



BITE FREE

**A guide to
staying safe
around pets**

KIDS AND DOGS

MULTI-LEVEL CLASSROOM ACTIVITIES ABOUT STAYING SAFE AROUND DOGS

BCSPCA

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- Animal Welfare Foundation of Canada
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Bite Free

Playing It Safe With Dogs

People and dogs have a special relationship. For children, the close connection between themselves and their dogs can have a positive impact in shaping their lives. However, a bite from a dog can have the opposite effect causing life-long trauma and fear of dogs.



Dog bites are a serious problem. Luckily, they are also largely preventable. Contrary to what you might think, most dog bites occur not from strays but from dogs known to the victim — the family dog and neighbour dogs. Children are the victims in over half of all dog bite cases. To reduce the incidence of dog bites, children (and adults) need to understand dogs — from the point of view of the dog. This unit is designed to help teach children more about dogs as well as teaching techniques for reducing dog bites.

The program addresses these questions:

Why do dogs bite?

How do you recognize when a dog might bite?

What should you do if confronted by an aggressive dog?

How do you meet a dog safely?

How do dogs communicate?



Dog Bite Statistics

In Canada:

A five year study done by the University of Alberta on dog bites to children under the age of 16 reported by Edmonton hospital ER documents concluded that 74% of dog bites are sustained by dogs known to the victim. The average age of the victim was 7 years old.

— Dog bites in Canadian children: a five-year review of severity and emergency department management Study, - Canadian Journal of Emergency Medicine 2005

The Bite Free Unit



The Bite Free unit has all the information you need to teach dog bite safety to primary and intermediate level students. Having a dog available enhances the program, though using a dog puppet or having students act out dog behaviours are also effective.

The kit includes:

- Detailed lesson plan

- Bite Free video (DVD – 9 min)

- A master copy of the Bite Free brochure with a fold-out board game

- Display “hold up” materials

- Suggestions for further activities

- Activity sheets

- Tom and Luka Teach Bite Free video (DVD– 16 min)

 - An example Bite Free presentation for training purposes

- Background information on our website: www.sPCA.bc.ca

 - Including links additional resources and information on other animal related programs offered by the BC SPCA.



As part of your school or community

safety fair set up a dog bite safety booth and teach children how to safely meet a dog. Train older students to deliver the message to younger students. Use the **Tom and Luka** video as a sample presentation for training.

Using This Unit

A lesson in dog bite safety for kindergarten or grade 1 can be as short as half an hour while for intermediate students an hour to an hour and a half will cover the basic material. However, like all safety messages, getting students involved in the subject will result in better retention and an ability to act instinctively when in a situation of danger. For this reason we have included additional material to add richness to the basic lesson. Therefore, you may wish to incorporate the additional activity ideas on page 15 and 16 of the unit. You may also consider adding Bite Free to a larger unit on dogs or pets or incorporate it with other personal safety messages.

The summary on page 6 will acquaint you with the components of a dog bite safety lesson.

We have included side-bar information for added insights into dog behaviour and additional activity ideas that you can incorporate as you wish.



Alternatives for Higher Grade Levels

Intermediate level students can participate in a variety of self-paced and cooperative activities using information contained in this guide, the Bite Free video and the Bite Free brochure. Students can complete the suggested activities outlined at the end of the Bite Free lesson plan or they can develop their own learning station for the classroom. See page 16 for a description of the learning station.

Bringing Dogs Into A Classroom

You may wish to bring your own dog into the classroom or arrange a visit by a well-socialized dog. To ensure student safety any dog brought into the class must pass a temperament test (sample enclosed in Appendix 4). Inform your Principal of your intention to bring an animal into the classroom and notify students' parents ahead of time to determine if any of the children have allergies or intense fear of dogs (see sample letter on page 22). Your local SPCA, humane society, or dog breed club may have a humane educator who can bring an appropriate dog into the classroom.



Tips on preparing your dog and students for a classroom visit:

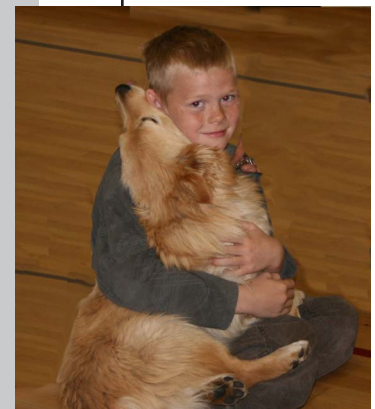
- ☐ Ensure that your dog has been temperament tested. (See Appendix 4)
- ☐ Be sure inoculations and licensing are up to date, and that your dog has an identification tag with the dog's name and phone number.
- ☐ Exercise your dog and provide an opportunity for her to relieve herself before the visit — it helps keep the dog calm in the classroom.
- ☐ Your dog should be clean, nails clipped and well groomed — a model of what a healthy dog looks like.
- ☐ If possible, allow your dog to visit the classroom before the students arrive to allow her to become more comfortable in the new setting.
- ☐ Ensure that your dog is leashed and under your direct control at all times, both in the class and on school property.
- ☐ Instruct students ahead of time on the importance of keeping calm and quiet — no rushing up to the dog when he/she arrives.
- ☐ Let the students know in advance when they will be able to meet the dog and ask them not to approach until it is time.

Un-learning Old Tricks

Ingrained in many children is the idea that dogs like to be hugged and cuddled. Educators teaching appropriate behaviour around dogs have to un-learn this notion. Many of us grew up with adults encouraging us to hug and cuddle stuffed animals, yet real dogs don't have an affinity for hugging as part of their social repertoire.

Most dogs are socialized to tolerate hugging by children, but others are not. Hugging can cause some dogs to bite, especially when the dog is small, stressed, or hurt — all conditions that might make a child want to hug the animal.

Educators need to inform students that dogs have different sensibilities than people and that we should not impose our human assumptions onto animals. This is not to say that dogs don't like companionship or that they don't enjoy being petted — they do! But, they don't want to be petted all the time and they prefer to be petted in certain areas. They do not (in most cases) like to have arms wrapped around them — it makes them feel threatened. Often dogs will move away if they are submissive or they will growl or bite if they are dominant dogs.





Crunch!

Some dog breeds can exert

a biting force of 500 pounds per square inch or 90 kilograms per square centimetre. This strength is used mostly for chewing on objects.



Play Fighting Leads to Bites

If you are play-fighting with a friend and that friend has a dog, the dog may come to your friend's rescue. Many children are bitten by dogs they know because dogs join in the play fighting – except sometimes, in the excitement, the dog gets carried away.

The Bite Free Lesson

Summary

Objective: Teaching safe behaviour around dogs including understanding why dogs bite, how to avoid situations where dogs might bite, how to meet dogs safely, and how to respond to aggressive or attacking dogs.

Level: K-5

Time: 1 hour (approx.)

Materials: Bite Free video / DVD / TV

Bite Free brochures

Display “hold up” materials (Appendix 3)

Activity sheets (Copy class sets — p. 33)

Optional props: a bone, dog toy, and pictures of a yard, car, and a person.

- Procedure:**
- As an introduction, solicit dog bite experiences from students or read the *Afraid of Dogs* story on page 17.
 - Using examples, explain the protective nature of dogs. Utilize props and role play. Elicit empathetic understanding of why dogs protect.
 - Explain how dogs communicate using body language. Show pictures of aggressive and fear biting dogs (in Appendix 3).
 - Explain and demonstrate:
 - how to meet a dog safely with a guardian;
 - what to do if approached by an aggressive dog;
 - how to react if attacked by a dog;
 - what to do if bitten by a dog.

Have students practice these reactions using role play simulations.

- Show the Bite Free video and discuss.
- Use activity sheets, brochure and additional lesson suggestions as appropriate (see appendices).

Bite Free — Detailed Lesson

Key components

The following are the five key components to the lesson.

- 1) Setting a context for discussing dogs and dog safety
- 2) Dogs' protective instinct
- 3) How dogs communicate using body language
- 4) Techniques for confronting dogs
- 5) Reviewing concepts

1) Setting a Context for Dog Safety

To introduce the topic ask students if they have ever been bitten or badly scared by a dog. Allow students to briefly share their dog encounter stories with the class. Alternately you may want to read out the story *Afraid of Dogs* (page 17) and generate a discussion based on the character Sarah and her fear of dogs.

Introduce the main topics:

- the protective behaviour displayed by dogs;
- how to avoid situations when dogs may bite;
- how to safely meet a dog with a guardian;
- what to do when encountering stray dogs.

You may choose to use the Bite Free video at the beginning to introduce the topic or use it as a summary at the end of the lesson.

2) Dogs Protect

So that the students are able to avoid situations where dogs may bite they need to understand some basic protective behaviours that all dogs share.

Food

To help students understand why dogs protect their food, ask the students to share how they would feel if their favourite food, such as an ice cream cone, was taken away. Tell the children that dogs may also feel upset when someone approaches them when they are eating, because they may think their food is going to be taken away. Often dogs are not interested in sharing their food or toys with others.

Self Preservation

Ask students to tell you how they would feel if someone was teasing them. Inform the students that dogs can also feel angry or scared when being teased or hurt by someone.

Like people, dogs need personal space. If a dog feels trapped, scared or overwhelmed by too many people approaching or petting him at the same time, he may bite. It's a dog's way of saying to people, "leave me alone!" or "I'm frightened!"



Children will be distracted from the main objectives

of the lesson if the introduction is too long and includes stories by the presenter or the children about specific pets.



If you are walking down the street and see a dog

that appears to be protective and looks aggressive, avoid conflicts by walking on the other side of the street, away from the dog's territory.



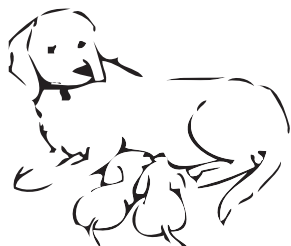
Part of the "Pack"

Dogs will often defend their guardian and the guardian's family even while outside of the dog's home and yard because they consider the humans as part of their pack.

"Pack" or Family Protection

Dogs, like wolves, form tight social groupings and territories that they will defend. A wolf's pack is made up of other wolves who share a territory they defend. A dog's pack is usually its human family and its territory is the house, yard, and, by extension, the car, boat, or other family property.

Reinforce the concept that dogs are territorial and will protect their yards and homes from intruders by appearing angry or aggressive. This aggressive display is a strategy dogs use to warn intruders that they should not harm or move into the space of the dog's territory. By staying clear of areas where dogs are protecting – yards and cars primarily – children greatly reduce the chance of being bitten.



Other Examples of Protective Behaviour

Have the class form a list of the variety of things that dogs protect such as food, the yard, the house, toys, cars, people, themselves, puppies, etc. Ask the students to tell you how dogs might protect things, such as growling, barking, jumping or biting. When discussing the things that dogs protect display a number of items including a bone, toy, picture of a yard, picture of a person, and so on.



Besides protective behaviours there are other reasons that cause dogs to bite. For intermediate level groups discuss the following

points.

- Dogs can feel threatened if cornered or mobbed by children. Always be sure the dog has an avenue of escape in case he or she feels anxious.
- If dogs are hurt they may bite if handled because they are in pain.
- Dogs grieving the loss of a guardian or another dog they were close to, sometimes change their temperament and can bite.
- When someone is running or cycling nearby a dog's "chase response" may be triggered, exciting the dog into biting.
- Some dogs have been bred or trained to become aggressive under certain circumstances such as when people trespass (guard dogs) or flee (police dogs).



Dealing with children who are afraid of dogs:

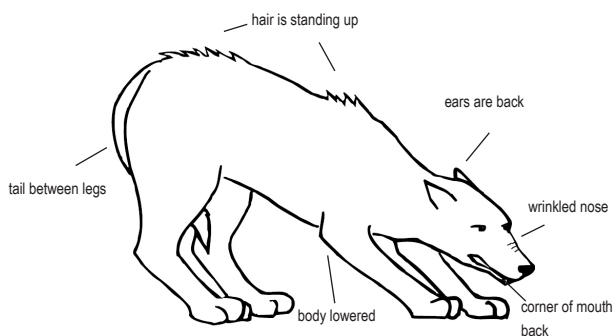
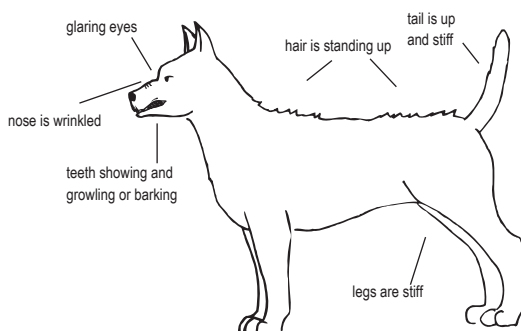
Prepare the students ahead of time for the animal visitor. Inform them that the dog is very friendly, likes people, and will be under leash control at all times. Tell them the dog's name and give a description of the breed or show a picture. Give children who are afraid the option of watching from a comfortable distance. When it's time for everyone to meet the dog, allow the children who are unafraid to demonstrate first. For young children provide a partner who will assist them in approaching the dog together. Never pressure a child into meeting the dog. Learning by watching may be enough. See also the *Afraid of Dogs* story and suggested resource materials. Sincere fears of dogs should not be trivialized. Counselling may be required in some cases.

3) Dog Communication

Once students have identified some situations to avoid where dogs are protective or may potentially bite, show students the two illustrations that describe how a dog looks when angry or scared. Start with the illustration of an aggressive biting dog and have the children identify which features of that dog make it look aggressive. (See the illustrations and dog communication article in the handouts Appendix.) This dominant dog might look angry because she is protecting something such as its yard.

Show the illustration of a fear-biting dog and have students identify what makes the dog look scared. This submissive dog might look scared because someone was teasing him. This dog may bite to protect itself.

Aggressive Biting Dog (dominant)



Fear Biting Dog (submissive)

To reinforce the concept that children should not approach an angry or scared dog, ask the students if they would approach the dogs shown in the picture.

Have the students act out the characteristics of an angry or scared dog. Students can work in pairs with one student acting and another describing the features. Each pair would take turns acting out the dog behaviours.



Tips for older children and adults in dealing with an aggressive dog:

- In a calm and firm voice, say "No!" or "Go home!" if approached by a stray dog.
- If attacked by a dog, put an object such as a bag, jacket or an opened umbrella between you and the dog to distract him and give him something else to bite besides you.



Dog Talk

Dogs and wolves have similar ways of communicating with each other. Wolves use facial expressions, body positions, vocalizations and scents to protect their territory, hunt, mate, and rank the members of a pack. Dogs will also use body language and scents to protect their territory or show their disposition.



Fear biting dogs tend to circle around a person and bite from behind. You should turn to face a fear biting dog at all times. Back away from the dog.



Is a tail wagging dog a friendly dog? Not

necessarily! It is difficult to generalize when it comes to dog communication. A dog with a wagging tail may be perfectly happy to bite you. It is safest to avoid approaching any dog without a guardian and when a dog is with a guardian to ask before approaching.



Always maintain a safe distance between the dog and the students so that anyone who may be afraid of the dog is not frightened.

4). Safe Behaviour Around Dogs

Show the Bite Free video. Direct the students to look for information in the video that will tell them what to do if they are approached by a strange dog and how to safely meet a dog with a guardian.

After the video ask the students to list the safe behaviours around dogs. The students can provide the correct safety information on the topics that are described below. Additional information and visuals are included in this manual to ensure that the safety information is clearly explained.

Meeting a dog with a guardian

Discuss the three steps involved:

1. Ask the guardian for permission to pet the dog.
2. Approach from the front and let the dog smell you by slowly lifting the palm of your hand toward its nose.
3. Pet the dog under the chin.

Show the illustration (in Appendix) of a child meeting a dog with a guardian and demonstrate the correct procedure to reinforce this concept. A dog puppet or student volunteer can be used to simulate a dog encounter if a real dog is unavailable.

To help students better understand why the dog should smell them first do the “Sense of Smell” activity (see page11)



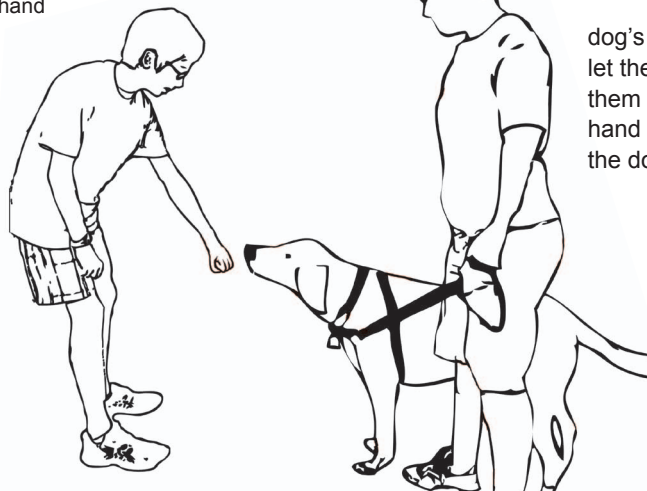
Additional Bite Free Video Activities:

Upon viewing the **Bite Free** video ask the students to list all the dangerous situations involving dogs, such as stray dogs or dogs protecting things. The video can also be used to generate a discussion about responsible pet care, and the role of the SPCA or humane society in protecting animals that are stray or lost.



The safe behaviour topics can be covered by direct presentation by the instructor, by having a volunteer from the class demonstrate the appropriate actions, or by incorporating them into the story “Maggie’s Walk Home from School” (page 19).

- Ask the guardian if the dog is safe to pet.
- Lift your hand slowly to greet the dog.
- The first place to pet a dog is under the chin.
- Do not move quickly or reach over the dog’s head to pet it.



Children should not thrust their hand toward a dog’s face. It is best to let the dog approach them first with their hand extended to meet the dog.



Sense of Smell Activity:

The most developed sense in dogs is smell. They rely on it as a way of exchanging information with their surroundings. People have estimated their sense of smell to be up to a million times better than humans.

Have students stand silently with eyes closed in a circle, holding out the backs of their hands. Using 5 bottles of different perfumes (e.g. rose, lemon, lavender, mango, peppermint) place scents randomly on the children's hands. Opening their eyes but still not speaking, they must try to find their group that shares the same smell. This activity will demonstrate how inept and socially awkward the sense of smell is for humans as the dominant sense to order our world, yet will enable students to put themselves in the place of an animal that does order its world around smells. If humans relied mostly on smell, discuss how this would affect our behaviour. Compare this to dogs.

A variation would be to take the groups to an open space that has been scented with the same fragrances. The students set out on all fours, like dogs, to find their territories.

Adapted from David Selby, EarthKind (London: Trentham Books), 1995, p. 76.

The reason children should first pet a dog under the chin is so that their face will be the greatest distance from the dog in case the dog is not friendly. Most dog bites to children occur in the face and neck area. Should the dog growl at this first touch, a child is in a more balanced position to slowly back away from the dog.



Using a puppet:

For younger students a dog puppet* provides a wonderful opportunity for children to practice the safe behaviours before meeting a real dog.

Create some visuals to make an interesting presentation. Use pictures to create items that a dog may protect, such as a fenced yard, a car or a bone.



*Folkmanis brand puppets are very realistic and are a good choice.



When discussing the different behaviours of dogs it

may be helpful to show pictures of a variety of the dog breeds, including those of the visiting dog. The concept of variation can be directly related to the children by discussing how people also differ in their physical features and in personality traits.



If a dog starts chasing you while you are riding on a

bike, the safe thing to do is to stop and place the bike between you and the dog until the dog goes away. Call for help if you need to.



It is effective to allow the visiting dog to follow the child when running away to show the students that all dogs will chase people who run. When the volunteer stands like a tree and looks away, show the students that the visiting dog will usually ignore the child. Be sure to keep the dog leashed and loosely held during this demonstration.

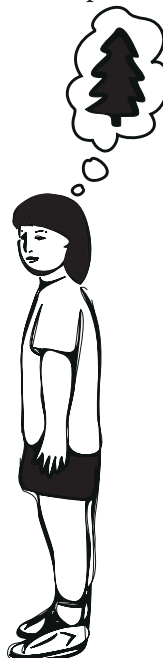
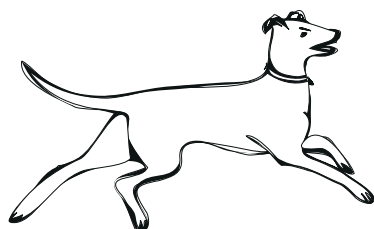
How to Act Around a Stray Dog

To meet a stray dog that approaches you stand like a tree, with your arms down by your sides. Do not stare into the dogs eyes. Look to the side.

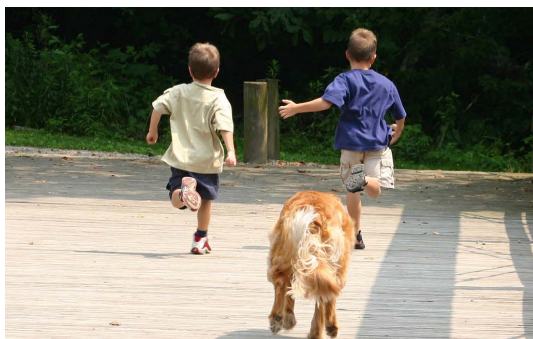
Show the illustration on page 28 of a child standing like a tree and use a student to demonstrate the correct procedure to reinforce this concept.

Stand Like A Tree

- Stand still (Stand like a Tree!).
- Do not pet strays.
- Let the dog sniff you.
- Do not stare at the dog. Dogs view this as aggressive behaviour. Turn your head to the side.
- Do not turn your back and run.
- If the dog is barking or growling, slowly walk away, backwards or sideways, keeping the dog in view.



As an activity to demonstrate how dogs can become excited select one student to act frantic by waving their hands, screaming, running around or stare directly into people's eyes. At the same time another student is selected to stand still and act calm, looking away from everyone. Ask the class to choose the kind of behaviour that would make a dog become very excited or angry, possibly causing him to jump up or bite. Explain that dogs consider staring to be a threatening gesture which may provoke a protective



Most dogs can easily outrun a human.

Some breeds are bred for running long distances while others can sprint short durations but cannot run long distances. Whippets and Greyhounds can maintain speeds of up to 65 kilometres per hour or 40 miles per hour.

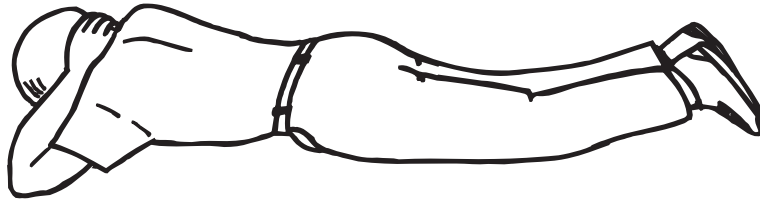
dog to attack. By looking away you are letting the dog know that you are not a threat to them.

Reinforce the message that you should not run away from a dog that approaches as this will excite a dog into chasing and potentially biting. It is best to stand still and let the dog smell you. If the dog growls or barks back away slowly, with the dog in view, until the dog is out of sight or runs away.

An Attacking Dog

If a dog attacks a child the safest action is to lie like a log and cover the back of the neck (refer to Appendix 3 for illustration). This position protects the face, stomach and neck from dog bites. The child should try to be quiet and not try to get up or fight an aggressive dog as this may excite the dog into biting. Dogs will often lose interest when there is no movement.

- If the dog bites or jumps on you, lie face down and cover the back of your neck (**Lie Like A Log!**).
- Be as still and quiet as possible.



Lie Like A Log

Treating a Dog Bite Injury

1. Tell parents or a guardian about the bite immediately.
2. Wash the wound thoroughly with soap and water.
3. See a doctor right away.
4. Remember everything you can about the dog, and report the bite to the SPCA, Animal Control Department or Health Department.

If a dog does bite someone, it is important to provide descriptive details of the dog so that the information can help the authorities track down the animal. Record information such as the dog's colouring, markings, size, breed, the location seen. Each biting incident is evaluated independently to determine if there is a risk of rabies exposure. (See the Rabies Fact Sheet on page 23.)



Don't Be A Rabbit! — Confronting A Coyote

Unlike dogs, coyotes are generally wary of people and will run away if approached. However, if you encounter a coyote make yourself seem bigger by standing tall and acting aggressively. Wave your arms and shout. Don't act like prey — like a rabbit — instead act big and gruff like a bear. If there is a branch or something similar near you pick it up and wave it in the air. If the coyote does not leave back away and leave the area.

Never feed a coyote (or other wild animal). Once they become dependant on human handouts they may become more and more brave around people. If they are not frightened by people they may bite, especially if they are hungry. Keep them wild by respecting their wildness and keeping a safe distance. Our website has more information about coyotes – spca.bc.ca.



Sometimes children are tentative and need some time before they will approach a dog. Be patient and supportive but never force a child to meet a dog.

5) Reviewing the Concepts Taught

Once the students have been taught the basics of dog bite safety, have them actively review their knowledge by practising the safe actions.

Provide an opportunity for each child to go through the three steps of meeting a dog with a guardian.

- 1) Be sure all students ask first;
- 2) Approach from the front and let the dog sniff them;
- 3) Pet the dog under the chin.

Meeting Your Dog

If you are showing a visiting animal, invite the students to line up and meet the dog one at a time. Make sure you maintain as much order as possible — you don't want students to rush up and scare the dog. Demonstrate the correct way to gently pet dogs, mentioning that dogs like to be stroked in one direction along the animal's back or side. Be sure to tell students they don't have to pet the dog if they don't want to. Some may be afraid. Remind any children with allergies to not pet the dog or if they do, to wash their hands immediately afterwards.

Allow the children to practice *standing like a tree* and *lying like a log*. Make sure that they understand why and when they should do these actions. It is helpful to describe different scenarios with the children acting out the appropriate behaviour depending on the scene you describe. At this point, using the story of "Maggie's Walk Home from School" from page 19 will help the children act out the safe behaviours as they are described.

Additional Bite Free Activity Ideas

A number of activities can be provided that explore the concepts described in the Bite Free presentation. These can be completed after a presentation or in place of a presentation. Below are a few suggestions to help get the students started.

Bite Free Activity Sheets

The Bite Free activity sheet (page 33) and safety brochure with the Bite Free game can be distributed for the children to take home or use in the classroom.

Have any of you ever been bitten by a dog?

Have students describe their own stories about encounters with dogs that have resulted in bites or confrontations. Then have the class discuss what appropriate actions could have been taken to prevent a dog bite or discuss what factors may have caused the aggressive behaviour.

A Bite Free Story

Students can write stories or poems of a real or imagined interaction with a dog. Instruct the children to include the basics of dog bite safety in their story or poem. They can provide illustrations for their work showing scenes of people interacting with dogs. As a sample you can show the script to “Maggie’s Walk Home from School.” Individually written stories might reveal a deep seated fear of dogs that may warrant discussion with school counsellors or parents.

School Education Messages

Create Bite Free posters or artwork that describes safe behaviour around dogs. The students’ work can be posted around the school or other classrooms to help other students learn the safety message.

A Dramatization of Bite Free

Help the class develop a play or song describing the different aspects of dog bite safety. Video tape the results of their work to share with others or arrange to have special Bite Free performances in the school. The class could create a public safety announcement for cable TV or radio.



Bite Free Fun

Create a game or fun activity, such as a crossword puzzle or word game, about dog bite safety. Use the game in the Bite Free brochure as a sample of what can be done. The students can try their game or activity with other students to see how it works.

Dog Characteristics

Different dog breeds tend to behave differently based on their genetic history. Terriers, for example, like to dig, huskies howl, hounds track by picking up ground scents while pointers, spaniels and retrievers track by wind scents. Herding dogs, while tending to be protective toward children, may more readily chase a fleeing child. Students should research a wide range of dogs and discuss their characteristics with the class. They could speculate on how encounters with each breed might vary.

The Bite Free Learning Station

The learning station is a way for students to learn about the concepts of dog bite safety by participating directly in researching the topic. The station can be located in a designated area of the classroom and could include a visual display with illustrations, artwork, stories, activity sheets, brochures, a game, reference books, the Bite Free video or a description of specific tasks for a learner to complete at the station.

The learning station can be used to help students teach each other about the dog bite safety information. Once created, invite other classrooms to visit and learn about dogs while your students instruct at the station.

Additional learning stations can be developed on a variety of topics related to dogs and dog behaviour. In working groups students can create a learning station on the chosen topic. Provide a checklist of the information that should be included for each topic covered.

For example, a learning station on dog bite safety would include information on:

- the protective nature of dogs,
- reasons why dogs bite and situations to avoid,
- the body language of angry and scared dogs,
- safe behaviour when approached by a strange dog,
- and how to meet a dog with a guardian.

Some additional topics for learning stations may include:

- Dog guardian's responsibilities for controlling dog bite incidents. (See the Bite Free brochure).
- The natural history of dogs.
- How dogs help people. The role of assistance dogs that help people with disabilities.
- Working dogs. A profile of the many ways dogs are employed to help perform specialized tasks such as finding people caught in avalanches and earthquakes, sniffing for drugs and explosive devices, and detecting certain forms of cancer in people.
- The behaviour of dogs and how they communicate with each other.
- A survey of different dog breeds and how different breeds have helped people such as herding sheep, acting as guard dogs, and retrieving things.
- The physical and psychological care needs of dogs. Use pet care brochures, or reference books.
- A comparison of domestic dogs and their wild relatives, wolves, foxes and jackals.
- Safety around wild animals such as squirrels, skunks, raccoons, coyotes, bears, and cougars. Contact your local government and non-profit organizations for brochures on wild animals.
- The role of the SPCA or humane society in the community.

Afraid of Dogs — Story Activity

Story by Jacqueline Pearce

Sarah watched out the front window with excitement. A large truck was parked in front of the house next door, and movers were unloading furniture. Sarah held her hands up near her face, her fingers crossed for luck. She was hoping the family moving in next door would have a girl her age that she could make friends with.

Just then, a white car pulled up beside the moving truck.

“They’re here! They’re here!” Sarah called to her mother. Sarah’s mother had a plate of cookies ready for the two of them to take over to welcome the new neighbours.

Sarah watched the new people get out of their car and walk up to the door of their house. There was a man and a woman, a tall skinny boy, and finally a girl who looked about Sarah’s age. Then something else got out of the car. It was a big black hairy dog.

“Oh no! They have a dog.” Sarah felt a lump come up in her throat and her hands get sweaty. She was afraid of dogs.

The big dog bounded around the yard in front of the house, stopping to sniff at a flowering bush, at an over-stuffed chair being unloaded, at the movers’ legs. Then it ran and jumped up on the boy and then on the girl, licking their faces and wagging its long shaggy tail.

Sarah was horrified. What if the dog jumped up on her? What if it knocked her down and bit her? She wasn’t going to go anywhere near that awful dog!

Now, how would she ever be able to make friends with the new girl?

Activity

Finish the story. Does Sarah stay inside and never meet the new girl? Does she overcome her fear of dogs? Does she make friends with the new girl? Does she make friends with the dog? If so, how?

Divide the class into small groups. Have each group discuss what Sarah might do to overcome her fear of dogs, keeping in mind what they have learned about dogs and how to be safe around dogs. Encourage students to think about situations in which they were afraid, how they felt, and what they did to stop being afraid.

Some things Sarah could do (students may or may not need this list):

- watch from inside the house
- ask the kids to keep the dog inside
- ask her mom to hold her hand while she meets the kids
- take five deep breaths and tell herself she is not afraid

- find out more about dogs and signs to look for to tell whether a dog is angry, afraid, happy, etc.
- find out about situations in which a dog is more likely to bite (protecting something, eating, hurt, etc.)
- ask the kids if she can meet their dog while they hold the dog
- find someone who used to be afraid of dogs and ask what he or she did to stop being afraid
- make a plan to overcome the fear slowly, in stages, by getting closer to dogs without making direct contact and leading up to touching a dog
- make friends first with a small dog or puppy that is less threatening than a large dog
- visit dogs at an SPCA shelter or humane society

Activity variations:

- within each group have one person record all suggestions by recording them on a large piece of paper, leaving no suggestions off. After discussion, one child from each group could read the group's suggestions to the class
- the class could vote on the best 4 suggestions or each group could decide on what they think is the best suggestion and report it to the class
- each group could work on an ending to the story, with one person presenting it to the class
- after a class discussion each student could write his or her own story ending (including illustrations, if desired)

Resources

I'm Scared, by Elizabeth Crary, Illustrated by Jean Whitney (Seattle: Parenting Press), 1994.

This book in the "Dealing With Feelings" series tells a similar, but more elaborated, story about a girl who is afraid of dogs. It includes more details about what the girl does to overcome her fear, including asking her parents to get her a puppy. [Note: The SPCA does not recommend getting a puppy as a means to overcome the fear of dogs. Having a dog is a long term commitment and a child should know before hand that she will like and be comfortable around the animal. It is better to get involved with an SPCA shelter, or an animal youth club to help get comfortable around animals before getting a dog.]

Different Dragons, by Jean Little

This is a novel about a boy who is afraid of dogs and gets a dog for a present (whether a gift animal is a good idea can also be discussed). He eventually begins to lose his fear and make friends with the dog when he discovers there is something the dog is afraid of.

Appendix 1

“Maggie’s Walk Home From School”

The following script is about a girl walking home from school and the encounters she has with dogs. The presenter tells the story and has the students help Maggie make the safe decision in each of the different scenarios. This is an alternative way of presenting the Bite Free message. Using a dramatic presentation style and integrating props you can help bring the story to life. Try to get the children actively participating in the movements as much as possible.



Story	Actions
I'm going to tell you about the adventures of Maggie and her walk home from school.	<i>Pretend that you are walking.</i>
As Maggie left the school ground, she noticed a car with a little dog in it.	
The dog was barking loudly at Maggie! ... woof! Woof! Woof!	<i>Ask the students what kind of dog could be in the car.</i>
Boys and girls, what should Maggie do? Should she stop and stare at the dog in the car or should she walk right by?	<i>Pretend to stare at the dog and then to walk away.</i>
That's right, she should walk right by because the dog is protecting the car and by staring at the dog, Maggie is making the dog very angry. So... Maggie walked right by the car and continued on.	
After about a block, Maggie saw a large dog playing in a yard. As Maggie got closer to the yard, the dog started to run and bark, woof! Woof!	<i>Pretend that you are walking.</i>
Boys and girls, what should Maggie do? Should she stop, say hello or maybe try to pet the dog or should she walk right by?	<i>Ask the students what kind of dog could be in the yard.</i>
That's right, she should walk right by because the dog is protecting the yard and if Maggie tried to get close to the dog, the dog may have bitten her. So... Maggie walked right by the yard with the dog and then turned left at the corner.	<i>Pretend to wave your hand and reach up and over a fence.</i>
After Maggie walked another block, she met up with a friend who was playing with his dog in the park. Maggie asked her friend if she could say hello to the dog and he said, "You sure can – this dog is very friendly."	<i>Pretend that you are walking.</i>
Maggie let the dog smell her hand and then she gave the dog a pat under the dog's chin. The dog then sat down on the grass and started to chew on a rubber bone.	<i>Show how to put your hand out when you meet a dog.</i>

Maggie wanted to give the dog another pat but should she? Right, she shouldn't because dogs are protective of their stuff – toys, treats and food.

If Maggie approached the dog when he was chewing the bone the dog might have bitten her. So Maggie said "Goodbye!" to her friend and continued with her walk.

Maggie was only a few steps from her house when suddenly she noticed a dog running towards her. There was no one with the dog and the dog was barking at Maggie ... woof! Woof! Woof! She was very scared. What should Maggie do? Should she run or should she stand still – stand like a tree?

Right, she should stand still because if she ran, the dog would have chased her and bitten her. Maggie stood still, kept her hands to her side, and did not stare into the eyes of the dog. So the dog stopped, smelled her, and then walked away from her.

What would Maggie have done if the dog did jump on her and knock her down?

Because Maggie walked by the car with the dog in it, walked by the yard with the dog in it, left the dog who was chewing on a rubber bone alone, and stood still and quiet when the strange dog approached Maggie got home safely and on time for juice and cookies. And that's the end of Maggie's adventure.

Pretend to reach out for the dog.

Pretend to wave goodbye.

Pretend that you are walking.

Shake your knees like you are scared.

Show how to react when a strange dog approaches you.

Lie like a log.

Pretend that you are walking and reach home.

Appendix 2

Additional Resources

- Letter to Parents
- Rabies Fact Sheet
- Presenting to a Classroom





The Bite Free Program — Dog Bite Safety

Dear Parent:

Your child's class is planning to participate in the **Bite Free** program designed to teach children safe behaviour around dogs. Children learn how to meet dogs safely, when not to approach a dog at all, and what to do if a dog attacks.

A special feature of this program will include the inclusion of a classroom visit by a well socialized dog. This dog will be under adult control at all times and has been temperament tested to ensure the children's safety. This visit provides a wonderful opportunity for children to learn about the nature of dogs by actively participating in meeting a dog in a safe and educational manner.

In rare instances, the presence of an animal can adversely affect allergy sufferers. If this is the case with your child, please advise your child's teacher. Also, some children may have an intense fear of dogs due to a traumatic incidence in the past. Please advise your child's teacher. If you have any further questions, please call the teacher.

Teacher: _____

Class: _____

Date: _____

Teacher comments: _____

Parent signature: _____

Parent comments: _____

Rabies Fact Sheet

Rabies is a disease caused by a virus that can affect all mammals including humans. Rabies is passed from one animal to another when saliva enters the bloodstream through an open wound, for example, when a rabid animal bites another animal or a person. Symptoms of rabies include: extreme nervousness, paralysis, difficulty swallowing or breathing, and unpredictable behaviour. An animal with rabies may become very aggressive, or it may just sit completely still and do nothing. The symptoms only appear during the last 10–12 days of the infected animal's life, and passing on the disease can only occur during that time. Rabies is treatable if caught early, before symptoms appear. Once the disease reaches the central nervous system there is no cure.

In North America foxes, skunks, raccoons, and bats are the major sources of rabies. In British Columbia rabid animals are quite rare — only 6 documented cases in the last 30 years. All pets, however, should still be vaccinated for rabies. Contact your local health authority for more information on rabies.

Rabies Safety Tips

If you are bitten by any animal, try to remember which animal it was, and tell someone else right away. The wound should be immediately cleaned and disinfected, and you should go to your doctor or to a hospital immediately. By law, cases of this disease must be reported. Notify your government agriculture department, your local health department, a local veterinarian, and the police. Report all sick looking animals to local authorities. Never handle sick or injured wildlife. Consult local authorities.



Insurance!

Check with your sponsoring organization regarding liability insurance. You may need to be a member of that organization to be covered by insurance.

Presenting To a Classroom

To be effective at presenting to children you need to clearly understand your subject and you must present that material at a level the children can understand. For presenting dog bite safety, while it is not essential, it is desirable to have a dog — but not just any dog. Presenters must have a well-socialized dog that is friendly and safe around children. To ensure the highest possible degree of safety all dogs that are part of the Bite Free program must pass a temperament/sociability test as outlined in Appendix 4. Also, check that your organization maintains liability insurance should there be an incident.

Presentation Tips

If you are new to presenting to elementary school level audiences the following is some advice to help you prepare for a presentation.

Pre-Visit Preparation

Before your presentation check the following points:

- 1) Write down the school (or club) name, address and phone number. Make sure you know how to get to the school or youth centre. Prepare to arrive at least 15 minutes prior to your actual visiting time to allow time to exercise your pet.
- 2) Know the name of teacher and number of students in class and grade(s) involved. Be sure you have enough handouts (if applicable).
- 3) Prepare your visual aids — video, puppets, animal care items (i.e., food, brushes, toys, treats, leashes, etc.), books, photographs and posters. Be certain the teacher or group leader has a video player and TV set up in the classroom for the day of your presentation, unless you plan to bring your own. Test it before your presentation.
- 4) Pet must be clean and groomed. Make sure your dog has been sufficiently exercised before the visit so “accidents” can be avoided. Your dog must have up-to-date shots and be healthy mentally as well as physically.
- 5) Is your dog wearing proper identification tags? Be sure your dog also wears proper license tags for your area. If you use a puppet or stuffed dog in your presentation, put identification tags on the animal to reinforce the message of proper id.
- 6) Have handouts for the teacher or leader (if applicable) – these include activity sheets, animal care information, SPCA or humane society information, newsletters and program brochures. Having a business card from your organization provides the teacher your name and address.
- 7) How do you look? Your overall appearance should be of cleanliness, calmness, maturity and energy.

The Classroom Visit

The following is a list of key points that will help you make a successful presentation:

- 1) Report to the school office, sign-in and find the location of the classroom you are visiting.
- 2) Find out the exact length of time that you have for the presentation. You do not want the program to run into recess, lunch, or any other classes.
- 3) Take control of the class. Let the students know what type of behaviour you expect. Ask them to raise their hands instead of calling out, to put their “listening ears” on, and not to approach or touch your dog until it is time to do so. Not all classes are disciplined the same, and some teachers will not intervene if the students get out of hand. If you have a problem, simply stop and say, “I will not continue until EVERYONE stops talking.”
- 4) Introduce yourself and your dog.
- 5) You must remain in control of your dog at *all* times. At no time should your dog be off-leash or leave your sight. Where your dog goes, you go!
- 6) Students will learn more effectively from your *actions* rather than from telling how they *should* take care of animals. In seeing the way you interact with your pet, they will be motivated to act similarly. The way you talk to, touch, and discipline your dog is in many cases what the students will remember most from your presentation.
- 7) Avoid lecturing. Presentations which involve student involvement and hands-on experience are most effective. This idea is best explained by an ancient Chinese proverb, paraphrased as:

TELL ME AND I FORGET

SHOW ME AND I REMEMBER

INVOLVE ME AND I UNDERSTAND

Use a variety of visual aids – charts, puppets, pet care items, etc. They are good “attention grabbers” but remember, they may also be distracting, so you will want to keep them out of sight until you are ready to use them. Also, children will remain focused on a moving, animated speaker much longer than on someone standing or sitting still.

- 8) Refrain from asking the students about their pets. This can be very disruptive to the flow of your presentation because many of the students will want to share their story. Instead ask, “Why do you think so many of us choose to share our lives with dogs?” You may also deflect personal stories by asking the teacher if he or she would like to have a story telling session later, after your visit.
- 9) Watch your words. Avoid using slang or make reference to popular music or TV unless you are certain that the students are very familiar with them. Trying to be up-to-date or “cool” can backfire if you’re mentioning a musical group or term that has gone out of style.

- 10) Tailor your teaching style and information to the age level. Speak in a vocabulary appropriate to the age level, and plan a program with the groups' attention span in mind. If several grades are present, aim at the middle level.
- 11) Summarize your main points at the close of your presentation or ask the students to recall the important points of your discussion.
- 12) Re-enforce positive behaviours of students by acknowledging their actions. Give the child praise if he or she touches the pet gently or takes good care of his or her animals at home.
- 13) There is never a bad answer. If you ask the students, "What country are guinea pigs from?" for every answer, whether from San Francisco, Hawaii or Greenland, the response from you should be something like, "Good guess, almost right or you're getting close!"
- 14) During the question period that follows the presentation, focus on *questions* rather than stories. Young children will want to tell you stories of their live (or often dead) pets. Suggest that later, if they want to, they may write a story or draw a picture of their pet (or a pet they would like to have) and how they are kind to him or her and send it to you or your organization's address (be sure the instructor gets a business card or other handout with your address).

If you ask a question and a child starts to tell a story or if an answer goes on and on, it is all right to interrupt and expand on a point that was mentioned in the story. For example, if the child says, "I was walking down the street with my mom, and I saw a dog and it was chewing a bone ...", you could interrupt *politely* and discuss two possible issues – being safe around dogs or safe/unsafe foods for dogs.

- 15) Don't speculate. If you don't know the answer to a question, either tell them that you will find out the answer and then you will phone the teacher back, or let them know where they can go to find the answer themselves. It is perfectly alright to admit you do not know the answer.
- 16) Be patient when dealing with children who have never touched a dog, who are frightened of dogs, or who are allergic to animals. Assurance that the dog likes gentle stroking will usually make the children comfortable. No child should be forced to pet an animal he or she does not want to touch.
- 17) Be understanding. Children are people too. They have good days and bad days. They may be under stress, depressed, or withdrawn. They may be afraid of animals or may never have been taught how to treat animals kindly or responsibly.

Do not "talk down" to children. Your attitude, body language, and other nonverbal communications are significant in developing positive relationships with the children you visit. You are a role model.
- 18) Be flexible. Animals are unpredictable and children are unpredictable, so if you can imagine any possible situation or predicament — it can happen! If your pet does something the children laugh at then follow the interruption and turn it into a learning opportunity.
- 19) HAVE FUN! Your pet will enjoy all the loving attention and the students will enjoy giving it. Relax and watch positive relationships evolve because of you and your visit!

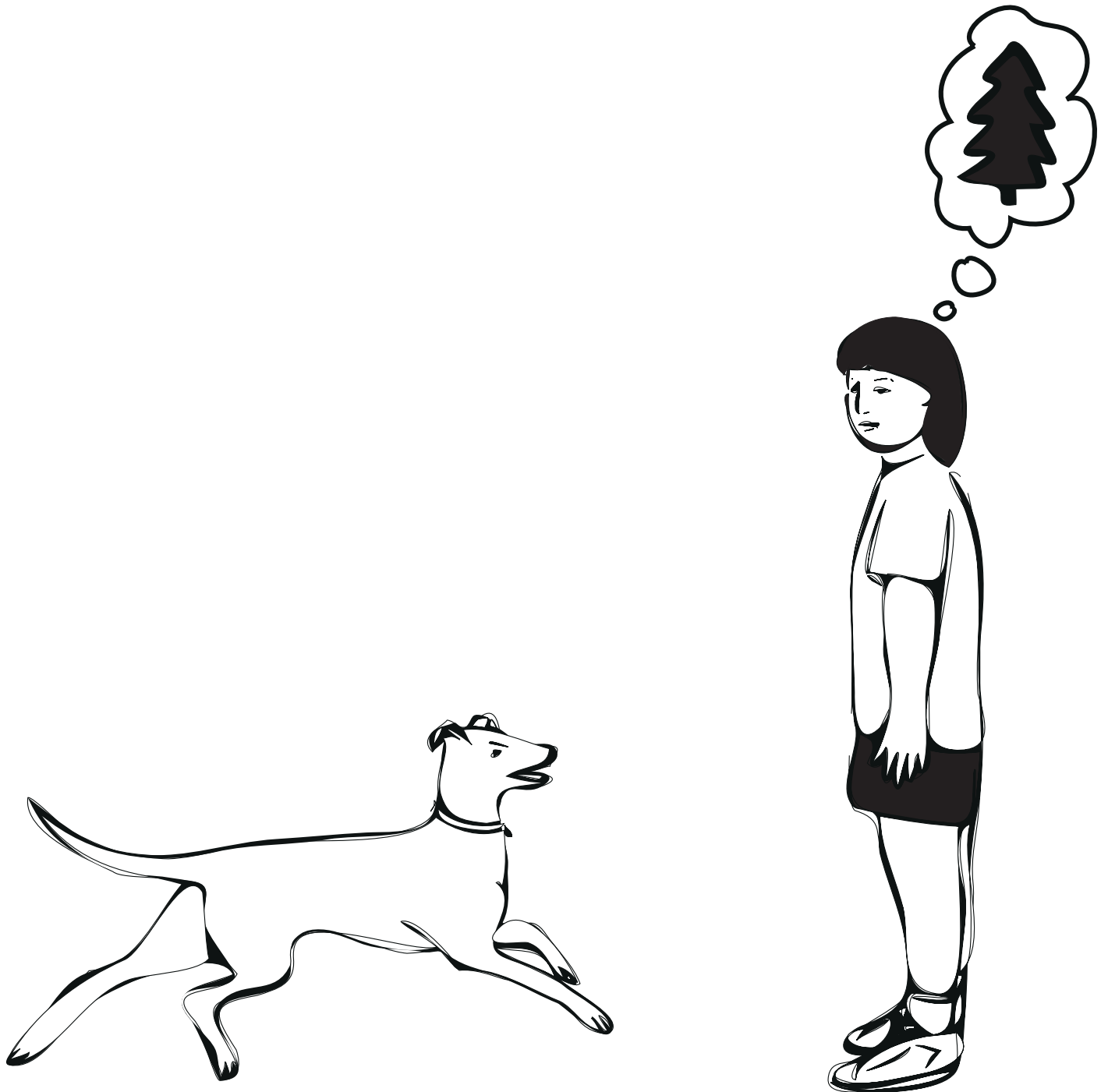
Appendix 3



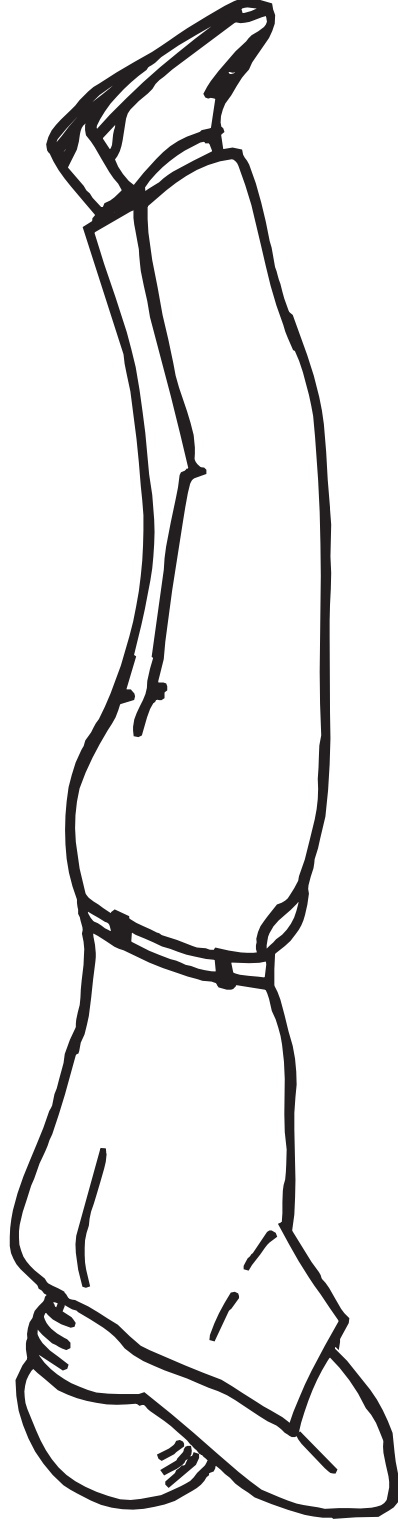
Illustrations and Handouts

- Stand Like a Tree
- Lie Like a Log
- Aggressive Biting Dog
- Fear Biting Dog
- How to Safely Approach a Dog
- Bite Free Activity Sheet
- Clipart

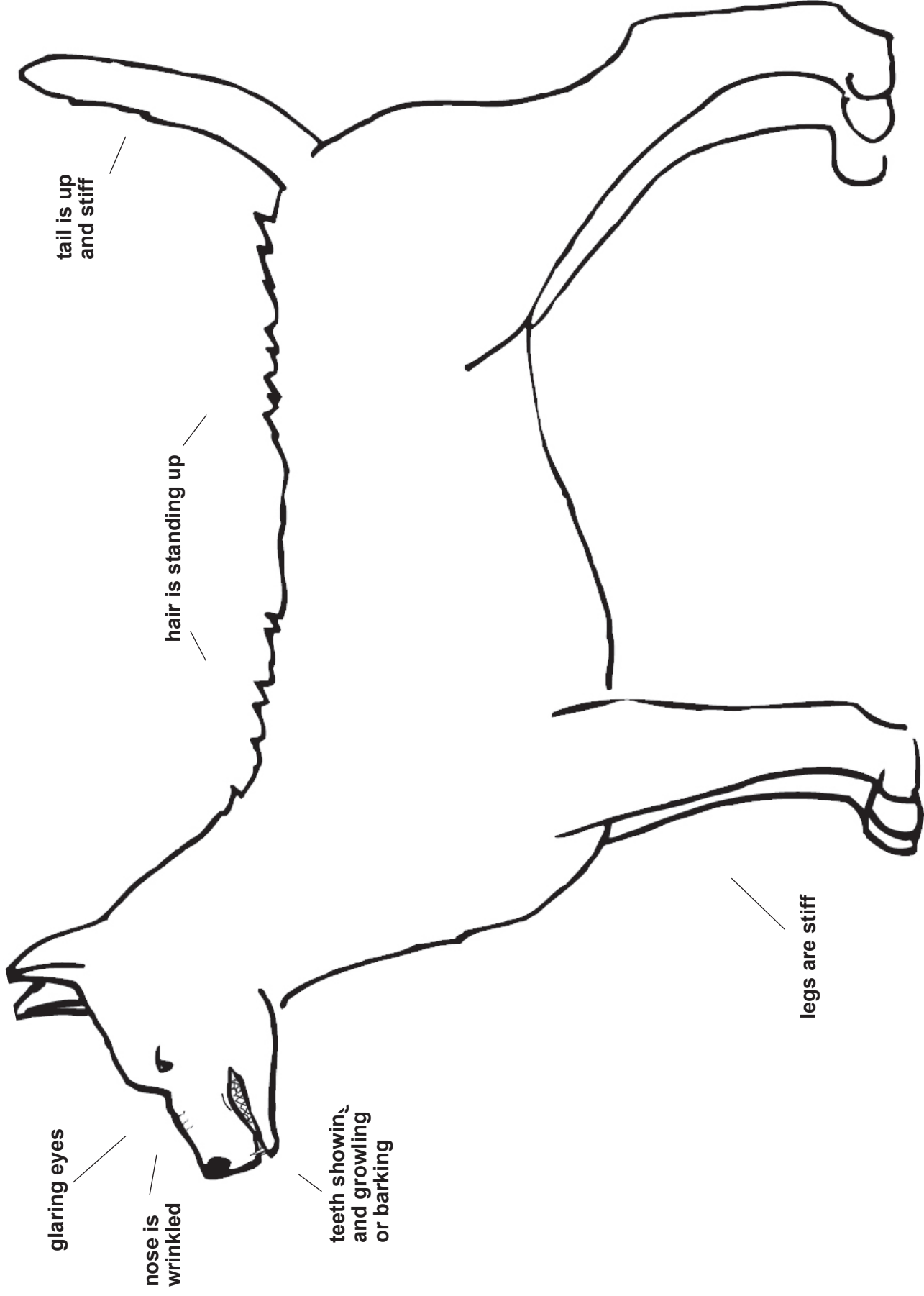
Stand Like A Tree



Lie Like A Log



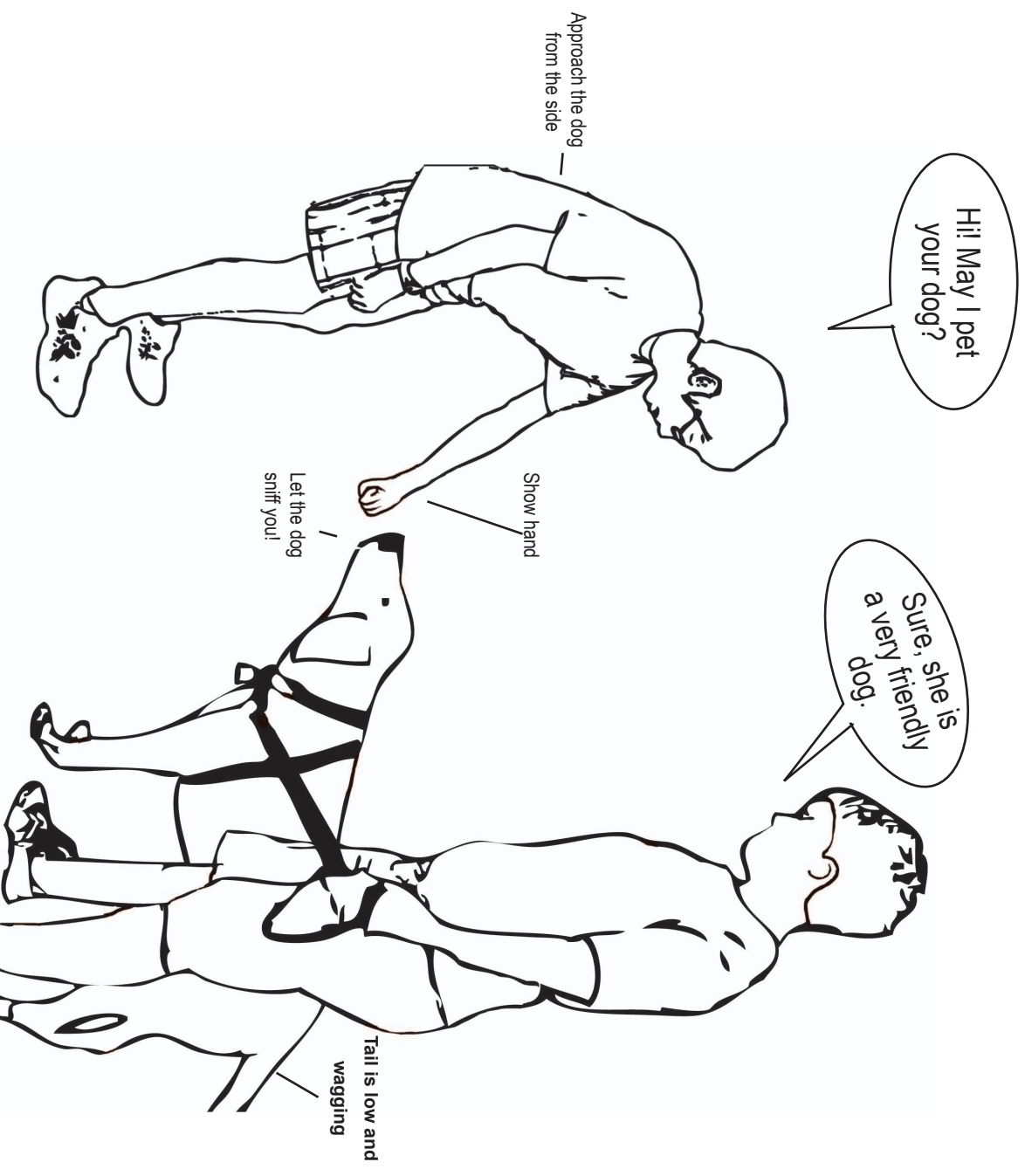
Aggressive Biting Dog



Fear-Biting Dog



How to Safely Approach a Dog



- Do not move quickly, pull the Dog's tail, or reach over the dog's head to pet it.
- Lift your hand slowly to greet the dog.

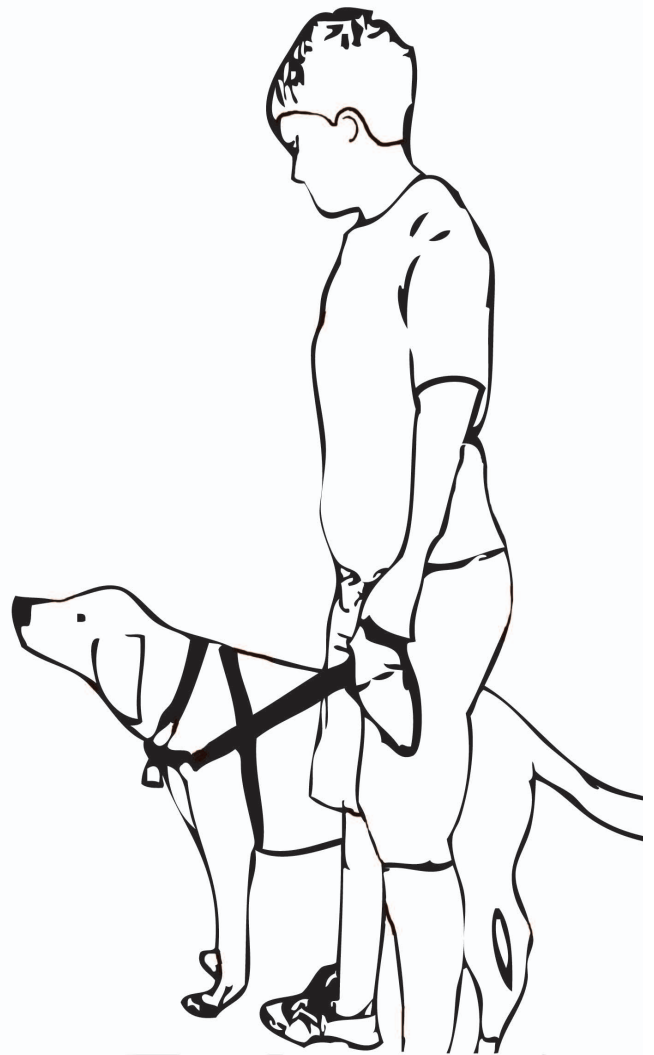


BITE FREE

A Program From the BC Society for the Prevention of Cruelty to Animals

How to Meet a Dog Safely

Draw a picture of yourself meeting a dog safely. Write in what you would say before meeting someone's dog. Add some trees, a swing set, a schoolhouse or other things in the background.



Cut out the bookmark along the dotted line



If you look stern with your eyes narrowed and your lips closed tight the dog might think you are a threat to it and be more likely to bark or growl.



Dog Safety Tip:
Dogs can read people's faces. When you meet a dog, if your eyes are bright and open wide and you have a smile on your face the dog will be more friendly toward you.

BITE FREE
Bookmark



How to Act Around a STRAY DOG

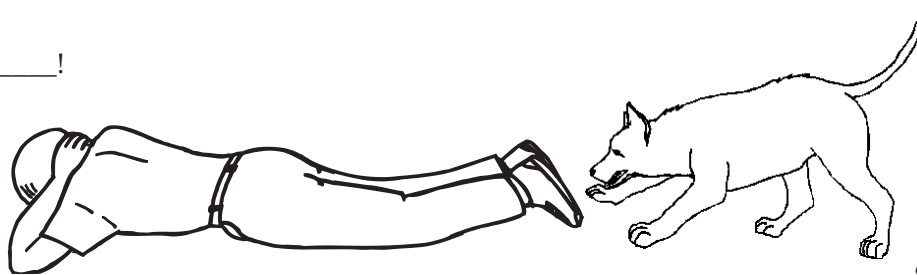
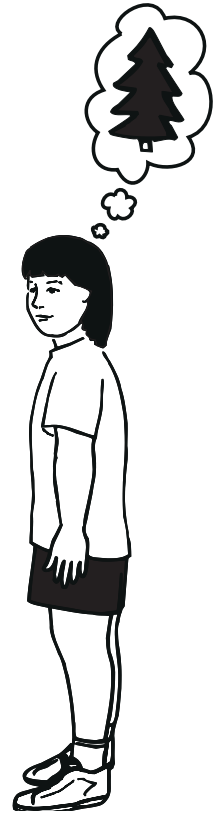
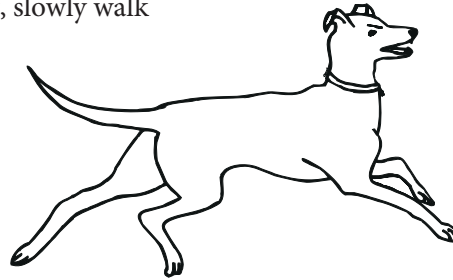
Unscramble the words in the safety tips below.

1. Do not pet stray _____.
sogd
2. If a dog comes toward you Stand still, Stand like a _____.
reet
3. let the dog _____ you.
finsf
4. Do not Stare at the dog. Dogs don't _____ this.
elik
5. Do not turn your back and _____.
nur
6. If the dog is _____ or growling, slowly walk
nargibk
away, backwards or sideways.

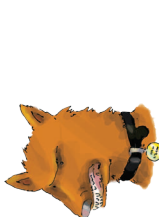
Keep the dog in _____.
ewiv

7. If the dog _____ or jumps on you, lie face down and cover the
tebis
back of your _____.
kecn

8. Lie like a _____!
olg



Cut out the bookmark along the dotted line

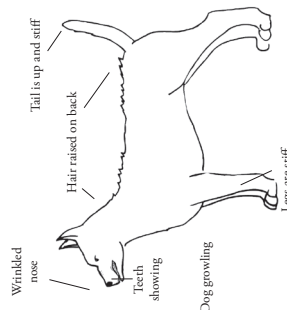


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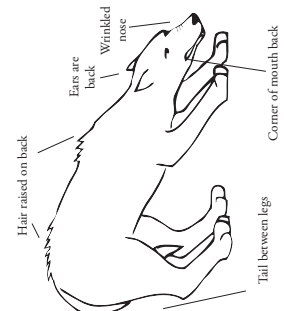
Bookmark

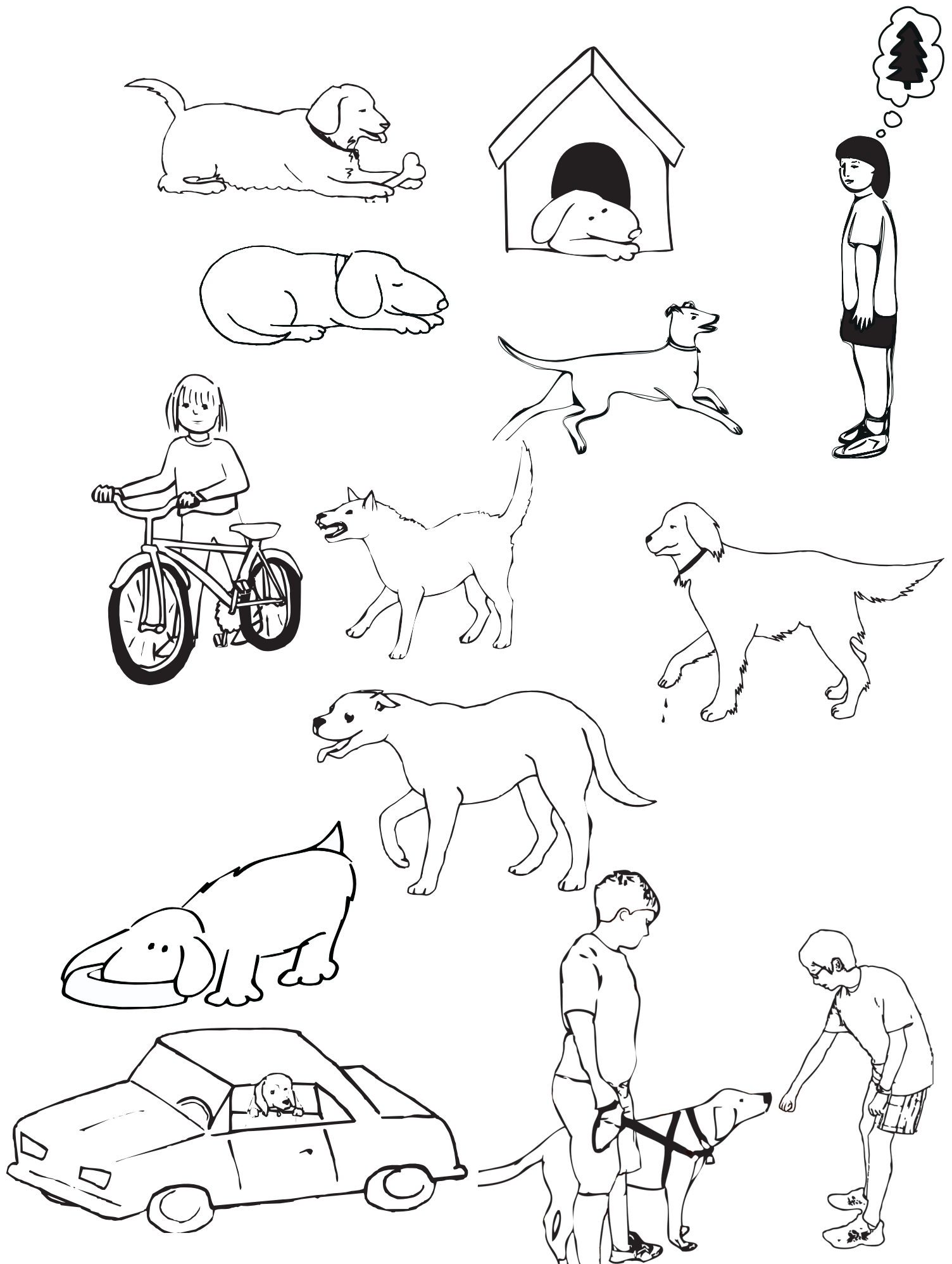
Dog Safety Tip: Stay Away!

Look carefully at the pictures below. Dogs in these positions may bite! Aggressive biting dogs might bite if you come too close, especially if they are protecting something.



Defensive biting dogs are usually scared and bite because they are afraid. Slowly back away from these dogs without turning your back on them. Never try to pet them.









Appendix 4

Canine Screening Test

Having a well socialised dog is vital when visiting a new and very unpredictable situation such as a school. The Canine Screening Test is designed to evaluate the suitability of a dog prior to visiting a classroom or youth group. A record of the temperament test should be kept in case an incident does occur.

Which dogs are suitable?

The dog must be calm, tolerant, emotionally stable and healthy (with up-to-date vaccinations). The dog should enjoy being with all kinds of people and not show aggression or have any prior incidents of aggression towards people. The dog should have a history of positive experiences and contacts with people and children in a variety of situations. It is not recommended that shelter animals be borrowed and used for classroom presentations.

It is important to keep the dog under control at all times. The dog should respond to commands by the person in control of the animal visitor. It is highly recommended that the visiting dog undergo some form of obedience training to ensure that he or she knows who is in charge and has had the training experiences that allow for tolerance of the children's actions.

The canine screening test provided is from BC Pets and Friends an organization that brings animals to nursing homes. It is based on a similar test developed by the former Delta Society. For more information on screening tests you can contact BC Pets and Friends or the BC SPCA Provincial Office.

BC SPCA Provincial Office
1245 East 7th Avenue, Vancouver, BC V5T 1R1
(604) 681-7271 info@spca.bc.ca spca.bc.ca

St. John's Ambulance
6111 Cambie Street, main floor Vancouver, BC V5Z 3B2
(604) 321-7242 vancouver@bc.sja.ca

BC Pets & Friends
60 Semisch Avenue, North Vancouver, B.C. V7M 3H8
604-688-1766 info@petsandfriends.org

Who administers the test?

Someone who has extensive experience with dogs would qualify to administer this test. For example, an SPCA Special Provincial Constable, a dog trainer, a veterinarian, or recognized dog breeder or shower of dogs. The test should be conducted by someone that is not well acquainted with the dog – not the dog's guardian.

Canine Screening Test

General Information

Dog guardian: _____ Date of test: _____

Name of Dog: _____ Male ☐ Female ☐

Licence #: _____ Neutered/Spayed ☐

Shots Due: _____ (month)

Rabies Shot Due: _____ (month/year)

Current age of dog: _____ Owned since: _____

Examiner's name: _____

Occupation: _____

Address: _____

City/Prov: _____

Postal code: _____ Phone: _____

Dog's Social Background

These questions help establish the dog's history in relation to its temperament towards people. If the answer is YES to any of these questions, the dog should NOT be used for visiting a classroom without first seeking advice from an animal behaviour consultant.

1. Has your pet ever bitten a person? Yes ☐ No ☐

Comments: _____

2. Has your pet ever bitten an animal? Yes ☐ No ☐

Comments: _____

3. Does your pet show aggression around people or animals? Yes ☐ No ☐

Comments: _____

4. Is your pet nervous around other animals? Yes ☐ No ☐

Comments: _____

Scoring the Test

In conducting the test each section contains a list of behaviours that are acceptable (left side) and a separate list of behaviours that are unacceptable (right side). For each section of the test the dog's behaviour can be rated on a scale of 0 to 10. A rating of ten would indicate the highest level, a well socialised dog that obviously enjoys interacting with people may achieve this rating. Any sign of aggression or showing an unacceptable behaviour would be recorded as a rating less than five for that section, indicating the animal is not suitable for a classroom visit.

Assessing Initial Approach to Dog

Observe the dog's behaviour when the tester walks towards the dog. The dog should be interested and friendly. An overly excited dog that jumps up would not be given a high rating. Check those that apply and then rate from 0 (least acceptable) to 10 (most acceptable).

Acceptable behaviour

Extends head ☐

Steps forward to sniff hands ☐

Seeks attention (nudging or leaning) ☐

Acts playfully by barks or actions ☐

Licks hand ☐

Unacceptable behaviour

Turns head away or ignores hand ☐

Pulls back ☐

Barks (NOT playfully) ☐

Bares teeth ☐

Over exuberant ☐

Overall score from 0 to 10: _____

Comments: _____

Handling of the Dog

The tester attempts to pet the dog, including sensitive areas such as the groin and pads of feet. The tester is assuming a dominant position with the dog and should try to put the dog in a down position. The dog should react to this situation by being submissive and showing an interest in the attention provided by the tester.

Acceptable behaviour

Enjoys the attention ☐

Tries to make friends ☐

Becomes playful ☐

Less desirable traits

Aloof or uninterested ☐

Attempts to lick testers face ☐

Unacceptable behaviour

Pulls back ☐

Shows white of eye ☐

Growls ☐

Quivers ☐

Bares teeth ☐

Snaps, bites ☐

Overly exuberant ☐

Head lowered ☐

Eyes averted ☐

Urinates ☐

Overall score from 0 to 10: _____

Comments: _____

Interacting with the Dog

The tester aggressively handles the dog, this involves vigorously petting the dog all over his body and putting a hand around his muzzle. If the dog is small enough he can be picked up and placed on the lap. The tester also bounces a ball or plays with a toy. The dogs behaviour can be rated subjectively to establish his sociability when interacting with people.

Acceptable behaviour

Calm ☐

Gentle ☐

Willing to be handled ☐

Sociable ☐

Unacceptable behaviour

Aggressive ☐

Apprehensive ☐

Noisy ☐

Overall score from 0 to 10: _____

Comments: _____

Stability

This activity gauges the dog's reaction to unpredictable situations that could occur in a classroom setting. Conduct the following tests of startling noises as the guardian walks by with the dog on lead. Note the dog's responses:

1. Make a loud noise without warning, such as banging a pot.
2. Wave or make fast arm movements.
3. Sneak up behind the dog and pat her head.
4. Surprise the dog from behind by opening an umbrella.

Acceptable behaviour	Test:	1	2	3	4
Notices but continues previous activity.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notices and investigates.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Startles but recovers quickly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable behaviour					
Flees.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cowers.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moves to attack.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score from 0 to 10:

Comments: _____

Forgiveness

This test determines how a dog may react to an uncomfortable or slightly painful stimulus when in a sociable setting. The guardian should be informed of the intent of this test beforehand. While playing with the dog, the tester pinches an ear or the webbing between her toes and notes the reaction.

Acceptable behaviour	Unacceptable behaviour
Tries to escape but shows forgiveness <input type="checkbox"/>	Growls <input type="checkbox"/>
Yelps, but is not aggressive <input type="checkbox"/>	Snaps <input type="checkbox"/>
Trusts tester and allows further testing <input type="checkbox"/>	Acts fearful <input type="checkbox"/>

Overall score from 0 to 10: _____

Comments: _____

Other Observations

Observe the testing area for urination or defecation. If the area was soiled this may indicate that the dog is not suitable to include in a classroom setting.

Yes ☐ No ☐

Provide some comments on the general condition of the dog. An animal visitor to the classroom should be in healthy, well groomed condition.

Cleanliness: _____

Nails clipped: _____

Fleas: _____

Additional Comments: _____

Please check:

PASS ☐ FAIL ☐

Examiner's Signature: _____

Date: _____

Comments: _____
