

# ***Protecting our Tomorrows: A Teacher's Role in Promoting Child Safety and Animal Welfare***

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**HUMANE SOCIETY  
INTERNATIONAL**

**Facilitator Manual**



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INTERNATIONAL**

## ***“Protecting our Tomorrows: A Teacher’s Role in Promoting Child Safety and Animal Welfare”***

### **Learning Goals:**

By the end of this session you will be able to:

1. understand the teacher role in public health, child safety, and animal health/welfare
2. discuss the connection between child (human) and animal health
3. use tools to educate children on safety concerns and how to engage animals safely
4. increase child safety, reduce dog bites, and increase animal welfare
5. decrease violent interactions between children and animals

***For Facilitator: Opening Activity:***

***Greet teachers and briefly introduce yourself.***



## **Making Connections: Introduction to Humane Education**

*The goal of this section is to encourage the teachers (participants) to think about humane education.*

*Ask participants the question below, allow participants a few moments to think and prepare a response, and accept a few answers from the group.*

**Q) What does humane education mean to you? What do you already do in your daily life or in your classroom that represents humane education?**

*Review how their answers connect to the three bulleted points below and the five learning outcomes. After sharing the definition of humane education, the teachers may have more ideas to share about how their work is connecting to the goals of humane education work.*

- Humane education is the teaching of compassion and kindness to people, animals and the environment and the interconnection among the three.
- Experts agree that humane education can be an important part of curriculum for schools and can increase positive behaviors.
- Humane education can cross content areas so that math, english and other subjects can be taught within a humane education framework.

*Ask participants for examples of what they already do in their own work that is reflective of humane education themes.*

*Also include your experience to help support the stories you hear from the audience.*



## Connecting Our Community and Our Animals

Ask participants to take one minute and work individually or another participant to list the types of animals your geographic area and why the animal is important. The facilitator may wish to give an example of one animal and how this animal is important.

After the list is made, point out that there are four main ways animals are important – **Livelihood-Financial- Productivity- Human-Animal Bond**. Ask the participants to spend three minutes adding to the list provided below. After three minutes, ask participants to share their responses. Participants may be willing to share a few stories about how animals impact their lives, if they are, encourage this. If they can only provide additions to the list, feel free to share a personal story and ask the participants to think about how your story connects to any of the four areas.

**Q) What types of animals do we see in our [village/city/community] and how are they important to us?**



Can you think of other examples?

Livelihood	Financial	Productivity	Human-Animal Bond
Farming	Selling	Labor	Helping with Security
Food	Food Production	Transportation	Becoming part of our families and households



## Public Health Connections

*The goal of this section is to identify the processes which support public health.*

*Ask participants to spend two to three minutes discussing with another participant or a small group any connections they see between human and animal health. Ask each group to fill out their answers in the box below.*

**Q) How do you see the connection between your own health and the health of the animals around you? At home? In your community?**

*After two to three minutes, ask the audience to share responses. After their responses, review the public health connections as described below and share some of your own experiences.*

### Healthier Animals, Healthier Humans, Healthier Environment

Basic and routine care of animals helps to prevent disease spreading to humans. In addition to immunizations, healthy animals are less likely to infect humans through touching or aggressive acts such as biting. The less opportunity there is for negative interactions between humans and animals the greater likelihood of living in harmony together.

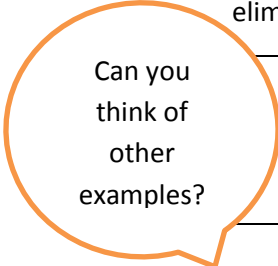


The spread of communicable diseases	The risk of injuries	Human animal positive relationship
Rabies, Worms, Parasites	Bites, Scratches	Harmony in the community and environment



**Examples:**

- Immunizing against rabies is effectively working to eradicate rabies in dog populations. Preventative care in opposition to culling is the best method for reducing and eventually eliminating rabies incidences.



Clean water and washing hands is a simple prevention against the spread of parasites

*Create a chart that says HUMANS on the left side and ANIMALS on the right side. Use a chalk or white board or poster paper to write these large enough for the group to see.*

HUMANS	ANIMALS

*Ask participants to name the items that humans need to survive. Write these on the left side of the chart.*

*Ask the group to think about the needs animals have that allow them to survive. After a few moments, ask participants to name the items that animals need to survive. Write these on the right side of the chart.*

*Using the chart, review the items that are the same. You may wish to draw a line between similar items. As you review these items, introduce that meeting these needs helps to reduce stress and improve the quality of life for humans and animals – the whole community benefits.*



## How Are We Alike?

**Q) What are some of the things that both animals and humans need to survive?**

Meeting these basic needs helps to reduce stress and improve the quality of life for the entire community.

### What Types of Living Environments Does Each Need to be Healthy and Happy?

<b>Humans</b>	<b>Yes</b>	<b>No</b>	<b>Animals</b>	<b>Yes</b>	<b>No</b>
<b>Safe</b> (Free from Distress)	✓		<b>Safe</b> (Free from Distress)	✓	
<b>Comfortable</b> (Free from Pain and Suffering)	✓		<b>Comfortable</b> (Free from Pain and Suffering)	✓	
<b>Healthy</b> (Access to Medical Care, Food and Water)	✓		<b>Healthy</b> (Access to Medical Care, Food and Water)	✓	



## **How Can We Use This Information to Help Our Children and Students?**

Simple routines such as washing hands can help to promote a healthier and safer environment between children and animals. In addition, we want children to have more positive interactions with animals and fewer traumatic interactions such as dog biting. This is achieved through education and empowerment.

Children can learn how to act more appropriately around animals such as dogs to reduce the risk of being bitten, scratched or chased. They can also learn more about animal behavior which will help them to see the signs of a dog that should not be approached and therefore significantly reduce the risk of a negative interaction. Through a greater understanding of animal behavior and their own behavior children will be less afraid of animals and will view them more positively.

### **We Can...**

**Prevent problems with animals from occurring**

**Create healthier and safer environments**

**Reduce dog bites and traumatic interactions**

**Empower through education**

**Show them how to appropriately act around animals**

**Teach them more about animal behavior**

**Reduce fear**

Can you think of  
other examples?

How do you do  
this in your  
classrooms?





## Part Two: Connecting Dog Communication and Behavior

*The goal of this section is to help participants learn about how animals communicate using both verbal and non-verbal language.*

*Ask participants if they feel animals can talk to us. Ask them to take two minutes and write examples in the box provided in their participant manuals. Ask a few members of the group to share some of their answers. This is a good place for the facilitator to share a story of the way an animal has communicated with him or her in the past.*

**Q) Do you think animals can talk to us? If so, how?**

- **Through sounds**
- **Through actions**

*Give participants three to four minutes to complete the pre-lesson questions below. Ask them to describe what the listed dog sounds may mean. After three to four minutes, review the answers, as described in the manual and from experience.*

### **Dog Talk Exercise:**

**Pre-Lesson Questions: What do you think these sounds mean?**

<b>Bark</b>	
<b>Whimper</b>	
<b>Yelp</b>	
<b>Snarl</b>	
<b>Growl</b>	
<b>Whine</b>	
<b>Yap</b>	



What do these sounds mean?

<b>Bark</b>	<b>High-pitched/repetitive: <i>stress, anxiety</i></b> <b>Sharp/staccato: <i>alert, alarm</i></b> <b>Playful: <i>playing!</i></b>
<b>Whimper</b>	<b>Low, like crying: <i>indicates pain, sometimes excitement</i></b>
<b>Yelp</b>	<b>Loud, usually singular: <i>indicates pain</i></b>
<b>Snarl/Growl</b>	<b>low, deep: <i>warning to STOP</i></b> <b><i>Sometimes when playing</i></b>
<b>Whine</b>	<b>High-pitched, nasal, mouth-closed: <i>increased stress and may want something like a walk</i></b>
<b>Yap</b>	<b>Loud, monotone: <i>could indicate boredom</i></b>

*Tell participants that sounds are not the only way dogs communicate with us, they use body language too. Review the body language cards in the participant manual with the group and provide additional details from your experience. Share the ways to tell if the body language is indicating a safe situation or a situation in which the dog should be left alone. If time allows, show various body language cards and ask the group to say if the situation would be safe or unsafe. This is good modeling of an activity the teachers could do with their students. Let the participants know that they can copy these cards for personal use.*



## **Body Language**

Dogs show how they feel by using and moving their bodies, just as people do. We often can know the kind of mood a person is in based on the way they 'act'. It helps us to better interact with them. The same is true for our interactions with dogs. They indicate how they are feeling through their body which helps us to better predict their behavior and guide our own behavior with them.

The following cards can be used with your students in the classroom to help them become familiar with what signs to look for in a dog to prevent injuries.

Just some ideas...

Labeling and creating a class book about moods and feelings

Building language

Having students act out certain body language for building comprehension and gross motor skills

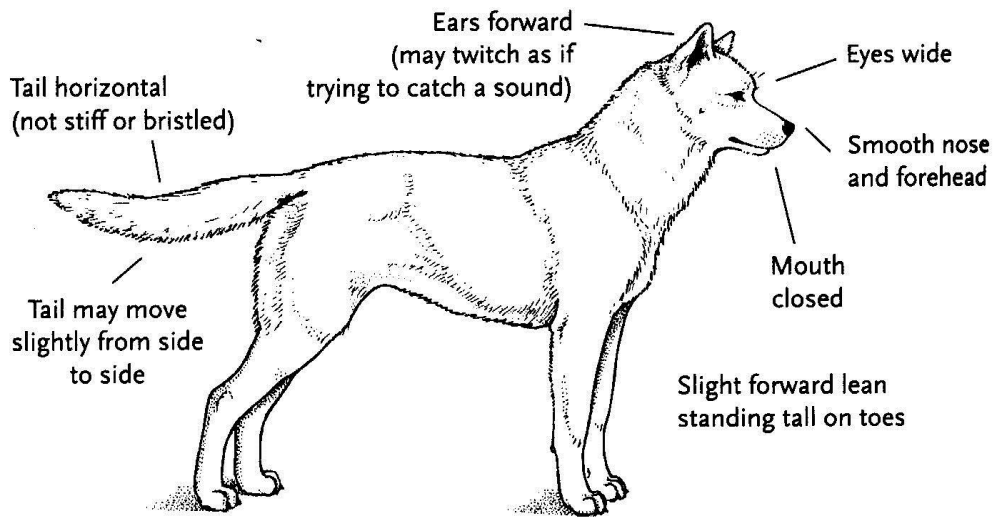
Can you  
think of  
other ideas?



The following slides detail what dogs look like when communicating different moods. Go through each slide pointing out the specific body cues that are indicators of what they are trying to communicate.

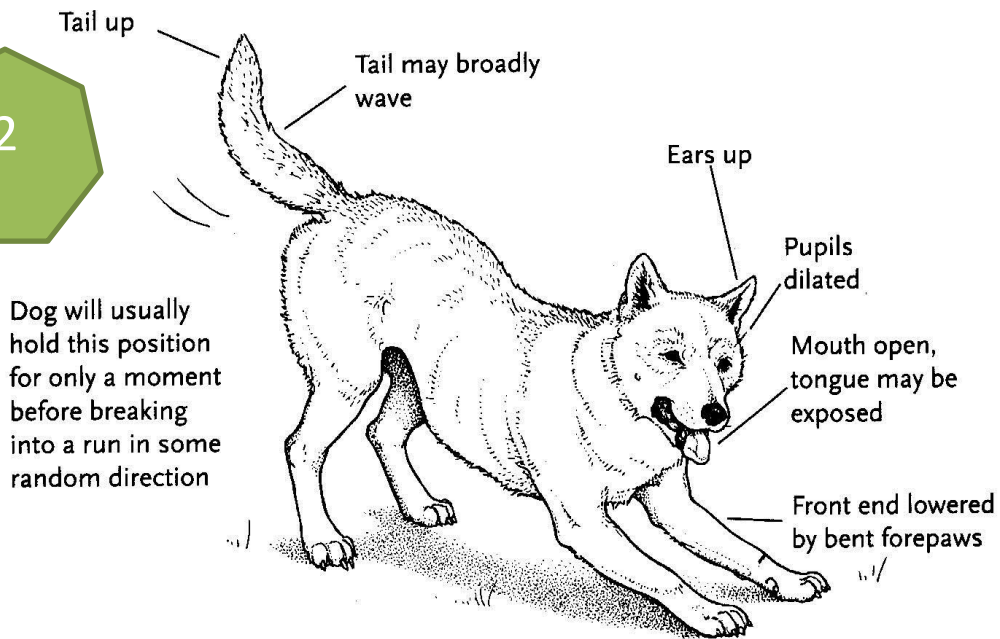
1

Alert and Attentive



Playfulness

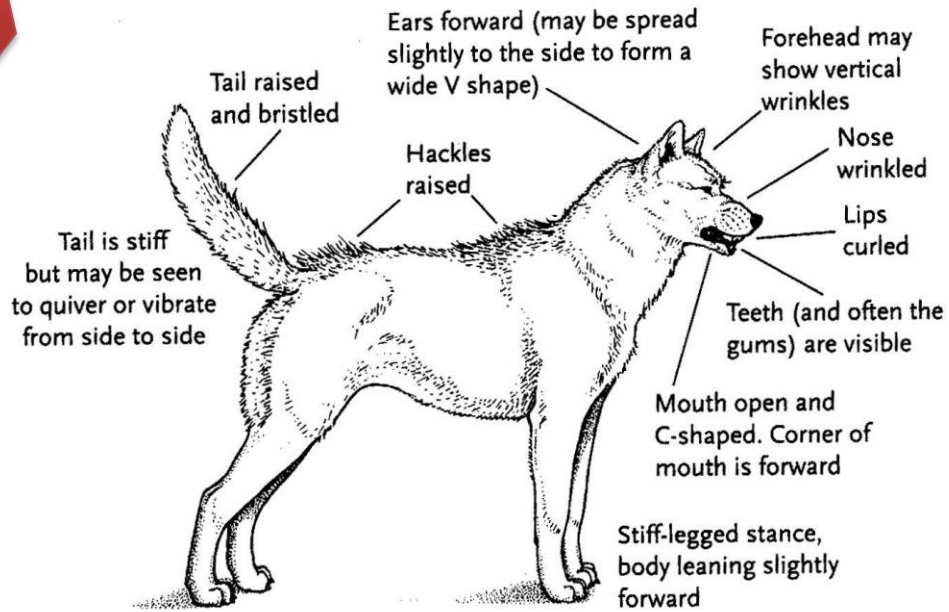
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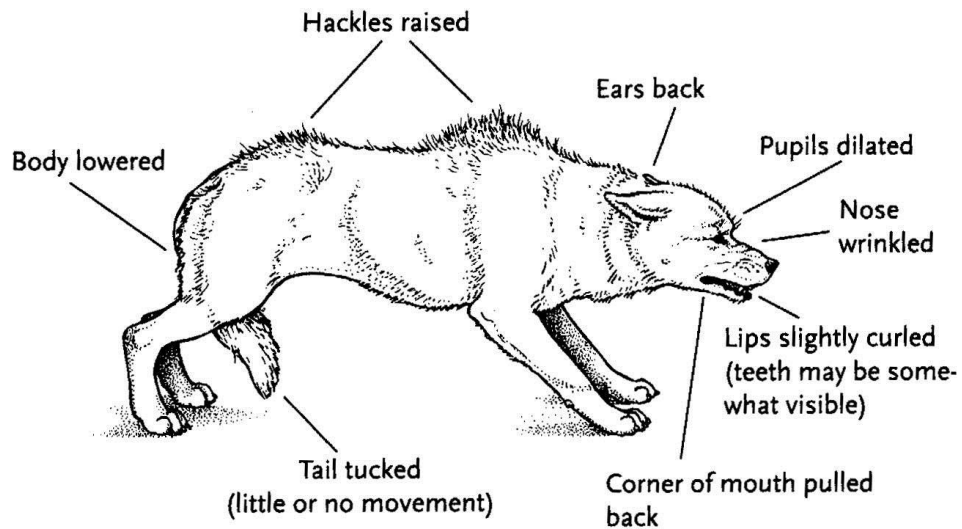
3

Dominance / Aggression  
(Offensive threat)



4

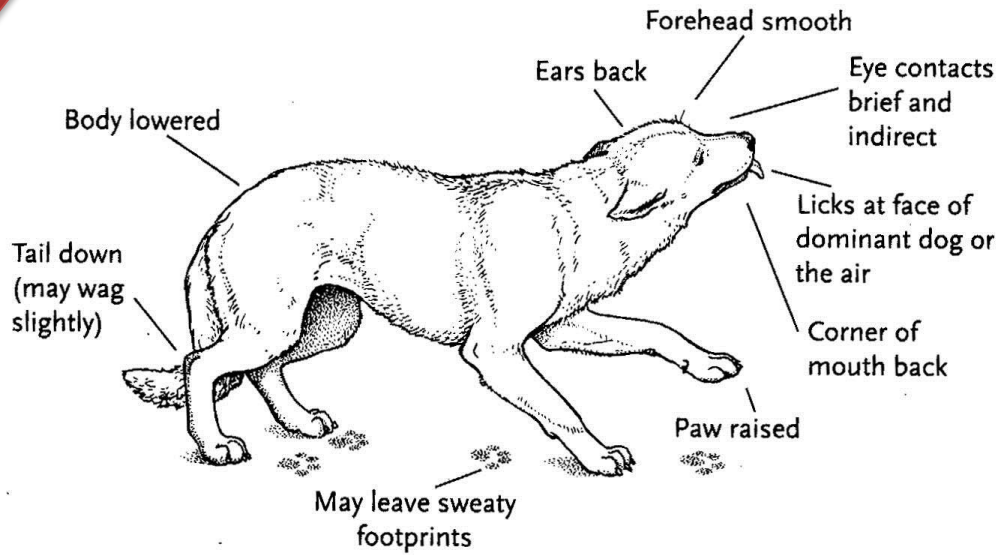
Fear / Aggression  
(Defensive threat)





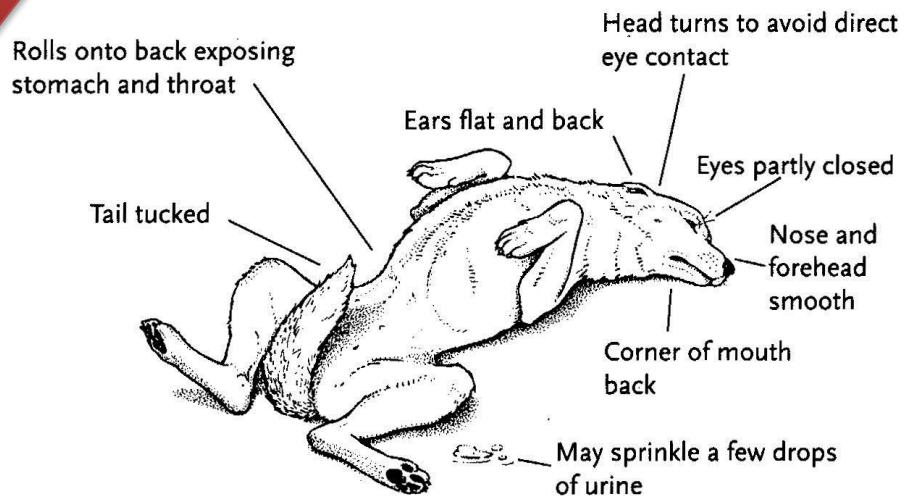
5

Fear / Submission  
(Active submission)



6

Extreme fear / Total submission  
(Passive submission)





## **Part 3: Dog Bite Prevention and Creating a Safe Community**

*The goal of this section is to help teachers learn about bite prevention and how safe interactions can create a safe community.*

*Ask participants to think about the ways they try to promote positive behavior and community in their classroom. Provide the group with two to three minutes to craft these answers. They can write them in their participant manual. After the group has gotten to share a few answers, describe how part of building a safe community is helping everyone in the community know how to get along and understand each other-reference examples provided by the participants.*

*Build on the participant examples provided and describe the link between animal violence and interpersonal (people) violence.*

**Q. In what ways can positive behavior be promoted in your classrooms to help children get along better?**

Evidence suggests a link between animal violence and violence toward people indicating that there is a pattern to violent behavior. Helping to prevent any violent behavior toward an animal can help to:

- Deter other types of violence in the community
- Decrease the amount of injuries of people by animals

*Ask participants to think again about the importance that communication plays in creating a safe and happy community. Ask participants to look at two to three of the dog body language cards from the previous section and share if the dog is safe or unsafe to approach. Share that now the group will be learning even more about the best ways to communicate with dogs.*

*Review the “Do’s” and “Do Not’s” of interacting with dogs, as described in the participant manual. This is a great place to have participants share personal stories and to share your own stories. After sharing part of the story, it may be beneficial to ask participants how they think they should react.*





## How to handle/treat a dog

- **Do**
  - Prior to contact with the dog, ask the owner if is OK to pet the dog



- If a dog scares you, stay still and do not scream, allow the dog to sniff you and remain calm then back away slowly from the dog  
**BE A TREE**







- If a dog attacks you, curl into a ball and protect your face and neck with your hands

**BE A ROCK**



- If bitten, immediately wash the bite thoroughly with soap and water for 10 minutes and seek medical attention if necessary



Immediate first aid care if a bite situation does occur is critical to reduce injury. Washing the wound and your hands is first priority. Washing the wound can reduce the risk of rabies by up to 90%...we will discuss this in greater detail in the following section. Seeking medical attention is always a good idea to rule out any potentially more serious complications.



*Suggest to participants that they work with their students to identify where there is running water for preventative measures. Give Ministry of Agriculture contact or local emergency contact.*



**Do Not:**

- Run past a dog because dogs love to chase things



- Disturb a dog that is caring for puppies, eating or sleeping
- Scream or make direct eye contact with a dog
- Approach an unfamiliar dog
- Use quick motions or approach a dog from above
- Leave young children or infants alone with a dog
- Engage in violent/aggressive behavior (tease, hit or throw objects at a dog)

*Ask the participants to think of ways they could teach this information to their students. Answers can include, but are not limited to: role-play, reading through the comics in the participant manual, or sharing scenario stories and asking students to describe the safest course of action in each situation.*



## REVIEW

# Be Sensitive and Kind to Dogs and Protect Yourself!



### How to Avoid Dog Bites

Never disturb a dog that is eating, sleeping or caring for puppies. Dogs may bite if startled or frightened. Do not throw sticks or stones at a dog.

Do not get close to a dog which is tied or behind a fence.



Do not get close to small puppies - the mother may bite to protect her puppies.



Do not run or move quickly near dogs!



Do not look a dog straight in the eye!

**If a nervous dog gets close to you:**



Freeze...  
look only at the ground...  
walk backwards very slowly...

Do not turn and run!







If a growling dog gets close to you, pretend to be a tree: stand still with your hands at your side. Allow the dog to sniff you and it will usually go away.

If a dog attacks, assume a position of a rock. Curl into a ball and protect your face and body.



**If bitten:**

- Immediately wash thoroughly with soap and running water for 10 minutes
- Go to a hospital
- Isolate the dog (or remember what the dog looks like)



## Part Four: Building Healthy Communities

*The goal of this section is to identify how teachers can build a healthy community and how HSI can help.*

*Ask participants to list in their participant manuals the ways the community benefits because of animal care. After the participants have had a chance to list their own ideas, ask for a few responses and review that there is evidence to link human and animal health. Review the current rabies situation in your area, the annual deaths from rabies, and the connection between bites and rabies.*

**Q. Can you think of any ways you have seen the benefits of animal care in your community?**

- Evidence shows a link between human health and animal health:
  - Zoonotic diseases (animal to human transmission)
    - Rabies (*What is the current situation in Haiti?*)
    - Over 55,000 people die from rabies worldwide annually
    - Most human deaths occur after a dog bite, between 30% and 60% of them are children aged less than 15 years

### Prevention Works

*Describe to the participants what you see in your work and the relationship between preventative care and health outcomes. If you do not have personal experience, consult with a local animal welfare organization/veterinarian/Ministry of Agriculture representative to find this information for your area. Use stories from your own clinic and any research that may be helpful. Highlight the following areas:*

- Vaccinations (animals)
  - Vaccine schedule
- Deworming (animals)
  - Schedule
- Spay/Neuter (animals)
  - Importance and impact on dog population and human health

*Provide the group with current emergency contact numbers and ask them to share with their students and communities.*



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## **Classroom Connections: Putting It All Together**

We have created some lessons that can be used with your students to help build healthier communities for your children and the animals, while focusing on important educational goals like math and language. Use them as a starting point and have fun creating your own! If you have additional questions or would like more information or materials, please contact\_\_\_\_\_.

***Create a contact list of local emergency facilities and Ministry of Agriculture and have the teachers write them down in their manual in the blank space.***

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