



humane
society
of charlotte

Teacher/Leader's Guide

Age Level: 4-8

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We recommend you complete at least 8 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. Learn about your “Right to Avoid a Bite”** by visiting the Humane Society of Charlotte and watching a video. Or, read and discuss [“Right to Avoid a Bite”](#) Worksheet.
- 6. 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.
- 7. 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.

8. Having a pet means having responsibilities.

- What does ownership, parent, responsibilities, veterinarian, and spay and neuter mean?
- Who has pets? What kinds of pets do you have? What does your pet need?
- Who is responsible for your pet?

Complete [“Caring Means Looking Ahead”](#) worksheet. You can work individually or as a group.

Helpful tips

Part B of worksheet

What is the cost of a daily portion of food for your pet?

Big dogs	\$1.00
Small dogs	\$0.50
Cats	\$0.33
Rabbits/Guinea pigs	\$0.75 (includes hay, fresh fruits, etc.)
Pocket pets	\$0.33 (hamsters, small birds, gerbils)

* Pets require a great deal of time and energy which may take away from your extra curricular activities.

* One must have a job to care for an animal. You do not have to have a lot of money to care for an animal but you must have enough not only to care for you but your pet as well.

9. Discover the importance of the “Perfect Match”. Learn about why people get pets. What should people think about when choosing a pet and the rules for choosing pet? Complete the [perfect match](#) activity where you become the adoption coordinator.

10. 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.

11. Who's Responsible?

What are the needs of living things?

water • food • shelter / environment

What needs do both pets and humans have?

water • food • shelter • love • health care • safety

Who provides for pets?

parents • veterinarians

What happens when pet's needs are not met?

starvation • disease • injury (hit by a car)

Complete ["Who's Responsible"](#) worksheet

12. 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.

13. 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.

14. **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.

15. 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.

- 16. 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.

Right to Avoid a Bite



You're right to want to avoid a bite! When is a dog most likely to bite? When the dog is angry, hurt, confused or afraid? Or when he or she is protecting something like food or territory. Read each example below. Decide if it is OK to pet this dog. Put OK for ok to pet. Put NOT OK for not ok to pet.

_____ 1. Digger has a toy bone. He is keeping it safe between his paws.

_____ 2. Sadie just had puppies. She does not want anyone to touch them.

_____ 3. Fluffy had an operation yesterday. She is a little sore from the operation.

_____ 4. Misty just cut her paw on a piece of broken glass.

_____ 5. Bonzo is sleeping on his bed. He is have sweet dreams about big doggy bones and long walks with his human friends.



_____ 6. Max is wagging his tail. His owner says it is fine to pet Max.

_____ 7. Madison is afraid of loud noises, and someone is running a vacuum cleaner.

_____ 8. Zeus is in his fenced in yard. He does not like it when people come into his yard.

_____ 9. Eli is crouched down on his forepaws. He is wagging his tail very fast, and he has a ball. His owner says you can play with Eli.

_____ 10. Bernard is eating. This is the most important time of his day.



Answers:

1. **NOT OK** - Dogs do not always like to share their toys and may bite if you try to take their toy away.
2. **NOT OK**- Mother dogs will protect their puppies from others so its not a good idea to try to pet or pick up the puppies while the mother is around.
3. **NOT OK**- When pets do not feel well they do not want to be touched or played with.
4. **NOT OK**- When pets are hurting they may not know what is causing the pain. They may think that you are causing the pain and bite you.
5. **NOT OK**- If you pet a dog while it is sleeping you may startle the dog. The dog may bite out of confusion or fear.
6. **OKAY**- Max's owner said it was okay to pet him and when a dog's tail is wagging back and forth they are happy.
7. **NOT OK**- When pets are afraid they may bite.
8. **NOT OK**- Dogs like to protect their territory. A back yard may become part of a dog's territory.
9. **OKAY**- Eli's owner says you can play with Eli. Eli's tail is wagging and he is very excited to play with you.
10. **NOT OKAY**- Dog's do not want to be bothered when they are eating. Some dogs think you are going to take their food away so they growl and bite.

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.

Caring Means Looking Ahead

Part A

*How much time would you need to set aside to care for your pet each month?
What things would you have to do for your pet each day?*

Below list each pet care action that you would have to perform on the lines at the left. Then guess how many minutes each action would take. Write this number to the right of each action.

_____	_____
_____	_____
_____	_____
_____	_____

2. How many minutes would the above actions take each day? Add all the numbers in the right-hand column above. _____

3. How many minutes would the above action take each month? Multiply your answer from question 2 by thirty, the average number of days in the month.

4. What pet care actions would you have to perform only a few times each week? A few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

_____	_____
_____	_____
_____	_____

5. What is the total number of minutes you included for Question 4? _____

6. What is the total number of minutes per month that you would need to set aside in order to care for your pet? Add your answers for exercises 3 and 5. _____

7. How many hours would you need to care for your pet each month? Divide your answer for exercise 6 by sixty, the number of minutes in one hour. _____

Part B

How much money would you need to care for your pet?

- 1. What is the cost of a daily portion of food for your pet? _____
- 2. What would be the cost of feeding your pet each month? Multiply the answer you had for exercise 1 by thirty, the average number of days in a month. _____

How about for 1 year? _____

- 3. What, besides food, does your pet need? Hint: What items might you need in order to complete actions you listed in Part A? Write cost to the right of each item. Include the expenses of spaying or neutering, one visit to the veterinarian, and yearly shots? Although these costs do not arise every month, they are important to consider when planning for a new pet.)

- 4. What is the total cost of the items in exercise 3? _____

- 5. What is the total cost of caring for your pet for one year? Add your answer for exercise 2 to your answer for exercise 4.

Pets are great but require time and money.



Caring Means Looking Ahead

Answer Sheet

Part A

How much time would you need to set aside to care for your pet each month?

1. What things would you have to do for your pet each day? Below list each pet care action that you would have to perform on the lines at the left. Then guess how many minutes each action would take. Write these numbers to the right of each action.

Exercise pet (3 X a day) 20min x 3

Feed the pet 5 min x 2

Brush the pet 5 minutes

2. How many minutes would the above actions take each day? Add all the numbers in the right-hand column above. 75 minutes

3. How many minutes would the above action take each month? Multiply your answer for exercise 2 by thirty, the average number of days in the month.
2250 minutes

4. What pet care actions would you have to perform only a few times each week? A few times each month? Below list each such action on the lines at the left. Guess how many minutes you would spend each month completing each action. Write this number to the right of each action.

Bathing the pet, clipping nails 60min /month

Cleaning up pets home 30min (per week)

5. What is the total number of minutes you included for exercise 4?
180 minutes

6. What is the total number of minutes per month that you would need to set aside in order to care for your pet? Add your answers for exercises 3 and 5.
2430 minutes

7. How many hours would you need to care for your pet each month? Divide your answer for exercise 6 by sixty, the number of minutes in one hour. 40.5 hours

Part B

How much money would you need to care for your pet?

1. What is the cost of a daily portion of food for your pet?

Refer to Helpful tips and write on board. \$1.00

2. What would be the cost of feeding your pet each month? Multiply the answer you had for exercise 1 by thirty, the average number of days in a month. **\$30.00**
How about for one year? **\$360.00**

3. What, besides food, does your pet need? *Hint: What items might you need in order to complete actions you listed in Part A?* Write cost to the right of each item. Include the expenses of a spay or neuter surgery, one visit to the veterinary and yearly shots? Although these costs do not arise every month, they are important to consider when planning for a new pet.)

Bathing the pet, clipping nails \$10-\$21/mo

Cleaning up the pets home \$5-\$15/mo

Taking the pet to the veterinarian \$100-\$300 (once a year)

Brushing the pet (supplies) \$5-\$15/yr

Exercising the pet: (leash, collar) and toys \$10—\$20/yr

What is the total cost of the items in exercise 3? **\$130—\$371**

What is the total cost of caring for your pet for one year? Add your answer for exercise 2 to your answer for exercise 4. **\$152—\$73**

Who's Responsible

On a separate sheet of paper or in a group discussion, answer the following questions for each of the situations described below.

1. Who's responsible?
 2. Which of the animal's needs is not being met?
 3. How could the problem have been avoided without harming the animal?
-
- A. John's cat scratches the furniture. John has bought a scratching post for his cat, but so far the cat has ignored it. Several times, while watching television, John has heard the cat scratching furniture. He did not want to miss his television program, so he did not get up to positively correct the cat. Who's responsible for the scratched furniture?
 - B. For her birthday Evelyn was given a dog. The dog is very friendly and likes companionship. Evelyn works during the day and goes to school at night. Her neighbor lets the dog go outside three or four times a day. Evelyn was told that the dog was housebroken. But each evening, when she gets home from class, Evelyn finds that the dog has messed in the house. Who's responsible for the dog's behavior?
 - C. Ralph's cat likes to use Ms. Thompson's garden as an outdoor litter box. Yesterday Ms. Thompson planted new tulip bulbs. Today Ralph's cat dug up the bulbs and scattered them. Ms. Thompson is furious. Ralph says she should put a fence around her garden. Who's responsible for the bulbs being dug up— the cat?
 - D. Mrs. Murray's dog barks a great deal. When her dog barks, she lets him out into the backyard. The dog barks outside too. Mr. Jenson, Mrs. Murray's next door neighbor, complains that the barking dog frightens his grandchildren. Mrs. Murray says that Mr. Jenson should keep his grandchildren away from her backyard. Who's responsible for this neighborhood problem?
 - E. Michael works at the Humane Society of Charlotte. On the street where Michael lives there is a family that owns an unspayed female dog. Each year the family brings a litter of puppies to the Humane Society. There simply aren't enough homes out there for all the puppies being born and Michael is having a hard time finding homes for all the puppies. Michael has talked to the family about this. He suggests that they spay their dog. They say it is too expensive. They are thinking of getting rid of the dog because she keeps having too many puppies. Who is responsible for the fact that the puppies may not find a home?
 - F. Your sister lives in an apartment and works during the day. She comes home one evening to find that her new puppy has chewed her best pair of shoes. Who's responsible for the ruined shoes?

Answer Sheet

- A. John is responsible for training his cat. It is not the cat's fault that it is scratching the furniture. Cats scratch on certain surfaces to sharpen their claws. This is a natural habit. Cats need to be trained to use the scratching post. Encouraging the cat to use the scratching post and discouraging the cat to use the furniture will help the cat understand what you want.
- B. Evelyn is responsible for taking her dog out for exercise and to go to the bathroom. Evelyn works during the day and goes to school at night. She does not have time for a dog. Evelyn needs to find a good home that has time for a pet. (Possibly her next door neighbor)
Pets require a lifetime commitment. Pets should never be given as presents.
- C. Ralph is responsible for his cat's actions. The cat needs to be supervised when it is outside. Ralph needs to keep his cat inside his house where the cat is safe and out of trouble when he can not be there to watch the cat. There are many dangers cats may face when left outside alone including angry neighbors.
- D. Mrs. Murray is responsible for her dog's action. Dogs bark because they are excited and want attention. Mrs. Murray needs to enroll her dog in dog obedience classes. In class Mrs. Murray will learn to teach her dog not to bark all the time.
- E. The family is responsible for any unwanted puppies their female dog may have. Spay and neuter is very important. There simply are not enough homes for all the puppies and kitties being born. If the family can not afford to get their female dog spayed, they need to give the dog to the Humane Society of Charlotte for placement in a responsible home.
The Humane Society of Charlotte has a low cost spay/neuter clinic. For more information go to our website, www.humanesocietyofcharlotte.org.
- F. Your sister is responsible for the puppy's actions. A puppy does not understand that shoes are off-limits. It is important that if you leave your puppy alone you must leave it in a safe place where it can not get into trouble like a bathroom or dog crate.

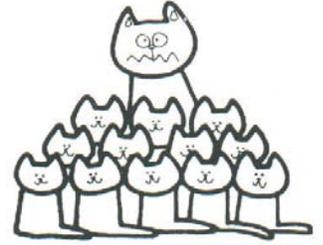
Hurricane Scenario

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 _____

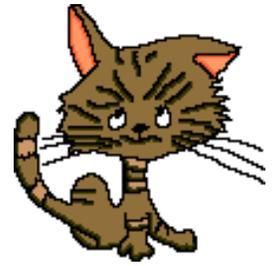
Spay _____

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!

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.

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.

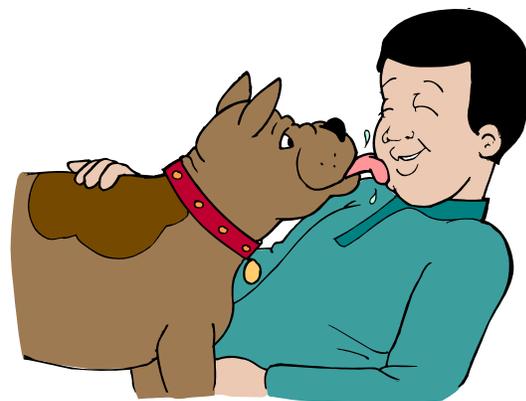
4. It is the 4th of July. There are so many loud noises outside. My owner forgot and left me on the screened-in porch. The loud noises are scaring me!

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.

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.

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.

- 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?

- 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.

The Perfect Match



Directions: Imagine you are an adoption counselor. Part of a shelter worker's job is talking to people and helping them adopt a pet that is right for them. Read below to find out about three people and the dogs they want to adopt. You must explain to the people why the dogs they want to adopt may not be the best choice for them. Then suggest a different dog for each to consider. Be sure you don't recommend the same dog to two different people!

The People

- Susan is an elderly woman who lives in the country. She has a big fenced-in yard. She wants a big dog that will bark when strangers arrive. There are no other houses where Susan lives. She does not want to spend a great deal of time training a dog, even though she will give it lots of love. She wants to adopt the puppy, Lassie.
- Rob works at an office, but comes home for lunch. In the evenings and on weekends, he has lots of time to spend with a pet. He lives in an apartment. The landlord will allow him to keep a small dog. Rob wants a dog that he can easily take for walks on a leash. He wants to adopt Charlie. He hopes the landlord won't think Charlie is too big.
- Jim and Sandra run a stereo repair business out of their home. They are at home most of the day and have two children. They have a fenced-in yard. They are looking forward to training a dog of their own. They want to adopt, Gigi, but they admit they wish she were a bigger dog.

The Dogs

- Lassie is a cute, collie puppy. Like all puppies she chews on things, is not housebroken, and needs lots of training and attention.
- Charlie is a big, mixed-breed dog. His former owner turned him in to the shelter. He said Charlie barked too much when people went by his yard. He said the neighbors complained about the barking. Charlie is used to having a large, fenced-in yard in which to run.
- Gigi is a quiet, well-mannered, housetrained, toy poodle, but she is not used to children. She was turned in to the shelter when her elderly owner had to go live at a nursing home. The nursing home would not accept pets and the owner's family did not want Gigi. Because Gigi is a small dog, she does not need as much room as a large dog.



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?

Which activities did you / your class complete?

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

What was your least favorite activity and why?

Please mail/fax this completed form to:

Humane Society of Charlotte

Attn: Cat Belteau

2646 Toomey Ave.

Charlotte, NC 28203

Fax: 704-332-8010