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Using therapy dogs with troubled middle school children to improve social skills and teach environmental sensitivity

Linda Sue Flanagan

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USING THERAPY DOGS WITH TROUBLED MIDDLE SCHOOL CHILDREN TO IMPROVE SOCIAL SKILLS AND TEACH ENVIRONMENTAL SENSITIVITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Environmental Education

by
Linda Sue Flanagan
June 2007
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Approved by:

Dr. Darleen Stoner, First Reader

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ABSTRACT

This new and unique project supports the interaction of troubled middle school children with a therapy dog as a component of lessons and/or a program to teach social skills and environmental sensitivity to children who have behavioral and/or academic problems. The project is important because children who lack social skills and environmental sensitivity can cause enormous problems for society and the environment.

A rationale with a review of literature, research and current programs provided the theoretical basis for the development of the lessons of the project. The site visits helped in the formation of the lessons by providing ideas for effectively using therapy dogs with troubled children.

The objectives of the project are to improve the social skills of middle school children involved in the lessons and/or program; to teach humane dog care, handling, and training skills; to use therapy dogs as a link to the local environment and the development of environmental sensitivity; and to improve the academic status and decrease the negative behaviors displayed by troubled middle school children.
ACKNOWLEDGMENTS

I would like to thank Melanie Wagner, Humane Educator, for the Society for the Prevention of Cruelty to Animals in Los Angeles for all her help and encouragement. Observing the Teaching Love and Compassion (TLC) Program provided me with inspiration and a real world program using dogs with troubled middle school children to observe.

Next, I would like to thank Lynn Hildebrand, Humane Educator for the Humane Society of San Bernardino Valley for all her support and for providing me with a positive role model to look up to.

I would also like to thank the volunteer staff of Arrowhead Regional Medical Center and the Arrowhead Pet Assisted Therapy volunteers. Standard poodles Sausalito and Celeste showed me just how effective therapy dogs can be with children.

I would also like to thank my Husband Don and all my animal family for their patience with me while I have spent hours attached to the computer completing this project.

And finally, last but certainly not least, I would like to thank Dr. Darleen Stoner. Without her help and
patience, I could never have realized my dream after all these years.
DEDICATION

Firstly, I dedicate this project to all the dogs I have known over the years, starting with my little Honey Bee. Working with my dog friends helped me learn the social skills necessary to get along with animals and people alike. Their keen senses lead me to many exciting discoveries when we wandered together, helping me to develop environmental sensitivity.

Secondly, I dedicate this project to the young patient who first led me to think about using dogs to help young adolescent children learn social skills and environmental sensitivity.
# TABLE OF CONTENTS

ABSTRACT ........................................................................................................ iii  
ACKNOWLEDGMENTS ....................................................................................... iv  
CHAPTER ONE: INTRODUCTION ................................................................. 1  
CHAPTER TWO: RATIONALE  
    Introduction .......................................................................................... 6  
    Research ............................................................................................ 9  
    Recent Programs .............................................................................. 12  
    Connections between Associations with Domestic Animals/Dogs and Increased Environmental Sensitivity ........................................... 15  
    Conclusion ....................................................................................... 20  
CHAPTER THREE: DESIGN OF PROJECT .................................................. 22  
CHAPTER FOUR: OBSERVATIONS OF CURRENT PROGRAMS ............. 30  
CHAPTER FIVE: RESULTS AND POSSIBLE IMPLICATIONS .................... 46  
APPENDIX A: CURRICULA USING DOGS TO TEACH SOCIAL SKILLS AND ENVIRONMENTAL SENSITIVITY ...... 48  
APPENDIX B: PROGRAM SCHEDULE ......................................................... 76  
APPENDIX C: PRE AND POST TEST QUESTIONS ................................. 81  
REFERENCES ............................................................................................... 83
CHAPTER ONE

INTRODUCTION

Many years ago while working as a nurse in the Physical Rehabilitation Unit at Loma Linda University Medical Center, I took care of a fourteen year old boy left paralyzed and permanently wheelchair-bound by a bullet of gang violence. He was withdrawn, angry, and labeled a “difficult patient” by the nurses on the unit. I agreed to care for him as all of my fellow nurses had become frustrated with his outbursts of anger and profanity and refusal to participate in learning to perform self-care skills.

When I first entered his room, I noticed he was intently focused on an episode of “Wild Kingdom” blaring away on the television. I started to talk to him about the animals featured on the program and, to my surprise, he started to open up. Throughout his hospital stay, I shared some of my knowledge of and love for animals, especially dogs, with him and he shared some of his secrets with me. He became more cooperative and willing to learn to care for himself, although he said he would probably not live much longer. He also said that he had
no choice but to try to avenge the rival gang members who
had shot him. He was sure it was just a matter of time
before they would "finish the job" and end his life. I
never heard what happened to him after he was discharged
from the hospital, but have often thought of him. I have
often wondered, if someone had fostered his interest in
animals, especially pet dogs, the way my own mother had
mine, could his life had turned out differently? Could
troubled children be helped by having a connection with
animals and the environment we share? In particular, I
wondered, can experiences with pet animals like dogs, be
a link to reconnect troubled young adolescent children to
society and the environment by helping them learn social
skills and environmental sensitivity?

Young adolescents who lack social skills can engage
in antisocial behaviors that cause enormous problems for
themselves and the societies and environment in which
they live. Children who feel no connection to the
environment grow up to be less environmentally sensitive,
according to research reported by Sward and Marcinkowski
(2005). Helping troubled young adolescents like those of
middle school age feel a connection to society and the
environment by learning social skills and environmental sensitivity could be important.

Dogs are familiar, friendly animals that freely interact with children who are drawn to them. I explored the idea that associations with pet animals like dogs can help troubled middle school children develop improved social skills. In addition, I explored the idea that contact with dogs can help the children feel connected to their environment and therefore be more environmentally sensitive. Environmental sensitivity is one of the factors shown by research to be linked to responsible environmental behavior, according to Hungerford and Volk (2005).

I visited current programs using dogs with troubled middle school students and hospitalized children. After seeing success using dogs to improve the social skills of children involved in these programs, I developed lessons which may increase the social skills and environmental sensitivity of troubled young adolescents of middle school age through interactions with therapy dogs. Because using dogs to teach environmental sensitivity is a new concept, the lessons I developed are unique. Through participation in these lessons as part of an
after school or classroom program, these friendly and familiar animals are proposed to be a bridge to reconnect these troubled children back to the society and environment from which they have become separated.

I feel that this project is important and significant because young adolescents who are troubled, lacking in social skills, and disconnected from society cause many problems for themselves and society, as well as, for the environment we all share. The information gained by the project's documentation of current programs for troubled children that use pet animals especially dogs, combined with its lessons using therapy dogs, will hopefully stimulate further research about and expansion of their use to teach social skills and environmental sensitivity.

Through my project, I desire to share the way that animals like pet dogs can contribute to middle school children developing a sense of connection with the natural world and society and thus environmental sensitivity and improved social skills. Maybe my project, using therapy dogs as a bridge, could help a young adolescent like my former patient have a life connected
to the environment and society and not a life potentially cut short by violence and despair.
CHAPTER TWO
RATIONALE

Introduction
Research and current programs involving troubled children and dogs, and associations of children with pet animals like dogs with possible resulting increased environmental sensitivity are discussed in this chapter. These were reviewed to establish the validity and effectiveness of using dogs with troubled middle school children.

In every study done of ancient human societies, it appears that the first animal in close association with people and the first to undergo the physical, behavioral, and physiological changes which define domestication was Canis familiaris, the domestic dog. Melson (2001) reported that fossil evidence linked domesticated dogs with humans about 12,000 years ago.

The early associations of humans and dogs benefited both species. The "wolves-becoming dogs" gained an easy supply of food and the protection of human bonfires and dwellings. People benefited from the dogs' hunting and scavenging skills and strong instincts to protect fellow
pack members. These ancient dogs joined the social groups of early humans to easily and willingly form a new pack (Serpel, 1995).

Human children are dependent upon their parents and other adults for a long time, and children are more playful and curious, and have less fear than adults. As reported by Melson (2001, p. 25) dogs exhibit “neoteny” because they continue to display juvenile characteristics such as large eyes and ears, rounded heads with short noses, and playful and less aggressive attitudes into adulthood. These “neoteny” characteristics of dogs may draw children, including those of middle school age, to dogs when they see them as fellow youngsters, companions, and friends.

Can the traits that dogs often exhibit that facilitated the ancient alliance between dogs and humans be used to help troubled middle school children develop social skills as well as environmental sensitivity?

People have used dogs as hunters, guardians of their flocks and homes, and as companions. People have even used dogs to help heal individuals with physical or mental illnesses.
But can dogs be used to help us learn how to get along and as links to the natural world? To answer the main question posed by my project - can therapy dogs be used to help teach social skills and environmental sensitivity to troubled middle school children?

Looking back on my own childhood, I recalled countless hours exploring the many environments my growing up as an “army brat” found me in. In my minds-eye, I saw my dog, a little spaniel-mix I named Honey Bee, bounding along beside me. Often her keen senses pointed the way to exciting discoveries my feeble human senses would surely have missed. In addition, she provided me with companionship and security and helped me learn social skills that enabled me to get along with people I met on our many journeys of discovery. I wondered if dogs could also be a bridge to connect troubled middle school children to their environment and society by helping them learn social skills and environmental sensitivity, the way my childhood pet had connected me to the natural world and animal and human friends alike.
Research

Levinson (1969) first documented the usefulness of dogs in the treatment of troubled children. His own dog, Jingles, was in his office when a withdrawn boy came for therapy accompanied by his mother. The boy who initially showed no interaction with either his mother or therapist, started to play and cuddle with Jingles. Through this connection with Levinson’s dog, the boy began to open up and deal with his problems. When this case was reported in 1961 to the Annual Convention of the American Psychological Association, Levinson reported that some of his colleagues laughed and asked him if the dog received payment for his work.

Early research in using animals to teach and heal was conducted on adolescent patients at Ohio State University Psychiatric Hospital in the early 1970s by S. and E. Corson. They collected quantitative data which showed physical and social improvement of patients involved in pet therapy (as cited in Hooker, Freeman, & Stewart, 2002).

Children were studied by researchers Friedman, Katcher, Lynch, and Thomas in 1983 and found to have a lower blood pressure both at rest and during a stressful
activity when a pet dog was in the room with them (as
cited in Hooker, Freeman, & Stewart, 2002).

Parshall reported on a study done by Kogan, Granger, Fitchett, Helmer, and Younger in 1999 that involved two
11-12 year old boys with emotional problems. The boys participated in weekly sessions with pet dogs in which they bonded with and trained the animals in preparation for a demonstration for their class. The boys were shown to have an increase in social skills as measured by the ADD-H Comprehensive Teacher Rating Scale and reported by their teacher’s observations (2003).

A study done in Philadelphia by the Devereux Foundation included 50 troubled boys from nine to fifteen years old. Twenty-five boys participated in the Companionable Zoo Program for five hours a week caring for and interacting with small animals while the control group of 25 boys engaged in non-animal activities for the same period of time. The boys who worked with the animals seemed to have decreased hyperactivity and increased learning capacities as noted by their counselors and teachers (as cited in Golin & Walsh, 1994).

A study done in Croatia of 425 girls and 401 boys in fourth through sixth grade showed a statistically
significant increase in empathy and what they called “prosocial” behavior by children who were in environments with dogs when they were compared to children with no or with other types of animals. About 54 percent of the children owned pets, with about 26 percent of them owning dogs. The method used by the researchers to acquire data was “guided group assessment in classrooms” (Vlahovic-Stetic, 1998, p. 91).

From 1996-1997 the Center for Animals in Society at the University of California at Davis conducted research on the TLC (teaching love and compassion) Program of the Society for the Prevention of Cruelty to Animals of Los Angeles (SPCALA). This study focused on violence prevention by linking seventh grade boys and girls from Hawthorne Intermediate School in Los Angeles who had been deemed to be troubled due to behavioral and/or academic problems with dogs. The study used pre- and post-surveys of attitudes and beliefs. The surveys collected from 41 youth participating in the program were compared to the surveys of a control group of 41 that didn’t participate in the program were analyzed by ANOVA. The experimental group showed more knowledge of appropriate animal-care and a reduction in the belief that “It’s best to be
violent if someone is threatening you with violence” (SPCALA, 1999, p. 138).

In his guide on preventing teen violence, Creighton (1992) discussed the cycle of violence. He observed that troubled adolescents have often been taught that it is acceptable to inflict pain on those who are weaker than you. Because animals like dogs are nonverbal and live in the present, they are easier to “read” than people. Children can quickly see the effect their anger or training method has on the dog they are interacting with and develop empathy for the animal. Because they see dogs as weaker than they are, the children may develop more humane attitudes and improve their social skills with people by working with the animals.

Recent Programs

The New Dimensions Program of Youth Horizons in Montreal has worked with troubled youth and their families. Many of the counselors have used pet therapy to improve the social skills of the children. One worker, Hoelscher, used her standard poodle Keisha, as her assistant in much the same way that pioneer Levinson first used his dog Jingles. She reported that the
children saw the friendly dog as non-threatening and often told it their secrets while being calmed by stroking its soft curly fur (Hoelscher & Garfat, 1993).

Just like Hoelscher, Fine has incorporated using animals, including dogs, to help children. He took troubled children and an animal like a dog out in the natural world in what he called "walking therapy" during which time the children have contact with both the dog and nature while walking and talking, which he felt allowed them to be more social when they opened up more freely (2000, p. 199).

Green Chimneys is the name of a residential center in New York which has been around since 1948. It has a farm-like setting and each dorm has resident pet dogs that provide unconditional love and the opportunity to hug and be accepted which was often absent from the troubled homes of many of the children. Through the daily acceptance of the dogs, the children improved their social skills when they started to trust people again and "not always expect the worst." Because dogs may only stay in the classrooms of the facility if they are quiet and well-behaved, the children don't often act up because
they want the dogs to stay calm and thus remain in the classroom with them (Golin & Walsh, 1994, p. 82).

In New Mexico, residents of a juvenile correctional facility have been paired with dogs from the animal shelter in Project Second Chance. The troubled young people who have participated in the program often have poor social skills, and the dogs from the shelter often lack the social skills or training necessary to make good pets. Beryke reported that the juveniles learned that positive reinforcement, patience, and love were more effective in training their assigned dogs than more aggressive methods. The youths were observed by counselors to have improved social skills when they behaved more empathically toward each other as well as toward the dogs at the end of the program (2002).

The TLC Program of the SPCA in Los Angeles, whose research study was previously discussed, is another program pairing troubled children with shelter dogs. The four-week program meets for five days for three hours a day after school. The students spend an hour each day learning to train their dogs by gentle methods and the remaining time in the classroom writing journals and participating in lessons in animal care, conflict
resolution, and anger management. The dog trainers involved in the program as well as the teachers and counselors of the participating schools reported improvement in social skills, humane attitudes, and academic performance of participating children at the end of the 4-week program (SPCALA, 1999).

Project Pooch (Positive Opportunity—Obvious Change with Hounds) is a program which pairs incarcerated youths from 14 to 25 years of age with shelter dogs. Results from journals and discussions with 72 troubled boys and their counselors showed increased patience and ability to manage anger in all but two of the participants who were removed from the program because they didn’t treat the dogs correctly (Dalton, 1998).

Connections between Associations with Domestic Animals/Dogs and Increased Environmental Sensitivity

The people I know from my involvement with horses and dogs seem to be more aware and sensitive to environmental issues and problems than other people I know. Did their associations with familiar domestic animals connect these dog and horse lovers to their environment and so increase their sensitivity to it, I
wondered? Many of them have mentioned to me that they had been associated with animals since childhood.

I searched the literature and research database for information on the connection between associations with domestic animals, especially dogs, and environmental sensitivity.

Chawla (1998) discussed significant life experiences which contributed to the development of environmental sensitivity. Contact with pets was listed as a contributor, but contact with the outdoors was the largest contributor to the development of environmental sensitivity.

Environmental sensitivity is a term defined by Peterson in 1982 as "a set of affective characteristics that result in an individual viewing the environment from an empathetic perspective (Sward & Marcinkowski, 2005, p. 303). Studies done by researchers Sia et al. in 1985/86 and Sivek in 1989 (as cited in Sward & Marcinkowski, 2005) showed that environmental sensitivity was a major factor in the development of adults who behave responsibly toward the environment. By having contact with dogs outdoors while participating in lessons, middle school age children may have significant
life experiences which could contribute to their becoming more environmentally sensitive adults who behave responsibly towards the environment.

Another factor which contributes to the development of environmentally sensitive and responsible citizens is the development of an internal locus of control. This is defined as the belief that an individual "will experience success or somehow be reinforced for doing something" (Hungerford & Volk, 2005, p. 318). By working with dogs during lessons, middle school children can quickly see results and success because these friendly and familiar animals live in the here and now and react right away to what is done with them.

Myers and Saunders felt that the interactions with animals that help children to care about them may lead to "broader environmental caring" (2002, p. 154). In these instances, familiar domestic animals like dogs are purported to help connect children with nature.

The Companionable Zoo program discussed earlier incorporates working in gardens with caring for the animals. In addition many of the "zoos" used by the programs are located in natural areas including meadows or streams. By having the "zoos" in such natural areas,
the children may learn sensitivity towards the animals and environment alike (Katcher & Wilkins, 2000). The connection between pets and the rest of the natural world was reflected upon by Beck and Katcher, who stated “Our pets should be part of the order of things in nature, because we must tend nature the way we tend our pets” (1983, p. 303). Again, the contact between familiar animals like dogs was used to connect children to the rest of the natural world.

Kellert (1985) discussed a study done with children from second, fifth, eight, and eleventh grades, on their attitudes about and knowledge of animals and the natural environment compared to adults 18 years and over in the United States. The most common attitude held by children of all ages, as well as by adults, was the humanistic, which is showing interest and affection for individual animals that were often pets. Children from rural areas were more interested in animals and showed greater knowledge about them than children from large cities. Children from suburban areas, however, had more knowledge of animals than their counterparts in large cities. Minority, nonwhite children had more of a tendency to have negativistic attitudes about animals and so a
tendency to avoid contact with them due to fear or dislike.

Kellert suggested that fifth and sixth grade children were receptive to learning facts about animals. The study also showed that direct contact with animals had far greater value for developing knowledge of and concern for animals and the natural world (1985).

Another value of contact with dogs for children like those in middle school is that dogs live in the present, defined by Chard as their ability to be in a “state of being” (1994, p. 122). Contact with dogs, which are the animals we are most familiar with, can draw people into the natural world and a peaceful “state of being.” This can happen when we slow down our human habits of “doing” (being task-oriented) and “having” (gathering possessions). This process could allow troubled middle school children to see the natural world and connect with it (Chard, 1994, p. 120). The discovery and enjoyment of this state of being in childhood could contribute to the development of environmental sensitivity.

Melson, who is a Professor of Developmental Studies and a member of the Center for the Human-Animal Bond at Purdue University (CIA, 2001. para. 2), wrote:
Children are untutored and easily corrupted ecologists, but they set out on life's journey as ecologists, nonetheless. In their intimacy with other species, in their ease at crossing species lines, lie the seeds of future stewardship of the planet. (2001, p. 199)

After first having contact with a non-human being, a friendly familiar dog, middle school children can "cross species lines" (Melson, 2001, p. 199) and develop empathy for dogs and so improved social skills, hopefully followed by sensitivity to the environment.

Conclusion

In summation, the long association of dogs and humans has had favorable results for both species.

Physiological benefits like a lowered blood pressure of children when in the presence of a dog and physical benefits like a decrease in hyperactivity were observed by researchers.

Dogs have been found to be useful in programs designed for young adolescent children who are troubled as evidenced by their display of behavioral and/or academic problems. Participating children showed a
decrease in problem behaviors like aggressive displays of anger and an increase in positive behaviors and attitudes such as patience, empathy for animals and people alike; and remaining calm, trusting and open in their relationships. In addition, the children had improved academic performance after participation in the programs.

The unconditional love and way dogs live in the moment appeals to these young people who often have histories of troubled relationships with people they have had contact with. Empathy for dogs may help troubled middle school children develop empathy for and positive relationships with other people as they improve their social skills. Dogs may act as bridges to connect these children to the environment they share with the animals they are now bonded to and so teach them to be environmentally sensitive.

As supported by the review of literature, current programs and research of this rationale, it is purported that by participation in lessons and/or a program using the lessons with therapy dogs included with this project, dogs can help improve social skills and teach environmental sensitivity to troubled middle school children.
CHAPTER THREE
DESIGN OF PROJECT

My project was designed to combine humane education, pet therapy, and environmental education in a new and unique way using friendly and familiar animals, therapy dogs, as bridges to connect troubled middle school children with the society and environment from which they feel apart. The lessons of the project represent a new approach for educators, in that therapy dogs are used to help troubled middle school children participating in an after school or classroom program improve their social skills and learn environmental sensitivity.

My rationale combined the results of searching many sources for the past history of and current research concerning programs using dogs to help children learn social skills. I also explored the available literature and research data base for information supporting the use of dogs to teach environmental sensitivity. The rationale provided the theoretical basis for the development of the lessons using therapy dogs with middle school children in an after school or classroom program designed to improve
their social skills and teach them environmental sensitivity.

I observed a current program using dogs with troubled middle school children in a humane education program and another program using therapy dogs to reach hospitalized children to see how each program used dogs to help children learn social skills and connect to these friendly and familiar animals. This connection with dogs could be expanded so the children would feel a connection with the environment and be more environmentally sensitive, I felt. I talked with the trainers, teachers, and counselors involved in the programs and they truly inspired me and kept me moving along the path to complete my project. I was able to incorporate successful techniques I observed in the programs into the lessons I developed. For instance, while observing the Society for Prevention of Cruelty to Animals program, I saw how training shelter dogs helped to teach the middle school children patience and teamwork, social skills which decreased their behavioral problems and improved their academic performance. I also saw how the therapy poodles' interaction with ill and hurting children in the pediatric ward helped the young patients to deal with
difficult situations and each other by relating to a friendly and familiar animal.

The review of literature and current programs and research of my rationale, my observation of a humane education and a pet therapy program, and a review of current available curricula guided me in the development of lessons designed to combine humane education and pet therapy with environmental education using dogs to teach social skills and environmental sensitivity to troubled middle school children (see Appendix A).

The project follows the principle of the constructivist theory of education which "holds that learning is more effective when a student is actively involved in the construction of knowledge and give meaning to the knowledge based upon their personal experiences" (Wikipedia, 2007, p. 4). The lessons with the therapy dogs require the middle school children to interact with the dogs, each other, and finally the environment. They start with the knowledge the children already have and build on it as they participate in the lessons of the program, using therapy dogs as the link to build the connections. The lessons also follow the theory because they involve learning by doing and hands-on
activities and open discussions of the lessons' topics by the children (Wikipedia, 2007).

A list of applicable California State Education Standards to ensure the suitability of the lessons for classroom and nonformal educational settings was included with each lesson. I included a list of resources that were useful to me when I designed each lesson, so teachers or others involved with the program and/or its lessons could expand or adjust the lessons to adapt to their situation.

The children chosen to participate in the lessons of the program will be those deemed to be troubled by teachers or counselors due to problem behaviors, such as shyness or social withdrawal, hyperactivity or bullying behavior, and/or poor academic performance. Consent forms will be signed by the children and their parents or guardians before their participation in the lessons and the program including the pre and post testing. Both the children and their guardians will be reassured that the names and other identifying information pertaining to the children will not be revealed. Although the children participating in the program will be chosen by their
teachers and counselors, their participation in the program and its lessons will be entirely voluntary.

The effectiveness of the program will be evaluated by comparing the children’s answers to the same questions before and after their participation in the lessons of the program. The questions were designed to evaluate humane attitudes, knowledge of animal behavior and training, and the importance of caring for the environment (See Appendix C for Pre and Post Test Questions).

The teachers and counselors from the participant’s schools will also be questioned to see if they have seen any improvement in the children’s social skills as evidenced by their behavior.

Academic performance will be evaluated by comparing the children’s school records before and after their participation in the program and/or its lessons.

The evaluation of the effect the lessons and/or program of the project has on the participants’ environmental sensitivity could be further evaluated by questioning the teachers to see if the children showed increased interest in participation in classroom recycling projects, volunteering at their local animal
shelter, or interest in preserving or studying their local environment.

In addition, ways to evaluate the desired outcome of each lesson is addressed in terms of the development of social skills and environmental sensitivity. Even though the focus of my project's program and its lessons was on middle school children, the adaptations included with each lesson could make them useful for educators working with older or younger children as well.

The first two lessons were designed to highlight the senses displayed by dogs and compare them to the senses of wild canines and humans. Connections between wild and domestic canine species and humans are emphasized to help children acquire environmental sensitivity. Social skills like cooperation, and working together as a group, are emphasized during the activities.

The third lesson looks at how dogs learn in contrast with how humans learn to highlight the connections between people and other life to help the children develop environmental sensitivity. The social skills practiced during this lesson include how to train and teach in positive and non-violent ways.
The first three lessons establish rapport with the therapy dogs while learning about dogs and how to safely interact with them and successfully practice social skills while learning environmental sensitivity.

Lesson 4 contrasts animals (dogs) that make good pets and wild animals which do not and caring for dogs is connected to caring for the environment in lesson 5.

The children explore their local environment through the senses of a dog in lesson 6 and using the dogs’ senses to lead them to exciting “discoveries” and learn about the connections between population control and environmental sensitivity and social problems in lesson 7.

Social skills like cooperation, and working together as a group, are emphasized by the activities of lessons 4 through 7.

The program’s lessons use fun and interactive activities like dramatizations, creating original works of written, graphic, and verbal art forms to teach social skills and environmental sensitivity alike.

The program and/or its lessons could be administrated by the individual school or district or in cooperation with local humane societies or animal welfare
organizations using volunteer therapy dog.handler teams. I have included a possible schedule for the program in Appendix B.

The lessons could also be useful for children of middle school age who have not necessarily been defined as troubled by classroom teachers in the order suggested by the program or individually.

Lastly, I discussed the results of my project and its possible implications in promoting programs, lessons, and research using dogs to help troubled children like those of middle school age learn social skills and environmental sensitivity.
I observed two different current programs to gain knowledge of how programs using dogs with troubled children worked in the real world. One program I observed was a humane education program and the other one was a pet therapy program.

The observations I made of these programs helped me to see successful techniques using dogs with troubled children which I could incorporate into my lesson development. Because my approach which uses dogs to teach social skills along with environmental sensitivity is so new, there were no programs quite like it to observe.

The first program I observed, on two different occasions, was the Teaching Love & Compassion (TLC) Program put on by the Society for the Prevention of Cruelty to Animals of Los Angeles (SPCALA). This program seeks to use humane education as a tool to prevent violence to animals and humans by encouraging “children to be kind, caring, and have compassion for animals and each other” (SPCALA, 1999. p. 8). Children chosen to participate in the program include those with behavior
problems, such as, aggression or shyness and lack of confidence and/or those with academic problems.

On November 13, 2006, I set out bound for the Society for the Prevention of Cruelty to Animals Shelter located in Long Beach for my first observation of the program I had read so much about. I could hardly contain myself as the building came into view. A group of nine eighth grade children, made up of seven girls and two boys, along with their teacher/trainers were seated around a table, discussing their latest entries into the journal they had been keeping throughout the program.

These children were in the fourth, and last week, of this after school program. Posters which participants of previous TLC programs had made were mounted on the walls of the room. The first poster described dogs’ body language, important for anyone working with dogs to understand. Three posters described social skills necessary for both humans and animals to function well in society—teamwork, anger management, and active listening skills. Two posters compared the needs of humans and animals. Another poster spelled out the rules for participation in the program.
The children worked on “graduation packets” after they finished sharing their journal entries. These packets contained poetry, drawings, and other information about the dogs to be given to the families who adopt them. One lucky dog, a friendly chocolate lab mix, had already been adopted and would go home with its new family after graduation. The children expressed their sadness at not being able to be with these animals they had bonded to as being offset by the happiness they felt regarding their dogs’ finding new homes.

The children were preparing for the graduation which would take place next week by picking topics to be presented. The possible topics included dog body language, how to approach a dog, ways to deal with anger, pet over-population and the importance of spaying and neutering, what makes a good team member, active listening, and pet care. They practiced their presentations and speeches on what they had learned by participating in the program. The children were told to obtain a list of guests they were bringing to graduation. Parents, siblings, and other family members and friends were encouraged to attend.
Last week, these children visited a group of fourth and fifth graders to share what they had learned in the program and were taken on a rock climbing trip as a reward for all their hard work in the program.

Now the “fun” part of the program, the training sessions with the shelter dogs, began. The children worked in teams of two per dog. They put on their vests, packed dog treats in the vest pockets, and set out for the dog kennels. Each team entered their dogs’ kennel and calmly put a “halti” or “gentle leader” training collar on the dog they were assigned to. These collars look like the halters used for horses and help the children to humanely control the dogs. The teams and trainers went onto the grounds to practice the behaviors they had been teaching their dogs. The children worked as teams by having one child hold the dog while the other gave commands and rewards. The dogs sat and came when called, as well as walked calmly beside the children. They received food rewards and praise when they did what they were taught. The word “yes” was used as a marker or signal to the dog that it had performed the desired behavior. The children were smiling and seemed proud when their dogs performed well and the dogs also seemed very
happy displaying the canine equivalent of smiling by wagging their tails all the time. The teams of children and dogs next went into the building to practice on the obstacle course that will be used at graduation time to demonstrate the skills the dogs and children had both learned during the four weeks of the program. The course had signs marking the behavior the dogs and their trainers were to demonstrate like “sit” or “come.”

The rest of the week was to be spent in practicing presentations, speeches, and dog training skills to be presented at the graduation which was to take place this Thursday. Friday the group was to meet for the final time for a pizza party to unwind and say goodbye to the dogs they now were so bonded to.

The trainers discussed the methods used to select which shelter dogs would participate in the program. A series of tests were given to the dogs to determine which would have the temperament necessary to work with groups of excited middle-school children. Usually medium or large dogs were chosen because they were calm and secure enough to withstand the children’s sometimes clumsy attempts to handle and train them without getting too excited or defensive.
My next observation of the TLC Program took place on March 5, 2007, when I went to the Hawthorne shelter to observe a group of children just starting the program. They were in their second week of the four week program. This group contained eight children. The three girls and five boys were seventh and eight grade children from an area middle school.

The children first reviewed the lessons from last Friday. They worked with their dogs teaching them the “get ready” command which signals to the dog to pay attention as something good is coming like a treat and praise and a chance to learn something new. The children in teams of two also taught their dogs to greet new people more politely by not jumping up on them. They also reviewed last week’s journal entries on “What makes you angry?”

The first lesson for today was a demonstration about how to put on the “gentle leader” training collars on the dogs. As mentioned previously, these collars resemble a horse halter and make it easy for the children to control the often active dogs the children are training.

The children were now given 15 minutes to write in their journals about what the term active listening means
to them. They shared their often insightful answers with the group. These responses included "Listen to everything, don’t miss a word" and "When a friend is sad, giving advice or feedback."

A discussion of "peer leaders" followed, with the children answering the questions, "What makes a good peer leader?" and "Would you like to be one, why or why not?" The TLC Program chooses 2 children to return to be peer leaders and help the trainers with the next four week session. The children seemed to have a good grasp of what this job was. One child said, "You help the dog get a new home and could help other TLC groups, too." Most of the children indicated that they would like to be a peer leader because they would like to help and "be looked up to."

The children teamed up with a different child than their training partner to play the group activity, "Make a boat." Each group of two received the following supplies: Five drinking straws, tape, and scissors. They were instructed to work together to make a boat that could float and hold pennies. The team whose boat held the most pennies before sinking won the praise and applause of the other teams. They could draw their design...
on a piece of paper before assembling it as several teams did, including the winning team whose boat held 23 pennies before sinking.

The counselor, from the middle school the children attended, came with snacks and printouts of individual problems the children needed to work on to improve their grades and performance in school. The counselor expressed that she felt the children who participated in it displayed improved social skills and academic performance at the end of its four weeks. She chose children to participate in the program by speaking to their teachers. Children with academic problems and problem behaviors, such as bullying or shyness and lack of confidence, were chosen to participate in the program. She gave the group suggestions on how to manage their time to get their homework done after returning home from the shelter. Most children said that they returned home between 7 and 8 o’clock and would spend one hour on homework. They were encouraged to find a quiet place away from the television to accomplish this and advised to read at least 20 minutes daily to increase their vocabulary.

Now it was time for the teams to go to the kennels and get the dogs; and the children were visibly excited
by this prospect. The dogs too were excited and whined in anticipation when they saw us coming around the corner! The students, now proudly wearing their TLC vests with pockets full of yummy dog treats entered the kennels and placed the "gentle leader" training collars on their dogs. The varied group of mostly medium to large dogs included one small spaniel-mix that I was particularly drawn to. I think it reminded me of my own spaniel-mix and my friend from the distant past, little Honey Bee, who joined me on the journeys of discovery that planted the seeds that led to my development into the animal-lover and environmentally sensitive woman I am today. As the teams reentered the room to start their hour long training session; I thought they too could be starting on journeys to grow into environmentally sensitive citizens.

The teams of two children each were reminded that "Whoever is holding the leash, is training the dog" by the teacher/counselors in charge of the program. The training teams each placed a large piece of carpet to outline their individual training areas. As each exercise was completed, the teams all demonstrated individually to the group. They received positive feedback and claps and
cheers at times, to the delight of both dogs and children.

The children first worked with their dogs on "sit," a useful command when opening the door to go for walks. When the dogs performed the desired behavior, the magic word "Bingo" was said and the dog was quickly given its treat and praise rewards. Then the children had their dogs sit for the "Get ready" command which invited them to pay attention.

Next the children worked on a variation of the old "red light/green light" game with their dogs. A pile of food was placed on the carpet and the dogs were lead by it. When the dogs kept their attention on the children and passed by the tempting food, they received "jackpots" of treat and praise rewards.

The last exercise the teams worked on with their dogs was the "watch for relaxation" exercise which encouraged the dogs to lie down and watch what was going on around them and remain calm. One very active yellow lab mix could not quite lie still, but was able to sit calmly instead.

One rather shy girl had been squeamish about allowing the dog she was working with to touch her bare
hands when she gave it treat rewards, so the staff had allowed the girl to wear rubber gloves. Sometime in the middle of the training session, the girl smiled and quietly and slowly removed her gloves to allow the little spaniel-mix to lick her bare hand. With goose bumps on my skin and tears welling up in my eyes, I joined the group in giving her a hearty round of applause.

With the hour now gone, the teams took their charges back to their kennels and one member of each team was chosen to feed them. We all went back and the children joined hands in a circle and chanted "TLC, TLC, TLC" in a show of solidarity. They pledged to go home and allow an hour of quiet time to do their school work.

After thanking the gracious trainers, teachers, counselors, and children who had allowed me the privilege of observing them for the past three hours; I headed for home. But I was not alone on my journey. I had the magic memory of the moment when the shy girl smiled and removed her glove and connected to the little spaniel-mix that licked her bare hand in my heart and mind to keep me company.

I learned a lot about using dogs to develop social skills by observing this wonderful program. The instant
reactions the dogs displayed when the children worked with them helped the children refine their social skills and learn patience and teamwork. The different needs of dogs and people were compared as well. I learned the different behavioral and academic problems of the children chosen for the program which defined them as troubled. I used some of the techniques I observed in the program in the lessons I developed for my project.

The next observation I made was of a pet therapy visit on March 29, 2007 at Arrowhead Regional Medical Center (ARMC) with two gracious volunteers and their standard poodles. The poodles were trained by members of a group called "Arrowhead Pet Assisted Therapy" (APAT). The dogs wore collars and leashes with ARMC imprinted on them and had their badges on the collars to identify them as dogs "on duty." Both poodles were certified by the Delta Society and Therapy Dogs International (TDI) by virtue of passing tests to determine that they had the suitable temperaments and skills needed to perform their work as therapy dogs. In addition, the dogs had yearly health exams, received preventative care and were bathed before each hospital visit. The male was larger and more active and his thick, curly fur was chocolate brown and
soft. The female was a little smaller with shorter white fur and a kind, soft look in her eyes. We received our clipboard with its list of places to visit from the volunteer office and off we went. Today we visited clinics, offices, and the pediatric ward. As I was most interested in the dogs’ effect on children, I paid particular attention when they were around the patients on this ward.

As we entered the children’s unit both dogs were calm and still until they were signaled to begin their “work.” The dogs’ “work” seemed to be something they innately knew. They approached those children whose parents had signed permission forms allowing the APAT program to visit them and began to work their magic. The dogs seemed to be able to gage when to move forward and when to retreat. Children, who seemed shy at first, slowly warmed up to the poodles as they watched the dogs perform tricks or allowed them to pat their soft, curly fur. One child, a boy who appeared about four or five years of age was walking in the halls with his mom and passed by us several times. At first he seemed afraid and just looked. Each time he passed us, he became more curious and brave. The handlers had the white female, who
was smaller and less intimidating; lie down quietly as the boy passed by. On the third or fourth time the boy passed us, he slowly reached out a tiny hand to touch the poodle’s soft white fur. His smiling face showed less evidence of fear or pain as he stroked the dog. I was reminded of research which showed the physical benefits of touching a dog as this one small boy connected with this large, friendly poodle for a few moments in time. The medical students and nurses all seemed eager to see us and it seemed that the dogs helped to ease their stress as well! These two dogs put smiles on the faces of everyone who came in contact with them. I again thought of the studies showing the benefits of contact with dogs for people of all ages as I thanked the women and poodles, and our visit came to an end. I pulled out of the parking lot still smiling.

By observing this pet therapy visit, I learned about using therapy dogs with children. Even though the ill children of varied ages visited by the poodles were not necessarily troubled, I felt that observation of a pet therapy visit would help me in the development of my lessons. Partially as a result of observing this pet therapy visit, I decided to use therapy dogs as the basis
of my lessons to teach social skills and environmental sensitivity to middle school children considered to be troubled due to behavior and/or academic problems. Many area schools and shelters that lack the insurance support necessary to use untrained shelter dogs or even pets in programs with children can use dogs that have undergone the training and evaluation required for certification as therapy dogs.

In summary, observations of the above programs helped me design the lessons that form the basis for my project and program using therapy dogs to teach social skills and improve the environmental sensitivity of troubled middle school children.

The TLC humane education program I observed was a "learning by doing" program that worked on the constructivist theory of education because the children learned the social skills necessary to decrease their problem behaviors and improve their academic progress and hopefully their humane attitudes by training shelter dogs and actively participating in the exercises designed to build upon their existing knowledge. The TLC Program especially helped me develop my lessons because it is geared towards the same target audience as my project—
troubled middle school children. The way the program managed the time in its after school sessions and the questions they asked the participants before and after the program formed the backbone of my program schedule and pre and post test questions.

The pet therapy program I observed, while not actually a formal education program, followed the constructivist theory as well. By actively interacting with the friendly therapy poodles, the children learned to come out of the shells their pain and illness seemed to cause them to withdraw into. The process built upon the children’s prior experiences and knowledge to improve their social skills. As I mentioned previously, I decided to use therapy dogs in my lessons and program on the basis of this observation.
CHAPTER FIVE

RESULTS AND POSSIBLE IMPLICATIONS

The documentation of effective programs provided by this project could be used to expand humane or pet therapy programs using dogs to help middle school children who are troubled due to their display of problem behaviors and/or academic problems. My project could also contribute to the body of knowledge concerning using dogs as a bridge to connect all children, especially troubled middle school children, to society and the environment, and teach them environmental sensitivity as well as improve their social skills.

The rationale of the project provides background information on using dogs with troubled middle school children that could provide justification for funding to continue current programs or start new ones as well as develop lessons which combine humane and environmental education concepts for use in classroom or non formal settings to teach social skills and environmental sensitivity.

Programs which use middle school age or adolescent children to train shelter dogs or use demonstration dogs
to teach humane education topics, such as pet care or empathy for animals, could utilize this project’s lessons as a basis to expand their programs and use the dogs to teach environmental sensitivity as well. Pet therapy programs that help troubled children learn social skills could also expand their programs to teach environmental sensitivity using their friendly therapy dogs and the project’s lessons. In addition, classroom teachers could use the lessons to teach social skills and environmental sensitivity, assured that the children would be achieving California curriculum standards.

This project could encourage further research that could be used to expand and improve existing humane and pet therapy programs using dogs with troubled children. The pre and post test questions, as well as the evaluations included at the end of each lesson, could form the basis for research to test the effectiveness of this project’s lessons and/or program. Research is important to provide data that support the use of animals, such as dogs, in programs and/or lessons designed to improve the social skills and increase the environmental sensitivity of all children, especially those considered to be troubled.
APPENDIX A

CURRICULA USING DOGS TO TEACH SOCIAL SKILLS
AND ENVIRONMENTAL SENSITIVITY
LESSON 1
TALK TO THE PAW

LEARNING OBJECTIVES: Students will understand the ways in which dogs communicate with each other and with people as well. Students will be able to stay safer around dogs when they understand their language. Students will understand that dogs and other animals experience emotions similar to ours. Students will improve their ability to communicate with dogs and people alike.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

Science

6th-8th Grade

Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations.

DURATION OF ACTIVITY: 1-1½ hours

MATERIALS USED:

1. Trained therapy dogs and handlers.
2. Writing materials and a poster or a chalkboard and colored chalk, participant’s journals.
3. Materials and books about dog behavior and body language. Several resources are listed at the end of this lesson.

PROCEDURE FOR ACTIVITY:

1. The handlers use the therapy dogs to demonstrate behavior and communication. For example, having the dogs whine for their ball to be thrown or pointing out the characteristic play-bow invitation of the dogs when the ball is presented. The handlers could give the dogs a command to play dead and the dogs lying on their backs could be used to illustrate submission. In addition the dogs wagging their tails should be noticed. The dogs could be given a command to lie down or “chill” and the body posture of the relaxed dogs should be noticed. When the handlers make noises the dogs’ alert postures should be noticed.

2. Next the handlers and teacher should talk about less friendly dog body language and noises. For example, growling is well known as being a sound of anger. Fearful dogs are dogs which may be shaking and will hold their tails and head down. The children should be told that dogs
may bite if they feel they will be hurt and feel that they need to protect themselves.

3. Now the children will write the positive emotions the demonstration dogs showed on their "Talk to the Paw" poster or on the board. In addition the negative emotions the dogs' handlers and teacher discussed will be written on the board or poster.

4. The children will now enact the emotions that are written on the poster or board.

EVALUATIONS:

Environmental Sensitivity Development/ Social Skills Development:

The teacher will lead a discussion which could include:

1. Emotions. Compare the ways the dogs and children expressed the same emotions.
2. How do the children feel when they enacted the emotions? Do they think that the dogs felt the same way?
3. Do the children think that other domestic and wild animals also feel and express the same emotions?
4. Do dogs communicate in similar ways that people do? Spoken language and sounds and body language and posture should be discussed. The children can relate observations they have of their own pet dogs or dogs they have observed.
5. Materials and books on dog behavior and body language could be reviewed.

POSSIBLE ADAPTATIONS:

1. Children could write a story about their pet dog or another real or imaginary animal, illustrating how it expressed its emotions.
2. Children could keep a journal in which they kept track of their own pet dog or a dog they had contact with and the emotions they saw them express and how they communicated.
3. Videos showing dogs and other animals expressing emotions and displaying body language or using sounds to communicate could be shown to the class.
RESOURCES USED:


LESSON 2
SEE AND HEAR-WHAT IS A DOG?

LEARNING OBJECTIVES: Students will identify characteristics of dogs that they can see and hear. In particular the sight and hearing and vocalizations of the therapy dogs should be observed. Students will relate how these traits may help dogs to survive in our world and compare how similar traits may help the wild relatives of dogs survive in their world. Students will make drawings of the dog and wild canines they see in books and other media sources. Students will improve their ability to work together as they study the dogs.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

Science

Grade 6

Ecology (Life Sciences)

5c: Students know populations of organisms can be categorized by the functions they serve in the ecosystem.

Grade 7

Structure and Function in Living Systems

5d: Students know how to relate the structure of the eye and ear to their function.

Grade 8

Investigation and Experimentation:

Scientific progress is made by asking meaningful questions and constructing careful investigations.

Visual Arts

Grades 6-8

Creative Expression

2: Skills, Processes, Materials, and Tools
DURATION OF LESSON: 2 hours - the activity can be divided into 2 or 3 lessons if needed. The students could review the written or audio/visual materials on the lesson before the visit by the live therapy dogs.

MATERIALS USED:

1. Books and materials on the characteristics of dogs and wild canines.
2. Magazines or printouts with pictures of dogs and wild canines.
3. Drawing materials and paper or posters or colored chalk to use on the blackboard, journals.
4. Live demonstration dogs: Trained therapy dogs would be best.

PROCEDURE FOR ACTIVITY:

1. Introduce the dogs and their handlers to the class. Discuss what the dogs look like. Include the size and shape of the animals as well as how they move around the room. Have the students observe where the dogs' eyes are placed on their faces and the shape of their ears. Have the handlers talk to the dogs, giving them commands to perform simple behaviors, like "sit" or "fetch" a ball. Point out noises the dogs make. The handlers could command the dogs to "speak" or encourage them to whine or bark by playing with them. Have the students particularly note what they do with their eyes and ears and the sounds they make in the demonstration.
2. Pass out drawing supplies to the students and explain that they should draw pictures of the dogs in their journals, paying particular attention to the dogs' eyes and ears. Students could also draw on the blackboard if that would be more appropriate for the class.
3. Review the materials for pictures of wild canines and lead a discussion of how they appear alike and different from the therapy dogs.
4. Students will now make drawings of wild canines in their journals and compare them with the drawings they made of the therapy dogs.

EVALUATIONS:

Environmental Sensitivity Development:

Lead a discussion of the ways dogs see and hear as well as the noises they make and how these traits could help them to survive in their world. Than have the students compare these traits seen in wild canines. In particular, the fact that dogs wild or domestic alike are hunters or predators should be discussed in relation to how their eyes are in the front of their faces like ours are. Their ears should be noted as the dogs move them around in response to the sounds they hear and a discussion about how this could help dogs wild and tame alike to survive in their environment. In
addition the noises the dogs use to communicate should be discussed in relation to how they might function to help them survive. Students should write these traits in the journal or on the blackboard with the pictures they made previously.

Social Skills Development:

Observe how the children interact with each other and the therapy dogs as they learn about dogs.

POSSIBLE ADAPTATIONS:

1. Elementary children could use crayons to color pictures of dogs and wild canines as well as make more simple drawings of what they see.
2. Older students from eighth grade through high school could study the dogs’ sense of sight and hearing from a more technical level, perhaps drawing pictures of the eyes and ears.
3. Students of all ages could write a story about one of the dogs they observed or a wild canine and how it used its sense of sight or hearing to survive.

RESOURCES USED:


LESSON 3
WHO'S TRAINING WHO POSITIVELY?
DOG TRAINING & TEACHING EACH OTHER

LEARNING OBJECTIVES: Students will discover ways to train dogs and teach each other in a fun and positive way. Students will be able to see the similar ways in which they learn and an animal, a friendly and familiar therapy dog, learns. Students will relate learning with survival for wild and tame animals alike. Students will practice their cooperative skills and learn to control their emotions as they learn how to more effectively teach their dogs and each other.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

Visual & Performing Arts

Creative Expression and Creation/Invention in Theatre

DURATION OF LESSON: Approximately 1- 1 1/2 hours

MATERIALS USED:

1. Friendly dogs for demonstration, a trained therapy dog that is familiar with clicker training accompanied by its handler would be best.
2. Props for “pretend” and “real” dogs alike could include:
   a. Bandannas for dogs and children playing the part of the “dogs”.
   b. Treat rewards for kids playing the “dog”, like healthy snacks.
   c. Dog Treats and a clicker for the “real” dogs.
   d. A paper bag labeled “Doggy Bag” for the people treats.
   e. A series of chairs or wooden or upholstered cubes.

PROCEDURE FOR ACTIVITY:

1. First explain to the students that they are going to play a game where they will “train” another student who will act as the “dog” in a fun and positive way. Divide the children into groups of 2-4. One child will be chosen to be the dog and the rest of the group will be the trainers. Each group will work in a different area or room.
2. The student who volunteers or is chosen to be the “dog” puts on the bandanna and goes outside where they can’t hear what is being said.
3. The rest of the group will learn that they are going to train the “dog” to jump up on the cube or sit in the chair they pick.
4. Now the “dog” is let in. When dog starts moving towards the chair or cube you want it to get on or is just getting closer to it, the whole group claps and cheers. The closer it gets to the behavior, the more cheers it gets. When the “dog” finally gets on the cube or chair, it gets a lot of praise and gets to pick its reward of a healthy snack from the “Doggy Bag.”

5. Next it’s time for the real dogs. Each therapy dog/handler team works with one of the groups of 2-4 children. The handlers will use the clicker to tell the dog when it is doing what the handler is training it to do. Explain that the handler will use the sound of the clicker in much the same way as the students used the cheers and claps to indicate to their “dog” that they are on the right track. The handler will tell the class that the dog is going to be trained to jump on the cube. When it goes towards the cube the handler clicks the clicker and gives the dog a small treat. When it finally does the behavior it gets a bunch of treats and praise. Alternatively the handlers can opt to use a marker work like “yes” or another word of their choice to indicate when the dog has performed the desired behavior.

EVALUATIONS:

The teacher will now lead a discussion comparing the ways the real dogs learned with how the children playing a dog learned. Suggested questions include:

Environmental Sensitivity Development/Social Skills Development:

1. Do you think the dog or child learned faster?
2. Did both seem to enjoy the game of learning?
3. Do you think that both learned faster because they were having fun?
4. Do you enjoy learning more when you are having fun and being rewarded than when you are punished or made fun of when you make a mistake?
5. How do you think wild dogs might learn?
6. What do you think they might need to learn to survive?

POSSIBLE ADAPTATIONS:

1. Each therapy dog could be trained to perform a new trick or behavior by each group of children. This is exactly what they will do in the suggested program outlined in Appendix B of this project.
2. Students could try using a clicker or a marker word like yes to train their own pet dogs at home as they observed the handlers do with their therapy dogs and than share the results with the other children at a later session.
RESOURCES USED:


LESSON 4
WHAT MAKES A GOOD PET?

LEARNING OBJECTIVES: Students will understand the needs of pets or domestic animals like dogs compared to the needs of wild animals. Students will understand why animals like dogs make good pets and why wild animals do not. Students will understand the environmental problems of keeping wild animals as pets. Students will list data to test hypotheses and draw conclusions about what animals would make good pets. Students will practice working cooperatively as a group while conducting their research.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

SCIENCE

Grades 6-8

Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations.

DURATION OF ACTIVITY: 2-3 hours. If less time is available, the children could complete the investigation on the needs of pet animals with the dog one day and the next day investigate the needs of wild animals with the wildlife rehabilitator and their animals.

MATERIALS USED:

1. Therapy dogs and their handlers to demonstrate an example of pets or domestic animals.
2. One or more wild animals from a wild life sanctuary. Possible choices could be opossums or squirrels and wild birds.
3. Colored markers and a poster or colored chalk and a blackboard.
4. Two notebooks or the students' journals could be used.

PROCEDURE FOR ACTIVITY:

1. The teacher should introduce the dogs and their handlers.
2. Next the teacher should introduce the wildlife rehabilitator who than will introduce the animals brought to class to illustrate wild animals.
3. The class will be divided into two groups. One will investigate pet or domestic animals like dogs and the other group will investigate wild animals like those brought to class.
3. The class will now vote on whether or not they think that pets and wild animals have similar or do not have similar needs by a show of hands. Explain that needs are simply the ways that animals stay alive and healthy. The teacher will write a statement expressing the" hypothesis" the class has decided to test on their posters or blackboard. Students should be told that a hypothesis is like a guess made by scientists that they than try to prove is true or false.

4. The groups will next write in their notebooks or journals what they think either pets or wild animals need to survive and how they think they might be able to meet their needs. These notebooks will be the data or information they will use to decide if their hypothesis or scientific guess is correct.

5. Now the teacher will lead in completing the poster or blackboard display which will either prove or disprove the statement the students voted on at the start of their investigation.

EVALUATIONS:

Environmental Sensitivity Development/ Social Skills Development:

1. The teacher should use the results of the class's investigation to lead a discussion of and monitor how they practice social skills as they work in groups.

2. Possible topics for discussion could include:
   a. Does what you have learned affect how you will now treat your pets or wild animals you might come in contact with?
   b. Do pets need us (people) to live or to survive?
   c. If pets like dogs are on their own like wild animals usually are what problems might they cause for people and the environment or the world around them?

POSSIBLE ADAPTATIONS:

1. Younger children could be provided with pictures from magazines to cut out or pictures to color of pets like dogs and wild animals and pictures of things animals might need. They could than make posters of dogs and what they need and posters of wild animals and what they need. Than they could use the posters to make their comparisons and decide if their scientific guess or hypothesis is correct.

2. The dog handlers and wildlife rehabilitator could discuss the needs of the animals they brought and how they meet them.
RESOURCES USED:


LESSON 5
FAMILY DOGS

LEARNING OBJECTIVES: Students will understand the needs of dogs and how to meet those needs and see how they can help to take care of their family's dog. Students will understand the differences between the needs of puppies and adult dogs. Students will compare caring for their family dog to caring for the environment. Students will practice their writing and performance skills as part of a group while they are learning and have fun too.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

   English and Language Arts

   6th-8th Grades

   Written and Oral English Language Conventions 1.0

   Students write and speak with a command of Standard English conventions appropriate to this grade level.

NUMBER OF SESSIONS: 2

SESSION ONE

DURATION OF SESSION: 1 hour

MATERIALS USED:

   2. Blackboard and colored chalk.
   3. Background information called "Helpful Hints to Keep Family Dogs Happy and Healthy" for the teacher which should be copied for each child (included at the end of this lesson).

PROCEDURE FOR ACTIVITY:

   1. Review materials on dog care.
   2. Write needs of dogs and puppies on board.
      a. Food
      b. Water
      c. Shelter
      d. Fenced yard and collar and leash for safety
      e. Grooming
f. Training

g. Exercise

h. Visits to the Veterinarian for:
   1. Shots
   2. Worming
   3. Spaying & Neutering

3. Now ask the students if they think that a family dog would need anything else? The students should answer "me to love and play with them." If they don’t, the teacher should suggest this answer to them.

4. Discuss the different requirements in time, training, and supplies for puppies and adult dogs. For example puppies need house and leash training and different food. Also lead a discussion about sizes and types of dogs and the different requirements they may have. For example, bigger dogs need more space and food and smaller dogs might not be appropriate for households with young children who might not understand how delicate they are. In addition younger dogs are more active and need more exercise than older dogs do. Tell them to compare their energy level with their parents’ or grandparents’ energy level.

SESSION TWO

DURATION OF SESSION: 1/2 hour-1 hour

MATERIALS USED:

1. Items used for dog care including:
   a. Food and water bowls
   b. Food for adult dogs and puppies
   c. Treats for training rewards
   d. Chew bones
   e. Newspapers for housetraining
   f. Balls and other dog toys
   g. Leashes and collars (discuss the need for a license for dogs)
   h. Brushes and combs
   i. Shampoo
   j. Doggie toothbrush and paste
   k. Bedding
   l. Nail clipper and file

2. Therapy dogs and their handlers

3. Stuffed dogs of adult or puppy size
PROCEDURE FOR ACTIVITY:

1. Talk about above items and which ones would be used for adult dogs and which for puppies.
2. Have the handlers demonstrate the use of dog care items on their therapy dogs. The children could also practice the skills on either the dogs or alternatively on stuffed dogs.

POSSIBLE ADAPTATIONS:

The children could write and then act out an improvisation of a family planning a new dog as an addition to their family and then showing them caring for it. The therapy dogs or stuffed animals could play the part of the lucky new pets.

EVALUATIONS:

Environmental Sensitivity Development/ Social Skills Development:

After each session, the teacher should lead discussions about what took place and the feeling and conclusions the students may have about the session. If the sessions are separated by some time, it would be helpful to review what took place in the previous session. At the conclusion of the final session, have students say what dogs need to be healthy and lead safe and happy lives as the companion of a family, the differences between the needs of puppies and adult dogs, and what they think they could do to help care for their family’s dog. In addition the teacher should lead a discussion comparing caring for the family’s dog and the world we share with all animals, plants, and other people. The teacher can write the answers on the board or the students could make a poster for the classroom. The teacher should emphasize and praise cooperation and teamwork as the children learn social skills when they work together on the activities.
Helpful Hints to Keep Family Dogs Happy and Healthy

- Dogs need food made just for them. There are special foods made just for dogs that have everything in them that dogs need to be healthy and strong to play with the family. People food can make dogs sick. For instance, chocolate can make dogs very sick and bones can make them choke. Puppies are still growing like babies are and so they need special food sort of like dog baby food. Keep your dog’s bowl in a quiet area where he or she can enjoy their meal. Dogs like special treats just like you do. But just like you, too many treats are not good for them—they can make them sick and fat too. Use treats to reward them when they are good while you are playing with or training them.

- Dogs need clean water to drink just like you do. Keep your dog’s water bowl full and where they can always reach it. If they don’t have water, they can get very sick.

- Dogs need to have a place to be cool when it’s hot and warm when it’s cold, just like you do. They like it best when they are in the house with you. If they are outside they need a place like a dog house or porch and a fence around the yard to keep them from running away and getting hurt.

- Dogs can sleep almost anywhere, but like it better if they have a nice soft bed to call their own.

- Dogs like to play with toys, just like you do. You can play with them too and they really like it when you do! If you leave any toys with them when you are not around, be sure you only leave toys they can’t chew apart and swallow, like very hard rubber toys.

- Dogs enjoy learning new things and knowing what the “house rules” are, so you can help your family train your dog! Have your parents check to see about a class which uses gentle methods like play, praise and treats to teach your dog, because like you, dogs like school more when it’s fun! Puppies need to learn about where they should use the bathroom (like out in the yard and not on your bed or shoes)! Mostly they need to be taken out often, like at times you need to go-like when you first get up or after you eat or play. When no one is at home to watch them, puppies need to be kept in a place where they can use the bathroom like outside or in the bathroom with newspaper or kept in a house called a crate for short times (they won’t use the bathroom there). Because puppies, like your little brothers and sisters can’t hold it as long as you can and still
have a lot to learn, they take more time to take care of than grown up dogs do.

- Dogs need soft collars that fit them. They need tags with their address and phone number on them and license tags you can have your parents get at city hall. This will help them find their way back to you if they get lost. Puppies need several collars as they outgrow them when their necks get bigger. When you take your family dog for a walk outside the fence, it needs a sturdy leash. This is like your parents holding your hand at Disneyland to keep you safe!

- Dogs like to be clean and well groomed just like you do. When they are “styling” they feel good about themselves and you like to be around them and show them off too! Brush your dog several times a week if it has long hair and once a week if its hair is short. You can use mild shampoo made just for dogs, but unlike you, they don’t need to take a bath more often than once a week- Lucky Dogs! Dogs need to have their toenails clipped, but they may need to have this done by your parents or the vet. Just like you, dogs need to have their teeth brushed. But they can’t spit out the toothpaste so they need a special kind that they can swallow.

- Dogs need to go to the animal hospital to see their doctor (the veterinarian) when you first get them. If you get your family dog from a shelter or rescue group, they will give you a coupon for a free visit or money off a visit to the vet to see that they are ok. The vet will give your dogs the shots they need to keep them from getting sick or getting a disease like rabies that they can give to you or other family members. Puppies often have worms which will make them sick, so the vet will test them and give them medicine to get rid of worms if they have them. Puppies will have to go back several times to the vet to get shots-your vet will tell you how often. Family dogs are healthier and happier and make better pets if they don’t have puppies. To prevent this they need to have operations by the vet. The boys (males) need to be neutered and the girls (females) need to be spayed. The shelter can tell you how your family can have these operations done for less money.
RESOURCES USED:


LESSON 6
THE NOSE KNOWS! -EXPLORING THE WORLD THROUGH A DOG’S SENSE OF SMELL

LEARNING OBJECTIVES: Students will explore the local environment from the prospective of the therapy dog’s unique senses, in particular its sense of smell. At the conclusion of the lesson, students will “see” the world in a new way through the senses of a dog. Students will explore how the living things the dogs’ noses helped them to discover fit into the ecology of the habitat. Students will gain a sense of appreciation for their local environment helping them to develop environmental sensitivity. Students will practice working cooperatively in a group.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

Science

Grade 6

Ecology 5: Organisms in ecological systems exchange nutrients among themselves and with the environment.

Grade 7

Structure and Function in Living Systems: The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

Grades 6-8

Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations.

English-language Arts

6th-8th Grades

Written and Oral English Language Conventions 1.0

Students write and speak with a command of Standard English conventions appropriate to this grade level.
Visual and Performing Arts, Theatre

Grade 6

Development of Theatrical Skills 2.1: Participate in improvisational activities.

Grades 7 and 8

Connections, Relationships, and Applications

Connections and Applications 5.1: Use theatrical skills to present content in other subject areas.

DURATION OF LESSON: 1-1/2 hour-2 hours

MATERIALS USED:

1. A suitable natural area, like a park, garden or schoolyard.
2. Trained therapy dogs and their handlers. One dog for every 2-4 children would be ideal to allow the children to be close enough to observe the dog.
3. A box with possible props for the children to use in their dramatizations. Possible props could include: Collars or “ears” for the dogs, cutout trees or plants or branches for the trees, and signs for other “discovered” animals like squirrels or birds.

PROCEDURE FOR ACTIVITY:

1. Introduce the dogs and handlers to the students.
2. Review a list of appropriate behaviors for the activity like:
   a. No running or shouting.
   b. Only observe animals or plants found—don’t pick them up or disturb them.
   c. Stay with your group.
3. Tell the children about the unique senses of the dog. The handlers can demonstrate the dogs’ sense of smell with dogs that have scent training and can pick out their owners belongings from a pile, for instance. The senses of sight and hearing can be demonstrated by the dogs performing commands on verbal or visual signals as they were previously demonstrated in Lesson 2.
4. Tell the children that they will be assigned, in groups of 2-4, to the dog.handler teams. When we go outside they are to follow and watch how the dogs explore their environment. Tell them to pay attention to how the dogs look, listen, and smell the world around them.
5. As the groups walk on our hike with the dogs, the handlers will allow the dogs' free movement to explore around them.

6. When they return to the classroom, the children will plan an enactment of what they saw. Different children will play the parts of the dogs and any animals or other "discoveries" that the dogs led the children to.

7. The children should discuss how the animals and plants the dogs helped them to discover might fit into the ecology of the local environment/habitat they explored.

EVALUATIONS:

Environmental Sensitivity Development:

The teacher will lead the students in a discussion of the hike and the presentations. A comparison of the things the children observed on their own compared to what the dogs lead them to should be made. The teacher could write these on the blackboard.

Social Skills Development:

The teacher will emphasize and praise teamwork and cooperation seen during the "discovery hike" and in the planning and enactments by the groups of children.

POSSIBLE ADAPTATIONS:

1. Older students could identify the animals observed.
2. Children could create pictures or paintings of what they observed along with the improvisations or in place of them.
3. Students could discuss the ways in which people have harnessed the dog's incredible sense of smell to help them. (Possible answers include search and rescue dogs, bomb detection dogs, hunting dogs, service dogs, and police and military dogs). Tell them that the dog's sense of smell is up to a million times better than our own.
4. Children could research information on dogs trained to use their sense of smell and present this information in a story they wrote based upon what they learned to the class.
RESOURCES USED:


LEARNING OBJECTIVES: Students will be able to picture the problems caused by too many dogs and see the problem of pet overpopulation more clearly. Students will relate the ecological concept of limited resources to domestic animals like pet dogs. Students will practice their social skills while playing the game.

GRADE LEVEL: Middle School

CALIFORNIA STATE EDUCATION STANDARDS CORRELATIONS:

Grades 6 and 7

Mathematics

Number sense

Statistics, Data Analysis, and Probability

Grades 6-8

Science

Investigation and Experimentation

Grade 6

Ecology and Life Sciences

DURATION OF LESSON: 1 hour for activity and one-half-1 hour for discussion.

MATERIALS USED:

1. Colored chalk to draw out 3 medium sized circles and a larger circle on pavement to represent the neighborhood and animal shelter.
2. 3 signs with happy faces and 4 signs with sad faces.
3. 9 stuffed dogs with pink ribbons and 9 stuffed dogs with blue ribbons to represent puppies born. 2 blue ribbons for the boy adult dogs and 2 pink ribbons for the girl adult dogs (played by the therapy dogs).
PROCEDURE FOR ACTIVITY:

1. The teachers will tell the children that they are going to play a game to illustrate the problems presented by having too many dogs and not enough homes for them. They will emphasize the social skills necessary for the game to run smoothly like teamwork, respect for others, and cooperation.
2. 3 chalk circles will be drawn to represent the houses. A larger circle will be drawn to indicate the animal shelter.
3. 4 therapy dogs will play the roles of the adult dogs. Two will play the role of girls (and wear pink ribbons) and two will be boys in the game (and wear blue ribbons).
4. The teacher will place a “sad face” sign in one of the houses. She will explain that one of the houses has a little boy who is allergic to dogs. She will place a “happy face” sign on the remaining 2 houses and the animal shelter. Houses or the shelter with “happy faces” can be homes or shelter for dogs.
5. The teachers tell the children that each house can only have 3 dogs in it. Most cities have rules for how many dogs can live in each house. Two to four dogs are usually the maximum number of grown dogs over 6 months of age who can live in a house. The teacher can contact their local government website to find out how many dogs are allowed in their city or county. When a house gets 3 dogs in it or the shelter gets 10 dogs in it the teacher puts a “sad face” sign on the circle. The teacher will explain that this small shelter can only care for 10 dogs.
6. The children will be told that they will put the stuffed dogs with pink or blue ribbons in “houses” or the “shelter” when they play in the game.
7. The teachers tell 2 boy dogs and 2 girl dogs to “find” homes in houses. (The therapy dogs with their handlers will play these parts and take their places in the “houses”).
8. The teacher says that now each of the 2 girl dogs in the houses has 6 puppies (3 girls and 3 boys each). 6 girl puppies and 6 boy puppies now need homes. The children will carry 6 stuffed puppies with pink ribbons and 6 stuffed puppies with blue ribbons to either an available spot in a “house” or to the “shelter”.
9. Now the teacher asks what will happen to the dogs with no house to go to. The best possible answer is Eight puppies will go to the shelter.
10. The teacher places a sad face sign in both of the “houses” and the “shelter”.
11. Now the teacher says 1 of the girl dogs in the houses will have 6 puppies (3 girls and 3 boys). More children will now pick up stuffed puppies with pink or blue ribbons and try to find a home for them now.
12. The teacher says where will all these puppies go? There is no more space in either the “houses” or the “shelter”.

72
13. The students return to their classroom now to participate in discussions about what they saw. The teachers can write the answers the children give to the questions asked on the blackboard or on a poster.
EVALUATIONS:

Environmental Sensitivity Development/ Social Skills Development:

The teachers will lead students in discussions. The teacher should emphasize and praise cooperation and teamwork as the children learn social skills when they work together on the game. Possible questions to lead the discussions could include:

1. What will happen to the dogs in the shelter? The students should answer that if some of them find new homes in other neighborhoods the shelter will have space for more of the puppies born.
2. What will happen to the dogs if they don't have homes or are not taken to the shelter? Answers may include: “they will be run over by a car”; “they will not get enough to eat and may get sick or die”; or “they may kill wild animals or turn over garbage cans to find food to eat”; and etc.
3. What will happen if some of the houses have more than 3 dogs? Students could answer: “the dogs may fight with each other”; “the family may not be able to afford to feed or care for them”; “the families will run out of space in the house”; or etc.
4. What other reasons could there be that houses would not want a dog or more dogs as pets? (Our example was an allergic family member.) Possible other answers could include: “the parents work long hours or travel so they wouldn’t have time or be home enough to care for a dog”; “the family doesn’t have enough money to care for a dog”; “the family already has a dog or cat that doesn’t like other animals and so would fight with a dog”; and etc.
5. What will happen to the number of dogs if all the dogs have operations so they can’t have puppies (the girls get spayed) or can’t make puppies (the boys get neutered)? The children could say that “the number of homes needed for dogs will be less”; “the shelter will have space for more dogs”; and etc.
6. Do you think that wild animals might face similar problems, that is, have a limited number of homes/places to live in?
7. What do you think will happen to wild animals if too many are born? Possible answers include: “they might starve, because they won’t find enough to eat”; “they may not find shelter and so be too hot in summer or cold in winter and so get sick and maybe die.”
8. What do you think people could do to help wild animals have homes to live in? Possible answers could include: “they can help to preserve space for them to live in (Habitats)”; “they can prevent pollution of the air, water, and land wild animals share with people.”
POSSIBLE ADAPTATIONS:

1. Younger children can keep track of the numbers of dogs by assigning students to write the numbers on posters or notebooks as the game progresses.
2. Older students can make graphs of the numbers of dogs and puppies with and with out homes and compare the graphs as the game progresses.
3. A similar game which deals with limited resources for wild animals is "Oh Deer" from Project WILD. The children could play this game and than contrast their conclusions from this game with their conclusions from it. The needs of wild and domestic animals like dogs and how each meets them could be discussed.

RESOURCES USED:


APPENDIX B

PROGRAM SCHEDULE
The program will meet for 3 hours a day 5 times a week after school or in class for 4 weeks. The schedule will be divided into lessons with the volunteer therapy dog/handler teams both inside and outside of the classroom. A break of healthy snack time will be planned usually after about 1½ hours has past the time period for working with training the therapy dogs will average 15 minutes to ½ hour.

First Week

Day One-
   a. Introduction of all participants including volunteer therapy dog/handlers teams; Review of rules for participation-Rules for school still apply; Always show respect and kindness for all people and dogs involved in lessons; and Wash your hands after handling dogs.
   b. Healthy snack time
   c. Completion of pre-test questions
   d. Dismissal

Day Two-
   a. Lesson 1- Talk to the Paw
   b. Healthy snack time
   c. Journal Assignment- Write about your feelings about today’s lesson on emotions. Drawings of the therapy dogs could be included. Participants could expand their journal entry to include observations of their own or a pet dog they know as suggested in the lesson.
   d. Dismissal

Day Three-
   a. Lesson 2 - See and Hear-What is a Dog?
   b. Healthy snack time
   c. Journal Assignment- Write entries as instructed in the lesson and illustrate them with drawings.

Day Four-
   a. Lesson 3-Who’s Training Who Positively?
   b. Healthy snack break
   c. Children will work with their assigned therapy dog/handler team to decide on a new trick or behavior to help train the dog to perform.
   d. Dismissal.

Day Five-
   a. Journal Assignment- Children will write an entry about yesterday’s training lesson and their thoughts on it.
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.
SECOND WEEK

Day One-
   a. Lesson 4 - What makes a Good Pet?
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.

Day Two-
   a. Journal Assignment - Students will write about yesterday's lesson contrasting wild animals with animals like dogs as pets. They should be encouraged to illustrate their entry.
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.

Day Three-
   a. Lesson 5 Session 1 - Family Dogs.
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.

Day Four-
   a. Lesson 5 Session 2 - Family Dogs.
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.

Day Five-
   a. Journal Assignment - Children should make journal entries about their thoughts on caring for pet dogs and caring for their environment.
   b. Healthy snack time.
   c. Work with assigned therapy dog/handler team on training trick or behavior.
   d. Dismissal.
THIRD WEEK

Day One-
  a. Lesson 6- The Nose Knows. Practice with assigned therapy dog/handler team on practicing trick or behavior in this new location.
  b. Healthy snack time.
  c. Dismissal.

Day Two-
  a. Journal Assignment-Write about your experiences in training dogs and any thoughts on lessons so far.
  b. Healthy snack time
  c. Work with assigned therapy dog/handler team on training trick or behavior.
  d. Dismissal.

Day Three-
  a. Lesson 7-How Many Dogs is Too Many Dogs?
  b. Healthy Snack Time
  c. Practice with assigned therapy dog/handler team on trick or behavior for graduation.
  d. Dismissal.

Day Four-
  a. Journal Assignment-Children will write about yesterday's lesson on overpopulation.
  b. Healthy Snack Time
  c. Practice with assigned therapy dog/handler team on trick or behavior for graduation.
  d. Dismissal.

Day Five-
  a. Make plans for graduation next week, including family and friends to invite (decide upon numbers related to space available). Also plan for visit next week to a class of elementary children to show off what they have learned including the trick or behavior they have helped train their assigned therapy dog to perform.
  b. Journal Assignment- Taking of Polaroid pictures of assigned dogs or drawing pictures of them to include in journal.
  c. Healthy Snack Time
  d. Practice with assigned therapy dog/handler team on trick or behavior for graduation.
  e. Dismissal.
FOURTH WEEK

Day One-
  a. Visit to elementary classroom to discuss the program and show off the tricks or behaviors the children helped train the dogs to perform.
  b. Journal Assignment-Students will write about their experiences while having their healthy snack time.
  c. Dismissal.

Day Two-
  a. Completion of Post Test questions.
  b. Healthy snack time
  c. Journal Assignment- Students will write an entry about their assigned therapy dog to include with the pictures they took last week.
  d. Practice with assigned therapy dog/handler team on trick or behavior for graduation.
  e. Dismissal.

Day Three-
  a. Journal Assignment- Students will write about how they feel participation in the program and its lessons have helped them learn how to better get along with each other.
  b. Healthy Snack Time
  c. Last practice with dogs for graduation!
  d. Dismissal.

Day Four-
  a. Graduation!

Day Five-
  a. Celebration for children they have voted upon such as a pizza party or? - To say goodbye to the therapy dog/handler teams.
  b. Dismissal.

RESOURCES USED:

APPENDIX C

PRE AND POST TEST QUESTIONS
PRE AND POST TEST QUESTIONS

Please circle one answer. Circle T for true, F for false or, DK if you don’t know the answer.

1. Animals & people have similar needs. T  F  DK
2. It’s Ok to hit a dog you are training, if it doesn’t do what you want it too. T  F  DK
3. It’s Ok to keep a wild animal as a pet, as long as you take good care of it. T  F  DK
4. It is better to let your pet dogs have babies because you can always find homes for the puppies. T  F  DK
5. Animals like dogs talk or communicate with each other like we do. T  F  DK
6. Animals and people learn new things in much the same way. T  F  DK
7. Animals and people learn better when you yell at them to show you are the boss. T  F  DK
8. People should take care of their pets and the environment too. T  F  DK
9. You should treat others with respect, if you want them to respect you. T  F  DK
10. People can learn how to get along by working with animals. T  F  DK

RESOURCES USED:


REFERENCES


