



**Humane
World for
Animals™**

From Nose to Tail

**Lessons to inspire care
and compassion for dogs**

Grades: K-2



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Lesson One:

What does it take to care for a dog?

Objective: In completing this lesson, students will become familiar with the concept of basic needs and related vocabulary by learning the name and function of pet care supplies. Students will also compare their basic needs to those of dogs.

Standards addressed:

Science:

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

Language arts:

- CCSS.ELA-Literacy.L.K.1.c (Form regular plural nouns orally by adding /s/ or /es)
- CCSS.ELA-Literacy.L.K.1.d (Understand and use question words (interrogatives))
- CCSS.ELA-Literacy.L.K.5.a (Sort common objects into categories to gain a sense of the concepts that the categories represent)
- CCSS.ELA-Literacy.L.K.5.c (Identify real-life connections between words and their use)

or

- CCSS.ELA-Literacy.L.1.1.b (Use common, proper and possessive nouns)
- CCSS.ELA-Literacy.L.1.1.c (Use singular and plural nouns with matching verbs in basic sentences)
- CCSS.ELA-Literacy.L.1.1.d (Use personal, possessive and indefinite pronouns)

- CCSS.ELA-Literacy.L.1.5.a (Sort words into categories to gain a sense of the concepts that the categories represent)
- CCSS.ELA-Literacy.L.1.5.c (Identify real-life connections between words and their use)

or

- CCSS.ELA-Literacy.L.2.1.b (Form and use frequently occurring irregular plural nouns)
- CCSS.ELA-Literacy.L.2.1.c (Use reflexive pronouns)
- CCSS.ELA-Literacy.L.2.1.d (Form and use the past tense of frequently occurring irregular verbs)
- CCSS.ELA-Literacy.L.2.5.a (Identify real-life connections between words and their use)
- CCSS.ELA-Literacy.L.2.6 (Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe)

Health:

- NPH-H.K-4.1 Health: Promotion and Disease Prevention
- NPH-H.K-4.3 Reducing Health: Risks

Character concepts: Caring for others is important and pets are dependent beings who require responsibility and compassion.

Materials needed:

- Stuffed dog
- Tape
- Cut-Outs: *Child's Needs*
Items include food, water, bike (exercise), hairbrush (good hygiene), train (toys), helmet (safety), love, a house (a home), a doctor
- Cut-Outs: *Dog's Needs*
Items include brush (grooming), leash and collar (exercise), ID tag (safety), food, water, ball (toys), home (dog with bed and "home sweet home" sign), veterinarian, love
- Story: *Will Someone Care for Sam?*
- Worksheet: *I Need, You Need* (one per student)
- Crayons
- Laminator (if desired)
- Optional Worksheet: *Dog Care Word Find*

Time needed: 50 minutes

Helpful background information:

humaneworld.org/en/animal-care-resources

Teacher preparation:

1. Cut out the images in *Child's Needs* and *Dog's Needs* cut-outs and laminate them if desired.
2. Set up a table or other flat space at the front of the room. Put the stuffed dog next to the board or on the table.
3. Place the *Child's Needs* cut-outs on the table.
4. Place the *Dog's Needs* cut-outs in a box or bag at the front of the room.

Procedure:

Opening:

1. Introduce students to the stuffed dog named "Sam." Explain that Sam is a friend of yours who came here today to share his story about being healthy and safe.
2. Explain to students that part of having a good home is making sure that everyone who lives there is happy, healthy and safe.
3. Introduce to students that they are going to help Sam discover what he needs to have a happy, healthy and safe home. But before they can do that, Sam wants to know what THEY need to stay alive and be healthy and happy.
4. Ask students to describe what they need to stay alive and healthy. Accept all answers, being sure the following are included: food, water, shelter, clothing, schooling, grooming/cleanliness, exercise, parent/guardian, love and medical attention. As students mention the items, tape the *Child's Needs* cut-outs in a straight line in front of the group.
5. After students are finished, if any *Child's Needs* cut-outs remain unnamed, explain why each is necessary, and then add it to the board with the others.

Body:

1. Ask students to listen to the story *Will Someone Care for Sam?* and listen for items that a family might need to care for a dog.
2. After the story is complete, ask students to name the things they heard that Sam (or any other dog) would need to be happy in a home. As pet-care supplies and other needs are mentioned, ask students to describe why they are necessary or how they are used.

3. Ask the students if they had placed any similar items on the list that they created earlier. As a student mentions one, discuss what would happen if the student or the animal didn't have that item.
4. Repeat steps 2 and 3. Each time a new item is discussed, ask a student volunteer to find it in the box (or bag) and see if there is a human-care equivalent on the board. If so, ask them to tape it to the board next to the human-care item.
5. Discuss pet-care supplies not listed in the story (you may have to prompt students on some of their guesses) and their uses, and whether or not they have a similar personal care item.

Ask, **What would the health consequences be if the animal or person didn't have that?** Students can then find those items in the box and tape them on the board with the others. Hints may have to be given if the students cannot come up with further items. Continue until all pet care supplies are taped to the board.

6. Ask students who is responsible for making sure that Sam is healthy and happy. Affirm that it is our responsibility to make sure that we care for our dogs, just like our families and guardians care for us.

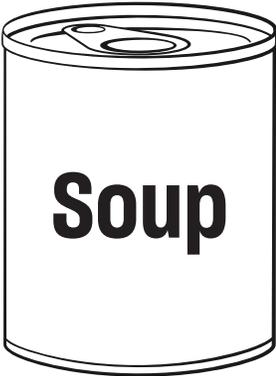
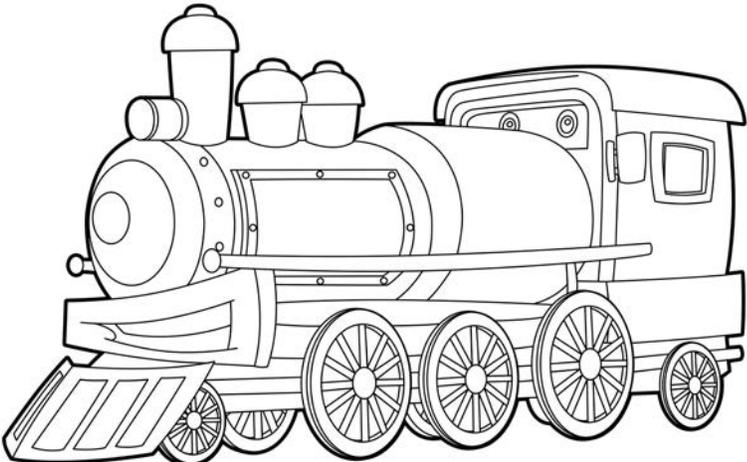
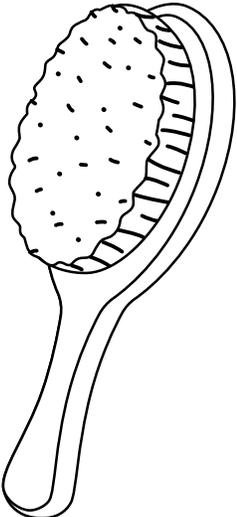
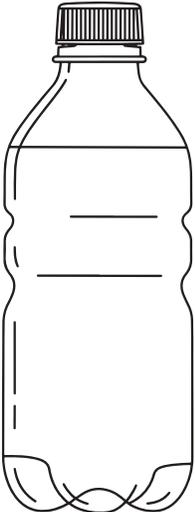
Closure:

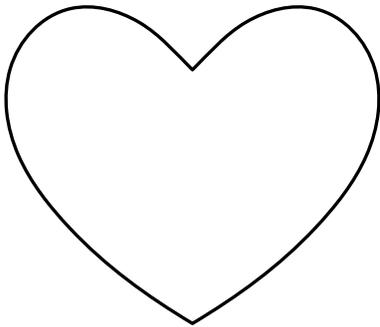
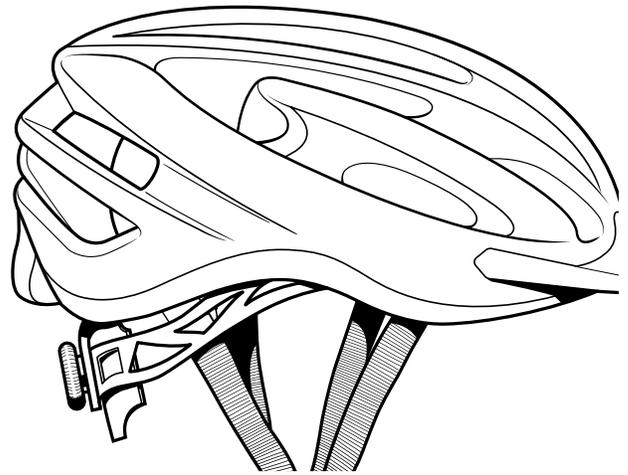
1. Pass out one *I Need, You Need* worksheet to each student.
2. Ask students to draw the child-care or dog-care items that are missing. They may also wish to color the drawings that are present in the worksheet. If time allows, ask students to draw one more pet-care need on the back of the worksheet.
3. For more advanced students, split the class into small groups, giving each group at least one *Child's Needs* cut-out sheet and corresponding *Dog's Needs* cut-out sheet. Ask students to write a paragraph describing how each item is used and how they are similar.
4. For older students, you may also wish to use the *Dog Care Word Find*.

Extension:

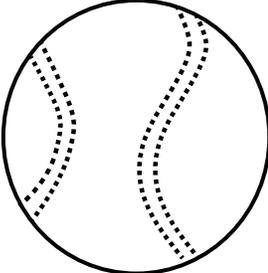
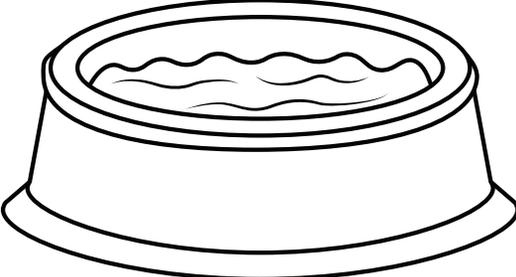
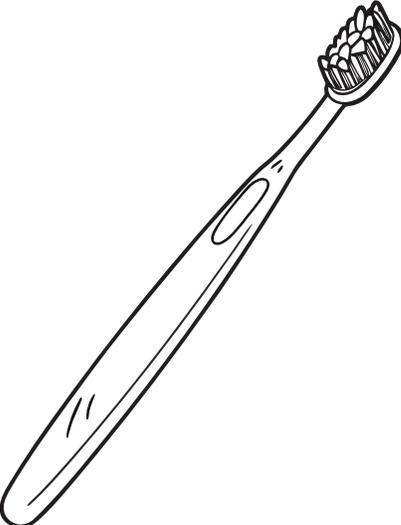
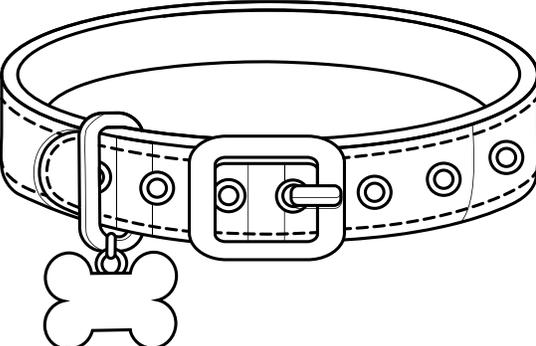
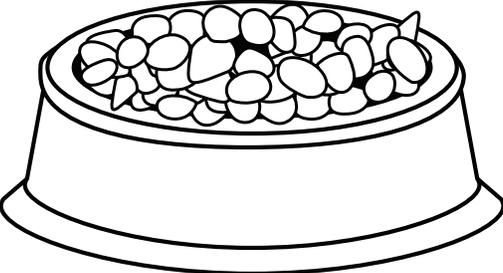
1. Create a dog care center in the classroom. Bring in additional stuffed dogs and supplies such as pet brushes, bowls, collars, leashes, stethoscopes, doctor coats, empty plastic syringes, ear scopes, hair dryers and brushes. Have the students practice being caregivers to the stuffed dogs with the actual physical supplies that are in the classroom. This could involve roleplaying as a pet owner, groomer, trainer or veterinarian.

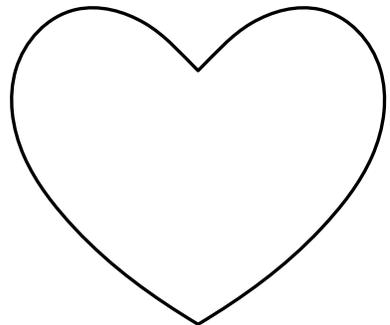
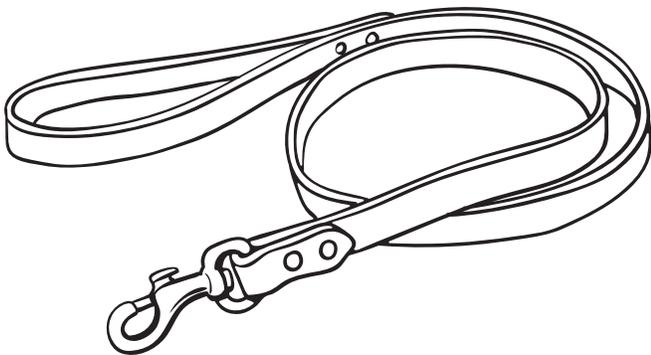
Cut-Outs: Child's Needs





Cut-Outs: Dog's Needs





Story: 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 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 that 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—a 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, the children 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 back and forth 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.

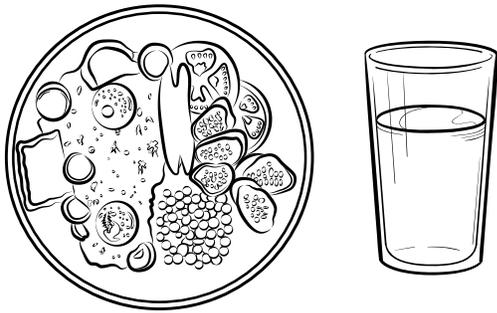
Worksheet: I Need, You Need

Name _____

Date _____

Directions: Draw what humans need to be happy and healthy in the left column and what dogs need on the right.

Children need



Good food and clean water

Dogs need



Good food and clean water

Playtime and exercise

Playtime and exercise



A family to love them

A family to love them

Worksheet: 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:

Good care is off the chain

Objective: In completing this lesson, students will hear a story and understand what it means to be an active listener. They will learn about welfare problems for chained dogs and compare their wellbeing to dogs kept in homes.

Standards addressed:

- CCSS.ELA-Literacy.RL.K.1 (With prompting and support, ask and answer questions about key details in a text)
- CCSS.ELA-Literacy.RL.K.2 (With prompting and support, retell familiar stories, including key details)
- CCSS.ELA-Literacy.RL.K.3 (With prompting and support, identify characters, settings and major events in a story)
- CCSS.ELA-Literacy.RL.K.7 (With prompting and support, describe the relationship between illustrations and the story in which they appear)

or

- CCSS.ELA-LITERACY.RL.1.1 (Ask and answer questions about key details in a text)
- CCSS.ELA-LITERACY.RL.1.2 (Retell stories, including key details, and demonstrate understanding of their central message or lesson)
- CCSS.ELA-LITERACY.RL.1.3 (Describe characters, settings and major events in a story, using key details)
- CCSS.ELA-LITERACY.RL.1.4 (Identify words and phrases in stories or poems that suggest feelings or appeal to the senses)

or

- CCSS.ELA-Literacy.RL.2.1 (Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text)
- CCSS.ELA-Literacy.RL.2.2 (Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral)
- CCSS.ELA-Literacy.RL.2.3 (Describe how characters in a story respond to major events and challenges)

Character concepts: Caring for others is important and pets are dependent beings who require responsibility and compassion.

Materials needed:

- Book: *Buddy Unchained*
thegryphonpress.com
- Board or flipchart with chalk or other writing implement
- Worksheet (one per student): *What do Dogs Really Need?* (for Gr. K-1 students) or *Message from a Pet* (Gr. 1-2 students)
- Optional Coloring Page: *Puppy Love* (one per student)
- Optional Worksheet: *Buddy Acrostic Poem* (one per student)

Time needed: 40 minutes

Helpful background information:

- Domestic Dog
animals.nationalgeographic.com/animals/mammals/domestic-dog/
- Is the Dog a True Pack Animal?
caninemind.co.uk/pack.html

Teacher preparation:

1. Arrange a comfortable group reading area for the class.

Procedure:

Opening:

1. Ask the class to describe some of the needs that dogs have. 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. Explain that when someone gets a dog, that person is responsible for making sure their pet is happy and healthy, and that means meeting their needs. A dog owner is also responsible for keeping the pet safe and for ensuring the safety of people around him or her.

Body:

1. Tell the class that you'll be moving to the floor for a group activity, but you need everyone wearing green to stay in their seats.
2. Move the rest of the class to the group reading area and begin reading *Buddy Unchained*. After page 6 (Buddy being taught "sit" and "stay"), stop reading and invite the students still at their seats to join.

3. Lead a brief discussion about how the class felt when the students wearing green had to stay at their seats while the rest of the class participated in a group activity. Accept all responses.

Example questions include:

- a. **What were you thinking when the students wearing green were told to stay at their seats?**
 - b. **How did it feel when I started reading the story?**
3. Be sure to include in the discussion those students who were just asked to join the group. Then, ask each student to think about what it would feel like if he or she was left out of group activities for a whole day or for weeks. Explain that dogs who are kept chained in their yards, away from their families, likely feel a similar way.
 4. Discuss that dogs need to live close to people because they are "companion animals," not "wild animals." Companion animals naturally form strong bonds with the people who take care of them, and are happiest when they are with them. If companion animals don't have human friends, they can get sad and lonely.
 5. Read *Buddy Unchained* from start to finish to all students. Ask students to listen and look for how Buddy's needs are—or are not—being met in his first home. They should also listen and look for ways Buddy is not being kept safe or how the people around him may not be safe.
 6. As you are reading, ask these questions for understanding:
 - a. **Who do you think the man was who took Buddy off his chain? (What was his job?)** Explain that it's the job of animal control officers, police and organizations like Humane World for Animals to help make sure dog owners are following the law and meeting their dogs' basic needs, and to rescue dogs who don't have basic care.

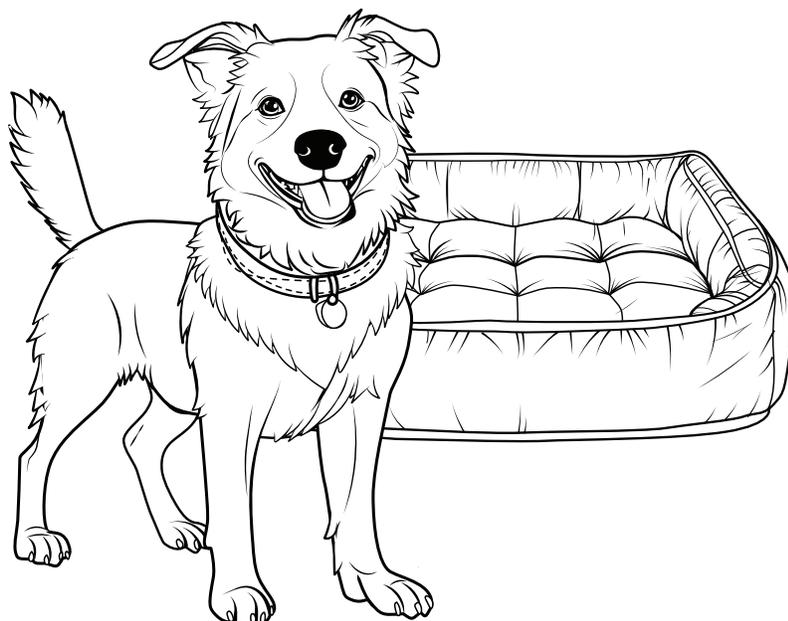
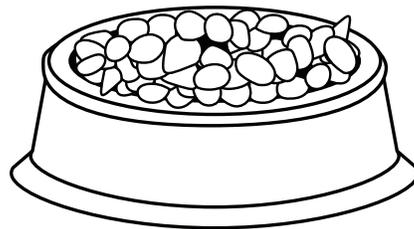
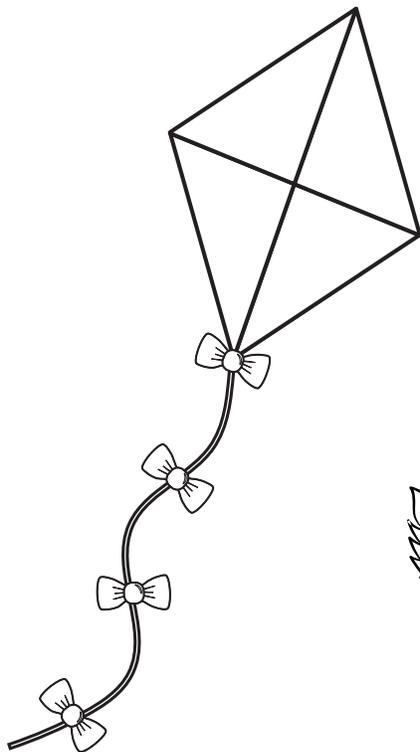
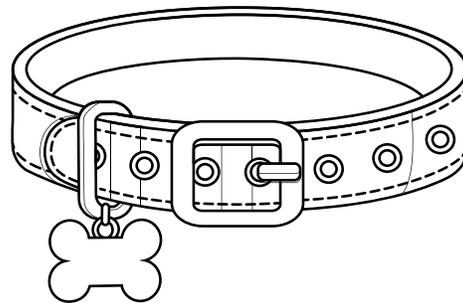
- b. How do you think Buddy felt when he was outside on the chain? What in the illustrations supports your answer?**
- c. Where was Buddy taken when he was rescued?** Explain that it's the job of animal shelters to take care of rescued dogs and place them with new, caring families.
7. When the story is over, ask students the following comprehension and critical thinking questions:
- a. Name what needs were not met for Buddy in his first home, and circle those that appear in the list on the board.**
Answers may include, but are not limited to: shelter/a home, love, clean water, food and exercise.
- b. How do you think Buddy felt in his old home? Why? Name ways Buddy wasn't kept safe or comfortable in his old home.**
Answers should include:
- Kids throwing things at Buddy
 - Buddy was often thirsty or hungry
 - Buddy was cold
 - Buddy was always outside, away from his family
- c. How do you think Buddy feels in his new home? Why?**

Closure:

1. Have students complete the worksheet, *What do Dogs Really Need?* (for Gr. K-1 students) or *Message from a Pet* (for Gr. 1-2 students).
2. If time allows, ask students to color in the *Puppy Love* coloring sheet that illustrates proper, safe dog care with play and exercise.
3. For more advanced students, ask them to write an acrostic poem that describes what happened to Buddy in the plot of the story. Provide each student with a copy of the *Buddy Acrostic Poem* worksheet. Tell students they can describe how Buddy felt at the beginning of the book before he was rescued, or at the end in his new home.

Worksheet: What Do Dogs Really Need?

Circle each dog care need and write its name underneath. Then, color them in. Leave items that dogs don't really need uncolored.



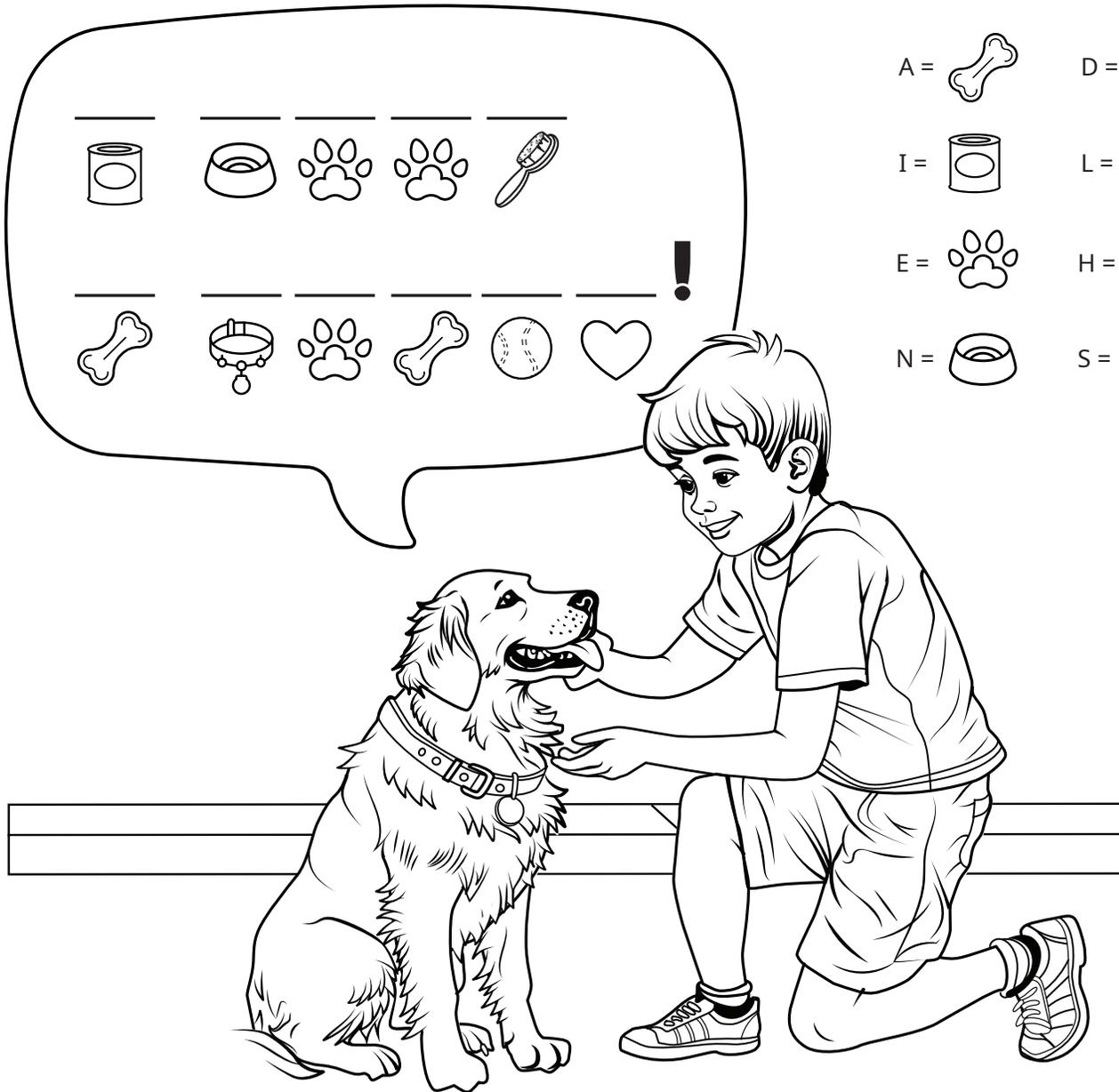
Worksheet: Message from a Pet

Name _____

Date _____

This dog is saying something to her owner. The message is in secret code. Can you decode it?

Each picture in the code stands for a letter. Write the letter in the blank over each picture. Then read the dog's message.



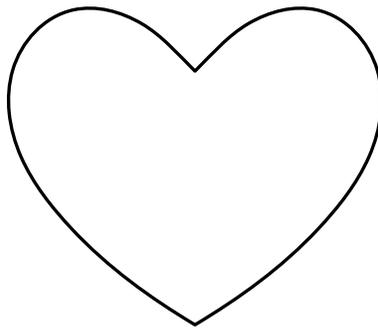
Draw the thing that the dog needs. Write at least one reason why a dog needs it.

Coloring Sheet: Puppy Love



Worksheet: Buddy Acrostic Poem

Name _____



B _____

U _____

D _____

D _____

Y _____

Lesson Three:

Playing it safe with dogs

Objective: In completing this lesson, students will identify safe and unsafe behaviors around dogs through the classic “red light, green light” game. 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: It’s everyone’s responsibility to prevent injury by understanding pets and interacting with them in appropriate ways.

Materials needed:

- Mini-Poster: *Play It Safe!* (one per student)
- Tip Sheet: *Kids’ Dog Safety* (one per student)
- Fingerplay: *If a Dog Comes Near*
- Worksheet: *Act Safely Around Dogs* (one per student)

Time needed: 50 minutes

Helpful background information:

How to Avoid a Dog Bite

humanepro.org/magazine/articles/play-it-safe

Teacher preparation:

1. Be sure you have a clear path around the classroom for an activity where students will be walking in a line.

Procedure:

Opening:

1. Pass out the *Play It Safe!* mini-poster. Ask students to look at the pictures, color them in and begin to read it.
2. 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.
3. 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, and that a dog owner is responsible for keeping the pet safe and for ensuring the safety of people around him or her.
4. Review the basic safety rules and information in the mini-poster, using the *Kids’ Dog Safety* tip sheet as a reference.

Body:

1. Lead students in a game of Red Light, Green Light. Have them move around the classroom in a line as you re-read the dog behavior statements below. If you read a safe, responsible behavior, students should keep moving. If you read an unsafe behavior, they should freeze until you say, "Go." (If space is an issue, this activity can be done while students are seated: Provide red and green cards for students to hold up to indicate safe vs. unsafe behaviors.)

Dog behavior statements:

- Tie your dog outside all day. (Unsafe)
- Ask permission before petting someone's dog. (Safe)
- Play fetch with your dog. (Safe)
- Play tug-of-war with your dog. (Unsafe)
- Go up to a dog on a chain. (Unsafe)
- Let a dog sniff the back of your hand before you pet him. (Safe)
- Take a toy out of your friend's dog's mouth. (Unsafe)
- Run away if a strange dog comes near you. (Unsafe)
- Pet a dog inside a car. (Unsafe)
- Curl up like a ball if a dog knocks you down. (Safe)
- Stand still if a strange dog comes up to you. (Safe)
- Pet your sleeping dog to wake him up. (Unsafe)
- Walk your dog on a leash. (Safe)
- Pet a dog gently on his back or sides. (Safe)
- Take food away from your dog. (Unsafe)

Closure:

1. Review the lessons learned together by singing the "If a Dog Comes Near" fingerplay (to the tune of "Do Your Ears Hang Low?").
2. Ask students to complete the *Act Safely Around Dogs* worksheet.

Extension:

1. Pass out copies of the *Kid's Dog Safety Tip Sheet* for students to bring home to their families.
2. Play the 3.5 minute video, *Dog Body Language - What your dog is desperately trying to tell you!* from TheFamilyDog.tv, found at [youtube.com/watch?v=bstvG_SUzMo](https://www.youtube.com/watch?v=bstvG_SUzMo). Pause in places where text appears so that your young students can get the time they need to read it. Take frequent breaks to talk through the words to ensure students understand.
3. Ask your local shelter organization 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 roleplay.

Mini-Poster: Play It Safe!



Petting a dog

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



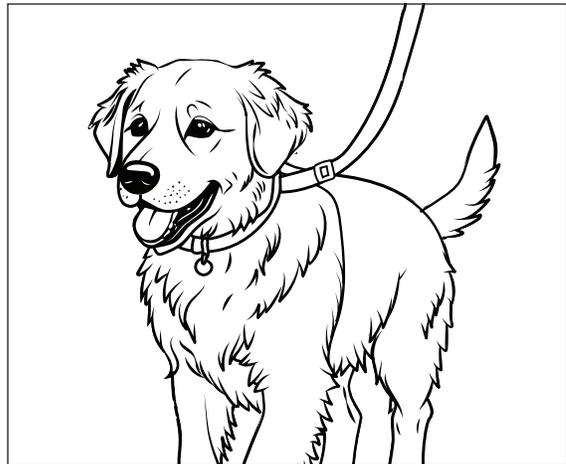
Playing with dogs

- ✓ Play gentle games like fetch.
- ✗ Don't play tug-of-war.
- ✗ Don't try to remove toys or food from a dog's mouth.



When a strange dog comes near

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



Keeping the community safe

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

Tip Sheet: Kids' Dog Safety

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 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 while 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.

Fingerplay: If a Dog Comes Near

(Sing to the tune of “Do Your Ears Hang Low?”)

- *If a dog comes near, you must never never fear* (Wave your finger from side to side.)
- *Never run, never flee* (Run in place.)
- *Just be still as a tree* (Stand straight with legs together and arms at your sides.)
- *Never scream, never shout* (Place your hand over your mouth.)
- *Just be quiet as a mouse* (Place your finger over your mouth.)
- *And the dog won't bite* (Make a biting motion with your fingers and thumb, and then close it shut with the other hand.)

Worksheet: Act Safely Around Dogs

Name _____

Date _____

There are safety rules every child should know. Some explain how to be safe around dogs. Following those rules can protect you from dog bites.

Can you read the information below? It explains how to behave safely around dogs. In a few places, pictures are used instead of words.

Sometimes you want to reach out and be friendly to a . But dogs do not always know that. They may worry that you will hurt them. They may think you want to take something from them. That is why you should not pet a dog who is . Never pet a dog who is protecting a , a , or her .

Is it OK to pet a dog who is with his ? First, ask the owner. Next, close your . Let the dog  the back of your hand. (That's how dogs get to know you.) Then gently  the dog.

What do you do if a strange  comes near you? What if the  is not there? Stand still, like a . Don't  or . If a dog knocks you down, curl up like a . Cover your . If you are  and calm, the dog will usually just sniff you. Then he will probably leave.

Lesson Four:

Puppy mill problems

Objective: Upon completion of this lesson, students will be able to actively listen to a story and understand what it means to be an active listener. They 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:

- CCSS.ELA-Literacy.RL.K.2 (With prompting and support, retell familiar stories, including key details)
- CCSS.ELA-Literacy.RL.K.3 (With prompting and support, identify characters, settings, and major events in a story)

or

- CCSS.ELA-Literacy.RL.1.2 (Retell stories, including key details, and demonstrate understanding of their central message or lesson)
- CCSS.ELA-Literacy.RL.1.3 (Describe characters, settings, and major events in a story, using key details)
- CCSS.ELA-Literacy.RL.1.7 (Use illustrations and details in a story to describe its characters, setting or events)

or

- CCSS.ELA-Literacy.RL.2.2 (Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral)
- CCSS.ELA-Literacy.RL.2.3 (Describe how characters in a story respond to major events and challenges)
- CCSS.ELA-Literacy.RL.2.7 (Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot)

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. Caring for others is important, and dogs are dependent beings who require responsibility and compassion.

Materials needed:

- Book: *A Home for Dakota*
thegryphonpress.com
- Photo Sheets: *Puppy Mill, Responsible Breeder*
- Chalkboard or whiteboard, with chalk or marker

Time needed: 50 minutes

Helpful background information:

- Puppy mills—humaneworld.org/en/issue/stopping-puppy-mills
- The Six Pillars of Character Respect
charactercounts.org/sixpillars.html

Teacher preparation:

1. Pull out the photo sheets—*Puppy Mill* and *Responsible Breeder*—from this kit and have them on hand to display.
2. Arrange a comfortable group reading area for the class.
3. **Optional:** Arrange to show brief videos from the Internet using the links in the Extension (Page 31).

Procedure:

Opening:

1. Ask the class to describe some of the needs that dogs have. (If you've already done Lesson 2, 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 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.
4. Point out that not all breeders are responsible. Show the *Puppy Mill* and *Responsible Breeder* photo sheets to the class. Ask them to look closely at the pictures, and explain the term **puppy mill**. 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 there are many puppy mills in our country, so it is a big problem.

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 had to have many puppies for the puppy mill breeder to sell.
2. 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 and responsible home.
3. 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?**
From the text: 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 Dakota have a number instead of a name at the puppy mill?

Prompt: 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 Dakota feel when she was at the puppy mill? When she first arrived at Emma's?

From the text: 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 control officers, police, and organizations like Humane World for Animals 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. 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. Why did Sweetie speak unkindly about Dakota at first?

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

f. How are Dakota and Sweetie similar?

Accept all answers. 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.

g. Why did Sweetie change her mind and adopt Dakota?

Accept all answers.

Closure:

1. Choose either of the exercises below: *Sensing a Puppy Mill* or *Venn Diagram Comparison*.

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. Then, as a class, fill in the blank 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*)

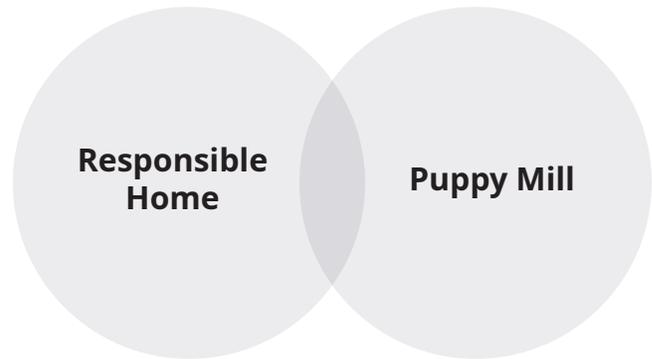
- Some puppy mills are outside, and snow and rain can get in the cages.
- Some puppy mills are indoors, but there might be no heat in the winter or air conditioning in the summer.
- Wire-bottom cages, like the ones in the puppy mill photos and in *A Home for Dakota*, can hurt the dogs' paws. This kind 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.



Then ask children, if they were dogs, would they want to live in a home with a caring family/responsible breeder, or on a puppy mill? Allow them to explain their choice.

2. Discuss the concept of the Golden Rule (i.e., treating others the way that 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.
3. Remind students that (as discussed in Lesson 2) dogs are "companion animals," not "wild animals." So, 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.
4. As a class, perform the fingerplay, *Five Little Dogs*.

Fingerplay: Five Little Dogs

(sing to the tune of “Five Little Ducks”)

- *Five little dogs, sitting in the weeds.* (Hold up all five fingers)
- *“Tell me please, what do you need?”*
- *The first one said, “My bowls filled.”* (Hold up thumb.)
- *The 2nd one said, “Pills when I’m ill.”* (Hold up index finger while keeping thumb up.)
- *The 3rd one said, “A bed on which to lay.”* (Hold up middle, index fingers and thumb.)
- *The 4th one said, “To run and play.”* (Hold up all fingers but pinky.)
- *The 5th one said, “I’ll tell you true”* (Hold up all five fingers.)
- *“What I need is love from you!”* (Make a heart shape with both hands)

Extension:

1. 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.)

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 keep 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 Humane World for Animals.

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.) 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 of an animal shelter might resemble a puppy mill at first, but a shelter is much 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.

c. Congressman Adopts Puppy Mill Dog (1.5 min.) 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. Skin mites or tiny insects called mange is one example of a parasite that is found in a dog’s skin and may cause him to lose hair.

Photo Sheet: Puppy Mill

Puppy Mill



Credit: Paul Turner, Humane World for Animals

Puppy Mill



Credit: Michelle Riley, Humane World for Animals

Photo Sheet: Responsible Breeder

Responsible Breeder



Credit: Kathryn Kennedy

Responsible Breeder



Credit: Meredith Lee, Humane World for Animals

Lesson Five:

A cause for paws

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

Standards addressed:

Language arts:

- CCSS.ELA-Literacy.RL.K.1 (With prompting and support, ask and answer questions about key details in a text)

or

- CCSS.ELA-Literacy.RL.1.1 (Ask and answer questions about key details in a text)
- CCSS.ELA-Literacy.RF.1.4 (Identify words and phrases in stories or poems that suggest feelings or appeal to the senses)

or

- CCSS.ELA-Literacy.RL.2.1 (Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text)
- CCSS.ELA-Literacy.RF.2.4 (Read with sufficient accuracy and fluency to support comprehension)

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:

- Cut-Outs: *Puppy Mill*
Items include puppies, adult dogs, an animal shelter and a pet store
- Photo Sheets: *Puppy Mill, Responsible Breeders* (from Lesson 4)
- Story: *What’s Wrong with Waggles?* (one for each student)
- For Project #1:
 - Poster paper (one for each student)
 - Crayons or markers
- For Project #2:
 - Several large cardboard boxes
 - Crayons, markers, glitter, etc.
- Worksheet: *Service-Learning Reflective Log* (one per student)
- Optional Story: *A Perfect Match for the Garcia Family* (one per student)

Time needed: 50-60+ minutes, depending on project chosen

Helpful background information:

- Puppy mills
humaneworld.org/en/issue/stopping-puppy-mills
- Where to get a puppy and how to adopt a dog
humaneworld.org/en/resources/where-get-puppy-and-how-adopt-dog
- Citizenship/ The Six Pillars of Character
charactercounts.org/sixpillars.html

Teacher preparation:

1. Cut out the images in the *Puppy Mill* cut-out sheets.
2. Find at least one local animal shelter that your class will support. Search 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!

Procedure:

Opening:

1. Ask students to share what they learned about puppy mills from previous lessons, particularly how basic needs are or are not met for dogs. You may wish to show them the photo sheets from Lesson 4, *Puppy Mill* and *Responsible Breeder*, and ask them to tell you what basic needs are not met for dogs in puppy mills. You may wish to have the definition of a puppy mill in a location where students can read it:

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. People buy the puppies to be pets.

2. 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 and baby dogs are kept in cages and then the puppies are sold as pets online (on the computer) or sent to pet stores to be sold (move a puppy cut out to the pet store). Describe that the parent dogs are kept in small cages their entire lives, and they have to keep having puppies—who are taken away to be sold—over and over again.
3. Provide each student with a copy of *What’s Wrong with Waggles?* This may be used as a read-aloud, for silent reading or group reading practice. Following the story, 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 Waggles.”
- “...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.

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

4. 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 adopts 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.

5. Tell students there are also 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 two project summaries below, and when you're done, ask the class to vote by a show of hands:

- 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.

Body:

Project #1:

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 Humane World publications *"Where to get a puppy and how to adopt a dog"* and *"How to find an ethical, 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 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:

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, toys, treats, old newspapers 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.

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:

stoppuppymills@humaneworld.org

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. humaneworld.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. Provide each student with a copy of the story, *A Perfect Match for the Garcia Family*. This may be used as a read-aloud, for silent reading or group reading practice. Following the story, ask students these questions: (For younger students or low-level readers you may wish to edit the below questions to allow for verbal responses.)

Questions for discussion:

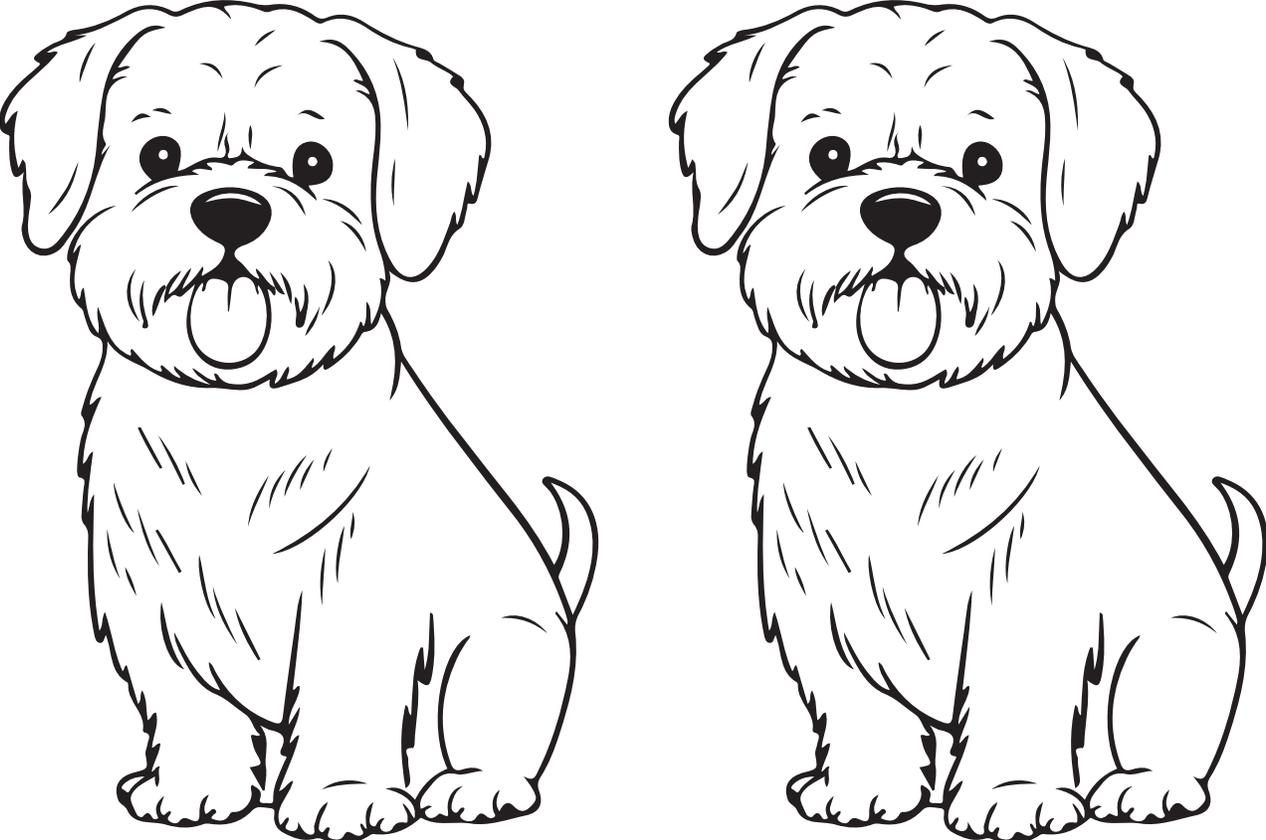
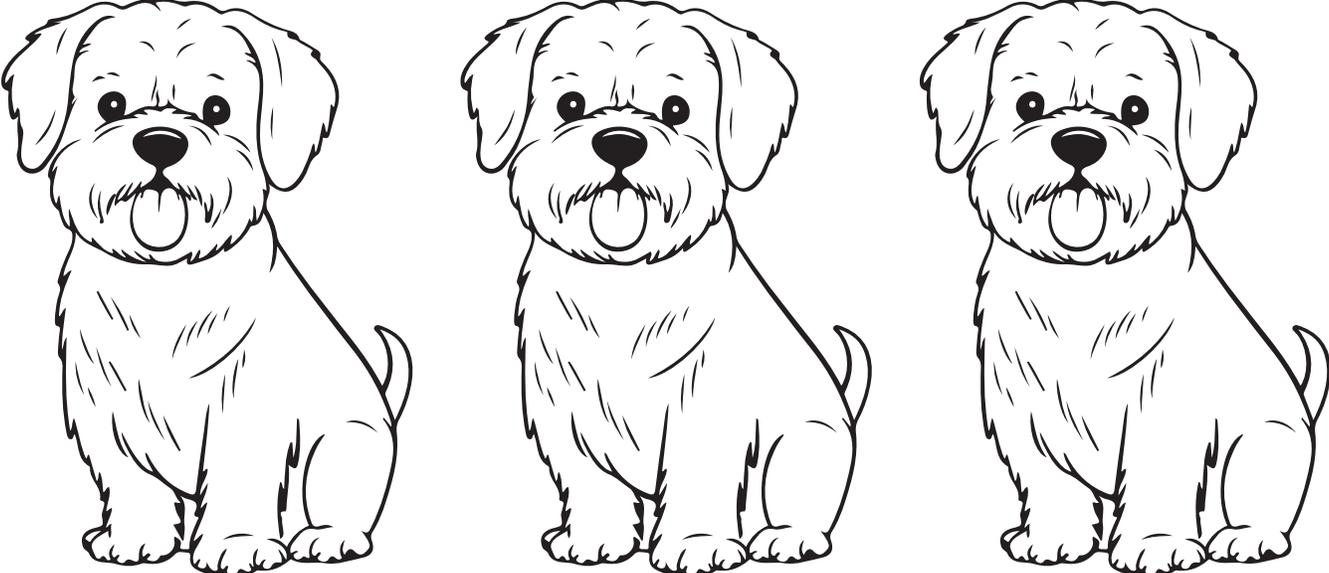
- b. Why does Mr. Garcia hesitate to visit the shelter at the beginning of the story? What happens that makes him change his mind?**
- c. At the end of the story, Marco says he wants to do something to help the parent dogs who are forced to stay in the puppy mill their entire lives. What things could he do?**
2. 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

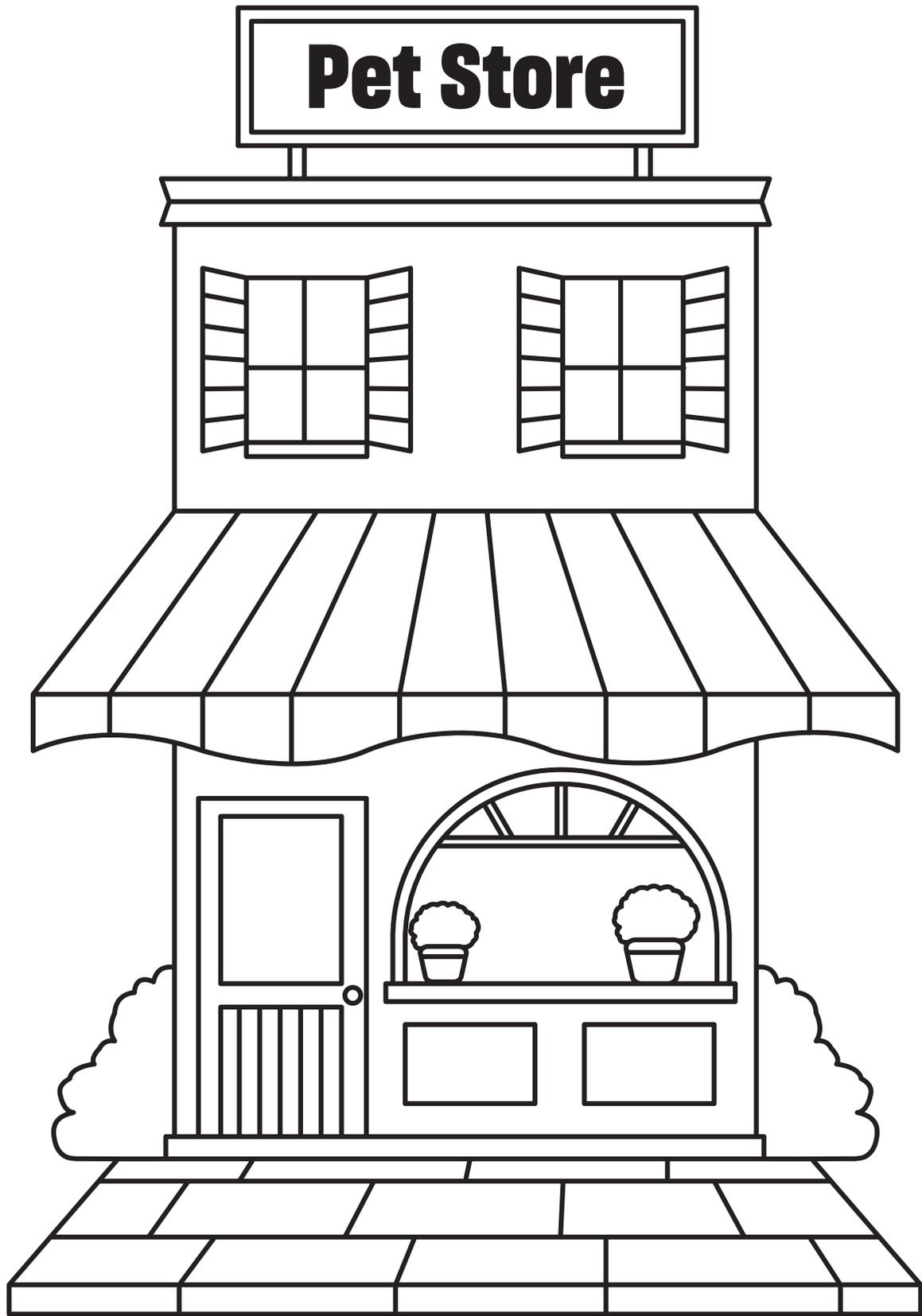
accepted. Some shelters may be concerned about stomach issues.) See if parent(s) can help bring ingredients in so that students can do the mixing, and then take the mixture home to bake or freeze (depending on the recipe used) before delivery. If you can arrange a class field trip and shelter tour around the delivery, even better!

- Pumpkin blueberry dog treats
humaneworld.org/all-animals/plant-based-pet-treats-pawsitive-change
- Peanut butter pupcakes
oregonhumane.org/peanut-butter-pupcakes-recipe
- Cat enrichment
humaneworld.org/resources/easy-pet-enrichment-ideas-cats-and-dogs

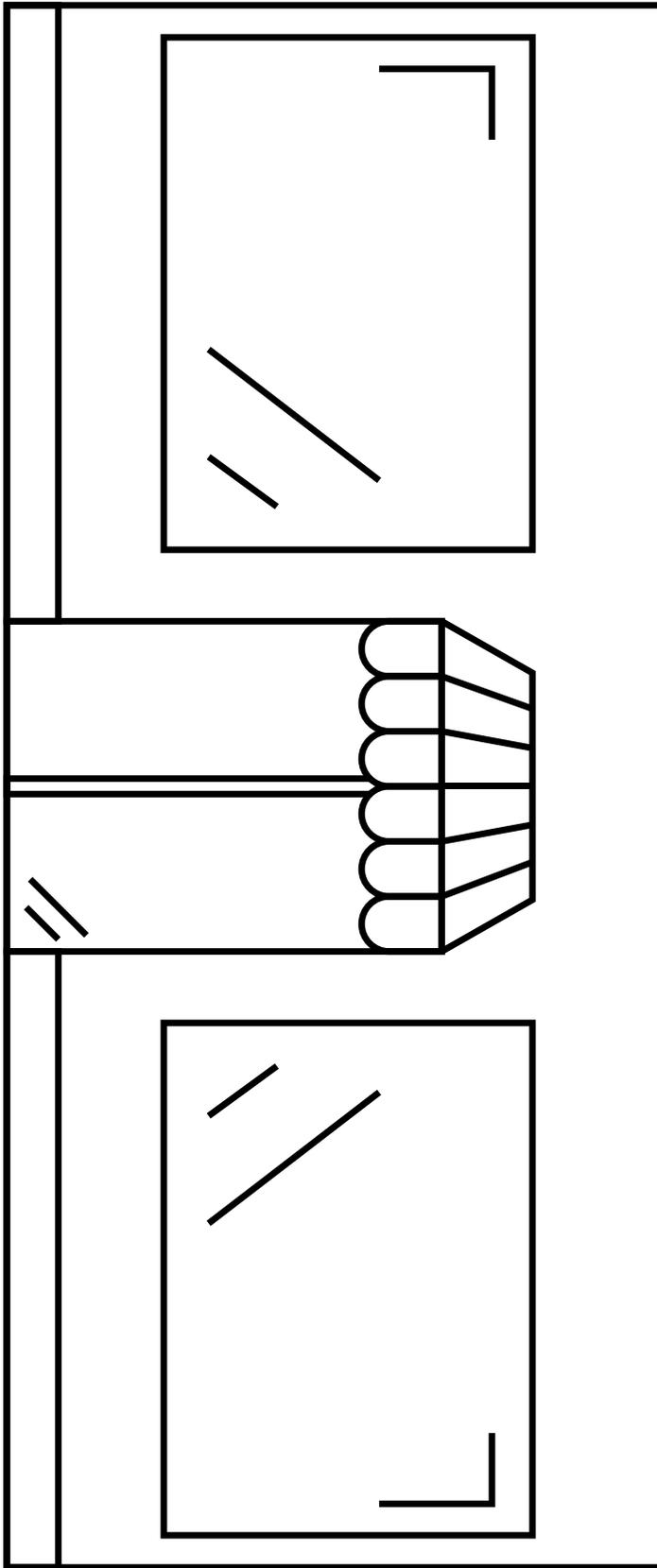
Important note: When purchasing peanut butter, make sure to choose a brand without xylitol, which is toxic to dogs. Try to find a variety that has only peanuts or peanuts and salt as an ingredient.

Cut-Outs: Puppy Mill





Animal Shelter



Story: 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 that my friend Angela just adopted? Well, she told me that the poor girl was a parent dog on a puppy mill until 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 Jefferson family 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.

Worksheet: Service Learning Reflective Log

I learned about this community issue:

The issue 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:

Story: A Perfect Match for the Garcia Family

Marco and Luisa were so excited! Finally, their parents said that the family could get a dog. “My friend Spencer just got a really cool dog from the animal shelter—can we get our dog there?” Marco asked.

“I think that’s a great idea,” said Mrs. Garcia, “there are so many dogs in the shelter that need homes.”

“But look at all these cute puppies I already found!” said Mr. Garcia. He held up his phone to show his family. “They’re for sale online. All we have to do is pick one out, and the breeder will ship him to us. What could be easier?”

Luisa pointed to an ad for a snow-white puppy with floppy ears. “Oh, I want that one!” she cried.

“OK, how about a compromise?” asked Mrs. Garcia, “let’s visit the animal shelter today. But if we don’t find the right dog for us there, we’ll buy one online.”

Later that day, the Garcia family headed to the animal shelter. First, Mr. and Mrs. Garcia filled out an adoption application. When they were finished, they gave it to the woman at the front desk. She asked them to have a seat while an adoption counselor checked their application. While they waited, Marco and Luisa looked at a scrapbook full of adoption stories and photos of families with their new pets.

A short time later, a friendly man greeted them. “Hi, I’m Tom—I’m an adoption counselor here. Your adoption application looks great, and I’m excited to help you find the right pet for your family! Why don’t you tell me a little more about

what kind of dog you have in mind?” Marco said that he wanted a dog who liked to run and play; Mrs. Garcia said she was hoping for a dog who was already potty-trained.

Luisa said she wanted a small, cuddly dog, “like the white puppy online, Dad,” she said, looking at Mr. Garcia.

When Tom heard that, his face became serious. He said, “I should warn you—most dogs sold online are from puppy mills.”

“But,” said Mr. Garcia, “the breeder I found online looked great. There were lots of pictures of happy-looking parent dogs and puppies. Everything was clean and pretty.”

“I’ve been working with animals for many years,” said Tom, “and I have seen many people get tricked. The truth is that those pictures online can be fake.”

“Wow, I never knew that,” said Mr. Garcia.

“It’s OK, many people don’t,” said Tom. “I hope you all find your special dog here at the shelter. But if not, please don’t buy a dog online or from a pet store.”

“We won’t,” said Mr. Garcia, “But where should we go instead?”

“To a responsible breeder,” said Tom. “Please make sure to visit in person and ask to see all the dogs—the puppies and their parents—and also where they eat and sleep. That way, you can see if they are getting good care or not. Visiting in person is the only way to make sure the breeder is responsible, and is not a puppy mill breeder.”

Then, Tom took the Garcias to see the shelter dogs waiting for homes. "Oh my gosh—you have so many different kinds of dogs here!" cried Marco. It was true—there were big dogs and little dogs, black, white, grey, brown and every color in between. Young dogs and older dogs—even puppies.

"Well, with all these choices, I think we can find the right dog for us," said Mr. Garcia. Luisa noticed a small grey dog with warm brown eyes, looking at her and wagging his tail. She ran to his cage and crouched down.

"This is Henry—he's three years old. We found him wandering the street all alone a few weeks ago. He's a great little guy," Tom said. He turned to the group and said, "I think he might be a good match for your family. Would you like to spend some time with him?" Everyone said, "Yes!"

Tom took Henry from his cage and led the Garcia family to a play area. Everyone took turns letting Henry sniff their hands. They petted him, and scratched behind his ears, and even played a little fetch with him. Whenever one of the Garcias spoke to him or petted him, Henry's tail wagged happily.

"Can we keep him?" asked Marco and Luisa together. Mr. and Mrs. Garcia smiled and said, "yes—welcome to our family, Henry!"

Henry jumped for joy, and Tom said, "Congratulations—and thank you for giving Henry a second chance at happiness!"

That night, Marco lay in bed with Henry curled up next to him. Marco patted him gently and whispered, "Don't worry Henry, we're your family now—we'll always take good care of you."

Marco could tell already that he and Henry would be best friends. But something was bothering him...he kept thinking about what Tom had said about puppies for sale online. Marco felt sad for all those parent dogs stuck on puppy mills. He wondered, what could he do to help them?

Our mission

**Together, we tackle the root causes
of animal cruelty and suffering to
create permanent change.**



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