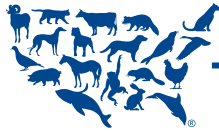


# **From Nose to Tail**

*Lessons to Inspire Care and Compassion for Dogs*



**Grades: 3-5**



**THE HUMANE SOCIETY  
OF THE UNITED STATES**



**THE HUMANE SOCIETY  
OF THE UNITED STATES**

Dear Educator,

Thank you for taking the first step to foster a culture of kindness among your grade 3-5 students with *From Nose to Tail: Lessons to Inspire Care and Compassion for Dogs*. Following a successful pilot program, we are pleased to offer this exciting humane curriculum on a wider basis.

Please find enclosed:

- *A Home for Dakota*
- *Maggie's Second Chance*
- *From Nose to Tail: Lessons to Inspire Care and Compassion for Dogs, Grades 3-5*

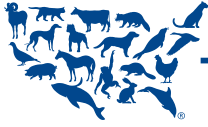
*From Nose to Tail* was designed by teachers for independent use by formal and informal educators. The curriculum is age-appropriate, engaging and flexible—lessons may be spaced over a period of days or weeks. We recommend that the lessons be scaffolded and followed in order—however, they can stand on their own.

*From Nose to Tail* features:

- Alignment with National Education and Common Core standards in science, math, language arts, health and social studies;
- Five lesson plans, each requiring approximately 40 to 60+ minutes of class time;
- *A Home for Dakota*, the award-winning story of a rescued puppy mill breeding dog;
- *Maggie's Second Chance* (Gr. 3-5) or *Buddy Unchained* (K-Gr. 2);
- Character education concepts such as compassion, responsibility and empathy;
- Service-learning projects aimed at helping puppy mill dogs and encouraging self-efficacy and good citizenship.

Importantly, *From Nose to Tail* advances both humane and academic learning objectives, so it can be readily incorporated into general classroom instruction. Topics include: pet overpopulation and the role of animal shelters in communities, our responsibility for providing humane care for dogs as dependent beings, and dog safety/bite prevention.

The problem of puppy mills is certainly troubling for anyone who cares for animals. However, students can come away from this topic feeling positive—as long as they are empowered to *do something about it*. To that end, the final lesson in the curriculum focuses on meaningful service-learning activities. These show students that they can choose to be part of the solution for the problem of puppy mills. The activities also help to encourage self-efficacy and reinforce the character concepts of responsibility and good citizenship.



**THE HUMANE SOCIETY  
OF THE UNITED STATES**

Thank you for sharing our materials with your students! We welcome your feedback. In the meantime, please do not hesitate to contact Maxine Young at [myoung@humanesociety.org](mailto:myoung@humanesociety.org) with any questions along the way.

Do you know of someone else interested in utilizing *From Nose to Tail*? Both the K-Gr. 2 and Gr. 3-5 versions of the curriculum are available at [humanesociety.org](http://humanesociety.org) by searching for “lesson plans for teachers.” In addition, teachers, administrators and humane educators may request complimentary Educator Toolkits (bound lessons with paired humane picture books) online.

We hope that you and your students enjoy exploring care and compassion for dogs with *From Nose to Tail*!

Best regards,



John Goodwin  
Senior Director, Puppy Mills campaign  
The Humane Society of the United States

# Contents

LESSON ONE: Tale of Consequences.....	2
Dog’s Needs Cut-Outs .....	5
Will Someone Care for Sam? .....	7
Write to Change a Wrong .....	9
Dog Care Word Find.....	10
LESSON TWO: House-hunters.....	11
Home Cut-Outs .....	16
Animal Shelter Cut-Out.....	17
Dog Cut-Outs.....	18
Shelter Pets by the Numbers Worksheet .....	19
Silly Shelter Sentences Worksheet .....	20
LESSON THREE: Playing It Safe with Dogs.....	21
Dog Behavior Statements .....	23
Play It Safe! Worksheet and Mini-Poster.....	25
Kid’s Dog Safety Tip Sheet.....	27
LESSON FOUR: Puppy Mill Problems .....	28
Puppy Mill Photos .....	36
Responsible Breeder Photos.....	37
Puppy in the Window Worksheet.....	38
LESSON FIVE: A Cause for Paws .....	39
Puppy Mill Cut-Outs.....	46
What’s Wrong with Waggles?.....	49
The Animal Welfare Act and Puppy Mills Worksheet.....	52
Answer Key: The Animal Welfare Act and Puppy Mills Worksheet.....	53
Service-Learning Reflective Log .....	54

## LESSON ONE: Tale of Consequences

**Objective:** Students will understand that there are many responsibilities in caring for a dog, and that there are negative consequences when we neglect those responsibilities. They will understand the relationship between events by constructing a chain story about a dog owner who acts irresponsibly.

### Standards Addressed:

#### Language Arts – Reading, Literature

CCSS.ELA-LITERACY.RL.3.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.3.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.3.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.3.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.4.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.4.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.5.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.5.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.4 (Craft and Structure)

#### Science

NS.K-4.3 Life Science/ The characteristics of organisms

#### Health

NPH-H.K-4.1 Health Promotion and Disease Prevention

NPH-H.K-4.3 Reducing Health Risks

**Character Concepts:** Being responsible includes planning ahead, thinking before we act, and taking care of those who depend on us. Acting irresponsibly usually has negative consequences for us and others.

### Materials Needed:

- Tape
- *Dog's Needs Cut-Outs* – Items include: *brush (grooming), leash and collar (exercise), ID tag (safety), food, water, ball (toys), dog with bed and "home sweet home" sign (home), veterinarian, love.*
- Laminator, if desired
- *Will Someone Care for Sam?* story (included)

- *Write to Change a Wrong* worksheet (one per student)
- Optional: *Dog Care Word Find* (one per student)

**Time Needed:** 40 minutes

**Helpful Background Information:** [www.humanesociety.org/pets](http://www.humanesociety.org/pets)

**Teacher Preparation:**

1. Cut out the images in *Dog's Needs Cut-Outs*. Laminate for long-term use, if desired. Display them on a table near the board.

**Procedure**

**Opening:**

1. Introduce to students that there are consequences for all of our actions. Ask the students to define responsibility and consequences in their own words.
2. Explain that when we act irresponsibly, the results are usually negative and there may be unexpected bad outcomes. Offer a few examples:
  - a. *Devin's dad asks him to shovel snow and ice from the sidewalk in front of their apartment. Devin decides to go sledding with his friends instead. What might happen? First, Devin could be grounded for not listening to his father. Even worse, someone could slip on the ice and get hurt.*
  - b. *Cara's mother asks her to watch her baby brother while she gets the mail. Cara gets caught up in a TV show and forgets. What could happen? Not watching her brother could cause Cara's mother a lot of stress and worry. Worse, Cara's younger brother could get hurt if he got into something he shouldn't.*
3. Explain to students that while our pets cannot speak to us to ask for things, we have some very basic responsibilities to take care of them and make sure they're happy, healthy and safe. When we neglect those responsibilities, there can be negative consequences.

**Body:**

1. Introduce the story, *Will Someone Care for Sam?* Tell students you'll be reading it, and ask them to listen for responsibilities, or things people need to do to properly care for Sam the dog, for a list that you'll be creating together.
2. After the story is complete, ask students to name the responsibilities they heard that a person would need to do to keep a dog happy in a home. As responsibilities are mentioned, write them on the board and ask a student volunteer to see if there is a *Dog's Needs Cut-Out* that accompanies it. If yes, tape it to the board alongside the responsibility (For example: 'give a dog a bed,' correlates to the dog on a bed cut-out). Then, ask students to describe why the responsibility is important and why the items are necessary. List responsibilities until all the cut-outs are on the board, using any remaining cut-outs as prompts if needed.

3. Reinforce the concept of consequences by engaging the class in chain stories about Isabel and Zack being irresponsible with their dog, Sam. Seat students in a circle and explain that you'll give starting phrases based on their list of responsibilities. For example "Isabel and Zack forgot to feed Sam." Then, the student closest to one side of you must finish the sentence, telling what happened as a result of what you said.
4. Each student along the same direction in the circle should add to the story, beginning with the word, "so," and describe yet another consequence. An example of a consequence is, "so Sam was hungry all day." An example of a second consequence is, "so Sam jumped on the table and ate Isabel's chocolate bar that night." Keep the chain story going for 3-4 consequences and then start a new story about the next failed responsibility from the list you've created as a class.

**Closure:**

1. Pass out *Write to Change a Wrong*. Encourage students to use the information they learned in this lesson to correct the story about José and his dog, Jackson.
2. *Optional:* Ask students to complete the *Dog Care Word Find*.

Dog's Needs Cut-Outs







## Will Someone Care for Sam?

Sam used to be a lonely dog. There was no one to care about him. He did not have a collar or a family to call his own. For a long time, he did not even have a name. He wandered through the streets, cold and hungry. He had to jump out of the way of cars, run from other dogs, and be careful not to step on broken bottles or trash. When it rained, he got wet. When it snowed, he was very, very cold. He was a sad dog.

Then one day, a kind girl who introduced herself as “Isabel” spotted him in the parking lot of the grocery store. She asked her father, Mr. Santos, if the dog could live with them and be their pet. “I want to call him Sam!” said Isabel. Mr. Santos said, “He does seem like a great dog, but someone might be missing him. Let’s see if he already has a home.” First, they took him to the animal shelter to see if someone had lost him. The woman behind the desk said “No.” She then moved a scanner along the dog’s fur between his shoulders to check for a microchip - an extremely small identification chip just under the skin. There was no microchip. Isabel, her brother, Zack, and Mr. Santos put up posters with Sam’s picture and their phone number on it, but no one responded. The family agreed they could provide a good home for him, and decided Sam could stay at their house forever.

Isabel made sure that her new dog always had a dish of fresh water to drink. Zack brought him a dish of dog food every day for breakfast and dinner. The children gave him a bath and brushed his hair until it was shiny. “We’ll brush you every day and check your coat for fleas and ticks,” said Zack. “We want you to stay healthy and happy, Sam.”

Isabel, Zack and their parents brought the dog a gift to show he was part of the family: they presented him with a collar with a round metal shiny thing attached to it. It had his new name “SAM” on it and the family’s phone number. “This is an identification tag so that if you get lost, whoever finds you will know that you are our special pet,” said Isabel. “Dad got a dog license from the town hall, too.”

The family took Sam to Dr. Ashley, the veterinarian – the doctor for animals - for a checkup. Dr. Ashley looked at Sam’s eyes and ears, peered into his nose and mouth, and even checked his skin under his hair. She took Sam’s temperature and gave him two shots. She then gave Sam another special tag to wear that said he’d had his rabies vaccination - he felt very proud to have so many tags. On the way to Dr. Ashley’s office and on the way home, Sam wore a leash attached to his collar. The children didn’t want their new friend to wander away and become lost or frightened.

When they arrived home from Dr. Ashley’s office, Zack and Isabel showed Sam his new fuzzy dog bed in Isabel’s room. This is where Sam would sleep at night. Then they took him to the backyard to play. The yard had a strong fence around it to keep him safe. The children and Sam played with the new ball they had bought for him. Zack threw the ball, and said, “Go fetch, Sam!” Sam raced across the yard, and caught the ball in his mouth. His tail wagged as he ran back to Zack, and dropped the ball at his feet. “Good job, Sam!” Zack said. Then they went inside to dinner and gave Sam a safe toy to chew on so his teeth stayed strong and clean.

That night, Sam settled in to his new, cushy bed. Isabel patted his head gently, and said, "I'm so glad you're here now - I'll always take care of you. Goodnight, Sam." Sam looked around his new home. Now when it rained or snowed he would have a nice place to keep dry and warm. When the sun shone brightly, Sam had plenty of cool water and shade. Best of all, he had a family of kind people who loved him and took care of him. Sam was a happy dog.

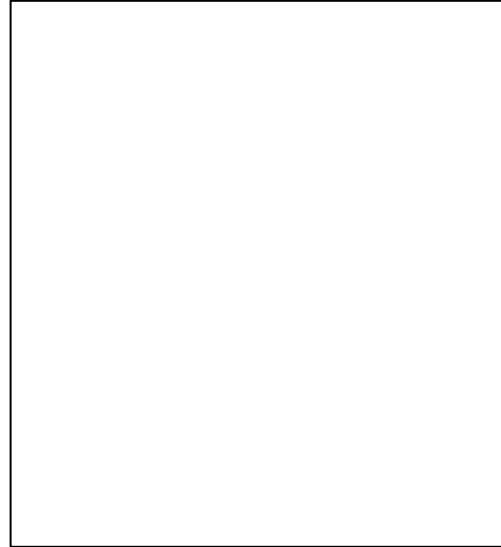
## Write to Change a Wrong

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the story on the left. Circle the irresponsible behavior(s). Underline the consequences. On the right side, rewrite the story using responsible behaviors and new consequences. Draw a picture to illustrate the new story.



José forgot to take his dog, Jackson, out for a walk. As he texted back and forth with his friend George, Jackson whined and whined at José's feet. Jackson had to go to the bathroom! He got bored, too. He had been home alone all day while the family was at work and school, and he really wanted to stretch his legs and run. Jackson waited and waited until he couldn't hold it any longer. He felt bad, but he had to go to the bathroom on the floor. Jackson got more and more bored. To pass the time, he chewed on José's backpack. When José's dad walked in the front door, Jackson saw his chance and couldn't resist - he snuck out and began to run on his own down the street! He almost got hit by a car, and then he started to dig in the neighbor's front yard. José's dad had to apologize to the angry neighbors, and then walked in to a mess. José had to get off the phone, and now he needed a new backpack.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Dog Care Word Find

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the words that you find in the puzzle.

M A Q L Q D A J U F F Q Y K P  
N X K X L G M U V S A Q Q O R  
E D Z L X X W A T E R Q S F V  
K N E X E R C I S E A N Y E G  
V B L R R W I O Z L M V F D E  
K X U I V R E V X L X T G B A  
Z L K E S T N E C R P J X W F  
P O I Q B D I Q W U M L I S U  
K V T U F D Q B C S X C I J S  
C E H H O F F X A U Q A N D O  
O M Q N L A Y T R K K Q O L X  
L D B T F M U A E Z Z H Z A B  
L A S Q O I D A B T D O I I L  
A K A P O L Q X H X S M M Y Z  
R E L M D Y X N H H M E M M L

FOOD  
WATER  
LOVE  
FAMILY  
CARE  
HOME  
COLLAR  
ID  
EXERCISE

## LESSON TWO: House-hunters

**Objective:** In completing this lesson, students will hear a story and understand what it means to be an active listener. They will learn about pet overpopulation and the role of animal shelters.

### Standards Addressed:

#### Science

NS.K-4.3 Life Science/ The characteristics of organisms

#### Math – Measurement & Data

CCSS.Math.Content.3.MD.B.3 (Represent and interpret data)

or

CCSS.Math.Content.4.MD.B.4 (Represent and interpret data)

#### Language Arts—Reading, Literature:

CCSS.ELA-LITERACY.RL.3.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.3.2 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.3.3 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.3.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.4.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.4.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.5.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.5.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.4 (Craft and Structure)

**Character Concepts:** Responsible people carefully consider how their choices will affect others and their community.

### Materials Needed:

- *Maggie's Second Chance* book [www.thegryphonpress.com](http://www.thegryphonpress.com)
- Board or flipchart with chalk or other writing implement

- *Home Cut-Outs* – several copies
- *Dog Cut-Outs* – several copies
- *Animal Shelter Cut-Out*
- Tape
- Hook and loop fasteners (such as Velcro), liquid thumb tack (such as Fun Tack), or other two-sided adhesive material
- *Shelter Pets by the Numbers* worksheet – one per student.
- Optional: *Silly Shelter Sentences* worksheet – one per student.

**Time Needed:** 60 minutes

**Helpful Background Information:**

- Pet Ownership Statistics  
[www.humanesociety.org/issues/pet\\_overpopulation/facts/pet\\_ownership\\_statistics.html](http://www.humanesociety.org/issues/pet_overpopulation/facts/pet_ownership_statistics.html)
- Pet Overpopulation  
[www.humanesociety.org/issues/pet\\_overpopulation/](http://www.humanesociety.org/issues/pet_overpopulation/)

**Teacher Preparation:**

1. Arrange a comfortable group reading area for the class.
2. Copy and cut out *Home Cut-Outs*, copy approximately half the number of houses as number of students in your class. For example, if you have 25 students, you'll need about 12 houses. As an alternative, photographs from magazines may be used.
3. Affix a small area of the 2-sided adhesive material such as Velcro to the front of the Home Cut-Outs.
4. Tape the *Home Cut-Outs* in various locations around the classroom.
5. Copy and cut out at least as many *Dog Cut-Outs* as the number of students in your class. Affix a small area of the 2-sided adhesive material to the back sides of each dog cut-out.
6. Pull out the *Animal Shelter Cut-Out* and affix enough Velcro pieces to account for the other half of the students in your class. For example, if you have 25 students, you'll need 13 spots of Velcro on the animal shelter.
7. Make copies of the *Shelter Pets by the Numbers* worksheet – one per student.
8. Optional: Make copies of the *Silly Shelter Sentences* worksheet – one per student.

**Procedure**

**Opening:**

1. Ask the class to describe some of the needs of dogs. Accept all answers and write them on the board. Answers should include, but are not limited to, the basics of food, water, shelter/a home; things to make dogs healthy and happy, such as exercise and love, and items to keep dogs safe, such as a leash or fence.

2. Discuss that dogs cannot take care of themselves: they need people to take good care of them, just as children need their parents. Explain that when someone decides to get a dog, that person is responsible for making sure that their pet is happy and healthy. That means meeting their basic physical needs AND their social and emotional needs.
3. Discuss that just as students want to play and spend time with their friends and families, dogs want to be around people, too. All dogs want to be petted and cuddled, to play and go for walks. Explain that this is because dogs are “companion animals.” Unlike wild animals, companion animals have a very long history of living together with humans, and they naturally form strong emotional bonds with their human caretakers.
4. Ask students to name some things that might make it challenging for someone to take proper care of their dog. Accept all answers and discuss some common reasons: moving where dogs aren’t allowed, loss of a job (and income to buy necessary pet care items, pay for a vet, etc.), being away from home for long hours, and having a hard time training your dog. Point out that even when it is difficult, owners are still responsible for providing good care to their dogs. This might mean asking others for help or doing research.
5. Ask students what someone should do if they are having trouble properly caring for their pet by themselves. Accept all answers, ensuring that the following are mentioned: (1) ask friends/family for help; (2) consult a book or website for animal care or training tips; (3) talk to your vet or a professional dog trainer for advice.
6. Explain that it’s the role of animal shelters and rescues to take care of pets whose owners can’t or won’t, and to help find new, suitable homes for those pets. Emphasize that because most shelters do not have enough room for all the animals that they are asked to help, it is best to try your hardest to provide good care for your dog before surrendering her to an animal shelter.

**Body:**

1. Introduce *Maggie’s Second Chance* to the class. Explain that the book is based on a true story and ask students to listen and look for how Maggie’s needs are - or are not - met when she suddenly finds herself alone, without her family. They should also listen and look for clues that might explain why her first owners abandoned her, or left her all alone with no one to care for her.
2. As you are reading, ask these questions for understanding:
  - a. *Who was the man who took Maggie to the place with other dogs (What was his job?)* Accept answers and explain that it’s the job of animal care and control officers and police to help make sure dog owners are following the law by meeting their dogs’ basic needs. Sometimes, they need to rescue dogs who don’t have basic care, like Maggie.
  - b. *Where was Maggie taken when she was rescued?* Explain that it’s the job of animal shelters to take in lost or homeless dogs and try to unite them with their families or adopt them out to new, caring homes.
3. When the story is over, ask students the following comprehension and critical thinking questions:



- a. *Name what needs were not met for Maggie after her family moved away without her, and circle those that appear in the list on the board.* Answers may include, but are not limited to: love, clean water, food and exercise.
- b. *How do you think Maggie felt in those last few days at her old home? Why?* Answers should include:
  1. *Maggie felt hungry.*
  2. *Maggie felt thirsty and had to drink freezing toilet water.*
  3. *Maggie must have felt cold.*
  4. *Maggie must have felt lonely.*
  5. *Maggie must have felt confused about where her family was.*
- c. *What would you tell Maggie's first family, the one who left her behind?* Answers may include, but are not limited to:
  1. *Her family should have looked for help from outside sources to (1) bring Maggie with them, or (2) place her in a new, responsible home before they moved.*
  2. *If they already tried their best to do these things, then they should have taken her to a shelter before moving away.*
  3. *Abandoning your pet is not responsible.*
4. *What do you think happens to Maggie since she was given more time at the new shelter?* (Read, or ask a volunteer to read "Maggie Is a Real Dog Rescued by the Author" on the last page of the book to find out what happened.)
5. Guide students in understanding the problem of pet overpopulation. Thousands of puppies are born every day in the U.S. and there are not enough homes for them all. Not everybody wants to get a dog, and not everybody who wants a dog is able to give proper care. Explain that you'll be doing an activity to learn about the role of animal shelters.
6. Give each student a dog cut-out. Consider giving students a few minutes to color or name the dogs.
7. Ask students to look around the room and notice the pictures of homes. These are homes wanting dogs, with people who are able to provide good care. Instruct them as follows: *You need to help your dog find a home. When I say "Go!" it's going to be your job to get out of your seat, find a home, and attach your pet to it by sticking the back Velcro (or other adhesive) to the available home. If a home already has a dog in it, you must find another one. There can only be one dog to a house.*
8. On the word, "Go!" have students begin house-hunting. (You may ask students to go all at once, in small groups, or one-by-one.) Once all the homes are taken and the class begins to realize there are no more homes, have everyone take their seats.
9. Explain that in this activity, just like in real life, there aren't enough homes for all the dogs who need them. Ask students what might happen to those animals. Explain that some, like Maggie, are abandoned.
10. Collect all of the dog cut-outs that are left with the students. Hold up the *Animal Shelter Cut-Out*. Explain that according to The HSUS, 6-8 million cats and dogs still enter shelters in the U.S. every year. Attach the leftover dog cutouts to the picture of the shelter.

11. Review that an animal shelter is a place that cares for pets who are lost, abandoned like Maggie was, or given up by their owners. Shelters work hard to find good homes for as many animals as they can. Unfortunately, only about half of the dogs and cats entering shelters each year are adopted.
12. Sadly, animals who are not adopted may be euthanized, or painlessly put to death. Shelters don't want to do this, but sometimes there just isn't enough space in the shelter, or enough money, to care for all the animals without homes.
13. (Optional: Explain that pet owners can help with the problem of pet overpopulation by spaying or neutering their dogs and cats. Spaying and neutering are painless operations that prevent dogs and cats from having puppies or kittens.)

**Closure:**

1. Have students complete *Shelter Pets by the Numbers*.

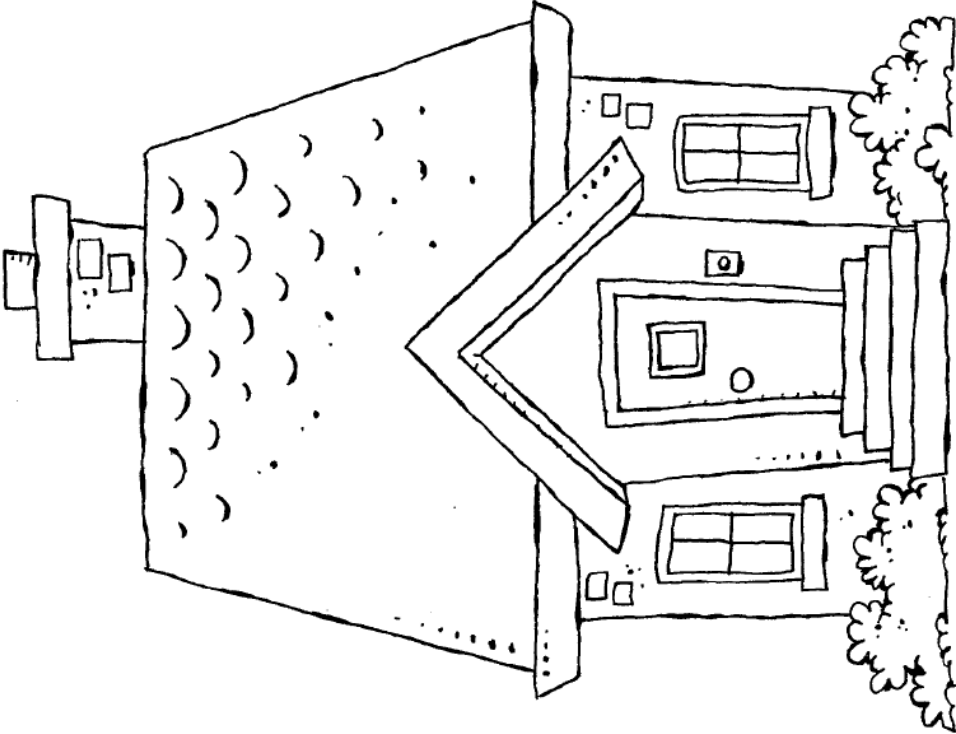
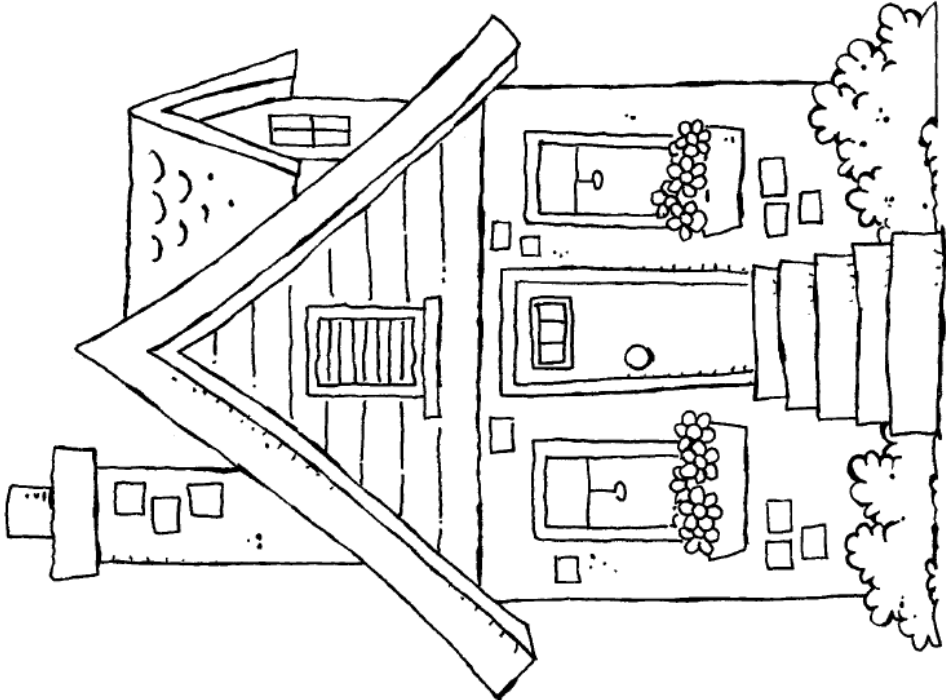
**Extension:**

1. Reinforce the role of animal shelters by having students complete the worksheets, *Silly Shelter Sentences*.
2. Students can obtain additional math practice, and present the data from the *Shelter Pets by the Numbers* worksheet in new ways. Ask them what they can determine using the data in the sheet. Can they give you a fraction of the total dogs adopted each year? A percentage?
3. Ask students in grades 4-5 to draw seven dogs in a shelter, name them, and label each one by days in the shelter (use the chart below). Ask them to draw a line plot of the number of days. Then, ask, *What is the difference in days between the dog who's been in the shelter the longest and the one who's been there the least amount of time? Why do you think a dog might wait longer at the shelter?*

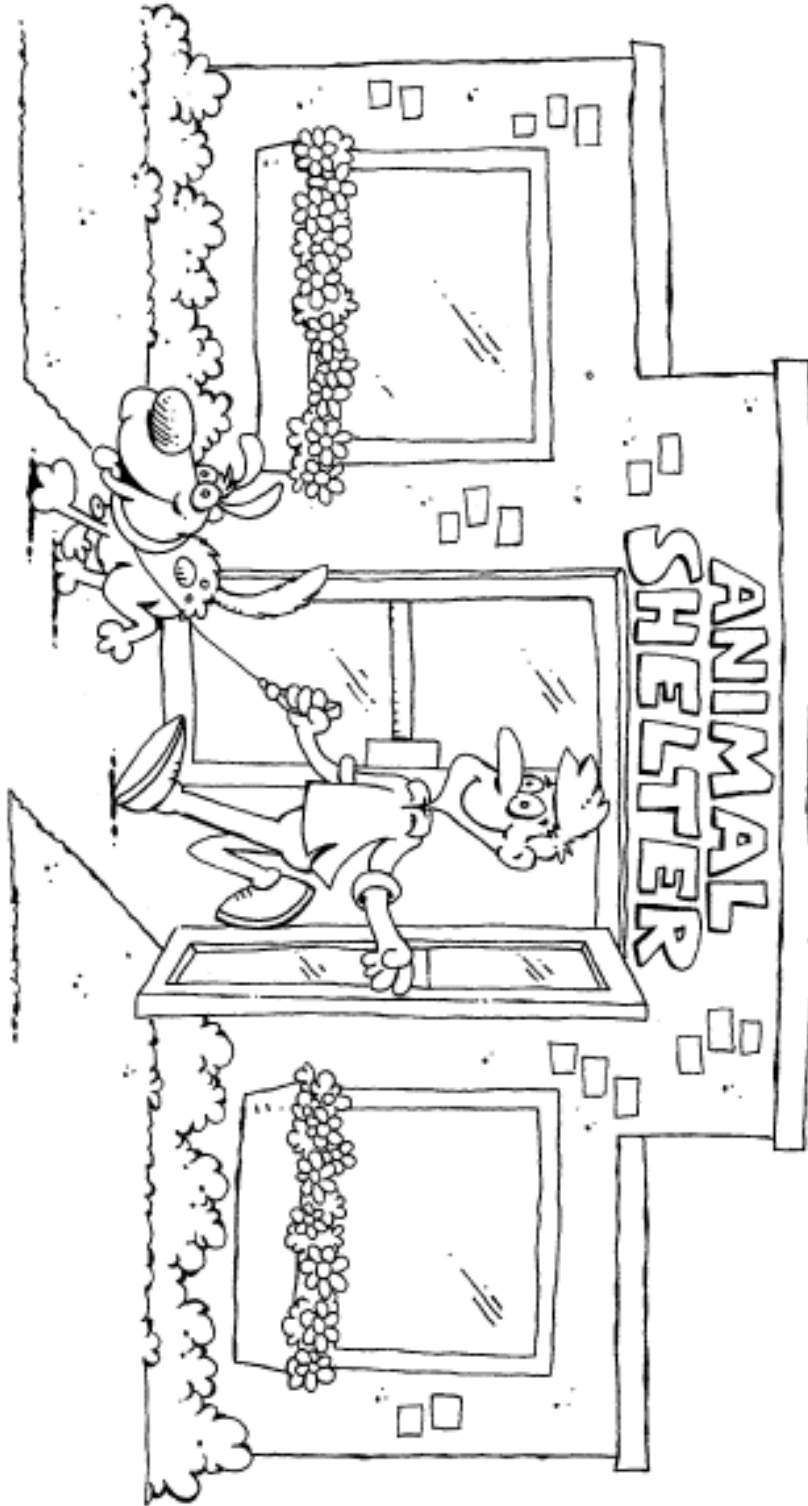
Dog 1 – 6 days
Dog 2 – 3 ½ days
Dog 3 – 2 days
Dog 4 – 8 ½ days
Dog 5 – 6 days
Dog 6 – 14 days
Dog 7 – 1 ¼ day

4. Engage students in a discussion about internal versus external beauty. Start by asking, *Why do you think everyone wanted to adopt Maggie's puppies, but not her? What benefit might potential adopters get from adopting Maggie instead of a puppy? Think beyond their looks to things like behavior and personality.*

Home Cut-Outs



# Animal Shelter Cut-Out



Dog Cut-Outs

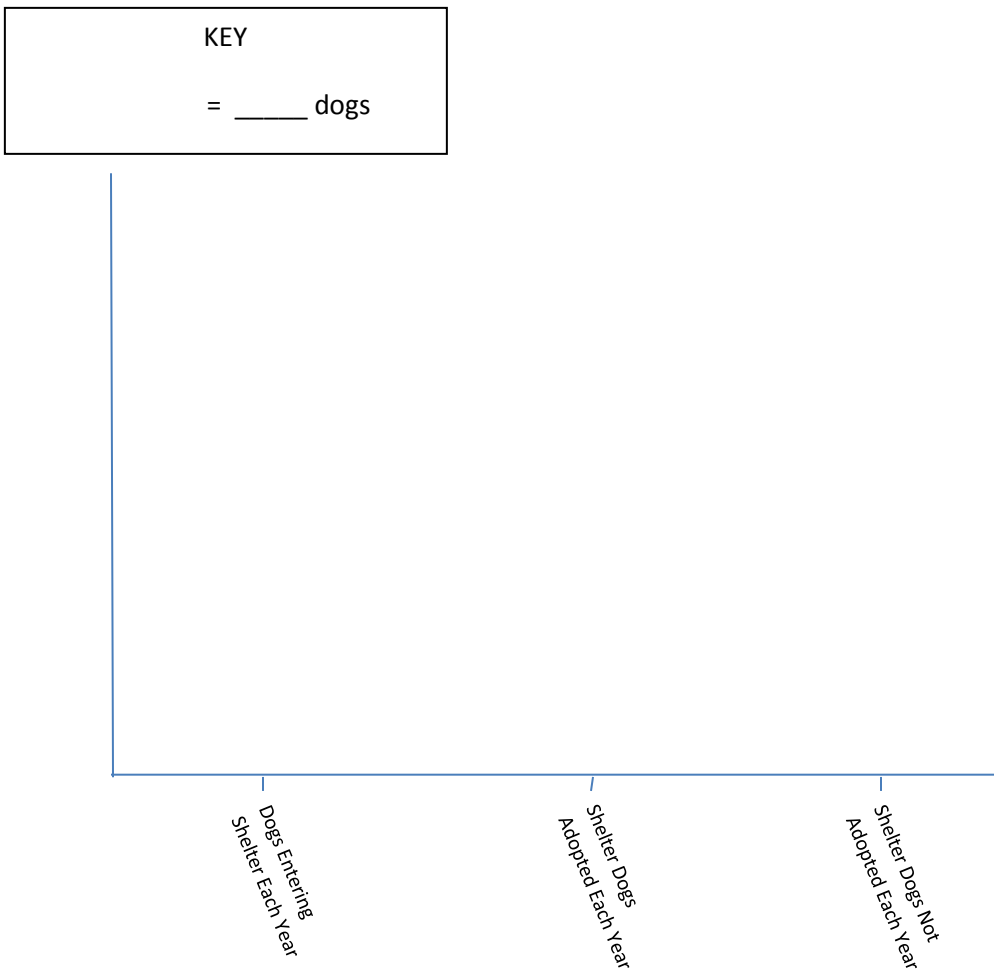


# Shelter Pets by the Numbers Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use the facts below about Anytown, USA to create a graph, below. Choose a symbol and define it in the key. Then, answer the questions below.

- According to the Anytown Shelter, 5,000 dogs enter the shelter every year.
- 2,500 dogs are adopted every year.



1. How many dogs entering the shelter each year are not adopted? \_\_\_\_\_ Illustrate that in the third category of the graph.
2. What are possible outcomes for those dogs?

\_\_\_\_\_

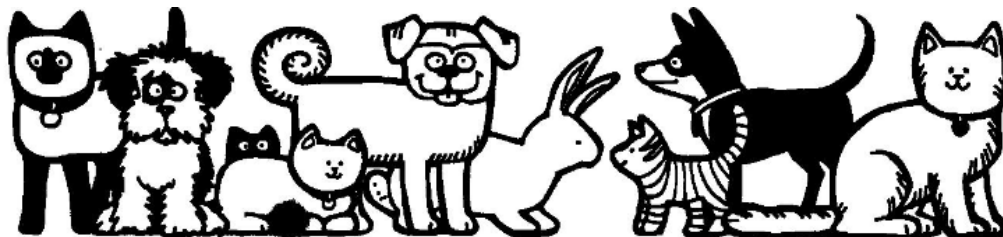
# Silly Shelter Sentences Worksheet

Name \_\_\_\_\_

Below are some silly sentences about animal shelters and people who work there. Cross out the silly word in each sentence. Write the correct answer above it. The correct answers are found in the answer box. Use each answer only once.

Answer Box				
children	animal shelter	animal	care	ID tags
Home	jobs	pets	find	choices

1. People who work in an egg care a lot about pets.
2. We rely on shelter professionals to return lost bananas to their homes.
3. If a lost pet is wearing shoes, returning the pet home is much easier.
4. Even when a pet does not have a tag, shelter professionals still try hard to paint the pet's home and family.
5. If that cannot be done, shelter professionals will try to find a new seashell where the pet can live.
6. Shelter professionals also help people who want pets make good pies.
7. They know which dogs and cats are good with books, which need training, and which are shy.
8. Shelter professionals also rescue pets and wildflowers who are injured or in danger.
9. Shelter professionals also teach people how to take better pictures of their pets.
10. The shelter professional has many jobs, but all of them help animals.



## LESSON THREE: Playing It Safe with Dogs

**Objective:** In completing this lesson, students will label various behaviors around dogs as safe or unsafe. They will recognize that keeping a dog safe, and ensuring the safety of people around him or her, is a caregiver's responsibility.

### Standards Addressed:

#### Health

NPH-H.K-4.1 Health Promotion and Disease Prevention

NPH-H.K-4.3 Reducing Health Risks

### Character Concepts:

Everyone who interacts with dogs is responsible for preventing injury by understanding them and behaving appropriately with them.

### Materials Needed:

- 8 ½ X 11" paper, 2 sheets
- Dark-colored marker
- Poster putty or tape
- *Dog Behavior Statements*
- *Kid's Dog Safety Tip Sheet*
- *Play It Safe!* worksheet/mini-poster

**Time Needed:** 50 minutes

### Helpful Background Information:

How to Avoid a Dog Bite: [www.humanesociety.org/dogbites](http://www.humanesociety.org/dogbites)

### Teacher Preparation:

1. Using the paper and a dark-colored marker, write "Do" on one sheet and "Don't" on the other. Tape them to opposite walls in your classroom at a height slightly above students' reach.
2. Cut apart the dog behavior statements.
3. Make copies of *Play It Safe!* worksheet/mini-poster (one per student).



## Procedure

### Opening:

1. Tell students that you'll be talking about safe and unsafe behavior around dogs. Explain that dog bites are a common, serious problem for children, but that children usually have the power to prevent them or stop them from happening.
2. Preventing a dog bite means knowing how to treat your dog, and knowing how to act around other people's dogs. Explain that dogs may bite if they are angry, excited, or afraid. Discuss that a dog owner is responsible for keeping the pet safe, and for ensuring the safety of people around him or her.

### Body:

1. Pass out the *Kid's Dog Safety Tip Sheet* (one per student) and ask them to scan the sheet independently for 5-10 minutes.
2. Show students the DO and DON'T labels taped to opposite walls. Explain that you'll be reading statements about behavior involving dogs, and when you read each one, they'll have to decide if it's safe or unsafe and stand under the "DO" if it's a safe behavior and under the "DON'T" if it's unsafe.
3. One at a time, place a statement on the board and read it aloud. As you read each statement, students should walk to the answer they choose.
4. After a statement is read and students settle into their "DO" or "DON'T" locations, choose one student out of the correct group to share why it was the best answer. If most of the class agrees correctly (refer to answer key), move on to the next statement. If the class chooses incorrectly, explain why.

### Closure:

1. After all statements are read, ask students to go back to their seats and, in pairs, complete the activity in the *Play It Safe!* worksheet, which also acts as a mini-poster for keeping dog safety facts at hand. End by reviewing the correct answers as a group (see worksheet key).
2. If time allows, play the video, "Dog Body Language - What your dog is desperately trying to tell you!" (3.5 min.) from TheFamilyDog.tv, found at [www.youtube.com/watch?v=bstvG\\_SUzMo](http://www.youtube.com/watch?v=bstvG_SUzMo). This video gives even more tips pertaining to dog body language. Take frequent breaks to talk through the pointers.

### Extension:

1. Ask your local humane society about arranging a dog-safety demonstration with a live dog, either in your classroom or at the facility, or bring in a stuffed dog and role-play.

## Dog Behavior Statements

\_\_\_\_\_ tie your dog outside all day.

\_\_\_\_\_ ask permission before petting someone's dog.

\_\_\_\_\_ play fetch with your dog.

\_\_\_\_\_ play tug-of-war with your dog.

\_\_\_\_\_ let a dog sniff the back of your hand before you pet him.

\_\_\_\_\_ go near a dog on a chain.

\_\_\_\_\_ take a toy out of a dog's mouth.

\_\_\_\_\_ stand still if a strange dog comes up to you.

\_\_\_\_\_ curl up like a ball if a dog knocks you down.

\_\_\_\_\_ run away if a strange dog comes near you.

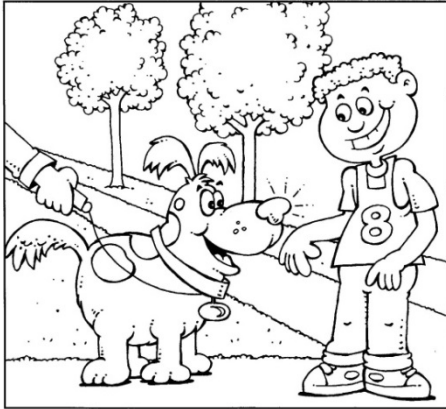
\_\_\_\_\_ pet a dog inside a car.

_____	<b>wake a sleeping dog.</b>
_____	<b>take food away from your dog.</b>
_____	<b>pet a dog gently on her back or sides.</b>
_____	<b>walk your dog on a leash.</b>

<b>Answer Key: Dog Behavior Statements</b>	
<b>Do...</b>	<b>Don't...</b>
Ask permission before petting someone's dog.	Tie your dog outside all day.
Play fetch with your dog.	Play tug-of-war with your dog.
Let a dog sniff the back of your hand before you pet him.	Go near a dog on a chain.
Stand still if a strange dog comes up to you.	Take a toy out of a dog's mouth.
Curl up like a ball if a dog knocks you down.	Run away if a strange dog comes near you.
Pet a dog gently on her back or sides.	Pet a dog inside a car.
Walk your dog on a leash.	Wake a sleeping dog.
	Take food away from your dog.

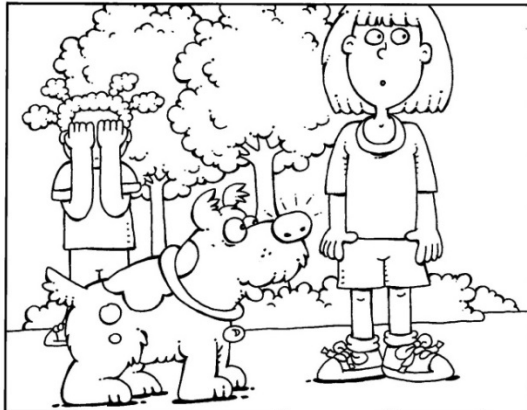
# Play It Safe! Worksheet and Mini-Poster

Name \_\_\_\_\_



## Petting a Dog

- ✓ Ask a dog's \_\_\_\_\_ if it's OK.
- ✓ Let the dog sniff the back of your \_\_\_\_\_.
- ✓ Pet gently on the \_\_\_\_\_ or sides.
- ✗ Don't stare into a dog's \_\_\_\_\_.
- ✗ Don't \_\_\_\_\_ dogs who are eating or sleeping.
- ✗ Don't try to pet a dog in a car, tied to a \_\_\_\_\_, or behind a fence.



## When a Strange Dog Comes Near

- ✓ Stand \_\_\_\_\_ like a tree with your arms at your sides.
- ✓ If you're on the ground, curl up like a \_\_\_\_\_.



## Playing with Dogs

- ✓ Play gentle games like \_\_\_\_\_.
- ✗ Don't play \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_.
- ✗ Don't \_\_\_\_\_ toys or food from a dog's mouth.



## Keeping the Community Safe

- ✓ When outside, dogs should be on a \_\_\_\_\_ or supervised in fenced areas.
- ✗ Dogs shouldn't be \_\_\_\_\_ or tethered for long periods.

**Answer Key:**  
**Play It Safe Worksheet/ Mini-Poster**

<p><b>Petting a Dog</b></p> <ul style="list-style-type: none"><li>✓ Ask a dog's <u>owner</u> if it's OK.</li><li>✓ Let the dog sniff the back of your <u>hand</u>.</li><li>✓ Pet gently on the <u>back</u> or sides.</li><li>✗ Don't stare into a dog's <u>eyes</u>.</li><li>✗ Don't <u>pet</u> dogs who are eating or sleeping.</li><li>✗ Don't try to pet a dog in a car, tied to a <u>chain</u>, or behind a fence.</li></ul>	<p><b>Playing with Dogs</b></p> <ul style="list-style-type: none"><li>✓ Play gentle games like <u>fetch</u>.</li><li>✗ Don't play <u>tug-of-war</u>.</li><li>✗ Don't <u>take</u> toys or food from a dog's mouth.</li></ul>
<p><b>When a Strange Dog Comes Near</b></p> <ul style="list-style-type: none"><li>✓ Stand <u>still</u> like a tree with your arms at your sides.</li><li>✓ If you're on the ground, curl up like a <u>ball</u>.</li></ul>	<p><b>Keeping the Community Safe</b></p> <ul style="list-style-type: none"><li>✓ When outside, dogs should be on a <u>leash</u> or supervised in fenced areas.</li><li>✗ Dogs shouldn't be <u>chained</u> or tethered for long periods.</li></ul>

## Kid's Dog Safety Tip Sheet

### Petting a Dog

- ✓ Ask a dog's owner if it's OK to pet a dog you don't know. **Why?** Some dogs don't like being petted by people they don't know.
- ✓ Let the dog sniff the back of your hand, and then pet him gently on the back or sides, looking away from his eyes. **Why?** Sniffing is a way for a dog to get to know you. Many dogs feel threatened when people reach toward their eyes.
- ✗ Don't pet dogs who are eating or sleeping. **Why?** They may bite to protect their food. And a sleeping dog may be startled by a pet.
- ✗ Don't try to pet a dog in a car, tied to a chain, or behind a fence. **Why?** These dogs want to protect their territory, and may growl or snap if you come too close.

### Playing with Dogs

- ✓ Play gentle games like fetch. Most dogs love to chase a ball or frisbee!
- ✗ Don't play tug-of-war. **Why?** A dog can bite by accident playing this game.
- ✗ Don't try to remove toys or food from a dog's mouth. **Why?** Dogs often protect these items, and also may accidentally bite your finger instead of the toy or food.

### When a Strange Dog Comes Near

- ✓ If a strange dog with no owner approaches you, stand still like a tree with your arms at your sides.
- ✓ If you're on the ground, curl up like a ball. **Why?** Dogs like to chase moving objects, including people! If you stay still, the dog will likely sniff you and go away. Curling up like a ball protects fingers and limbs.

### Keeping the Community Safe

- ✓ When outside, dogs should be on leashes or supervised in fenced areas. **Why?** Dogs who roam free may harm people or other animals, and may disturb other peoples' yards. Dogs who aren't supervised by their owners may be harmed by people or other animals.
- ✗ Dogs shouldn't be chained or tethered for long periods. **Why?** Dogs like to be with their families, and are more likely to bite when tied to a chain or run.

## LESSON FOUR: Puppy Mill Problems

**Objective:** Upon completion of this lesson, students will be able to understand what it means to be an active listener and practice active listening techniques. They'll adopt another's perspective in a creative writing exercise, and will learn about the welfare of puppy mill dogs and compare their welfare to those kept responsibly.

### Standards Addressed:

#### Science

NS.K-4.3 Life Science/The characteristics of organisms

#### Language Arts – Reading, Literature:

CCSS.ELA-LITERACY.RL.3.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.3.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.3.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.3.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.4.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.4.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.4.4 (Craft and Structure)

or

CCSS.ELA-LITERACY.RL.5.1 (Key Ideas and Details)

CCSS.ELA-LITERACY.RL.5.2 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.3 (Key Ideas and details)

CCSS.ELA-LITERACY.RL.5.4 (Craft and Structure)

**Character Concepts:** Treating others with respect includes using the Golden Rule, or treating others as you would want to be treated. Part of being respectful means being tolerant and accepting of individual differences. Being empathetic involves understanding how someone else may feel. Caring for others is important, and dogs are dependent beings who require responsibility and compassion.

### Materials Needed:

- *A Home for Dakota* book [www.thegryphonpress.com](http://www.thegryphonpress.com)
- *Puppy Mill and Responsible Breeder Photos* (included)
- Chalkboard or white board and chalk or marker
- Internet connection, projector and screen
- Optional: *Puppy in the Window* worksheet – one per student

**Time Needed:** 55 minutes

**Helpful Background Information:**

- Puppy Mills [www.humanesociety.org/puppymills](http://www.humanesociety.org/puppymills)
- The Six Pillars of Character – Respect <https://charactercounts.org/sixpillars.html>

**Teacher Preparation:**

1. Pull out the *Puppy Mill and Responsible Breeder Photos* from this kit and have them on hand to display.
2. Arrange a comfortable group reading area for the class.
3. Preview *The Reality of Puppy Mills*, a 3 min. YouTube video located at: <https://www.youtube.com/watch?v=ZVyFSTYY7zg>. This is an excellent, non-graphic video. However, images of dogs in poor physical condition could possibly upset some children.
4. *Optional:* Arrange to show additional brief videos from the Internet using the links in the Extension section, below.
5. *Optional:* Make copies of the *Puppy in the Window* worksheet – one per student.

**Procedure**

**Opening:**

1. Ask the class to describe some of the needs that dogs have. (If you've already done Lesson 1, ask them to recall what they learned.) Accept all answers and write them on the board. Answers should include, but are not limited to, the basics of food, water, shelter/a home, things to make dogs healthy and happy, such as exercise and love, and items to keep dogs safe, such as a leash or fence. Explain that a caring family or responsible dog breeder makes sure that their dog has all of these things.
2. Share the definition of **dog breeder**:

*A **dog breeder** is someone who raises puppies to sell as pets.*

3. Explain that responsible breeders have only a small number of parent dogs. This way, the breeder can be sure to give all the dogs good basic care, as well as personal attention and love, just like a caring family would. Point out that not all breeders are responsible. Show the *Puppy Mill and Responsible Breeder Photos* to the class. Ask them to look closely at the photos, and compare and contrast them, discussing which dog needs - physical and emotional - appear to be met. Which needs don't appear to be met? Ask 3-4 students to share their answers.
4. Affirm that the two photos labeled "puppy mill" show insufficient care. Define the term **puppy mill** and share the definition with the group.



*A **puppy mill** is a place where a breeder who is not responsible keeps many parent dogs – too many to take good care of them all. The parent dogs have to stay there all their lives, and have many puppies. The puppy mill breeder sells the puppies to pet stores or online. Then, people buy the puppies to be pets.*

5. Explain that The Humane Society of the United States estimates that there are over 10,000 puppy mills in our country, so it is a big problem.
6. Show the 3 min. YouTube video *The Reality of Puppy Mills* (after previewing):  
<https://www.youtube.com/watch?v=ZVyFSTYY7zg>.

**Body:**

1. Gather students in a comfortable area to read *A Home for Dakota*. Before you begin, introduce the main character, Dakota, by showing the cover of the book. Let students know that Dakota was a mother dog who was kept on a puppy mill, and that she had to have many puppies for the puppy mill breeder to sell. This is the story of how she was rescued from the puppy mill and found a good home. Ask students to predict how Dakota found her home, and to listen and look for similarities and differences between a puppy mill and a caring, responsible home.
2. The following comprehension and critical thinking questions can be (1) discussed as a class with students during or after the story, or (2) used as individual writing or small group discussion prompts, with later class review to confirm understanding.
  - a. *How do we know that Dakota was in a puppy mill at the beginning of the story?*  
It was always dark and cold there; Dakota had many health problems (fur loss, eye infection, trouble walking) from lack of basic care; there were many dogs in stacked cages; Dakota had been a mother to many puppies, but they were always taken away from her.
  - b. *Why did she have a number instead of a name at the puppy mill?* If prompting is needed, remind students that we give our dogs special names because we care about them, and we see them as individuals. If you have a pet, think about how you chose his or her name.
  - c. *How did she feel when she in the puppy mill? When she first arrived to Emma's?*  
Dakota had an eye infection and she had very little fur because of parasites that weren't treated by a veterinarian; she also had trouble walking because she had to stay in a cage all the time at the puppy mill. Those are common ailments in puppy mill dogs. Dakota was afraid in the house since this was all new to her, and she at first wanted to hide.

d. *Who is Emma and what is her role/job?*

Explain that it's the job of animal care and control officers and police to help make sure that people who breed dogs are following the law and meeting their dogs' basic needs, and to rescue dogs who don't have basic care. Sometimes, law enforcement asks organizations like The Humane Society of the United States for extra help when many dogs need to be rescued from a puppy mill. It's the job of animal shelters and rescue groups to take care of those dogs and unite them with new, caring families. Often, people become volunteer "foster-parents" like Emma to give temporary personal care to dogs until a permanent adoptive family is found.

e. *How are Dakota and Sweetie similar?*

Accept all answers, prompting if necessary to ensure that both physical (hair loss, health issues) and emotional (life changes leading to stress, fear of unknown) similarities are discussed. If students ask why Sweetie lost her hair, explain that we don't know, and there are many possible health issues that could cause that.

f. *Why did Sweetie speak unkindly about Dakota at first?*

Think about a time when you saw someone treat another (human or animal) unkindly because of the way they looked. Why do you think that the person was unkind? How should they have acted instead? Explain the Golden Rule.

g. *Did Sweetie's attitude toward Dakota change by the end of the story? Why did Sweetie change her mind and adopt Dakota?*

Accept responses, prompting if necessary to ensure it is understood that Sweetie realized that the way Dakota looked didn't matter, and that it wasn't fair of her to treat Dakota differently because of something she couldn't help.

3. Choose either exercise a) Sensing a Puppy Mill, or b) Venn Diagram Comparison, below,  
a. Sensing a Puppy Mill

After reading the story, tell students that we'll now be learning more about the typical characteristics of a puppy mill. Then, as a class, we'll use what we've learned to imagine what a puppy mill is like for the dogs there – how it would look, smell, sound and how it might make them feel.

Write the following quotations with blanks on the board, leaving space for multiple answers. Review the first set of bulleted puppy mill characteristics either by reading them to the class, or having students take turns reading aloud from a fact sheet that you've prepared. After each set of characteristics is reviewed, fill in the blank as a class

with descriptive words. Answer examples are included in parentheses below each quotation.

“A puppy mill smells \_\_\_\_\_.”

(*E.g., stinky, bad, yucky*)

- Puppy mill dogs are not washed very much. Some never get a bath.
- Puppy mill dogs have to go to the bathroom in their cages because no one takes them outside.

“A puppy mill looks \_\_\_\_\_.”

(*E.g., dark, scary, crowded, dirty*)

- On a puppy mill, there are many dogs kept in small cages.
- Puppy mills that are indoors usually have very few windows.
- The cages on a puppy mill are not cleaned very much - maybe not at all.

“A puppy mill sounds \_\_\_\_\_.”

(*E.g., too loud, scary, sad*)

- On a puppy mill, there are so many dogs that some are always barking, whining, or howling.
- Puppy mill dogs might never be let out of their cages to run and play. They don't live in a home with a human family. No one ever pets them, plays with them, or shows them love. Sometimes, dogs make noise to show that they are bored or sad.

“Dogs on a puppy mill might feel \_\_\_\_\_.”

(*E.g., Too hot, too cold, wet, hurt, sore, hungry, thirsty*)

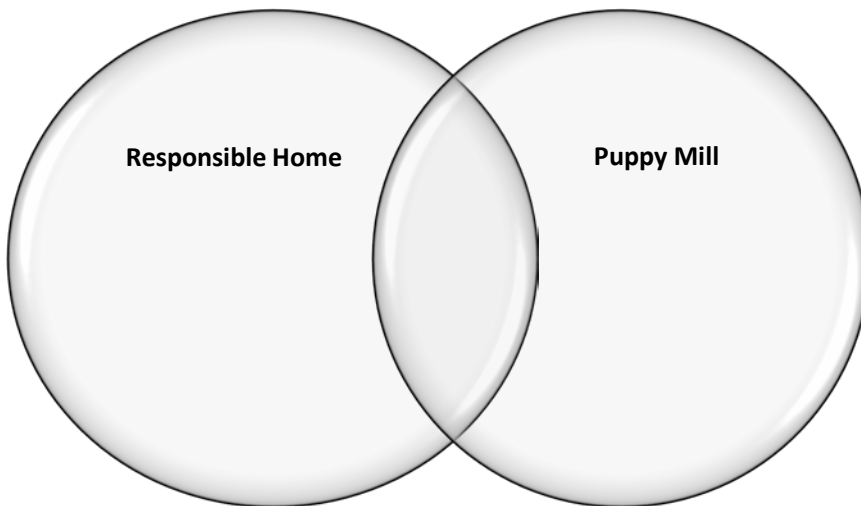
- Some puppy mills are outside, and snow and rain can get in the cages.
- Some puppy mills are indoors, but there might be no heat in the winter or air conditioning in the summer.
- Wire-bottom cages, like the ones in the puppy mill photos and in *A Home for Dakota*, can hurt the dogs' paws. This kind of cage is common on a puppy mill.
- Puppy mill dogs often do not get enough healthy food or clean water.

b. Venn Diagram Comparison

Draw a Venn diagram on the board with these two headings: *Responsible Home* and *Puppy Mill*, as shown below. Remind the class that a *Responsible Home* includes both caring families and breeders who have just a few dogs and take very good care of them.

Tell students they'll be comparing good care (like what they described at the beginning of the lesson) to the way that puppy mill dogs are treated. Review the list of basic needs created at the beginning of the class, one item at a time. Ask students to decide if the item applies to one or both circles, and place the item in the correct area. The only items that could be placed in the center of the diagram (within both circles) are food and water.

Explain that being "humane" to an animal means being kind and taking good care of him or her. Puppy mill dogs do not have good care; puppy mills are the opposite of "humane" – they are "inhumane."



Explain that using the Golden Rule requires empathy, or being able to understand how someone who is in a different situation than you are may feel about it. Then ask children whether, if they were dogs, they would want to live in a home with a caring family/responsible breeder, or if they would rather live on a puppy mill. Allow them to explain their choice.

**Closure:**

1. Discuss the concept of the Golden Rule, i.e., treating others as you would want to be treated. Discuss that dogs cannot take care of themselves; they need people to take good care of them, just like you need your parents.
2. Remind students that this is because dogs are “companion animals” (vs. “wild animals,” as discussed in Lesson 2). Point out that, just as students want to play, share and spend time with their friends and families, dogs want to be around people, too. All dogs want to be petted and cuddled, to play and go for walks. But puppy mill dogs hardly see people at all, so they can get sad and lonely.
3. Lead students in a 10-15 minute writing activity about how they would feel if they were Dakota in the beginning of the story.
  - a. Give students the prompt: *Imagine you are Dakota at the beginning of the story when she lived on a puppy mill. Describe how you might feel and what you might be curious about.*
  - b. Since students will be writing from Dakota’s perspective, remind them that their statements should be in the first person and might start with *I feel...., I hope..., I wonder about...*
  - c. Ask students to use descriptive language to show, not tell, the reader what they might be experiencing. Ask them to consider using similes and metaphors to help the reader imagine him or herself in Dakota’s situation.
  - d. Ask students to share their internal dialogue through phrases like, *I thought, “It is cold here.”*
  - e. Ask students to include a closure. This might discuss what they hope happens in the future.

#### **Extension:**

1. Ask students to complete the *Puppy in the Window* worksheet.
2. Show the class the brief videos below. Before you begin, ask students to listen for new vocabulary words and to look for some of the typical characteristics of puppy mills that you’ve talked about. Review as a class any new words and their definitions.

- a. **Home for the Holidays: A Fresh Start for Puppy Mill Dogs (2 min.)**

<https://youtu.be/ma1qE8hM8f8>

*Ask students to watch for:* How are the dogs living before they’re rescued? How are they living at the end of the video, after their rescue and after they’re adopted? What care do you think the dogs will receive in their new homes that they weren’t getting?

*Explain* that police and animal control officers have the job of making sure that people who breed dogs are following the law and meeting the dogs’ basic needs. Sometimes the laws get broken, and the dogs suffer. This is when the police and animal control

might have to rescue the dogs. Sometimes, they ask for extra help from organizations like The Humane Society of the United States.

*Define for students* **animal shelter/rescue group** = These groups take care of dogs after they are rescued, and try to find new, caring families for them.

b. **Missouri Puppy Mill Dogs Homecoming (1.5 min.)**

<https://youtu.be/W5xDPNboLWU>

*Define for students* **animal shelter/rescue group** = These groups take care of dogs after they are rescued, and try to find new, caring families for them. *Clarify* that the rows of kennels at an animal shelter might resemble a puppy mill at first, but a shelter is very different from a puppy mill. A shelter is a temporary place for the animals to stay until homes are found, and the animals receive good care while they are there.

c. **Congressman Adopts Puppy Mill Dog (1.5 min.)**

<https://youtu.be/oS2FNinCWTQ>.

*Define for students:*

**Parvo** (Short for **Canine Parvovirus**) = A disease that affects dogs' stomachs. Dogs who have Parvo are often very tired, don't want to eat, have a fever, throw up and have bad diarrhea. (It's a very bad "stomach bug" and is easily passed on from dog to dog.)

**Parasite** = an organism or living thing that lives in or on another organism. A type of mite (tiny insect) that causes a dog skin disease called mange is one example of a parasite. The mites can live in a dog's skin and may cause him to lose hair.

## Puppy Mill Photos

Puppy Mill >



Puppy Mill Photo: Paul Turner, The Humane Society of the United States

Puppy Mill >



Photo: Michelle Riley, The Humane Society of the United States

## Responsible Breeder Photos

**Responsible  
Breeder >**



Photo: Kathy McGriff

**Responsible  
Breeder >**



Photo: Meredith Lee, The Humane Society of the United States



# Puppy in the Window Worksheet

Name \_\_\_\_\_

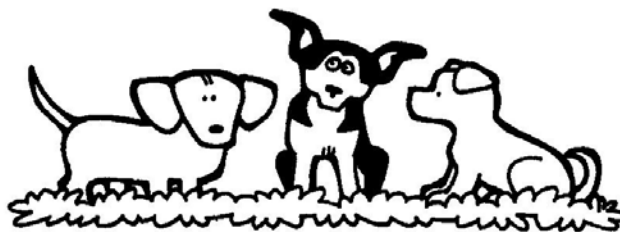
Where do puppies in pet stores come from? Almost all of them come from puppy mills. Read the sentences about puppy mills below. Use the code to fill in the blanks.



A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26



1. Almost all of the puppies in pet 19-20-15-18-5-19 \_\_\_\_\_ come from puppy mills.
2. In puppy mills, lots of dogs are crowded into 3-1-7-5-19 \_\_\_\_\_.
3. Usually the cages are kept 15-21-20-19-9-4-5 \_\_\_\_\_ and are not kept very clean.
4. Sometimes the cages offer no 19-8-5-12-20-5-18 \_\_\_\_\_ from the sun or rain.
5. Puppy mill pups and their 13-15-20-8-5-18-19 \_\_\_\_\_ may not get enough food or water.
6. Puppy mill pups have very little 3-15-14-20-1-3-20 \_\_\_\_\_ with people. No one plays with them or gives them love and attention.
7. If they get sick, often there is no one to notice and get 8-5-12-16 \_\_\_\_\_.
8. They do not have someone to pet them or teach them not to 2-9-20-5 \_\_\_\_\_ when they are young.
9. Puppy mill pups are taken from their mothers when they are too 25-15-21-14-7 \_\_\_\_\_.
10. The mother dogs are used to breed 12-9-20-20-5-18 \_\_\_\_\_ after litter of pups.



## LESSON FIVE: A Cause for Paws

**Objective:** Upon completion of this lesson, students will be able to define the term “puppy mill” and understand meaningful service for puppy mill dogs.

### Standards Addressed:

#### English Language Arts-Writing (Project #3)

CCSS.ELA-LITERACY.W.3.1

CCSS.ELA-LITERACY.W.3.2

CCSS.ELA-LITERACY.RI.3.8

or

CCSS.ELA-LITERACY.W.4.1

CCSS.ELA-LITERACY.W.4.2

CCSS.ELA-LITERACY.RI.4.8

or

CCSS.ELA-LITERACY.W.5.1

CCSS.ELA-LITERACY.W.5.2

CCSS.ELA-LITERACY.RI.5.8

#### Science

NS.K-4.3 Life Science/The characteristics of organisms

#### Social Studies

NSS-C.K-4.5 Roles of the Citizen

**Character Concepts:** Citizenship means doing your share to make your community better, cooperating with your peers, getting involved in community affairs and staying informed. Caring for others is important, and dogs, as companion animals, are dependent beings who require responsibility and compassion.

### Materials Needed:

- *Puppy Mill Cut-Outs* (images of puppies, adult dogs, an animal shelter and a pet store)
- *Puppy Mill and Responsible Breeder Photos* (from Lesson 4)
- Vignette: “What’s Wrong with Waggles?” (included) One per student.
- *Grades 4-5: The Animal Welfare Act and Puppy Mills* worksheet (one per student) and answer key

- For Project #1:
  - Poster paper (one for each student)
  - Crayons or markers
- For Project #2:
  - Several large cardboard boxes
  - Crayons, markers, glitter, etc. for decorating boxes
- For Project #3:
  - Paper
  - Pencils
  - Crayons or markers
- *Service-Learning Reflective Log*

**Time Needed:** 60+ minutes

**Helpful Background Information:**

The HSUS Puppy Mills Campaign  
[humanesociety.org/pupmills](http://humanesociety.org/pupmills)

Where to Get a Puppy  
[www.humanesociety.org/puppy](http://www.humanesociety.org/puppy)

Citizenship/The Six Pillars of Character  
[charactercounts.org/sixpillars.html](http://charactercounts.org/sixpillars.html)

**Teacher Preparation:**

1. Cut out the images in *Puppy Mill Cut-Outs*.
2. Find at least one local animal shelter that your class may support. Search [www.petfinder.com](http://www.petfinder.com) and enter your ZIP code under “Find Pet Adoption Groups.” Choose a group that shelters dogs for adoption, and keep the contact information handy. Your county or city-run animal shelter is always a great choice!
3. Make copies of “What’s Wrong with Waggles?” – one per student.
4. For grades 4-5: make copies of *The Animal Welfare Act and Puppy Mills* worksheet – one per student.

**Procedure**

**Opening:**

1. Explain to students that one of the best ways to test whether you really understand something is to try to teach someone else. Introduce that you (the educator) will be role-playing as someone who has never heard the term “puppy mill” before, and you will ask the

class questions to try to figure it out. Questions should begin broadly (e.g., *What would I see if I went to a puppy mill? Are puppy mills good places for dogs to live?*) and become more specific (e.g., *What is the purpose of a puppy mill? Are all puppies born on a puppy mill?*). Call on students individually to answer; ask follow-up questions to shape responses as necessary.

2. Once you have 'learned' the concept of a puppy mill from your students, ask a volunteer to read aloud the definition (below). You may wish to show the photos from Lesson 4.

*A **puppy mill** is a place where a breeder who is not responsible keeps many parent dogs – too many to take good care of them all. The parent dogs have to stay there all their lives, and have many puppies. The puppy mill breeder sells the puppies to pet stores or online. Then, people buy the puppies to be pets.*

3. Next, ask students why they think puppy mills still exist, and allow all to share their ideas.
4. Place *Puppy Mill and Responsible Breeder Photos* and each of the *Puppy Mill Cut-Outs* on the board or wall. Explain that, in a puppy mill, the parent dogs are kept in small cages their entire lives. They have to keep having puppies -- who are taken away and sold--over and over again. The puppies are either sold as pets online or sent to pet stores to be sold. (Move a puppy cut-out to the pet store.)
5. Provide each student with a copy of the vignette, "What's Wrong with Wagglers?" This may be used as a read-aloud, for silent reading or group reading practice. Following the vignette, ask students these questions: (For younger students or low-level readers you may wish to edit the below questions to allow for verbal responses.)

- *Circle what Dr. Stacey says about dogs for sale online and in pet stores.*

Answers:

- "...most dogs for sale online and in pet stores are from puppy mills. Many have the same kind of health problems as Wagglers."
- "...many pet store puppies look okay at first, but then get sick a little later on. She explained that the good, responsible dog breeders never sell their puppies online or to pet stores, like puppy mill breeders do."

- *Underline the actions that Dr. Stacey says you can take to help stop puppy mills.*

Answers:

- "...you can help stop puppy mills by spreading the word. Ask your friends and family not to buy a dog at a pet store or online..."

(Clarify for students that sometimes pet stores that sell only pet supplies, not puppies, host adoption events. At these events, animal shelters might visit the store with rescued dogs who are up for adoption. By adopting a dog at an event like this,

you are giving a homeless dog a home – this is not like buying a puppy from a pet store.)

- “...adopting through an animal shelter or rescue.”
- “...if a family decides not to adopt a shelter dog, they should make sure to go to a responsible breeder.”

Review with students that if puppy mills can’t sell their puppies, they will have to close down. The best way to stop puppy mills is not to buy their puppies. If not as many people buy the puppies, the puppy mills will stop breeding so many, and gradually stop completely.

6. *This exercise is recommended for grades 4-5:* Introduce the topic of dog breeding laws by asking students, *Do you think puppy mills should be against the law?* Accept responses as you hand out the *Animal Welfare Act and Puppy Mills* worksheet. Have students spend 10 minutes to read and complete it, and review correct answers as a group. (Refer to answer key.)

Put the shelter drawing up on the board and take down the puppy mill photo and pet store drawing.

7. Explain that animal shelters and rescue groups have many different kinds of dogs, even puppies. People who work there, called “adoption counselors,” can help find the right dog for you. If your family gets a dog from an animal shelter or rescue group, you are doing two great things at the same time: you are helping to stop puppy mills, and you are making a shelter dog very happy by giving him a home and family of his very own.
8. Point out that it is also OK to get a puppy from a responsible breeder. A responsible breeder has just a few dogs, and she takes very good care of them. She does not sell puppies to pet stores or online, because she wants to know who they will go home with. If your family wants to get a dog from a breeder, make sure you visit the place where the puppy was raised and meet her parents first. Visiting in person is the only way to make sure the breeder takes good care of her dogs, and is not a puppy mill breeder.
9. Tell students there are a number of ways to help stop puppy mills – even if your family is not looking for a dog right now – and you’ll be choosing one to do as a class. Read the project summaries below and decide on one as a class:
  - a. Project #1: Let others know about the problem of puppy mills and how they can help. Make posters asking people to adopt from a shelter and not purchase a dog online or in a pet store.
  - b. Project #2: Hold a supply drive to support a local animal shelter.
  - c. Project #3: Write letters to your lawmakers asking them to help puppy mill dogs.

## Body:

### Project #1: Spread the Word

1. As a class, make posters to inspire the public to adopt instead of shopping at pet stores or online. Posters may include:
  - a. Printed photos/descriptions of adoptable dogs from the website of a local shelter.
  - b. Ideas from The HSUS publications, "[Getting a Puppy?](#)" and "[How to Find a Responsible Dog Breeder](#)".
2. Display the posters in common areas at school, on a wall viewable by parents, if possible.
3. Consider holding a poster contest with rewards for those giving the most effort.
4. After the posters have been displayed at school, ask students to bring them to veterinarians, groomers, and other pet-related businesses they may be able to visit in your area. (Students should be sure to get permission from the business before putting posters up.)

### Project #2: Support Your Shelter

1. Explain that it is often a challenge for shelters to afford everything they need to take care of the many animals that they are responsible for.
2. Call the shelter or check their website to find out what items they need most. Some shelters request particular brands of pet food or cat litter. Others may need items such as towels, blankets, bandages, toys, treats, or office supplies.
3. Set a date. Anytime is a good time for a shelter collection, but many choose to coordinate their collection with a holiday or event. Once the date has been set, give your project a title or catch phrase. For example, a Valentine's Day collection could be called "Have a Heart—Help a Pet"; for winter holidays, "Presents for Pets."
4. Designate drop-off locations for supplies. Good drop-off sites include the cafeteria, library, and other school common areas.
5. Gather large boxes for the supplies. You can get cardboard boxes from nearly any retail store; decorate them according to your theme.
6. As a class, develop a flyer to announce the collection. It should include the drop-off locations, deadline, and the list of needed items. It's a nice touch to include info about the shelter you're collecting for, such as the shelter's name, address, phone number, and website. Hang flyers in school hallways, homerooms, the cafeteria, the library, and other high-traffic areas. Also, make an announcement over your school's public address system if you can!
7. Ask students to bring in at least one item each to start your collection. You might send a notice home asking parents to assist.
8. When your collection is over, arrange to bring the supplies to the shelter. Call in advance to schedule a good time. You could also find out if the shelter wants publicity. If so, call your local newspaper and TV stations and ask if they would like to cover the event.

### Project #3: Write Your Lawmakers

1. Remind the class that one of the reasons that puppy mills continue to exist is that the Animal Welfare Act (AWA) is not as good as it could be, and only applies to some types of breeders. Discuss (or review) that we elect Senators and Representatives to decide on and write federal laws, like the AWA. Because their job is to make federal law, U.S. Senators and Representatives are sometimes called legislators or lawmakers.
2. Write the names of your two U.S. Senators and your Representative on the board. (You can find your federal lawmakers here: [http://action.humanesociety.org/site/PageServer?pagename=electedOfficials\\_federal](http://action.humanesociety.org/site/PageServer?pagename=electedOfficials_federal).)

3. Tell students that they will each write a short (1 page or less) letter to their federal lawmakers asking them to take some action to help puppy mill dogs. For example, students could ask for stronger Animal Welfare Act regulations or they could suggest a new law. Students should include in their letters:
  - a. An introduction to the topic with facts, definitions, and details;
  - b. The action they want the legislator to take;
  - c. An explanation of why this is important to him or her (state an opinion);
  - d. A concluding statement or paragraph at the end;
  - e. Any illustrations students feel may be useful in aiding their lawmaker's understanding.
4. Prepare a brief cover letter to accompany students' letters. Make two additional copies of the cover letter and of each student's letter, and prepare 3 mailings: one for each Senator and one for your Representative.

Whatever project you choose, we want to hear about it, and would love to see photos of your finished work! You can send information to:

**The Humane Society of the United States**  
**Attn: Puppy Mills Campaign**  
**700 Professional Drive**  
**Gaithersburg, MD 20879**

**Closure:**

1. Tell the class that they can also choose to spread their knowledge about puppy mills to family and friends to help ensure that others don't support puppy mills when they get a dog. [www.humanesociety.org/puppy](http://www.humanesociety.org/puppy) has tips and resources to help people do just that.
2. Be sure to celebrate and reflect on the work completed by students. Congratulate all students for their hard work and participation. Gather input from the class to complete the *Service-Learning Reflective Log*. Use it to initiate a final discussion to help students reflect on what they did and how it could apply to future service-learning projects. As part of the reflection, ask students to share/discuss their experiences. Possible questions for discussion:
  - *What challenges did you face?*
  - *What was your favorite part of the project? Least favorite?*
  - *How did you encourage each other?*
  - *How do you feel you demonstrated:*
    - *Kindness?* (possible responses: giving their time to help the animals, cooperating with each other)
    - *Responsibility?* (staying committed to their cause, staying on task)
    - *Respect?* (recognizing the importance of the lives and well-being of other living creatures, treating each other fairly when distributing responsibilities)
3. Survey students on the importance of doing service again. Ask, *Have your feelings about it changed after this experience? Do you think you would like to participate in or even start your own service-learning project in the future? Why or why not?*

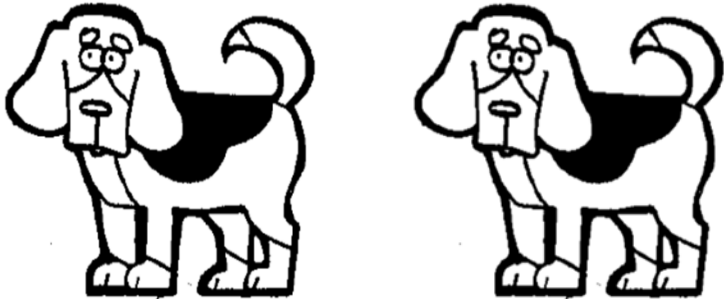
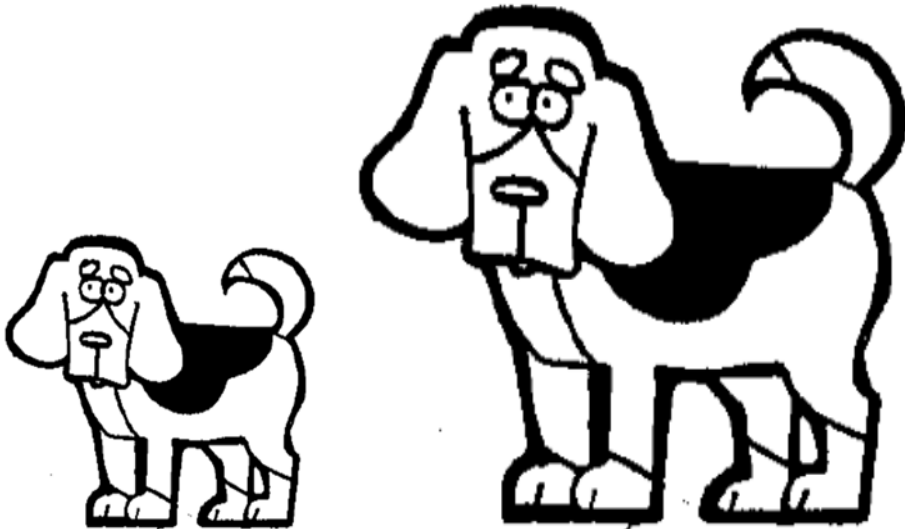
**Extension:**

1. Make dog treats using one of the healthy recipes below and arrange to deliver them to a local animal shelter. (First, check with your local shelter to be sure the treats will be accepted. Some shelters may be concerned about stomach issues.) See if parent(s) can help bring ingredients in so that students can do the mixing, and then take the mixture home to bake or freeze (depending on the recipe used) before delivery. If you can arrange a class field trip and shelter tour around the delivery, even better!

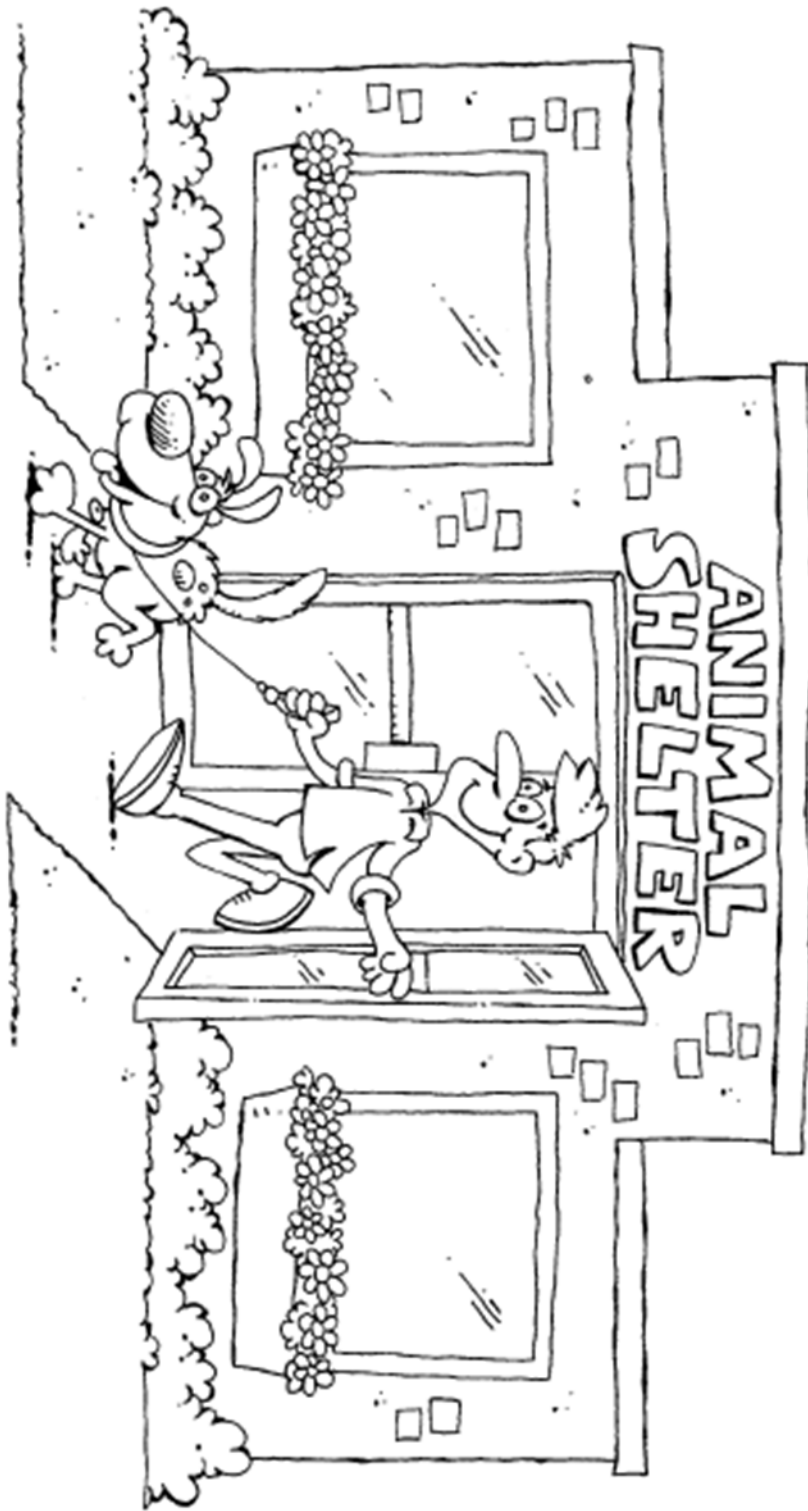
- Make Peanut Butter Pup-sicles  
[www.humanesociety.org/issues/eating/recipes/animal\\_treats/dog\\_popsicles.html](http://www.humanesociety.org/issues/eating/recipes/animal_treats/dog_popsicles.html)
- Wheat-Free Apple Crunchers  
[www.humanesociety.org/issues/eating/recipes/animal\\_treats/apple-crunchers-dog-biscuits.html?credit=web\\_id284821592](http://www.humanesociety.org/issues/eating/recipes/animal_treats/apple-crunchers-dog-biscuits.html?credit=web_id284821592)
- Feeding the Snack Pack  
[www.humanesociety.org/news/magazines/2014/03-04/feeding-snack-pack-homemade-dog-treats.html?credit=web\\_id284821592](http://www.humanesociety.org/news/magazines/2014/03-04/feeding-snack-pack-homemade-dog-treats.html?credit=web_id284821592)
- Bowser Biscuits  
[www.humanesociety.org/issues/eating/recipes/animal\\_treats/bowser\\_biscuits.html?credit=web\\_id284821592](http://www.humanesociety.org/issues/eating/recipes/animal_treats/bowser_biscuits.html?credit=web_id284821592)



Puppy Mill Cut-Outs







## **What's Wrong with Waggles?**

One Saturday afternoon, Ayana and her brother, Dion, were at the local shopping center with their dad. Suddenly, something in a store window caught the children's eyes and stopped them in their tracks: puppies! Ayana and Dion pressed their hands against the glass, staring at the tiny, fuzzy little things, all snuggled up in a pile.

"Aww, they're so adorable!" said Ayana.

"I want one, Dad – please?!" said Dion.

Mr. Jefferson said, "We'll see, guys."

A few days later, Dion and Ayana were doing their homework at the kitchen table, when they heard their mother arrive home from work.

"Hi, Mom!" they both called. Then, they heard it – "Arff, arff!" Dion and Ayana looked at each other and jumped up from the table.

"Surprise!" said Mrs. Jefferson, as she opened a small pet carrier. Out ran a light brown puppy with blue eyes and a little pink nose. Mrs. Jefferson had bought her at the pet store with the puppies in the window.

"She's the cutest thing ever!" Ayana laughed, as the puppy licked her face. Her tail never seemed to stop wagging. Dion suggested that they name the puppy "Waggles." Soon, the whole family was in love with Waggles – and she loved them right back. Whenever one of the Jeffersons came home, Waggles jumped for joy, knowing she was about to get a nice belly rub or scratch behind her ears.

But, later that week, Dion and Ayana came home from school to find Mr. Jefferson holding Waggles and looking very worried.

"I think Waggles is sick," he said, "she won't eat, and she hasn't wanted to play all day." Poor Waggles was so weak that she could barely lift up her little head.

The family was afraid for their sweet puppy, so they took her to the emergency veterinary clinic. Dr. Stacey, the veterinarian, examined Waggles, and took a sample of her blood for tests. She said Waggles would need to stay in the animal hospital overnight.

"We'll know more tomorrow after the blood test results come back," she said. Ayana and Dion were very sad to go home without Waggles.

The next day, the Jeffersons went back to the clinic. Everyone felt very nervous. Dr. Stacey came into the exam room, holding Waggles.

"Well, that was a close call – it's a good thing you brought Waggles in when you did. She is doing a little better, and you can take her home, but she will need lots of rest," said the doctor.

“Thank goodness she’s okay!” said Mr. Jefferson.

“Waggles will also need to take special medication every day from now on to keep her from getting sick again,” said Dr. Stacey.

“That sounds serious,” said Mrs. Jefferson.

“Yes, it is,” said Dr. Stacey, “it’s very important that you give her the medicine every day, and I’m afraid it’s very expensive. Waggles has some health problems that were probably caused by not getting good care right after she was born. Where did you get her?” Mr. Jefferson explained that they bought Waggles from a pet store. Dr. Stacey nodded her head, “That makes sense. I’m sorry to tell you this, but most dogs for sale in pet stores and online are from puppy mills. Many have the same kind of health problems as Waggles.”

“I can’t believe Waggles could have been born on a puppy mill – she looked so healthy when we bought her!” said Mrs. Jefferson. But Dr. Stacey said that many pet store puppies look okay at first, but then get sick a little later on. She explained that the good, responsible dog breeders never sell their puppies online or to pet stores, like puppy mill breeders do. Instead, responsible breeders make sure to meet the families who want to buy their puppies. This way, they can be sure the puppies are going to caring, responsible homes. Breeders who sell their puppies to pet stores or online don’t know where they will end up.

“We just didn’t know... I would never support a puppy mill on purpose,” said Mr. Jefferson sadly. “I’ve read about those places. I know the parent dogs there don’t get good care, or love and attention.”

Mrs. Jefferson turned to her husband, “Do you know that sweet little rescue dog, my friend Angela just adopted? Well, she told me that the poor girl was a parent dog on a puppy mill before animal control rescued her. Before that, she was stuck in a tiny cage for years, just to make puppies for someone to sell. I can’t believe I might have helped one of those awful places!”

“It’s OK,” Dr. Stacey said kindly, “you didn’t know. But now that you do, you can help stop puppy mills by spreading the word. Ask your friends and family not to buy a dog at a pet store or online, because chances are, it came from a puppy mill. The thing is, a puppy mill is a business, and like any business, it must have customers to keep going. So, if enough people stop buying dogs in pet stores and online, puppy mills will eventually have to close down.”

Dion piped up, “Well, Dr. Stacey, where *should* people go to get a dog?” Dr. Stacey explained that the best choice for getting a dog is adopting through an animal shelter or rescue. “There are so many dogs who need homes,” she said.

“But,” she went on, “if a family decides not to adopt a shelter dog, they should make sure to go to a responsible breeder. It’s very important to visit the breeder in person and ask to see all the dogs, and where they eat and sleep. That way, you can tell if the dogs are getting good care. Visiting in person is the only way to make sure a breeder is responsible, and is not a puppy mill breeder.”

As the Jeffersons left the veterinary clinic that day, they were very thankful that Dr. Stacey had helped Waggles get better – and helped them to understand about puppy mills, and how they could make a difference.

# The Animal Welfare Act and Puppy Mills Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Read the essay. Then, answer the questions below.

The main federal law in the United States that applies to dog breeders is called the Animal Welfare Act (AWA). A “federal law” is a law that applies in all the states in our country. Under the AWA, there are rules about how breeders have to take care of their dogs, and inspectors visit dog breeders to check whether they are following these rules. Some, but not all, states also have their own laws about how breeders have to care for their dogs.

The Animal Welfare Act does not say that breeders have to give their dogs very good care. Basically, it requires just enough care to keep them alive. For example, under the AWA regulations, dogs can still be caged for their whole lives. They never have to be let outside, played with, or petted by people.

Another problem is that it takes a lot of time and money for the inspectors to check up on all the breeders that have to follow the Animal Welfare Act. There is not always enough money or inspectors to do the best job possible. Often the inspector only visits once a year.

Finally, not all breeders have to follow the Animal Welfare Act. For example, if a breeder sells puppies to customers in person instead of selling them online or to a pet store, then the breeder does not have to follow the AWA. This means that if a breeder sells his puppies to customers at a flea market, for example, he does not have to follow the AWA.

Many people and groups, like The Humane Society of the United States, are worried about puppy mill dogs. They are trying to get better laws to help protect them. But changing laws can take a long time, and not everyone agrees on how they should be changed. However, the more people who speak up for puppy mill dogs, the more likely change is to happen.

1. Which paragraph(s) explain problems with the Animal Welfare Act (the cause)? Write the paragraph numbers here: \_\_\_\_\_
2. Which paragraph explains what is happening as a result of problems with the Animal Welfare Act (the effect)? Circle it.
3. Draw arrow(s) from the paragraphs explaining the cause to the paragraph discussing the effect of problems with the Animal Welfare Act.

## Answer Key: The Animal Welfare Act and Puppy Mills Worksheet

The main federal law in the United States that applies to dog breeders is called the Animal Welfare Act (AWA). A “federal law” is a law that applies in all the states in our country. Under the AWA, there are rules about how breeders have to take care of their dogs, and inspectors visit dog breeders to check whether they are following these rules. Some, but not all, states also have their own laws about how breeders have to care for their dogs.

The Animal Welfare Act does not say that breeders have to give their dogs very good care. Basically, it requires just enough care to keep them alive. For example, under the AWA regulations, dogs can still be caged for their whole lives. They never have to be let outside, played with, or petted by people.

Another problem is that it takes a lot of time and money for the inspectors to check up on all the breeders that have to follow the Animal Welfare Act. There is not always enough money or inspectors to do the best job possible. Often the inspector only visits once a year.

Finally, not all breeders have to follow the Animal Welfare Act. For example, if a breeder sells puppies to customers in person instead of selling them online or to a pet store, then the breeder does not have to follow the AWA. This means that if a breeder sells his puppies to customers at a flea market, for example, he does not have to follow the AWA.

Many people and groups, like The Humane Society of the United States, are worried about puppy mill dogs. They are trying to get better laws to help protect them. But changing laws can take a long time, and not everyone agrees on how they should be changed. However, the more people who speak up for puppy mill dogs, the more likely change is to happen.

1. Which paragraph(s) explain problems with the Animal Welfare Act (the cause)? Write the paragraph numbers here: 2, 3, and 4
2. Which paragraph explains what is happening as a result of problems with the Animal Welfare Act (the effect)? Circle it.

Draw arrow(s) from the paragraphs explaining the cause to the paragraph discussing the effect of problems with the Animal Welfare Act.



## Service-Learning Reflective Log

I learned about this community issue:	The issues affects: (check all that apply)  ___ people  ___ animals  ___ environment
I learned these two things about how this issue impacts my community:	
Service I did to help my community:	The most important thing I learned during this service-learning project:
In the future I could:	