

Extension Activities

For 5-12 year olds (Junior Infants - Sixth Class)

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Introduction

Designed for pupils at Junior Infant - Sixth Class level, our new Dogs Trust activities are based around a 3-4 minute story that focuses on the arrival of a new dog at a rehoming centre. This resource contains supporting activities that help you to deliver English and SPHE. Use the story with pupils in either a class or assembly setting to find out which Canine Gang member is arriving at the centre and why.

Story Activity

Paws for reflection

Reflection points are placed throughout the story. Use these natural breaks to encourage pupils to think about what is happening and why, using the reflection questions provided.

Themes to consider include: • **Caring for others** • **Responsibility** • **Difference** • **Change**

Discussion points

Share Digger's story with pupils and encourage them to reflect upon it, considering their own feelings and responses and comparing similar instances from experience.

Story Activity Curriculum Links

The following strands and strand units/sub units are supported across all classes, allowing you to adapt the emphasis of how each reflection point is used to support your teaching and learning:

	Oral	Reading
Receptiveness to language.	Listen and respond to a story; retell a narrative.	Develop their storytelling skills by reading all or part of the story.
Competence and confidence using language.	Talk about experiences; contribute to sustained discussions; respect the views of others.	Read aloud to share a text.
Developing cognitive abilities through language.	Discuss the possible outcomes of the story; argue a point of view.	Extend their listening and comprehension abilities.
Emotional and imaginative development through language.	Discuss characters and events, and their reactions to them; express their feelings and attitudes.	

SPHE

Myself

- Developing self confidence: pupils can express opinions and respond appropriately to those of others.
- Making decisions: pupils can consider the responsibilities in making a decision to have a pet dog.
- Feelings and emotions: pupils can explore the emotions in the story, and those involved in keeping a dog.

Myself and others

- Myself and my family: pupils can explore a family decision to have a pet dog, or to give one to a rehoming centre.
- My friends and other people: pupils can respect the views of others whilst putting forward their own.
- Relating to others: pupils can listen and respond to each other.

Myself and the wider world

- Living in the local community: pupils can consider the effect of stray dogs on a community, and the positive contribution made to communities by organisations such as Dogs Trust.

Extension Activities

Data collection and representation

Compare similarities and differences by collecting simple class data: eye colour, hair colour, shoe size, height, favourite colour or snack and charting.

Mathematics strands:

Measures: use appropriate units for shoe size, height etc.

Data: collecting, representing and interpreting data.

Role plays

Use Digger and the other dog tales (from the Assembly and the English resource) to create role play scenarios of situations to which pupils need to respond with sympathy, empathy, compassion or friendship.

Discuss how each character feels and ways in which the problem could be resolved or avoided.

English strands: as above.

Drama strands:

- Exploring and making drama: pupils can use the story, and their own experiences, ideas, thoughts and feelings, to create role-plays based on responsible dog ownership.
- Reflecting on drama: pupils can reflect on their participation.
- Co-operating and communicating in making drama: pupils can share opinions and ideas as they create role-plays, and as they reflect on them.

Stories

Pupils can write their own dog tale about Digger and her new friends at the rehoming centre.

English strands:

Writing:

- Receptiveness to language: be inspired to write a story that uses the dog characters to explore a feeling of emotion.
- Competence and confidence in using language: use the characters to aid their development as storytellers.
- Developing cognitive abilities through language: use their story to clarify their thinking about feelings and emotions.
- Emotional and imaginative development through language: use their story to develop their emotional literacy.

Display

Using what they have learnt, pupils can create a school or class display.

Visual Art strands:

- Looking and responding: pupils can respond emotionally and imaginatively to the display and use it to explore the themes in the story.

You can find more information about Dogs Trust by visiting www.dogstrust.ie

Think about the themes that you can use for your display, for example:

- How to be a responsible dog owner.
- The things involved in looking after and caring for a dog.
- How Digger is feeling about being at a rehoming centre.
- The stories of the Canine Gang.

Poems

Pupils can design their own acrostic or mnemonic poetry to help them remember a dog's needs e.g.

Dinner dogs need special food and fresh water to drink.
Owners dogs need someone to take care of them.
Grooming dogs need their own brush to keep their fur tidy.
Safety dogs need to be vaccinated and neutered.

Training dogs need to learn how to behave.
Running dogs need plenty of exercise.
Understanding learn to know how your dog is feeling.
Sleep dogs need lots of sleep.
Toys dogs love to play.

Images of the Canine Gang are on our website www.learnwithdogs.ie to download for **FREE**.

Times do change

Digger was scared. An hour ago she had been with her family at home. Now she was sitting by the gates of a big building, where her family had left her. She didn't understand why. What was going on? 🐾 1

Suddenly, a strange lady picked her up and carried her into the building. Digger was so frightened that she was shaking, her ears were flat and her tail was between her legs. What was happening to her? 🐾 2

Inside the building, lots of people smiled at her and fussed her. 'This isn't too bad,' thought Digger, cheering up. 'I like being stroked.' Then the lady led her into another area. Digger couldn't believe her eyes. There were lots of dogs, all different shapes and sizes, all in pens up and down the room.

Digger was put in a pen. When the door closed she started to cry. 'Don't cry, sweetheart,' said a deep voice. 'No, don't cry,' squeaked another. Digger looked down to see a little face peering up at her. She then looked up and saw a very big face looking down at her. 'My name is Rex and this little 'un is Zippy,' said the big face, nodding down at the tiny dog.

Digger stopped crying. 'What is this place?' she asked, 'and why am I here?' Rex smiled, 'Why, this is a rehoming centre. We live here until we are found new owners to love and look after us.'



Digger was shocked. A rehoming centre? New owners? But she already had a home and owners. What was going on? Later that day, Rex and Zippy introduced Digger to their friends - Muffin, Rosie and Flick. 'We've all lived here for a while,' said Rosie. 'It's quite nice really.' 'But I don't understand,' whimpered Digger. 'I have a home already.'

'Well, your owners can't have wanted you anymore,' said Flick. Muffin prodded Flick with his nose, 'That's not a nice thing to say Flick.' 'Well, it must be true or she wouldn't be here!' Flick barked back.

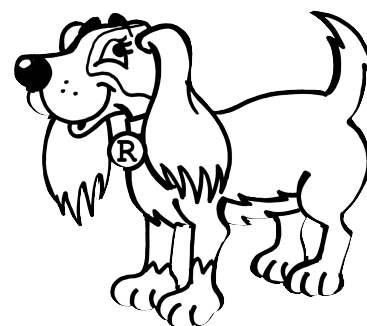
Digger lay down and put her paws over her ears. Rosie lay down next to her. 'You poor little thing,' said Rosie. 'Just remember that you are not alone. We all look different, but we're all in the same situation.' Digger looked at Rosie. 'Why are you here?' she asked. 🐾 3

Rosie sighed, 'I used to live with a lovely girl called Siobhan but one day I got lost at the seaside and was brought here.' 'My owners,' barked Rex, 'decided they didn't want me, and left me in the middle of a park.' 'I didn't really have owners,' said

Zippy, running up to Digger. 'My Mum was allowed to have puppies, so there were too many of us to look after and they gave us away.' 'What about you two?' called Digger to Flick and Muffin. 'Where did you come from?'

Flick looked sad. 'I don't remember,' he said. 'All I know is that someone found me in the road. I was badly hurt so they took me to the vet and fixed me up and then they brought me here.' Muffin gave Flick a big lick to make him feel better. 'I used to live with a family, but they hurt me so I ran away!' she barked. 🐾 4

Digger smiled. 'Thank you for telling me your stories,' she said, 'but I still don't understand why my owners have given me away.' Rex frowned. 'I have an idea,' he whispered. 'Leave it with me.'



Digger was asleep when someone pawed at her. 'Wha - what?' she shouted, jumping up. 'Ssshhh,' said Rosie. 'It's only me and Rex. We've found out about your owners.' 'How did you manage that?' asked Digger. 'They always talk about the new dogs in the staffroom,' said Rex, 'It's easy to listen in.'

Digger sat down and hung her head, 'Go on then, tell me,' she whispered. 'Ok,' said Rosie. 'Apparently your owners got you when you were a puppy, and Mum and the children were at home all day. But the children are at school now and don't have time to look after you. Mum is working full time, and Dad never really wanted a dog in the first place. They decided that it wasn't fair on you and wanted you to find a home with owners that would care for you properly.' 🐾 5

Digger half smiled. 'Well at least they cared,' she said. 'Humph,' growled Rex. 'They should have thought harder about getting a dog in the first place, then you wouldn't have had to go through this.' 'Rex has a point,' said Rosie, softly. 'Some people think that owning a dog is easy. They don't realise the time or the money needed to give us a good home.' 🐾 6



'Don't worry though,' said a little voice, as Zippy appeared from the shadows. 'We'll look after you until you find new owners!' 'Yes we will,' agreed Flick and Muffin, as they scampered over. Digger smiled as she looked up at her five new best friends. 🐾 7

Reflection

1. Who do you think Digger is?
2. Who do you think the strange lady is and what do you think is happening to Digger?
3. How do you think Digger feels?

4. Why do you think the other dogs are sharing their stories with Digger?
5. Do you think the family has done the right thing? Why?
6. What should the family have thought about in the first place, before getting Digger?
7. How do you think Digger is feeling now?