

THE KENNEL CLUB  
**SAFE AND SOUND**  
**TEACHERS' NOTES**





## Safe and Sound - Teachers' Notes

The Kennel Club SAS (Safe and Sound) Team aim to provide teachers of Key Stages 1, 2 and 3 with materials to help bring successful and practical ideas to the classroom that can be incorporated with DfES, QCA and Primary Strategy initiatives. The resources support the primary curriculum for Citizenship and PSHE with regard to the listed areas. As the initiative develops additional material will also link to Literacy, Numeracy, Science and ICT areas of the curriculum.

### Background Information

Recommended for all teachers using this site.

### Resources

	School Year Group	Pupil Age Range
Key Stage 1	1-2	5-7
Key Stage 2	3-6	7-11
Key Stage 3	7-9	11-14

(Not all the stages will be covered until later in 2004. However, some resources may fit your class).

Reception teachers may also find helpful information within these resources.



## Teachers' background information

Most children have a natural affection towards animals, particularly dogs. 23% of your class are likely to be from dog owning households. Some people are afraid of dogs due to a bad experience, misinformation from other people or horror stories in the media. However, if children are taught to be SAFE AND SOUND around dogs they are most likely to grow up with some very positive attributes.

Children who own pets tend to learn to take responsibility at an earlier age. They also learn to feel empathy, not only to animals but also to people. Dogs can also have a very positive impact on children with learning disabilities.

In order to keep children SAFE AND SOUND around dogs, adults and children need to know how to minimise the risk of ever being bitten.

Humans and dogs don't speak the same language, which can quickly lead to misunderstandings on both parts. Dogs may appear unpredictable but there is nearly always a reason for their actions.

It is vital that children learn how to behave around dogs from a young age, with proper supervision and education. Even if children do not have a family dog they need to learn to 'SPEAK DOG'.

A disproportionate number of children are bitten because of their small size and thin skin. **The 5-9 age bracket** is the most common, with **under 12s** accounting for most dog bite victims. Three quarters of these incidents happen with the family dog or a dog known to the child.

As children are small compared to dogs, bites to children that might not even break the skin of an adult tend to be more serious. The highest risk of a serious bite is to toddlers, as internal organs and the skull are at dog level. As children get taller and older, bites occur to the face, neck, hands, forearms and legs. By the age of 12 the sites are the same as adults, mostly hands and arms.

A dog's tendency to bite depends on many factors in addition to its genetic make up. Many studies have been breed related but all come to different conclusions.

Other crucial factors include, medical and behavioural health, experience, socialisation and **the victims' behaviour**.

**No dog is 100% safe. All dogs have 42 teeth - all can bite.**

**Children need to learn how to be SAFE AND SOUND.**

Children's lives are enriched by living with dogs. They learn responsibility, they learn to empathise and their self esteem increases. Parents and teachers have the responsibility of making sure that this companionship is as safe and sound as possible. No dog is 100% safe with anyone. However, through education nearly 100% of accidents are preventable.

As with all accidents, most happen in the home and a little forethought can go a long way to reduce any risks. Many people are unaware of simple measures that can be taken to avoid problems altogether, and many do not recognise the tell tale signs of danger.

The basic ingredients for a 'Safe and Sound' child/dog relationship involve the following:

- Selection of a dog - not breed specific but specific to the individual dog. There is no perfect dog for every circumstance.
- Careful pre-ownership planning - when to have a dog join the family.
- Responsible dog ownership and training.
- Safe and Sound around dogs education for all children, whether they live with a dog or not.



## Teachers' background information *continued*

This previous section is crucial, as research in the UK and other countries has shown that education is a significant factor in children staying safe, and increasing respect and understanding of dogs, as well as an important key to successful human/dog relationships for life.

Although education is a continuation from birth to adulthood, there are prime times when it is most effective and most necessary. As well as being protected by adults, children benefit most from knowing how to look after themselves. They need to learn the difference between appropriate and inappropriate behaviour around dogs. Under 5s need constant adult supervision, as they do not recognise danger. Under 8s often react and interact with dogs in a way that could be heading for danger. However, adult supervision is still much wider. But the age range that most often gets into trouble is 8-14 year olds. These children may become complacent in their behaviour when around dogs they are familiar with, but far more careful with dogs they don't know. Hence most bites are by a dog known to the child. Fortunately this is the age range most likely to respond to education and therefore most likely to benefit from Safe and Sound.

In 2002 the UK pet population was estimated to consist of 6.1 million dogs.

(Source: Pet Food Manufacturers Association)

The make up of this population of dogs was found to be:

- Toy Breeds 6.5%
- Small Breeds 23%
- Medium Breeds 26%
- Large Breeds 41%
- Giant Breeds 3%

It is estimated that 59% of dogs are pedigree.

(Source: You and Your Vet 2003 No.73)

The psychological and emotional benefits of pet owning have been researched by McNicholas and Collis of Warwick University and the work they conducted in 2001 reported that 90% of children put pets in their top ten of favourites, along with friends and family. They showed that there were benefits to these children educationally and emotionally, as well as increasing their understanding of responsibility, empathy and nurturing skills.

Pets were chosen by the children in a number of scenarios for support. These included being ill, scared, having a problem, having a secret, having a bad day, feeling embarrassed, feeling annoyed by people or when the child had annoyed someone. The children showed that their pets did not annoy them, that they were very high in giving emotional support and very good to confide in. They were not so useful for conflict situations, but if ill a cat scored higher than mum or dad and if scared, dad or the dog are the best bet!

With so much interaction happening between children and dogs there are invariably a few accidents. Nearly all biting accidents are preventable and very often depend on the behaviour of the child prior to the incident. There are many accidents happening in the home all the time that far out number injuries from dogs. In 1999 435,000 children under 15 were taken to hospital following slips or trips on the same level, off chairs, beds, baby changing tables and stairs. 260,000 of these were under 5. 30,000 under 5s with suspected poisoning visited A&E, whilst 215,000 children are injured every year playing ball games such as football.

(Source: Government statistics)



## Teachers' background information *continued*

The aim of the SAS initiative is to make children SAFE AND SOUND around dogs.

Guidelines and advice about owning a dog are available from many sources but these tend to be read by adults rather than children and certainly not by the dog!

Research has also found that parents do not always know what the child is doing with the dog.

(Source: McNicholas and Collis)

Before the age of 10 children are generally unable to care for a pet adequately because they are not developmentally ready without the help of an adult. This can be where some situations fall down.

One crucial factor is that dogs do not speak or understand the human language and children do not speak or understand dog language.

Children and adults attribute human characteristics and intentions to dogs and this anthropomorphism can lead to misunderstandings. Dogs do not possess the human characteristics of guilt, lying, premeditation or jealousy. Dogs act from innate behaviours which relate back to the need to keep alive before they were ever domesticated.

Children do not recognise warning signs and tend to misread many situations. (Refer to the SAS section SPEAK DOG).

60% of children aged between 5 and 9 misinterpreted dog behaviour in situations that could lead to a biting incident. The context of the behaviour was given more importance by the children than the behaviour signals being given by the dog. For example, a dog laying in its bed but baring its teeth was seen as 'wanting a cuddle'. Possessively guarding a toy was viewed by some children as an invitation to play. A wagging tail was taken to mean a friendly dog irrespective of barking, growling or baring teeth.

(Source: McNicholas 2001)

Some activities children were carrying out with their dogs (without their parents knowledge) included:

- 98% cuddling
- 80% kissing
- 38% smuggled them into their beds
- 75% shared food such as TV snacks

There is therefore an obvious need to teach children to be safe around dogs.

The children will be taught to SPEAK DOG by 'Sashi', the Safe and Sound Hound.

They will be taught how to act physically in the presence of dogs and on the website can play the *Safety Factor Challenge Game* that helps to highlight just how well their learning is progressing.



# Teachers' Notes Index

## All Key Stages can include:

- a. Teachers' Background Information (3 pages)
- b. Reference to the 'How to Stay Safe' area of the SAS website
- c. Do You Speak Dog? (4 Teacher pages)

## Key Stage 1, 2 and 3

### ICT

The Safety Factor Challenge Game can be played individually, in groups and/or with adult help. It is specifically aimed at 8-12 year olds but its versatility allows a far wider age range to enjoy and learn from it.

Reception classes may find the section 'Can You Speak Dog' useful for vocabulary exercises, to learn new words from shared experiences and significant words linked to a particular topic.

## Key Stage 1 and 2 Literacy & Citizenship

Rules and Laws  
(Teacher Resource - 1 page)

Rules Designed to Protect Us  
(Pupil Resource, includes pictures of cars - 1 page)

Rules To Keep Us Safe Around Dogs  
(Pupil Resource - 2 pages)

How Do Rules Keep Us Safe?  
(Pupil Resource, includes pictures of dogs and questions for pupils - 2 pages)

Learning To Speak Dog

(Pupil Resource - 2 pages)

## Key Stage 2 Citizenship

Rights of young people / Do dogs have rights?  
(Teacher Resource - 1 page)

Our needs / A dog's needs  
(Pupil Resource - 1 page)

## Other resources coming soon:

## Key Stage 1 and 2 Citizenship

- How Can We Take Responsible Action?
- How Do We Look After Animals?
- Who Else Looks After Animals?

## Key Stage 1 and 2 Science

- Plants, animals and the local environment  
(links with Sc 2 5a, 5b)

## Key Stage 3 Citizenship

- How The Law Protects Animals
- How Does The Law Protect Our Pets?

### Key to Teachers' Notes

The following information is shown at the head of each page of both the Teachers' Notes and Pupils' Activity Sheets.

Key Stage  
KS1+2

Curriculum area  
Literacy and Citizenship

Cross reference to other Teachers' Notes  
Rules and Laws



= Teachers' Notes



= Pupil Activity Sheet



## Do you SPEAK DOG?

The language used by dogs is subtle. The vocal noises and the body postures need to be translated so that children can become conversant in canine behaviour and happily SPEAK DOG.

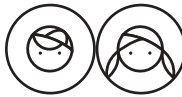
Just as crossing the road safely can only be taught reliably once a child is developmentally able to judge the speed of approaching cars (approximately eight years of age) the same can be said for reading the language of dogs, as this factor is related to the age of the child as well as its life experiences. For example, a five year old does not innately recognise by sight or sound that a growl is a warning signal. Hence they do not necessarily react with an appropriate response. In fact, with many lifelike toddler toys designed to be pushed and pulled to make noises, it becomes even harder for a child to understand and differentiate between the sounds of a stuffed toy and those of a living being, such as a dog. Canine body postures are also easily misinterpreted just as with human gestures (for example, not waving but drowning).

**Only rarely does a dog bite without warning.**

Some of the indications of a bite can be very subtle, whereas others are more obvious. In all cases the behaviour of the person usually plays a vital part. There are also a number of circumstances which are known to be more likely to cause a dog to bite. They can bite when they are approached; handled; grabbed and restrained (especially by strangers); when frightened; shy or injured; playful or over exuberant. Dogs can become over-protective of food, bones, toys, sleeping areas, cars, houses, gardens, offspring and owners. These are the clues to understanding why most bites happen in the dog's own home, whether that be the child's home or that of a friend, relative or neighbour.

Stray dogs are usually afraid of people, unless they are approached. However, children often read the wrong message from the dog as they are fooled by the apparent safety of the situation due to the circumstances.

Children as old as 7-12 years have been shown to come up with many misinterpretations of 'dog language'. Many of these could lead to biting incidents.



# CAN YOU SEE HOW THIS COULD RESULT IN A BITE?

## THE DOG IS BARKING IN THE GARDEN.

THE DOG IS SAYING...



The dog is protecting its garden and does not want to be touched. If the child moves towards the dog it could bite.

...BUT BEWARE, LOOK WHAT THE CHILD IS THINKING.



## THE DOG IS WHINING.

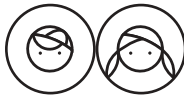
THE DOG IS SAYING...



The dog is in real pain and doesn't want to be touched. If the child touches the dog to comfort it the result could be a bite.

...BUT BEWARE, LOOK WHAT THE CHILD IS THINKING.





# CAN YOU SEE HOW THIS COULD RESULT IN A BITE?

## THE DOG IS GROWLING.

THE DOG IS SAYING...



The child does not understand the meaning of a growl or curled lip, so if the child approaches she could receive a bite.

...BUT BEWARE, LOOK WHAT THE CHILD IS THINKING.



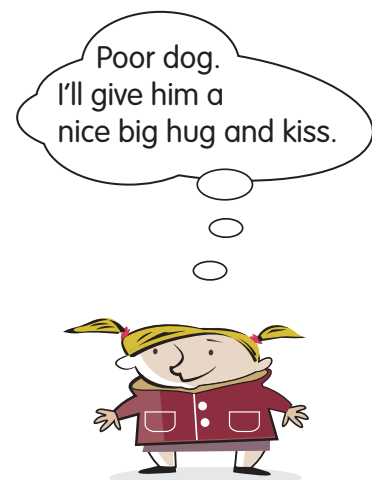
## THE DOG IS HOWLING.

THE DOG IS SAYING...



A nice big hug and kiss could well result in a bite in this situation, if the dog is in a panic to get away.

...BUT BEWARE, LOOK WHAT THE CHILD IS THINKING.







## Teachers' information

### Rules and Laws

Pupils need to gain confidence and learn about responsibility. They must prepare to play an active role as citizens, develop good relationships and respect differences between people.

### How Do Rules Affect Me? / Why Do We Need Rules?

Objective: To understand that rules and laws are designed to protect us.

Discuss the fact that rules may be national, local, only for certain groups of people (e.g. school rules) or rules that might only apply to their family or group of friends.

### How are these rules arrived at?

What is the difference between a LAW and a RULE?

### Using Class Sheet 1

Let the class look at the picture of the cars. Discuss with them any rules that have to be obeyed with respect to cars. Differentiate between Law (as in Act of Parliament) and common sense rules. If some of the class have difficulty understanding why particular behaviours are wrong and why we need laws to protect us, ask the answers to the inverse scenario: e.g. in this case what would happen if there were no speed limits?

### Rules That Keep Us Safe And Sound Around Dogs

Objective: To understand that rules are important to keep us safe.

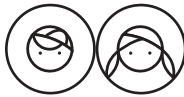
### Using Class Sheet 2

(There is other information on the Kennel Club Safe and Sound website that you may like to draw on for this lesson.)

- Can your class come up with any rules or laws that apply to dogs?
- Can they think of any common sense rules for keeping dogs safe?
- Is there a law that requires dogs to wear a collar and walk on a lead?
- Why must dogs have an identity tag? What does the law say it has to have on it? (Owner's name and address)
- Is there a bylaw in your local area for poop scooping?
- Where do dog owners within your class walk their dogs?
- What type of shops are dogs banned from?
- Why do puppies have vaccinations?

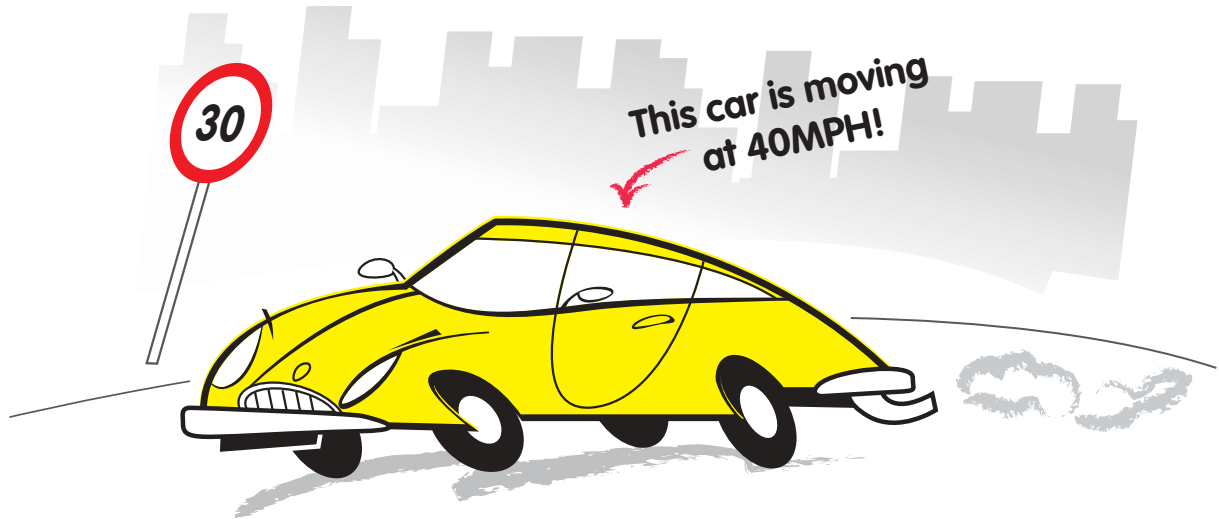
### Now look at the sheet: How Do We Stay Safe And Sound Around Dogs?

- This sheet could be used individually or in small groups.
- Pupils will need to access the Kennel Club Safe and Sound website in the How To Stay Safe Area.
- Now take 'The SAS Safety Factor Challenge'. Do your pupils stay safe?



Class Sheet 1

# RULES DESIGNED TO PROTECT US



What law is being broken by this car?

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How does this law protect us?

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Can you think of any other laws or rules about cars that protect us?

1. 

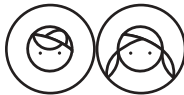
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2. 

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3. 

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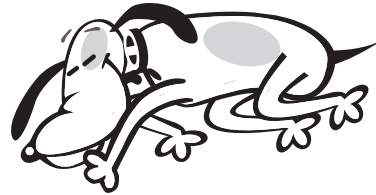


Class Sheet 2

# RULES TO KEEP US SAFE AROUND DOGS

All dogs can **bite!** Even a happy, friendly dog could bite. Look at these pictures and fill in the spaces for each picture.

This dog is \_\_\_\_\_  
...do not touch!



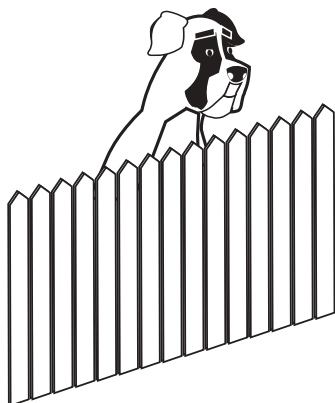
This dog is \_\_\_\_\_  
...leave it alone!



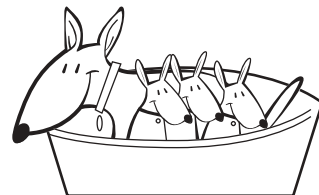
You want to say 'hello' to this dog  
so you ask \_\_\_\_\_ first.



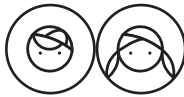
This dog is \_\_\_\_\_  
...do not touch!



This dog is in his \_\_\_\_\_  
...do not tease him!



This dog is protecting her \_\_\_\_\_  
...leave all of them alone!



## RULES TO KEEP US SAFE AROUND DOGS

Now look at the pictures on the Safe and Sound website showing you how to be **SAFE** and **SOUND** if a dog frightens you.

If a dog frightens me I should stand like a \_\_\_\_\_

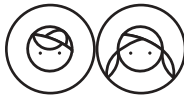
Me as a \_\_\_\_\_

This will keep me S\_\_\_\_\_ and S\_\_\_\_\_

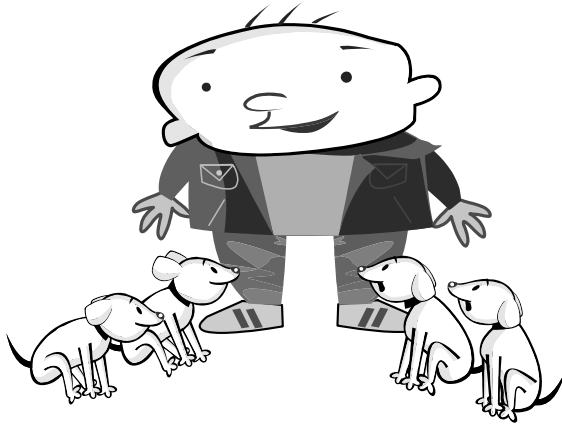
If a dog knocks me over I should be a \_\_\_\_\_

Me as a \_\_\_\_\_

This will keep me S\_\_\_\_\_ and S\_\_\_\_\_



# HOW DO RULES KEEP US SAFE?



This little boy is looking at some very young puppies.

What hazards can you think of?

What could make this situation safe?

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These puppies are even younger.

What are the hazards in this situation?

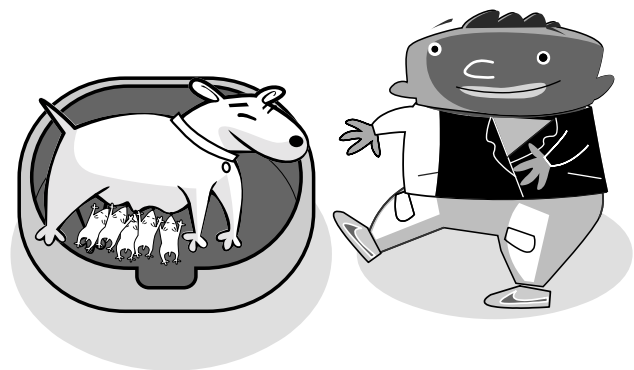
How could you make it safe?

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This dog is very busy chewing a bone and you need to walk by this dog to get somewhere.

What would you do to keep safe?

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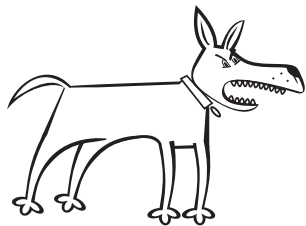
# Learning to 'SPEAK DOG'

Look at the pictures. What are the dogs saying?

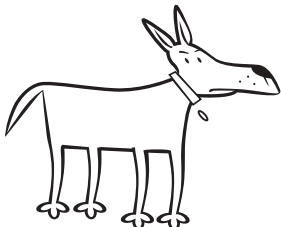
Sashi the Safe and Sound Hound will translate for you.

Sashi says you will see and hear warning signs. Dogs 'speak' with their body positions, their vocal sounds and their teeth!

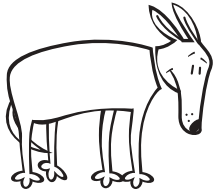
## Warning Signs



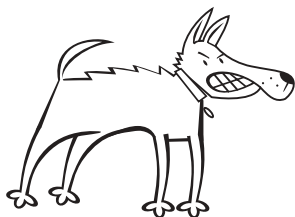
Barking, growling snarling.



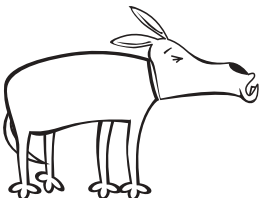
A 'frozen dog' - no movement or response.



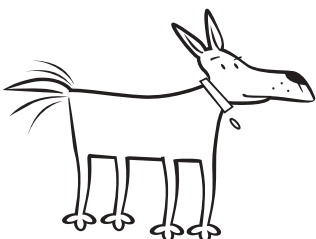
Shy or afraid of you, tail between legs, head low, crouching.



Fur raised, ears up, tail up (often over the back), stiff body.



Crying in pain.



Wagging tail.

## Sashi's translation

I'm telling you to leave me alone

I'm disguising my intentions, I might bite. Leave me alone.

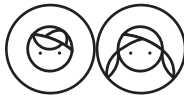
You might feel sorry for me, but go away. I'm so scared I might bite. Leave me alone.

Keep away, I may bite!

Keep away, I'm in pain. I might bite, please leave me alone and get a vet.

Some worried dogs do this. A worried dog might bite so leave me alone.

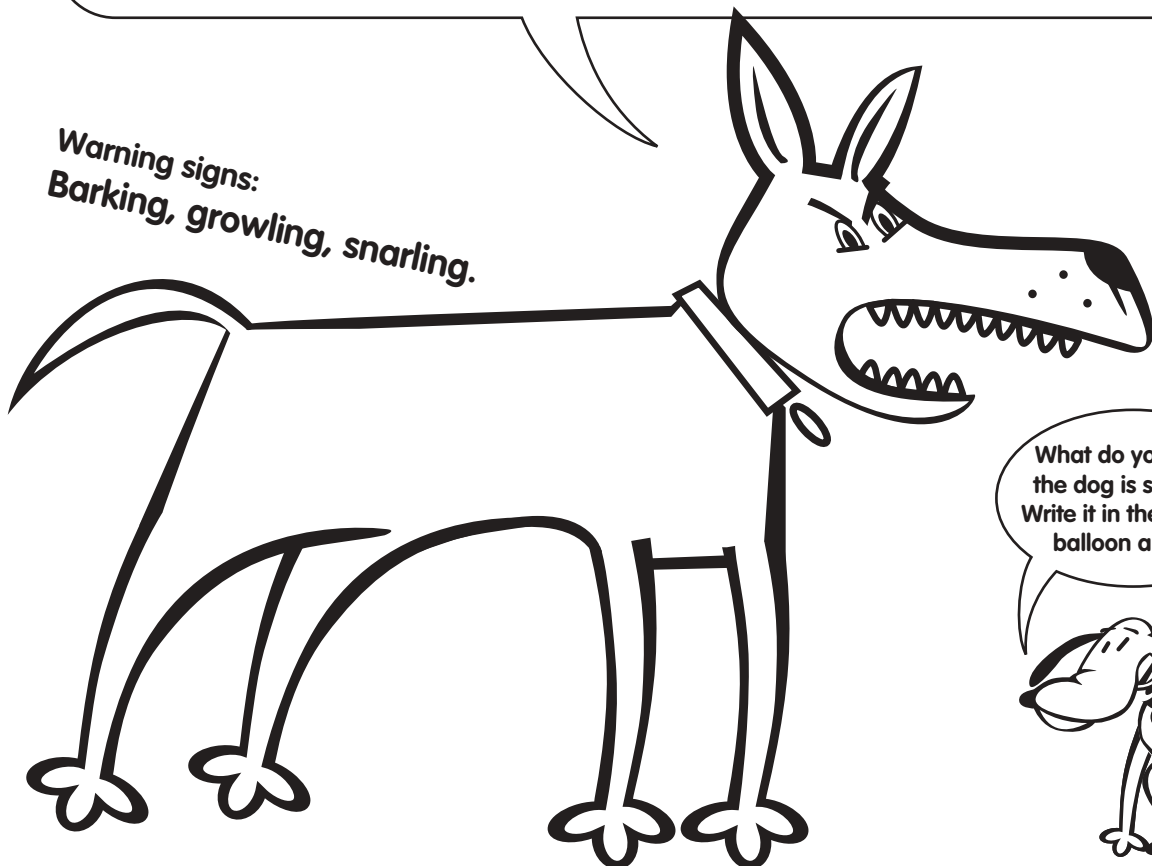




# LEARNING TO 'SPEAK DOG' 1.

A large, rounded rectangular box with a solid top and bottom border and a dashed middle border, intended for writing a response.

Warning signs:  
Barking, growling, snarling.



What do you think  
the dog is saying?  
Write it in the speech  
balloon above.

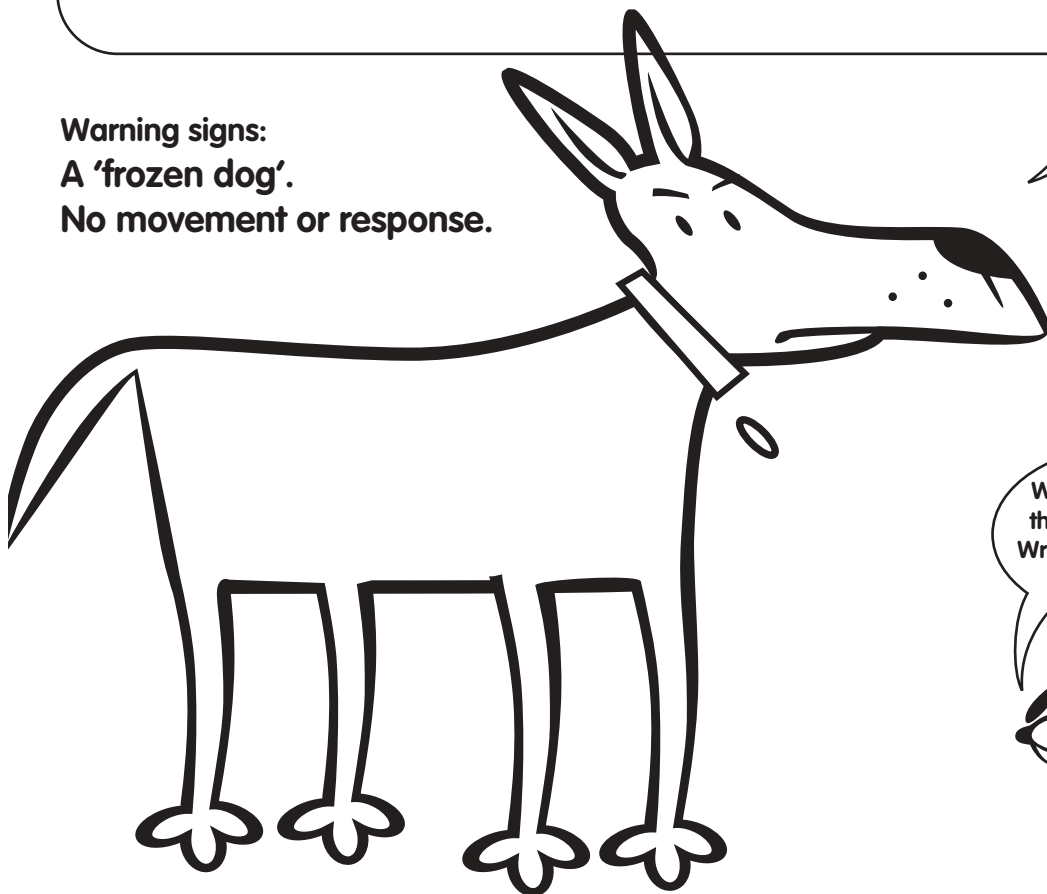




## LEARNING TO 'SPEAK DOG' 2.

A large rectangular box with a solid top and bottom border and dashed horizontal lines inside, intended for writing a response.

Warning signs:  
A 'frozen dog'.  
No movement or response.



What do you think  
the dog is saying?  
Write it in the speech  
balloon above.

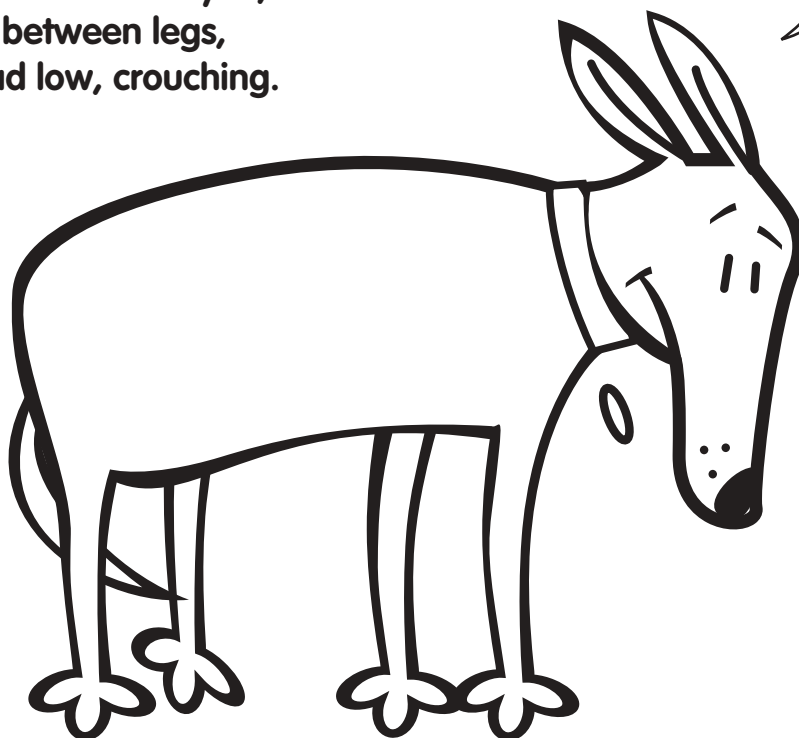




## LEARNING TO 'SPEAK DOG' 3.

A large rectangular box with rounded corners, containing seven horizontal dashed lines for writing.

**Warning signs:**  
Shy or afraid of you,  
tail between legs,  
head low, crouching.



What do you think  
the dog is saying?  
Write it in the speech  
balloon above.



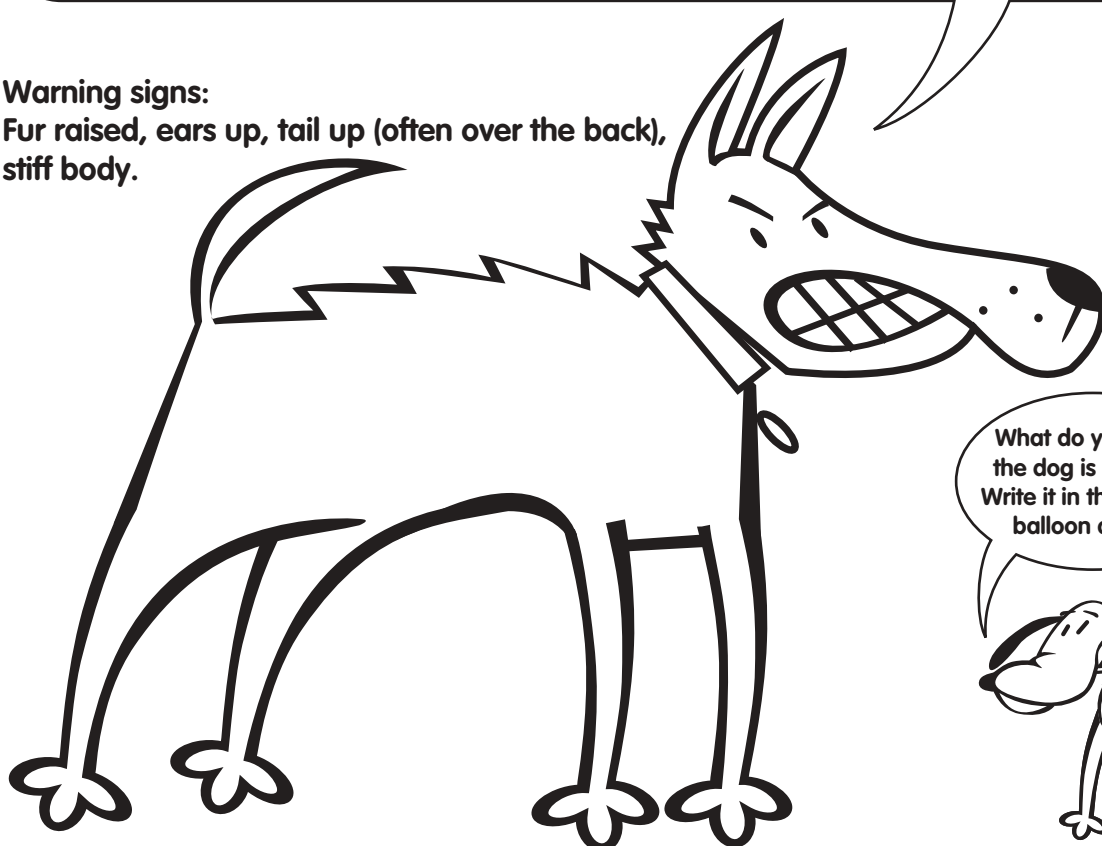


## LEARNING TO 'SPEAK DOG' 4.

A large rectangular box with rounded corners, containing seven horizontal dashed lines for writing.

**Warning signs:**

**Fur raised, ears up, tail up (often over the back), stiff body.**



What do you think the dog is saying? Write it in the speech balloon above.

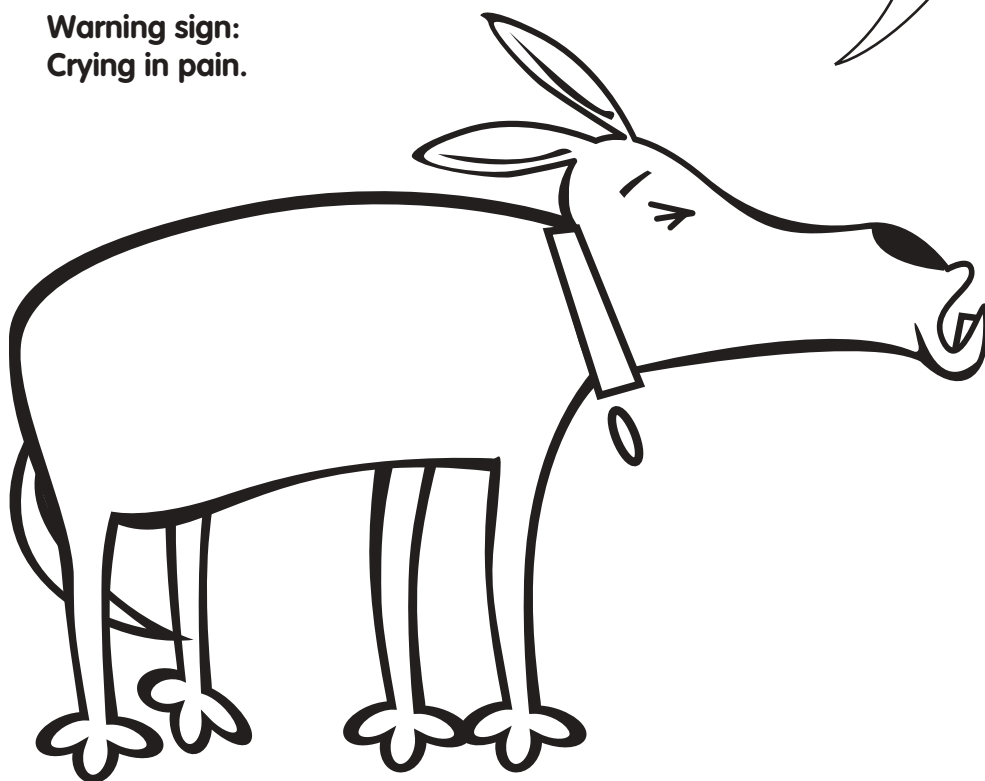




# LEARNING TO 'SPEAK DOG' 5.

A large speech bubble with a dashed line for writing.

Warning sign:  
Crying in pain.



What do you think  
the dog is saying?  
Write it in the speech  
balloon above.

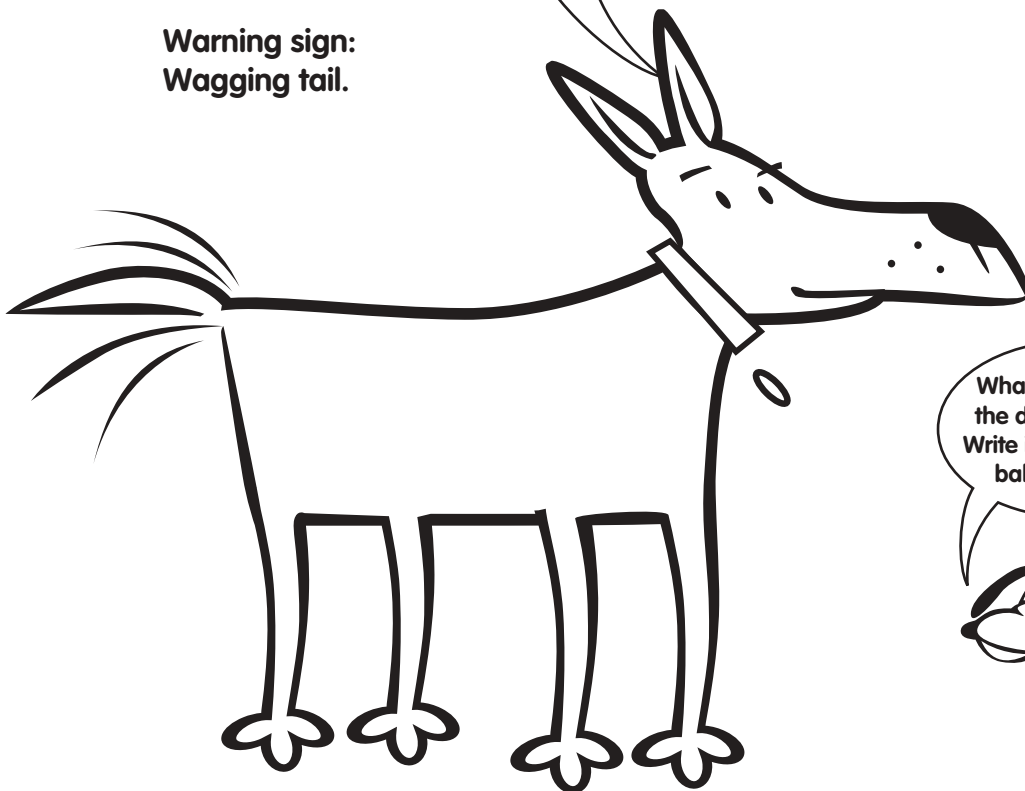




# LEARNING TO 'SPEAK DOG' 6.

A large rectangular box with rounded corners, containing seven horizontal dashed lines for writing.

**Warning sign:  
Wagging tail.**



What do you think  
the dog is saying?  
Write it in the speech  
balloon above.





## Rights of young people / Do dogs have rights?

Pupils need to be taught the difference between rights and needs. They have to gain knowledge and understanding about becoming informed citizens. Pupils have to know that there are legal and human rights and responsibilities underpinning all areas of society. There are rights that are specific to young people. (Refer to The U.N. Charter of Human Rights for more details). Animals have very few rights but many needs and humans have many responsibilities towards animals.

**Objective:** To understand the difference between rights, needs and responsibilities. To compare the rights and needs of young people with those of a domestic pet (i.e. dogs).

### Ask pupils to make four lists:

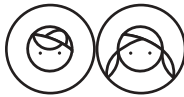
1. Young people's needs
2. Young people's rights
3. Dogs' needs
4. Dogs' rights

(Note: this may take some time and research. See web page on responsible dog owners).

**Here are some ideas to get you started, although this list is by no means exhaustive.**

Love  
Freedom of speech  
Freedom to practise religion of your choice  
Medical care  
Family  
Friends  
Money  
Work  
Education  
Leisure time  
Food  
Water  
Clean air  
Freedom from conflict  
Space  
Housing  
Hygiene  
Protection from harm  
Respect for others

- How do the lists compare?
- How different are they?
- What is a right?
- What is a need?
- Do dogs have any rights?
- Do some animals have more rights than dogs?
- Who takes care of dogs?
- Do humans have responsibilities towards dogs?
- What do dogs do for humans?  
(This is a wide topic and could be an individual or group homework).



## OUR NEEDS

These are our basic needs:

**A home**

**Food**

**Water**

**Exercise**

**Love and care**

**Keeping clean**

**Keeping healthy**

## A DOG'S NEEDS

What does a dog need?

Draw a picture and write a word for each need.
