for?
- D. What would Greg's parents want him to do?

Divide the children into small groups. Members of each group discuss their positions and reasons and produce a list of the two best reasons to support each course of action.

These discussions enable the children to consider the reasoning behind positions other than their own. They also expose the children to the fact that,

even among individuals who agree on the appropriate course of action, some might disagree on the reasons they feel this action is right.

Reflecting on the group discussion: When the groups have finished, summarize the results in a group discussion. Then ask the children to individually think about all the reasons they have heard and again choose what they feel is the best action for Greg to take. Have each student write down his or her choice of action and the best reasons he or she feels were offered to support it. Don't be concerned with the children's' arriving at a consensus. The objective of the exercise is to involve the children in moral reasoning, not to guarantee agreement in their response.

## **PART TWO**

Design a first aid kit for pets with your class. Compare the contents between a human first aid kit and a pet first aid kit.

- 12. What would you do if your pet was lost?** What are some things that you can do NOW to make sure that your pet will find their way home if they get lost?

### **Prevention Tips:**

- Does your pet always wear a current I.D. Tag? Where can you get I.D. Tag? What is a microchip?
- Do you have written descriptions (size, color, weight, markings) of your pets on hand in case they get lost? If someone else is caring for your pets, leave them a copy of this page.
- Do you walk your dog without a leash? Call Charlotte Mecklenburg Animal Control, 704-336-3786 to find out about the leash laws. Recite the law to your class and the importance of it to keep your dog safe.

Have a discussion on the following steps if your pet is lost.

- a. Look around the neighborhood. Ask people if they have seen your pet; let them know your pet is missing. Offer a reward. Drive around your neighborhood (or wherever the pet was lost) at night: sometimes lost animals hide out during the day. Drive slowly- The animal may recognize the sound of your car.
- b. Check all the animal shelters in your area in person at least every three days. Keep trying. Your pet may wander (or be kept by someone) for a while before being turned in.
- c. Post notices in shopping centers, on telephone poles, in vet offices, in pet stores and grooming parlors. Using a picture of your pet will attract attention. (Have black and white pictures of your pets on hand in case they get lost.)
- d. Place an ad in the newspaper. Watch the "Found" ads- Respond to any that might possibly be your pet. A week of wandering can turn a white poodle into a "Gray Mutt".
- e. If the local radio station has a Lost and Found Pet Broadcast notify them.

Complete the ["LOST"](#) worksheet.

- 13. Track an Animal.** Visit the Humane Society and track one of our animals through the shelter.
- 14. Publicize it!** (This project can be done as a group or as an individual)
- Do you have any ideas on how radio, television, and newspaper reporters get information about things to include in news stories? Write your ideas on a piece of paper. Reporters often rely on news tips from the public. Groups or individuals planning an event or project often tell the media about it because they want other people to know.
  - You will have a chance to learn more about how people can get media coverage as you conduct your community action project.
  - The first step is to pick a project. (Possible projects: Animal Cruelty and Neglect, Pet Over Population Problem, Pet Responsibility, Animal Shelter Adoptions vs Pet Shops, Animal Laws, etc..)
  - If you are having a hard time developing your own action project, you may want to have a brainstorming session to get you thinking about how you can take action.
    - As a group or individual, brainstorm about problems that are affecting your school or neighborhood examples: stray animals running loose, animals being abused or neglected. Choose on a problem on which to focus, and brainstorm possible solutions.
    - Select one solution, and develop an action plan to carry it out.
  - Read "[Tips for Getting Media Coverage](#)". In what other ways could you tell people about your project? (You could write an announcement for the school or make posters to put in store windows.)
  - Think about the best way to tell others in the community about your project. Here are some examples:
    - What kind of audience do you want to tell about the project? (students in the school; other kids; parents; or other adults who could help)
    - What might be the best way to reach this audience?
  - Use the yellow pages of the telephone directory to make a list of names, addresses, and phone numbers of media resources and other people you would like to contact. You might begin by listing the radio stations you listen to or the newspaper that you read. For each resource, decide what would be the best way for targeting that resource. (News release, public service announcement, or another format.)

- Once you have a list of resources pick a few from the list that you would like to contact. Draft the necessary public service announcements, news releases, or letters to publicize the project. If you decided to make posters or flyers have materials available.
- (For Groups Only) Divide the group into small groups of two to four kids. Divide the list of resources so that all groups have an equal number of resources to target. Have the group use student pages to draft the necessary public service announcements, news releases, or letters to publicize the project. If you decided to make posters or flyers have materials available.
- After you have written drafts of your publicity materials, read your drafts to friends, parents and peers. Be sure the writing is accurate, clear, and informational. Revise your own drafts, you may type or copy your writing onto school stationery.
- (Optional) Before or during the project, you may take photographs to accompany your letters or news releases.
- After conducting the action project, discuss these questions:
  1. How did it feel to do something for the animals in your community?
  2. What effect did the media have on your project? What makes the news media important? How might your community be different if there were no television? No radio? No newspaper?
  3. How do you think people use the media to influence people's thinking about community issues?

## 15. Learn how an animal law is passed.

A. Read "[There ought to be a law](#)"

B. What are laws for?

- Protection
- Uphold society's values
- Think of some laws. (Name and write some laws on a piece of paper)
- What laws can you think of that protect animals?
- Laws that protect animals are inconsistent because they uphold society's values, not animal rights.

### C. Framing the Issues

- What kinds of laws are there? (Federal, state, city and township, etc.)
- Who is your U.S. mayor?
- Who are your local representatives?
- What about your state senator and representative?
- You can find these answers through N.C. General Assembly, [www.ncleg.net](http://www.ncleg.net)
- House of Representatives and Senate are the legislative branches of the government. What are the other branches?

### D. How do laws get passed?

#### Idea

- Who comes up with the idea? (Individual, representative / senator, or group.)
- Decide on a possible animal law they would like to see put in action.
- Once you come up with the idea, then a representative or senator must be convinced to introduce it.

#### Shmooze

- Schmooze with the mayor, council, commission administrator, or staff person so that they'll co-sponsor the law with you.

#### Debate

- Law goes to committee and the public for discussion, debate and for input
- Have a discussion with the students using the following questions:
  1. What would be the positive effects of your proposed law?
  2. What negative effects might it have?
  3. Which people would support your law?
  4. Which people or groups would oppose it?

#### Vote

- If the law passes the committee, it goes to the city council (or other lawmaking body) for a vote

#### Signed or vetoed

- Signed or vetoed by chief executive (mayor, commissioner, or administrator)

#### Regulations and Enforcements

- Laws are only as good as enforcement

### E. Write a letter to your representatives in your area.

## 16. Smith Creek's Pet Problem

Do you know that you are part of a community and can have an impact on community decisions? Do you know that uncared-for pets can become a nuisance and financial responsibility for a community? Do you know the costs to a community of caring for stray animals?

- Read "[Smith Creek's Pet Problem](#)" Worksheet. Identify all the problems described in the reading.
- Take a tour of Charlotte Mecklenburg Animal Control, 704-336-3786 to talk about the situation in your community.
- Write a letter to the fictitious Mayor Marshall of Smith Creek, giving the mayor and city council members input on a proposed solution to the pet problem.
- When you have completed this writing activity, send the letter to the Humane Society of Charlotte.

## 17. Be an Animal Career Investigator

Use your "[Animal Interview Kit](#)." For many people, being a veterinarian may be one of the few animal careers that they think of.

- Make a list of "non-traditional" animal careers.
- Brainstorm about what makes a good job and/or what would make you happy. Write the ideas on a piece of paper. Remember that there are no wrong answers.
- Brainstorm and name the many jobs that can benefit animals without being limited to veterinary. If you get stuck use the yellow pages, Internet or other resources available to you.
- Write letters to people in the above brainstormed animal-related careers asking questions about their career such as: What are their day to day responsibilities? What is their favorite/least favorite part of the job? Why did they choose this career? Etc. Note: Not all of those contacted will have the time to respond because they are very busy.
- Have one or more professionals come to speak to your group and answer your questions in person. Use your "[Animal Interview Kit](#)." Worksheet.

18. **Help a homeless dog or cat find a home!** Through the "[Adopt a Pet Program](#)", choose an animal in the shelter and promote their adoption by constructing a catchy resume to attach to their cage. See example resume.

19. **Have your Class view a spay or neuter surgery** performed on a dog or cat at your local vet. Learn all about the realities of pet overpopulation.
  
20. **Learn about what makes Fido tick.** Observe or attend dog obedience classes and learn how to communicate and understand dogs.
  
21. **Simulate an Animal Adoption.** Create interview questions for a potential pet owner. What questions would you ask them to be sure that the animal would have a good, responsible home? Interview three friends.
  
22. **Research animal abuse.** Go through the newspaper and locate articles pertaining to animal abuse. Share them with your Class.
  - A. Write a letter to the editor to share your feelings regarding the article.
  - B. If you feel strongly about an issue related to animal abuse, find out how to contact authorities or start a petition to change something you dislike.
  
23. **Participate in a puppet show** or other educational presentation with the Humane Society of Charlotte. Present your show to younger scouts.
  
24. **Compare and contrast** the differences between the Charlotte Mecklenburg and the Humane Society of Charlotte.

## Working Companions



Trustworthy, capable, loyal and loving dogs are ideal working Companions. Imagine a sheep farmer without his sheep dog? A police officer on a drug bust without his scent dog? Dorothy without Toto? Or a dog-less search and rescue mission?

Dogs have jobs that demand great responsibility and hold tremendous social value. They have become eyes for the blind, hands for the disabled, ears for the deaf and cherished companions for those in need.

They are lifesavers, rescuers and guardians of what we value.

The closer the connection and dependence, the deeper the bond we share with the working dog.

- **Assistance Dogs** -Dogs in Human Health
- **The Entertainers**-Dogs in "The Biz"
- **Herding & Livestock Guardian Dogs** -Hard Working Farm Dogs on the Job
- **Search and Rescue Dogs**-The Lifesavers
- **Police Dogs** -Heroes in Action
- 

How does a dog become a working dog? Read the following paragraphs to find out how a dog becomes a Seeing Eye Dog.

### Assistance Dogs

The relationship between people and dogs goes back hundreds of years. Sometime in the ancient past, wolves and wild dogs became tame enough to become important in people's lives both as helpers and friends. The relationship has proved to be a good thing for both people and dogs! Among our dog friends are many types of helpers. There are dogs who are trained to assist law enforcement officers, dogs who are used to help disabled people, and even dogs who are used to search for and rescue people!

### Guide Dogs

Guide dogs serve as the eyes of blind people. The first training school for guide dogs was established in 1916 in Germany. At this school, German shepherds were trained to lead soldiers who had been blinded in WW1.

In 1929, German shepherds were brought to the United States and received guide dog training at The Seeing Eye. This school, located in Morristown, New Jersey, has trained thousands of guide dogs over the years.

Today, there are many such schools throughout the U.S. Each school has developed its own program. Some schools breed their own dogs and train

them as pups. Others use dogs that are donated, bought from kennels, or even adopted from shelters like ours!

### **Breeds**

Even though many different breeds of dogs are used as guide dogs, all of the dogs are chosen because of certain qualities they possess that are necessary for guide dog work: intelligence, friendliness, strength and endurance, and especially an ability to learn and respond to many different commands. Obviously, there are many dogs that don't pass "qualities test", making these dogs that are chosen very special.

Some of the different breeds that are used include: German shepherds, Golden retrievers, Labrador retrievers, Collies, Weimaraner, Doberman pinschers, Alaskan malamutes, Boxers, and many more, including mixed breeds (or mutts).

### **Cost**

It cost thousands of dollars to train a guide dog and it involves the help of many people. Because money comes from people, businesses, foundations, and other groups, blind people can often obtain their guide dogs for a small cost, or even no cost at all.

### **Fostering**

Training of guide dogs involves a variety of people. Although it takes highly skilled dog trainers to teach these dogs, there are many people involved in the whole process

In many guide dog programs, a pup's first home is with a volunteer foster family. He will live with the family until he's between a year and a year and a half. During this time, the pup becomes one of the family and is taught not to beg, and learn commands such as sit, lie down, and stay. This is similar to your parents teaching you "basic manners" when you were younger, such as using the phrases "please" and "thank you" at appropriate times.

It's good for the pup to live with a family because he learns to participate in and be comfortable with all types of family activities, like jogging, swimming, car rides, and walks. This will help the pup adapt to it's blind partner's lifestyle later on.

## Training

When the pup is old enough, the foster family must give him up so that he can go to school to receive his formal training. Although the first days at school are probably a little bit confusing to the dog, he soon learns to accept his trainer as his new best friend. They will spend much time together at school, and sometimes in the trainer's home. The dog enjoys playing "training games" because it's always made fun for him. A guide dog has to like its work to be good at it!



A dog gets used to wearing a harness during training. A hard U-shaped handle is attached to the harness that the blind person will hold onto. The dog is then taught to pull forward while walking on the left side and slightly ahead of the trainer.

By practicing over and over, a dog will learn, in just a couple of days, to stop at each curb and wait for a command to go forward or turn! Learning to lead a blind person safely around obstacles takes much practice!

Most dogs are fully trained within 6 months and look forward to their important job. At this time, they are introduced to their working partner. Most of these dogs become lifelong companions for their partners because great care is taken to make sure the dog and person are well matched. After all, a person must be able to trust his guide dog with his life!

## See Eye Dog Activity

Now, find out what it's like to be led by a Seeing Eye dog- or to be one! Make a harness by bending a coat hanger as shown. Add rope, a belt, or a cloth strip to tie around the "Dog's" waist. Find a friend who will be your "Dog" and lead your as you walk blindfolded. Be sure that your "Dog" knows how to guide you carefully, and both of you know the proper commands. As a team, walk through a house, school, or other building. Go up or down steps and through doors. After a few minutes, trade places so you can both know how it feels to lead and to be led. Write or talk about your experiences as a blind person and as a Seeing Eye dog.

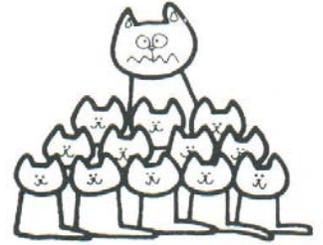
## Hurricane Scenario

The Smith family has one dog “Biff” a large black lab mix and “Puffy” their orange fluff ball cat. They have no idea what they will do with them in the case of a hurricane. They need your help!

The Smiths live in an evacuation zone. They will have to leave their home in case of a hurricane. The family plans on going to a Red Cross shelter, but they do not allow pets. Who knows, they may end up there for weeks, depending on the storm. Where will their pets go? What should they pack for them? Biff the big black lab is having health problems and needs medication everyday. Puffy is a finicky eater and will only eat fancy feast cat food. Oh, and the kitty hates car rides! She always tries to struggle and get away if you put her in the car! What if she gets away! Will the Smiths ever see her again?

They need your news team to devise a plan to help everybody return home safely. Good Luck!





## What Does it Mean?

Do you know what all the words below mean? If you do, write what you think it means. Then check in the dictionary to find out if your answers are correct. When you are done, make a bookmark illustrating one of the words.

Responsible \_\_\_\_\_

Surplus \_\_\_\_\_

Overpopulation \_\_\_\_\_

Veterinarian \_\_\_\_\_

Sterilized \_\_\_\_\_

Euthanasia \_\_\_\_\_

Spay \_\_\_\_\_

Neuter \_\_\_\_\_

Stray \_\_\_\_\_

Compassion \_\_\_\_\_

## Pet Peeves



These pets are “peeved.” They are not happy. Read about each pet. Then, on the lines below each paragraph, write a kind ending to each pet’s “peeve.”

1. My owner left me inside this car. She said she would be gone only a minute. I wish I had stayed at home. I’m so hot and thirsty!

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2. Help! My owner does not keep me safe indoors. Usually I stay away from cars. But a big dog is chasing me. There is no place to run but into the street.

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3. My mother was not spayed. She had all of us puppies. No one wants us. Now our owner wants to get rid of my mother, my brothers and sisters, and me.

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4. It is the 4th of July. There are so many loud noises outside. My owner forgot and left me on the screened-in porch. The loud noises are scaring me!

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5. My owner used to play with me a lot. Then he got a girlfriend. Now he hardly ever pays attention to me. I’m very lonely.

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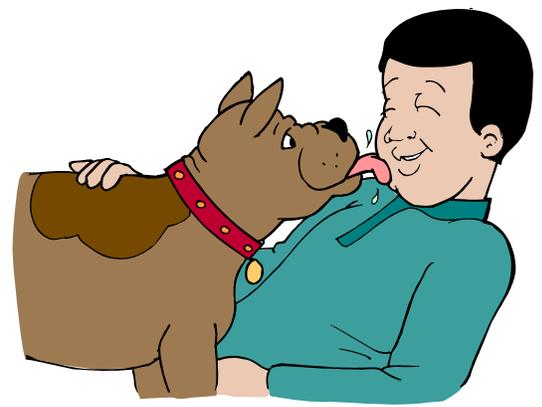
6. My owner has lots of houseplants. I just ate one that looked delicious. Now I feel sick. I hope the plant was not poisonous.

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## Greg's Dilemma

By Lizette Chanock



Greg raced down the stairway three steps at a time. It was after 10 o'clock, and his friends would be waiting at the playground. He banged open the kitchen door, grabbed a roll, and was about to dash out of the house. Suddenly he remembered Dad's warning words, and he stopped. "I won't allow any more mischief," his father had said after Greg had been caught sliding down the banister. "If you can't stay out of trouble, you'll play in your room, by yourself, for two weeks."

For two weeks! Greg thought, horrified. So he quickly straightened his clothes and sat down properly at the breakfast table. Just then Greg's mother came into the kitchen.

"Good morning, dear," she said. "It's such a pretty day, why don't you take Jessa to the park with you?"

"Sure," said Greg. Jessa was the family dog, and Greg loved her very much. He also loved to show her off to his friends. He was certain she was the prettiest dog in the world. Greg put Jessa on a bright blue leash, and off they went.

"Remember not to let Jessa loose," Mom called after them. "It's dangerous."

"I'll remember," Greg promised.

When Greg got to the playground, John, Mary, and Bobby were waiting for him.

"Wow! Look at Greg's dog! She's beautiful," Mary cried out. Jessa wagged her tail and wiggled with delight.

"I bet she can run very fast," said John.

"As fast as the wind," Greg boasted.

"How fast is that?"

"Faster than a train or an airplane." Greg figured that sounded about right.

"Come on, that's impossible!" everyone shouted at the same time.

"It's true," Greg insisted, becoming red in the face.

"Then prove it!" Bobby said.

Greg knew Jessa could run fast. She was his champion, after all. For

a moment Greg remembered his mother's words about keeping Jessa on the leash. He also remembered his father's warning about staying out of mischief. However, if Jessa ran free for only a few minutes, he was sure his parents would never find out. So, without hesitating further, he unfastened her leash.

Jessa took off so quickly that one might have thought a herd of buffalo was chasing after her. Across the field she galloped. Her feet barely touched the ground. Around and around she went, while the children watched and cheered her on.

"She is fast!" they said, and Greg beamed with joy.

Suddenly Jessa stopped. *What smells so delicious she wondered?* She took a deep breath and followed the scent. Beside the sandbox there was a most tempting treat. Jessa forgot all about her cheering audience.

"Hey, look at your dog, she's in the garbage!" John exclaimed.

The children ran toward Jessa. Greg tugged her face out of an old, rusted tin can.

"Do you think there is poison in there?" Bobby asked, pointing to the pinkish-green color of the garbage.

"Oh, look at Jessa's tongue!"

Mary cried out. "It's all yellow."

Greg looked first at the garbage and then at his beloved dog. His heart pounded loudly from fright.

That evening at dinner, Jessa dragged herself to the dining room. Her usually proud head was held low and she was trembling.

"Poor Jessa doesn't look too well," Dad remarked.

"That new brand of dog food I gave her must not have agreed with her," Mom said.

"You must be right," Dad agreed.

"We'll just let her rest, and by morning she'll be fine."

Greg stared unhappily at his food. He was afraid to tell his parents about what had happened at the park. He would be punished for certain. Besides, Jessa might have only an upset stomach. On the other hand, Greg was afraid that there might really have been poison in the garbage. If so, Jessa might die.

What would you do if you were Greg?



Adopted from HUMANE EDUCATION /

# LOST



Pretend that your pet or your imaginary pet has run away. Check off each box once you have completed the task.

- Look around the neighborhood. Look for places a pet can hide. When a pet is scared and confused they will try to hide under porches, sheds and garages. Make a list of places where your pet can hide and where you should look if they are missing.

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- List the addresses and numbers of all the animal shelters in your area.

Name	Address	Phone
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- Write a "lost" ad for the newspaper. What should you write? What type of pet, how old, what color, how big. Does your pet wear a collar? Where did you lose your pet? Are you going to offer a reward?

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- Design a lost poster for you to post in shopping centers, on telephone poles, in vet offices, in pet stores and grooming parlors. Using a picture of your pet will attract attention. (Have black and white pictures of your pets on hand in case they get lost.)



Prevention:

- Make sure that your pets always wear current I.D. Tags.
- Have written descriptions (size, color, weight, markings) of your pets on hand in case they get lost.
- If someone else is caring for your pets, leave them a copy of this page.
- Keep your pets at home.

## Publicize it!

# Tips for Getting Media Coverage

Getting media coverage is not always easy. Here are some suggestions to increase your chances of success:

- Use your imagination to create an interesting story angle that will catch the media's interest.
- Write your news release or public service announcement for a general audience. Consider that the more people it affects, the greater your chance of coverage.
- Write clearly and simply.
- If possible, include a black-and-white photograph for newspaper or a slide or videotape for television. Pictures add visual interest to a story.
- Send out lots of news releases. Coverage may not happen each time you send out a release.

## TIPS FOR WRITING A PUBLIC SERVICE ANNOUNCEMENT

The goal of a public service announcement (PSA) is to inform the public about a meeting or other event they may want to attend or know about. Write the PSA in the words you want read on the radio or television.

Use "high impact" words that create images people will remember. Briefly state who, what, when, where, why, and how. Read your words out loud as you check the length, which should be no more than 20 seconds on the PSA.

## TIPS FOR WRITING A LETTER TO THE EDITOR

The goal of a letter to the editor is to express your position on a problem or issue, and to explain how your group or class is resolving it. Keep your letter short. It is okay to give your opinion, but make sure that you do not say anything unfair about someone else. You must sign your letter or it may not be printed.

**Sample: LETTER TO THE EDITOR**

\_\_\_\_\_  
Name of the Editor

\_\_\_\_\_  
Name of the Newspaper

\_\_\_\_\_  
Address of the Newspaper

Dear \_\_\_\_\_  
Name of the Editor

First paragraph: State that you are a member of the group or class, and express your position on the problem or issue.

\_\_\_\_\_  
\_\_\_\_\_

Second paragraph: Give a very brief history of the problem and description of the current situation.

\_\_\_\_\_  
\_\_\_\_\_

Third paragraph: State your opinion about how the problem should be resolved and why (give reasons).

\_\_\_\_\_  
\_\_\_\_\_

Fourth paragraph: Urge attendance at a meeting or other action related to the problem in question.

\_\_\_\_\_  
\_\_\_\_\_

Fifth paragraph: Thank the editor

\_\_\_\_\_  
\_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your address

Sample: NEWS RELEASE

**FOR IMMEDIATE RELEASE:**

\_\_\_\_\_  
Name of Your Group or Class

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
Contact Person, Phone Number

\_\_\_\_\_  
Title of Release

\_\_\_\_\_  
Who

\_\_\_\_\_  
What

\_\_\_\_\_  
When

\_\_\_\_\_  
Where

\_\_\_\_\_  
Why

\_\_\_\_\_  
How (Details)

## There Ought To Be A Law



In the United States and many other countries, the government consists of federal, regional (state or province), and local law-making bodies. Of these three levels, local governments focus on the issues that most affect an immediate geographical area, such as zoning, education, health, public safety, highway improvements, and management.

Only the legislative offices of a local government can actually make laws. But all citizens can initiate and change laws by influencing lawmaking officials to make or revise a law. The process to initiate or change laws is by influencing lawmaking officials to make or revise a law. The process for initiating or changing a law begins when a citizen or group identifies a problem and considers different solutions to it. The next step is to draft a proposal for a new or changed law, and to gather evidence for a case that supports the proposal. After a proposed law is drafted, it must be presented to lawmakers (the mayor, council, commission, or administrator) and then investigated and discussed by the lawmaking body. After considering the proposed law, lawmakers may accept or reject the proposal.

Most state laws are made by a state's lawmaking body or legislature. New laws are created in response to needs identified by citizens or groups or people. The process involves discussion, investigation, legal review, and voting. This is very similar to the process for local government. Some states share lawmaking power with the people directly through a process called initiative or referendum. This process enables people to create a new law, change an existing law, or challenge a bill passed by the legislature before it becomes law. In this process, concerned citizens collect a required number of signatures on a petition. After receiving a required number of signatures from the public, the petition can then go to the legislator for consideration, or directly to the people for voting.

**6.  
LAW  
SIGNED,  
NOT SIGNED  
OR  
VETOED**

The chief executive (mayor, commissioner, etc.) does one of three things: signs the proposed law, making it a real law; leaves it unsigned; or vetoes it. If the law is left unsigned, it may become a real law anyway after certain number of days, depending on the local government.

**5.  
VOTE BY LAWMAKING BODY**

The city council (or other lawmaking body) votes on the proposed law. If the body votes “no”, the process ends here; if they vote “yes”, the proposed law is passed on to the chief executive.

**4.  
PUBLIC DISCUSSION OR HEARING**

Lawmaking body presents proposed law in a public meeting so other people can hear about it and comment on it.

**3.  
INVESTIGATION**

Staff person investigates need for proposed law.

**2.  
DISCUSSION**

Local lawmaking body discusses pros and cons of proposed law and makes changes.

**1.  
IDEA**

Citizen or group presents proposed law to mayor, council, commission, administrator, or staff person.

## Smith Creek's Pet Problem

Smith Creek is a community of 30,000 people. Most people who live in Smith Creek are store and shop owners, doctors, lawyers, city workers, teachers, and workers at the large apple cannery factory. Smith Creek has lots of young people. There are four elementary schools, two junior high schools, and one high school for students from Smith Creek and the surrounding farming communities. Outside Smith Creek are many dairy farms, horse farms, and apple orchards.



Like many communities, Smith Creek also has a large pet population and many problems related to pet ownership. On the average, 30 stray dogs and 15 stray cats are picked up by the animal control officer each month. After the fireworks display on the Fourth of July, the number is even higher because pets are frightened by the noise and run away. These dogs and cats are often identified and claimed by their worried owners. An owner must pay a fine of \$25.00 per animal when a pet is retrieved. Unfortunately, many stray animals are never claimed. It costs the animal shelter approximately \$4.00 per day to take care of each animal.

Another problem in Smith Creek is animals—particularly large dogs—that run wild. These animals have caused serious problems to both the community and the surrounding farm areas. Over the past three months, four calves have been killed by roaming dogs. One four-year-old child was bitten by a stray dog. This dog was never caught. Fortunately, the child recovered following painful and expensive surgery. Unsupervised dogs overturn garbage cans, making a mess in the neighborhoods. Unleashed dogs and cats have been killed by motorists. Dogs left in the back of pick-up trucks have wandered out of the trucks to chase rabbits, cats, and other dogs.

The city government is considering action to cut down on the number of stray animals in and around Smith Creek. Several ideas have been proposed to the city council:

1. Banning pets in the community.
2. Limiting the number of pets to one dog or cat per household.
3. Imposing a fine of \$200.00 for any animal picked up by the animal control officer.
4. Mandatory neutering of all animals over 6 months.

Before the city council makes its decision, it would like additional input from people in the community, particularly students, on what could be done to help reduce the stray animal problem in Smith Creek and to make sure that all pets are properly cared for and not left to roam freely in the community.

As a group or individually, address a letter to Mr. Joseph Marshall, Mayor of Smith Creek. In your letter, tell Mayor Marshall and the other council members what you think should be done about this problem. Give them reasons that would help them understand your solution.

## The Basic Fields of Specialization

### Involving Work with Animals

#### **ANIMAL WELFARE**

Institutions specializing in this field are concerned with the alleviation and prevention of the pet overpopulation problem and animal suffering. Animal welfare involves programs of cruelty investigation, low cost preventative health care, pet adoption, humane education, animal rescue, and animal control. The principal institutions working in this field are community humane societies, S.P.C.A. and municipal animal control agencies.

#### **VETERINARY MEDICINE**

This field is concerned with the prevention and treatment of animal health problems. Veterinary medicine involves animal care and research. The principal institutions involved in this work are private veterinary hospitals and animal shelters.



#### **PET SUPPLIES AND SERVICES**

This field includes the boarding, grooming, training and supplying of pet food and accessories. Pet supplies and service involves animal care, animal behavior, product design, and salesmanship. The primary institutions in this work include pet supply stores, boarding kennels, grooming shops, and animal training businesses.

#### **ENVIRONMENTAL PROTECTION**

This field is concerned with the planned protection of ecological communities including air, water, flora, fauna, and land. Programs include urban planning, pollution control, and habitat preservation. The principal institutions working in this field include state and national non-profit organizations and government environmental protection agencies.

#### **CONSERVATION**

This field is concerned with the planned protection of flora and fauna to prevent their exploitation, destruction, or neglect. Conservation involves programs of habitat preservation, species propagation, and field research. The principal institutions working in this field include state and national non-profit organizations chartered for the protection of the study of wild animals.

## ZOOLOGICAL PARK MANAGEMENT

Zoos are, by definition, facilities which exhibit collections of living animals. The activities of zoos include species propagation, public education, and zoological research. The principal institutions working in this field are municipal parks, recreation departments and commercial amusement businesses.



## WILDLIFE MANAGEMENT

This field is concerned with the management of wildlife as a natural resource. Wildlife management is concerned with the planned use and exploitation of wild animals in manner which minimizes waste and assures that wildlife populations are not depleted. Wildlife management programs involve law enforcement, game management, and field research. The principal institutions working in this field are the state and federal natural resources departments of government agencies.

## BIOLOGICAL SCIENCE

This field includes interrelated scientific disciplines which are concerned with the study of living organisms. Programs involve research and teaching. The principal institutions working in this field include universities and biomedical laboratories.



## ANIMAL SCIENCES

This field is concerned with the production of domestic animals, especially livestock and poultry. Activities include breeding, animal husbandry, and salesmanship.

See first-hand the different animal-related careers available to them. Schedule a day trip to learn about a career in one or more of the following fields.

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#### **ANIMAL SHELTER**

Animal shelters take care of the unwanted animal population. Discuss why there are homeless animals and name some solutions to the problem (like spay/neuter). Shelters often have educational programs and audiovisual resources available. Mention the range of different jobs, from adoption counselor, to fundraiser to cruelty investigator to kennel worker, etc.

#### **ZOOLOGICAL GARDEN**

See how zoos have evolved from menageries with lots of dark cages to organizations that strive to educate by creating environments that encourage natural behaviors, and work toward the effective reproduction of species in peril.

#### **VETERINARY SCHOOL OR OFFICE**

This is a great opportunity for students to see that there are many roles to play in a veterinary office, from receptionist, technicians, kennel helpers, groomers and the veterinarians themselves. It takes many people and different skills to keep our animal companions healthy.

#### **NATURE CENTER / BIRD SANCTUARY**

A great place for bird and bug watching and to learn about habitats. Discuss with the naturalist why a sanctuary is necessary for wild populations.

#### **RIDING STABLE OR SCHOOL**

Students can see large animals up-close. The amazing partnership between people and horses is evident in a well-trained horse/rider team. Have a trainer talk about how to care for horses and humane ways to communicate with them.

## **GROOMING SHOP**

A busy grooming shop is a great way to see many varieties of dogs and perhaps a few cats. Amid the hair, noise and fast work you will meet some very dedicated people and see the difference good grooming can make for dogs and cats.

## **DOG TRAINING SCHOOL**

Dog training used to be done by force, punishing the dogs if they disobeyed. Now good trainers help dogs understand what is expected of them with positive reinforcement. A well-run training school (your local shelter can help you locate one) is an exciting place that may motivate your students to train their own dogs or even enter the exciting hobby of competitive dog obedience.

## Animal Career Investigator



Choose one the animal related jobs listed on the worksheet “The Basic Fields of Specialization Involving Work with Animals”. Call the agency or business to interview a person in the job field you have chosen.

1. What is your job title?

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2. Describe your job to me?

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3. What do you like best about your job?

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4. What do you like least?

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5. Why did you choose this field to work in?

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6. If you could choose one thing you would like my Class to know about your job it would be \_\_\_\_\_

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## Doggie Cookie Recipe



### Ingredients:

2 ½ Cups of Whole Wheat Flour

1 Teaspoon White Sugar

¼ Teaspoon Salt

6 Tablespoon Margarine

1 Whole Egg

½ Cup Non-fat Dry Powdered Milk

½ Cup Cool Water

1 Can Pam Cooking Spray (unflavored)

1 Can Chicken Broth or Beef Bouillon (optional)

1. Add cool water to Non-fat dry powdered milk and mix together.
2. Mix all of the above ingredients in a large mixing bowl.
3. Knead the dough for 3 to 5 minutes or until dough forms a nice ball.
4. Roll to about ½ inch thick and then cut with cookie cutters into desired shape.
5. Bake on lightly greased cookie sheet for 25 minutes at 350 degrees F.
6. If desired, add one can of chicken broth or beef bouillon for flavor.
7. Share cookies with your dog or hold a Bake Sale and donate the proceeds to the Humane Society of Charlotte.

## Cat Toys You Can Make!

**KITTY TOYS:** Make some toys for the kitties to play with! Playing helps to relieve stress

. *You will need:*

- Pipe cleaners
- Feathers
- jingle bells
- unfinished wooden beads

*Directions:* String beads and/or jingle bells on to pipe cleaner. Twist and turn the pipe cleaner around feathers, making crazy shapes!

### **Captivating Catnip Socks**

*You will need:*

- baby socks
- cotton balls
- dried catnip
- needle and thread.

*Directions:* Take a baby sock and fill it with cotton balls and a wad of catnip in the center - a teaspoon or so should work. Then sew off the top of the sock and clip any loose threads. You're done!

## Stuff For Pups!

### Dog bandanas

*You will need:*

- Colorful or holiday theme fabric that is sturdy, and are washable.

*Directions:*

1. Cut pieces of fabric into approximately 22" by 22" squares.
2. Fold in half diagonally and cut along the fold.
3. Hem ½" along all three sides.

Variations: Squares can range in sizes from 11" by 11" to 28" by 28". The 22" size fits most dogs.

### Animal Comforters

*You will need:*

- Comforters can be made from any type material except looped fabric like chenille or terry cloth that might get snagged in the animals' nails
- 1" batting (thicker is okay)

*Directions.*

The comforters should be a finished size of 12" x 18" but this can vary. We also use 24" x 18" comforters for Mom cats with kittens, litters of kittens and small dogs. We use 24" x 36" comforters for the Mom dogs with puppies.

For the 12" x 18" comforter –

Cut the material 13" x 39." You can then fold it in half with the wrong side of the fabric facing out and sew down each long side. Then turn the fabric right side out. It will resemble a small pillowcase.

Batting should be at least one inch thick. Cut the batting to size – approximately 12" x 18." Slip the batting into the case and sew the open end closed.

Tack down the batting in each corner and along each side so that it doesn't bunch up during laundering. That's it!

## Education Program Evaluation

School: \_\_\_\_\_ Class \_\_\_\_\_

Teacher \_\_\_\_\_  
                    First Name                      Last Name                      Phone Number

What was your favorite activity and why?

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Which activities did you / your class complete?

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Name at least one thing you learned from the program that you didn't know before

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What was your least favorite activity and why?

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Please mail/fax this completed form to:  
Humane Society of Charlotte  
Attn: Cat Belteau  
2646 Toomey Ave.  
Charlotte, NC 28203  
Fax: 704-332-8010

