



DRAMA RESOURCE

for 5-12 year olds



www.LearnWithDogsTrust.ie

Teacher's Notes

Introduction

Our Drama resource for 5-12 years has been designed for use in the classroom or as part of our schools workshops. It aims to help engage children in discussion to develop an emotional understanding and awareness of themselves and others. This resource explores issues surrounding dog ownership and dog safety offering pupils the opportunity to examine real life problems and dilemmas. Activity role-play and response will help build pupil's confidence in considering alternative view points when making decisions and develop their social skills, with respect to looking after one another, understanding consequence and responsibility and staying safe.

About the resource

The resource contains five different suggestions for planning and delivering drama activities.

Each activity is presented in the following format:

- Activity aim
- Suggested resources - (optional to support each activity)
- Learning outcomes
- Drama scenario
- Paws Points relating to cruelty
- Extension ideas

How to use the scenarios

Each of the scenarios can be introduced either through English or SPHE and are an appropriate extension of the themes introduced in our Primary SPHE and Assembly Packs.

As each of the scenarios may raise wider issues for discussion, we recommend circle time as the best approach. Alternatively, if planning permits, the five different scenarios could be developed in groups during English lessons, where there is sufficient time to perform to the class and discuss responses.

Polished performances could also be used as part of a whole school assembly to raise awareness of the importance of looking after yourself and others and taking responsibility for your actions.

Social and Emotional dimension

Each of the activities has been designed to focus on the social and emotional aspects of learning, where pupils begin to extend their understanding of themselves and others and develop their competence in responding to different emotional states. Activities will support pupils in their understanding, expression and management of feelings in responding to the emotions and or actions of others.

Each of the suggested dog themed scenarios has been linked to child relevant situations requiring pupils to reflect upon social and emotional issues from different perspectives. For example, paws points encourage pupils to explore animal cruelty through their emotions; how does the dog feel?

How would you feel? Such reflections relate directly to how pupils treat each other and could be used as a platform to tackle sensitive issues such as bullying or abuse.

Curriculum links

SPHE Strand Unit Developing Citizenship

SPHE Strand Unit

- Arts Education: Drama

Strand Units

- Exploring and Making Drama

- Cooperating and Communicating in Drama

- Reflecting on Drama

Key Skills Development

Using the resource with a Dogs Trust Education and Community Officer

This Drama resource has been designed for flexible use. Activities can be used together or in isolation, either to deliver elements of the national curricula by teachers or to enhance our Dogs Trust Education and Community Officers' visits.

Visits from Dogs Trust are available FREE to 95% of primary schools across Ireland. Dogs Trust Education and Community Officers offer fun and engaging workshops that use a variety of activities that help young people discuss issues surrounding responsible dog ownership and safety around dogs.

Our Education and Community Officer can provide a drama workshop to your class using one of the five activities provided within this resource. The drama workshop can be used as a means to introduce Dogs Trust and the rest of the drama activities to pupils. Alternatively you could use the resource, as a consolidation lesson after the FREE workshop provided by our Education and Community Officer.

Our Education and Community Officer will deliver the topic of responsible dog ownership and is able to tailor the workshops to individual class and teacher requirements. If you have completed a workshop and/or have used the activities and would like to show your pupils' drama performance to us, our Education Officer would be delighted to visit your class and attend the performance. In return for pupils' hard work and efforts, we will present the class with a Dogs Trust certificate.

For more information about our Education Programme and whether your school qualifies for a FREE workshop please contact Dogs Trust:

call: 01 879 182701 879 1827

email: education@dogstrust.ie

visit: www.LearnWithDogsTrust.ie



Activity 1

Aim: To develop understanding of consequence and responsibility by examining a real life dilemma

Activity duration: 30 minutes

Resources: Garden props (e.g. pretend flowers), soft cuddly toy dog, a broom



Learning outcomes:

- To resolve differences by looking at alternatives, making decisions and explaining choices.
- Develop awareness of consequence and responsibility through exploring reactions to real life dilemmas from different perspectives.
- Identify rights and responsibilities to consider when making decisions.
- Develop the understanding that dogs, like people, have feelings and needs.

Scenario:

Whilst the owner goes to work, their dog is left outside all day. The dog is running about in the street and finds his way into a neighbour's garden. As the dog is excited by all the new smells in the garden, he starts to dig holes to see what he can find. The dog continues to dig with mud and flowers flying everywhere. When the neighbour sees the dog and the mess that used to be his well-kept garden, he rushes out to scare him away. He grabs the broom, which is propped up against the fence and starts swinging it at the dog. The dog is hit by the broom and runs home.

Consider the scenario from different perspectives:

1. How does the next-door neighbour feel?
2. How does the dog feel?
3. How does the dog's owner feel?
4. Who is responsible for the damage to the garden?

Paws Points:

The above scenario portrays two elements of cruelty for pupils to explore:

- neglect; being locked out
- abuse; being scared and hit by the broom

Use the scenario to explore pupils' perceptions of unkindness to animals or each other (being ignored, or scared by others' behaviour) and discuss appropriate resolution.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog should never be allowed out in the street by itself.
- Your dog needs walking at least twice a day.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be neutered and trained.
- You are responsible for ensuring that your dog does not cause nuisance to anyone else.
- An adult should always scoop the poop.

Extension ideas:

Pupils could look at relating the theme of being irresponsible to a different situation. Ask pupils how they feel if they were involved and what they would do.

- If the dog left outside runs into the road in front of a car and causes an accident. Discuss feelings from the perspective of the dog, the car driver and the owner.
- If you just kicked your ball through your neighbour's window. Discuss feelings from the perspective of the neighbour and your parents as well as yourself.

Activity 2

Aim: To explore feelings and emotions by looking at own feelings and how others feel when placed in the same situation

Activity duration: 30 minutes

Resources: Soft cuddly toy dog, Dog items - bed, toys, brushes, lead and collar

Learning outcomes:

- Develop their understanding of emotions by exploring real life scenarios from another's perspective and relating back to personal experience.
- Develop self-awareness, confidence, self-expression and communication skills by practising their ability to reason and respond to real life dilemmas.
- Develop the understanding that dogs like people have feelings and needs.

Scenario:

Callum and Sarah's parents bought their dog, Harvey, from a registered breeder. Before they went to collect him they had to make sure they had all the things that Harvey needed to be happy and healthy in his new home. Callum and Sarah were really excited, they helped mum choose a bed, collar, lead and feeding bowls for Harvey. They also bought food, treats and toys and made an appointment for him to see the local vet for his puppy vaccinations. Finally, everything was ready, including Harvey who was now old enough to leave his mum. Callum and Sarah went with their parents to collect Harvey. They wrapped him up warm in a blanket and cuddled him all the way home. Harvey wasn't going to be allowed outside until he'd had his vaccinations, so they had put plenty of newspaper in a tray by the kitchen door ready to train Harvey where to go to the toilet. Callum gently placed Harvey in the bed they had bought for him. Harvey shook as he looked nervously around, sniffing all the new smells of his new home.

1. How does the dog feel?
2. How does the family feel?
3. What could the family do to help Harvey settle in?

Paws Points:

The scenario above aims to develop empathy, as well as pupils awareness of the considerations which should be undertaken prior to purchasing a dog. Develop pupils' ideas about animal welfare further by helping them to imagine how Harvey feels having arrived in his new home. Compare and discuss what dogs and pupils need to be happy and healthy.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog needs walking at least twice a day.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be neutered and trained.
- Your dog needs daily love and attention.
- Your dog needs toys and someone to play with.
- Don't forget to groom his coat and brush his teeth!
- Always scoop the poop.



For more activities on a dog's needs, download the 5 A Day, English and Maths, Primary SPHE or Assembly resources from our website.

Extension ideas:

The scenario could be adapted to relate to pupil's own experience. Ask pupils to think about their first day at school or, if they can't remember, ask them to think about a situation where they had never been before but their parents had left them - for example going to Brownies or Cubs or staying over at a friend's house for the first time.

- How did they feel about going to school for the first time?
- How do you think your parents were feeling when they left you?

Discuss the different feelings and emotions described, ensuring that pupils are sensitive to the feelings of others.

Activity 3

Aim: For pupils to learn about Dogs Trust, the work they do, and the importance of having dog welfare charities

Activity duration: 30 minutes

Resources: A note pad, pencil or microphone for the reporter - if you have a video recorder you could choose to film the activity.
A selection of soft cuddly toy dogs
Leaflets about dogs – downloadable from Dogs Trust website
Dog items – bed, toys, brushes, lead and collar

Learning outcomes:

- Identify situations in which more knowledge or external help may be needed to make informed choices.
- Appreciate the responsibility humans have to help keep animals healthy, and know that it is against the law to mistreat an animal.
- Know and describe what a voluntary/charitable organisation is and understand the role of a volunteer.

Scenario:

This media role play activity requires pupils to think about the work that Dogs Trust does. Pupils may like to do some research on Dogs Trust before carrying out the activity.

Pupils act as a news reporter to report either on a chosen aspect of Dogs Trust or its role in the community. They could focus on how Dogs Trust helps to deal with problems such as those caused by the growing numbers of latch key dogs or they could consider the role of Dogs Trust as one of a number of animal welfare charities in Ireland.

Paws Points:

Dogs Trust is an international charity dedicated to campaigning on dog-welfare related issues - working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. Unfortunately, numbers of stray dogs and dog destructions are very high in Ireland, so Dogs Trust is focusing on the education of young people and promoting neutering in order to tackle these issues.

There are special laws in Ireland that protect dogs from cruelty for more information visit:

www.DogsTrust.ie

www.ispca.ie

www.citizensinformation.ie/categories/environment/animal-welfare-and-control/control_of_dogs also provides information on the law concerning the control of dogs.

Pupils could consider how these laws protect our pets and us.

Key messages for responsible dog ownership:

- Your dog should never be left alone for long periods.
- Your dog should never be allowed out by itself.
- Ensure your dog has a lead and collar with a name tag attached.
- Your dog should be neutered and trained.
- You are responsible for ensuring that your dog does not cause nuisance to anyone else.
- Always scoop the poop.



Extension ideas:

Using the report created within the activity ask pupils to:

- To write an article for their local newspaper about a dog related issue
- To write a report script for the local radio show
- To design a poster encouraging awareness of the charity

For more information about Dogs Trust, you can visit the website or contact your local Education Officer for a FREE workshop to support this lesson.

Activity 4

- Aim:** Relate the pretend world to real life scenarios to encourage making choices and decisions
- Activity duration:** 30 minutes
- Resources:** This scenario focuses on inappropriate behaviour around dogs and requires no additional resources other than the pupils themselves

Learning outcomes:

- Develop their problem solving and reasoning skills.
- Identify rights and responsibilities to consider when making decisions.
- Develop self-awareness, confidence, self-expression and communication in response to real life dilemmas.
- Develop an awareness of personal safety and specifically safety around dogs.

Scenario:

A group of youngsters are hanging around outside school waiting for another group of friends. Suddenly a dog appears and runs towards the group. Not sure how to react, one of the group, shouts at the dog, which begins to bark, and another throws a stone . . .

- What happens next?
- What are the possible consequences of the group's reaction to the dog?
- What should the group have done?

Paws Point:

Use the scenario as a platform to discuss fear. Can pupils recall a situation where they were afraid? What does fear feel like? How did they respond?

Discuss the different experiences and sensations described, ensuring that pupils are sensitive to the feelings of others.

Key messages for responsible behaviour around dogs:

- Dogs don't understand what you say but they do respond to people's body language and tone of voice.
- Don't make big sudden movements or loud noises when you are with or near a dog.
- You should never deliberately tease or hurt a dog, as this is cruel.
- You can tell how a dog is feeling from its body language. If a dog is frightened it will try to look small by flattening its ears and holding its tail between its legs. An angry dog will show its teeth and growl, it may also move its tail slowly.
- Frightened or angry dogs can be dangerous - you should always leave them alone, walking calmly and slowly away.

For more information about staying safe around dogs, download our Be Dog Smart leaflet from www.BeDogSmart.ie

www.citizensinformation.ie/categories/environment/animal-welfare-and-control/control_of_dogs also provides information on the law concerning the control of dogs.



Extension ideas:

Use the to develop a personal safety tip list which will help pupils keep themselves safe around dogs. This scenario can be adapted to explore pupil response to an approach by a stranger instead of a dog.

Activity 5

Aim: To help pupils understand the importance of staying safe and avoiding negative or dangerous situations

Activity duration: 30 minutes

Resources: A soft cuddly toy dog

Learning outcomes:

- Develop awareness of safety around dogs and personal safety.
- Develop awareness of consequence and responsibility through exploring reactions to real life dilemmas from different perspectives.
- Develop self-awareness, confidence, self-expression and communication skills by practising their ability to reason and respond to real life dilemmas.
- Develop the understanding that dogs like people have feelings and needs.

Scenario:

A child approaches a dog in a local park without the owner's permission. Role-play and discuss what could happen? Relate your discussions to incorporate more general personal safety issues, such as approaching a stranger (with a dog) in the park and the reasons why they shouldn't.

1. What should you do if you see a dog/or a stranger?
2. Who should you ask permission from before talking to the dog/stranger?
3. If there isn't anyone to ask permission from, what should you do?

Paws Point:

Dogs don't understand what you say but they do respond to people's body language and tone of voice. It is important not to make big sudden movements or loud noises when you are with or near a dog. You should never deliberately tease or hurt a dog, as this is cruel.

A dog's body language can be an indicator of how he's feeling. If a dog is frightened it will try to look small by flattening its ears and holding its tail between its legs. An angry dog will show its teeth and growl, it may also wag its tail slowly. Frightened or angry dogs can be dangerous - you should always leave them alone, walking calmly and slowly away.

Ask pupils to think about the role-play scenario in the park from the dog's perspective to consolidate their understanding of the warning signs.



Key messages for responsible behaviour around dogs:

- Dogs respond to people's body language and tone of voice.
- Don't make big sudden movements or loud noises when you are with or near a dog.
- You should never deliberately tease or hurt a dog, as this is cruel.
- A dog's body language can be an indicator of how he's feeling. If a dog is frightened it will try to look small by flattening its ears and holding its tail between its legs. An angry dog will show its teeth and growl, it may also move its tail slowly.
- Frightened or angry dogs can be dangerous - you should always leave them alone, walking calmly and slowly away.

For more information about staying safe around dogs, download our Be Dog Smart leaflet from www.BeDogSmart.ie

Extension ideas:

Create a personal safety display/top tips chart with your pupils to help them to remember what to do to keep them safe - for example:

- Always tell someone where you are going
- Agree a time when you'll be back
- Walk with a friend

Don't forget to include playing safely around dogs!



Additional Information

Dogs Trust provides FREE education workshops about Safety around dogs and Responsible Dog Ownership, to 95% of primary schools across Ireland. If you are interested in finding out more about the education programme, or would like to see if there is an Education and Community Officer in your area:

visit: www.LearnWithdogstrust.ie

call: 01 879 1827

email: education@dogstrust.ie

For more information about the work of Dogs Trust, Ireland's largest Dog Welfare organisation, please visit www.DogsTrust.ie.



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