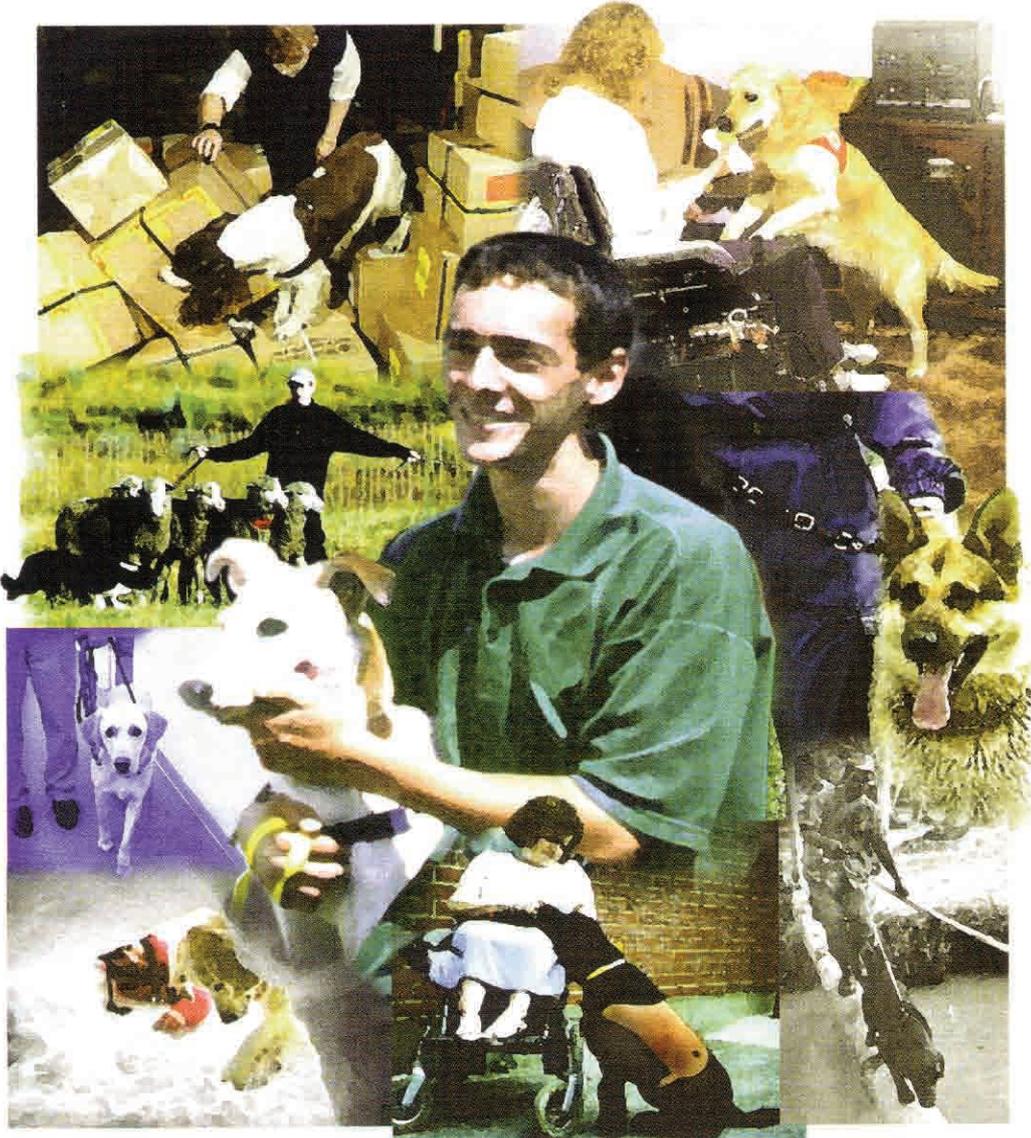


Responsibilities

Decisions

Community



Citizenship

And Peer-led Learning

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About this resource

This resource helps groups of pupils to prepare and deliver an assembly, workshop or display to help pupils learn about the work of Dogs Trust, the UK's largest dog welfare charity, and the importance of responsible dog ownership.

Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. By raising awareness and educating young people about the responsibilities and commitment involved in dog ownership, we believe that we can significantly reduce the number of dogs that are mistreated and abandoned in the UK.

The resource includes:

- A brief overview of peer-led learning and how to use this resource with your pupils
- A worksheet to introduce the work of Dogs Trust to pupils
- Three pupil guides to help them through the process of setting up an assembly, workshop, display
- A pupil sheet to help them reflect on what they have done and how successful it was
- A variety of support materials to provide a focus and content for the assemblies, workshops or displays, and to help evaluate their activity.

A variety of ideas and information for pupils are provided, to support a range of peer-led learning activities.

Dogs are an engaging and levelling subject, and these activities will help pupils to consider the roles and responsibilities of good dog ownership, as a way to reduce the number of mistreated, abandoned and unwanted dogs in their community.

Pupils will benefit through:

- Experiencing a real sense of achievement
- Forging stronger links with their peers or younger pupils
- Raising their self-esteem
- Learning about taking on responsibility and being part of or leading a team
- Making a strong entry in their Record of Achievement and school report

...and it will make a real difference to the lives of dogs in your area, thanks to you.

Curriculum links

England

Key Stage 3 Citizenship; 2.1 Critical Thinking and Enquiry, 2.2 Advocacy and Representation

- QCA Scheme of Work Citizenship Unit 05: How the Law Protects Animals
- Range: e. the needs of the local community and how these are met through public services and the voluntary sector

Scotland

Curriculum for Excellence:

- Health and Wellbeing: Mental, Emotional, Social and Physical Wellbeing;
- Social Wellbeing HWB3 - 09a; HWB4 - 09a

Northern Ireland

Education for Mutual Understanding

- Take responsibility for their actions
- Make choices based on humanitarian values
- Appreciate the interdependence within and between communities regarding animal welfare and its effects

Cultural Heritage

- Understand the interaction and interdependence within and between communities regarding animal welfare and its effects

Wales

Key Stage 3 Personal and Social Education

- Moral and Spiritual Development

Teacher's notes

Rationale - using Peer-led Learning in Citizenship

Peer-led learning offers an ideal method for delivering elements of Citizenship. It helps pupils to articulate their ideas and opinions, whilst delivering the participation that can underpin greater confidence for pupils to play more active roles in their school and community.

Animal welfare can provide a platform for developing peer-led teaching and learning capacity in pupils. This resource provides opportunities for pupils to create and deliver a range of activities which you can tailor to suit your school's needs, including leading an assembly, lesson or workshop activity and creating a display for your school or a local venue.

Pupils can use their experience of these as models for delivering activities in other areas of school life, such as elements of the PSHE framework, other subjects or as a precursor to training in areas of pastoral support within the school.

Pupils can work with close peer groups in your school, or the activities can be used to foster links with feeder Primary schools. Animal welfare is part of the Citizenship curriculum at Primary as well as Secondary level, and Dogs Trust has created a range of materials that pupils could use in Primary schools; visit www.learnwithdogs.co.uk for more information.



Teacher's notes

The process of peer-led learning

Peer-led learning is a combination of mentoring, peer discussion and leadership, where pupils take the lead in helping other pupils to learn about or discuss a topic. Pupils therefore need to be able to understand and apply some basic ideas about learning and leadership, and exercise good interpersonal skills.

Much of this is about expectations and sensitivity: pupils need to be realistic about what both they and participants can achieve during limited preparation and contact time, and they must respond sensitively to a range of opinions and contributions which will include things with which they may strongly disagree.

A high proportion of pupils are likely to come from dog owning families, and animal welfare is a popular topic for pupils of all ages. It should be recognised, however, that some pupils could come from homes where animal cruelty or low standards of dog ownership are the norm.

The group needs to respond constructively and discretely with messages of support about animal welfare, and should be treated with consideration and respect whilst tackling the root of attitudes which other pupils may find distressing.

Providing extra support

Some groups of pupils may benefit from extra support as they prepare. Ideas for helping pupils through the process of preparing their activity include:

Team building Pupil groups could compete against each other to complete simple timed construction activities, such as building a model dog out of a limited supply of paper, to help focus on their team work skills and to develop skills of co-operation, discussion and leadership. Pupils should be encouraged to honestly reflect on their performance and how this relates to their task as peer learning leaders.

Learning styles Pupil groups, perhaps supported by your own approaches to personalising learning, should consider how they prefer to learn, and compare their styles (e.g. visual, listening, writing, kinesthetic) with others. How can their activity offer opportunities for pupils with different styles to their own?

Planning skills Useful tools for pupils include a wall chart, on which they can plan meetings and mark deadlines, and the creation of a concept map of what they need to do. Pupils should estimate the time needed to do everything they want, and spread this across the time available. Pupils can use different colours to note actions (a meeting or writing task) or materials (such as the need for pens), for example.

Presentation Pupils can video their rehearsals and watch their performances to spot habits or particular body language. This should be done in a constructive and supportive environment, however, where less confident pupils can develop their abilities.

Teacher's notes

Assessment and evaluation

Each of the activities provides evidence of core outcomes for participating pupils, which can be combined with pupils' own reflections on their participation. A section of the pupil guide encourages pupils to reflect on how they contributed to their activity. Creating their own record forms a useful part of the learning process for pupils, and they should concentrate on considering:

- How did their activity go, compared to their plan?
- What did the team do well?
- What was each pupil's best contribution?
- What did they do less well?
- How could pupils have worked more effectively as a team?
- How would each pupil contribute differently next time?

For lead pupils, the key outcomes for each activity are:

Assembly	Scripts and materials produced Personal reflections Pupil feedback Staff feedback Video or audio recordings
Workshop / lesson	Plans and introductory materials produced Participant materials produced Personal reflections Participant feedback Staff feedback
Display	Materials produced Visual records (e.g. digital photos of their work) Personal reflections Pupil parent, or community feedback Staff feedback

All pupils taking part in a workshop, for example, can create their own evidence for assessment, including notes of their brainstorm, creative contributions or evidence of follow-up activity.

The whole purpose of the activities is for the students to take ownership of the activities: it is important therefore for the students to have ownership of the assessment processes as well.

An ideas sheet at the end of this resource can be used to help pupils to plan their activity assessment.

Further ideas relating to assessment can be found in the QCA Schemes of Work for Citizenship.

Pupil introduction

What is Dogs Trust?

Dogs Trust* was founded in 1891, to stop the ill treatment of dogs. We vowed never to turn down a reasonable request for help, and have become the UK's largest dog welfare charity. We are funded entirely by donations from our supporters.

Today, we care for around 16,000 dogs every year in our network of **Rehoming Centres**. The centres provide care and training for all dogs until a suitable home for life is found for them. Dogs that cannot be rehomed are taken care of for the rest of their lives.

What do we do?

We want to solve the problem of there being so many unwanted dogs in the UK and to encourage more responsible attitudes towards dogs and dog ownership. Through our Rehoming Centres, education and awareness raising activities to inform dog owners and prospective dog owners, we are helping to reduce the number of badly treated, abandoned and unwanted dogs.

Why do we do it?

Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. We believe that all dogs should be loved and cared for and deserve a loving home for life.

Why do we want you to help?

Dogs Trust is trying to promote responsible dog ownership messages to the general public. The fact that we are continuing to rehome such massive numbers of dogs each year shows us that **we need help**.

But whom do we turn to? Well the dog owners of tomorrow of course! And that could be **YOU!**

We believe that it is important that everyone should know how to behave safely and responsibly towards dogs and care for dogs correctly if they own one. If you can help us spread our message to your friends and family, it will make a **real difference** to the lives of dogs in your area.

What now?

Go to our website www.dogstrust.org.uk and have a look at all the different campaigns and activities that we do. You can also call 020 7837 0006 to find out where your nearest Rehoming Centre is if you would like to visit one.

**Formerly known as NCDL (National Canine Defence League). Renamed Dogs Trust in October 2003.*



Pupil sheet - Assembly

Giving an assembly

Assemblies work well to get a few simple messages across to a class, year group or school. You need to stay focused on one theme or story - that way you can really get peoples' attention.

For example, you could focus on:

- The work of Dogs Trust
- The benefits of microchipping and neutering
- What to think about before you get a dog
- What to think about when you have a dog
- Why dogs are abandoned or unwanted

You could then follow-up on this with other activities.

Whatever you choose, don't try to say too much: people won't remember it all.

Rehearse your ideas first!

Make sure you have a few rehearsals beforehand, especially if you are including role-plays or anything complicated! Plan ahead - you might need to take a few weeks to do this. You could give a 'preview' performance to your friends or class first of all, to see if it works.



Five steps to a great assembly:

Step 1 - Capture their attention

- Introduce yourselves, and your dog theme.
- Start with a short role-play, a poem, a local story or a hard-hitting fact about dog welfare.

Step 2 - Think about it

- What is the moral of your story?
- Explain what your audience can learn from your introduction.
- Talk about the things that were wrong or right and ask a leading question, such as 'so what can you do about it?'

Step 3 - Get your message across

- Now is the time to explore your theme and get the messages across.
- This is where you can talk about your topic - don't forget to use props if it helps.

Step 4 - Remind and reinforce

- Sum up what you've just said.
- Another story or role-play (this time a positive one!) is a good idea.

Step 5 - Tell people about Dogs Trust

- Tell everyone to visit www.dogstrust.org.uk, to find out more.
- Hand out leaflets if you have made them.

Pupil sheet - Assembly

Tips for presenting

- Make a written plan - include timings, and time yourselves during rehearsals
- Write down the script for any role-plays or presentations - don't make it up as you go along!
- Don't drag things out - keep up the pace, but don't rush, either
- If you're getting nervous, breathe deeply and slowly as this really helps!
- Don't let your voice go flat - vary your pitch to emphasise the main messages
- Pause when you make a point - it helps it sink in
- Think about your body language - try and be confident
- Use props - a giant dog toy, posters, dog necessities or even costumes will all attract attention
- Remember that if your audience thinks you're interested in what you're saying, they will be, too



Pupil sheet - Lesson or workshop

Leading a lesson or workshop

You could lead all or part of a lesson or workshop about responsible dog ownership. This could be during lesson time, an afternoon, or as an after-school activity. Your workshop will help pupils who take part, explore how responsible dog ownership is relevant to them.

Your activity could:

- Discuss issues or a topic about dog ownership, to find out what participants' opinions are about it, and what needs to be done in your community
- Create something, like a poster, role-play or display, to demonstrate to others what participants have learned about responsible dog ownership (remember to be specific about who you want to communicate with, such as younger pupils or adults)

During a workshop, the leader guides the discussion or activity, but lets participants make the decisions. Try to focus on one aspect, for example what Dogs Trust does in communities, or how to be a responsible dog owner. You need to think about:

- What do you want the workshop or lesson to do?
- What do you want participants to learn?

Step 1 - Make a strong start

A good workshop starts off by capturing peoples' attention. It's a chance for everyone to make a quick contribution and introduce the topic.

- You could begin by getting everyone to tell a story from their own experience, relating to good dog safety, or give a brief introduction to Dogs Trust. Set a time limit of 30 seconds, so everyone has their say without being boring!

- Get everyone thinking about the topic. Brainstorming or mind mapping is a good starting point, working in pairs or small groups.

Step 2 - Focus on the issues

Get people to share their ideas from Step 1, and see if you can identify a common issue or theme. Remember, a good workshop poses a question of some sort, which participants can respond to.

- Ask a question: why is good dog ownership important for dogs, and for communities? You could make two lists to show your ideas
- Can they identify who they need to be talking to about the issues?
- How could they explain this to their chosen target group?



Pupil sheet - Lesson or workshop cont...

Step 3 - Explore the issues

Split the group into pairs or smaller groups of 3 - 4 people. This gives everyone an opportunity to make their own contribution. What you do depends on what you want your workshop to achieve (see the introduction above), but it could include:

- Rating issues of dog ownership in order of importance, and deciding how to act on the most pressing issues
- Discussing and reporting back on one aspect of good or bad dog ownership
- Coming up with creative ideas, for example a poster about the benefits of neutering and microchipping

Allow time for the groups to report back to the class, and summarise their ideas so everyone can see, using a whiteboard, for example.

Step 4 - (optional) create something

If you want participants to produce something creative, don't forget to have all the materials or equipment available. Remember to arrange this in advance. Some things will need time to dry, so think about somewhere safe to leave them, as well.

Try to make sure everyone is supportive of each other. A workshop shouldn't be competitive, but a chance for everyone to work together.

Step 5 - A strong ending

How you end is as important as how you begin! Help everyone to look back on what they have learned, and sum up any important points that have been raised.

- Briefly recap on any important points that were raised
- Display everyone's work and get each participant to pick out one good thing about each piece of work
- Get everyone to think about what happens when they leave the workshop. How can they take what they have learned and do something to promote responsible dog ownership?
- Thank everyone for taking part



Pupil sheet - Displays

Creating a display

A display is a good way to get people thinking about responsible dog ownership. For example, you could:

- Explain the benefits of microchipping and neutering at a parents' evening
- Tell pupils about the work of Dogs Trust, in the school foyer
- Create a guide to good dog ownership, for younger pupils

You could also create a display in a local library, youth club or community centre.

Whatever you decide, think about:

- The theme for your display
- When and where your display will get shown.
- Who your display is aimed at, and how you could attract their attention
- Do you have the materials already, or do they need to be created?

You'll probably need to create things to display. The best displays combine different things, such as artwork, written sections, photos and a strong 'banner' to tell people what your display is all about.

Take a look at where your display will go.

- How much space will you have?
- What will it be mounted on?
- What will you need to mount your materials?

What could you put on your display for people to take away with them? You could:

- Produce a leaflet about good dog ownership
- Download leaflets from www.dogstrust.org.uk
- Have someone there to answer peoples' questions



Pupil sheet - Reflection

Reflecting on your work

Looking back at what you've done is an important part of learning.

- a) Think about what you did
- b) Write down what you think you did well
- c) Write down what you think you did not do so well
- d) Consider how well your group worked as a team
- e) If you were to do it again how would you do things differently?

You should also think about getting feedback from the people who looked at your display, saw your assembly or took part in your workshop.

You could do this using feedback questionnaires, or just by getting people to write their thoughts on a post-it note and putting it somewhere for everyone to see.

Keep up the good work!

If you planned your activity well and did plenty of preparation, then it was probably a great success! But what do you do now? Why not think about where else you could work to help people in your community to learn about responsible dog ownership?

You could:

- Work with primary schools in your area to tell younger pupils what you have learned
- Hold your exhibition elsewhere in your community, such as a library, youth club or community centre
- Work with younger pupils in your school to train them, just as you learned yourself.



About Dogs Trust

The Beginning

Dogs Trust, formerly known as the National Canine Defence League (NCDL)* was founded in 1891 when a 'small party of gentlemen', were brought together by Lady Gertrude Stock, in a room off the Royal Agricultural Hall in Islington during the first ever Crufts dog show. They vowed to campaign for the protection of strays, the provision of proper veterinary care and to campaign against muzzling, prolonged chaining and experimentation on dogs.

Vowing never to turn down a reasonable request for help, Dogs Trust began operations funded entirely by donations from members and supporters. In 1902 membership totalled 1,000 for the first time, and continued to grow steadily to 6,500 members by 1910. Today, Dogs Trust has over 500,000 members and supporters.

Practical aid for dog owners

Right from its formation, Dogs Trust believed that no one who clearly cared for and looked after their dog should be prevented from keeping it, just because they were poor. The Dog Licence Club, founded in 1910, reflected this and paid for over 20,000 licences until the licence was abolished in 1987. The heaviest demands were made on the fund during the depression. During 1927, 4,600 licences were paid for.

Dogs Trust today

Today, Dogs Trust cares for over 11,500 dogs every year at its 15 Rehoming Centres throughout the UK. A non-destruction policy was adopted in 1964 and today, dogs that cannot be rehomed become permanent residents.

Membership includes £1 million third party insurance against damage caused by your dog, free legal advice and our tri-annual magazine - Wag!

The Sponsor a Dog scheme is a great way to help a dog that may be difficult to rehome. It will give a dog a safe and happy life at one of our Rehoming Centres. It's the next best thing to owning a dog yourself and a great gift for any animal lover. For as little as £1 a week, you ensure that your sponsor dog receives all the care they deserve, as well as helping the other thousands of dogs that Dogs Trust cares for each and every year. In return, sponsors receive a special sponsors pack including a certificate and ID card featuring a colour photo of their chosen dog, as well as three lovely updates from their sponsor dog each year.

**In October 2003, the National Canine Defence League was renamed Dogs Trust.*

Campaigns

Dogs Trust campaigns at both local and national levels on a wide range of different issues that directly impact on the welfare of dogs - both in the UK and abroad.

Give a dog a life - this campaign aims to significantly reduce the number of stray and abandoned dogs throughout the UK through a combination of practical initiatives and access to information on responsible dog ownership. Practical elements of the campaign include subsidised neutering schemes for dog owners receiving means tested benefits in campaign regions, as well as low-cost microchipping. Reducing the number of strays leads to a drop in the number of dogs destroyed.

Puppy Farming - is the intensive and indiscriminate 'battery' breeding of dogs on a mass scale. Dogs Trust continues to put pressure on local authorities to investigate suspected breaches of the Breeding and Sale of Dogs (Welfare) Act 1999, and continues to fight for greater public awareness of this industry and its dangers, as well as lobbying for legislative change.

Neutering - Dogs Trust runs a number of subsidised neutering schemes throughout the UK for dog owners. We believe neutering is the most humane way of controlling the stray dog population.

Greyhound Racing - Dogs Trust continually campaigns for improved standards of welfare through both the National Greyhound Racing Club and British Greyhound Racing Board, and seeks to eliminate the abandonment of thousands of greyhounds in this country once the dogs reach retirement age.

Hope Project - Dogs Trust Hope Project exists to provide preventative health care for the hundreds of dogs owned by the homeless community, and assistance to dog owners in housing crisis. We also work with housing providers to develop positive pet policies.

Educating the Dog Owners of Tomorrow - Dogs Trust believes that by providing education resources to schools and offering the opportunity for children to visit Rehoming Centres, they can teach compassion and care towards animals and encourage responsible dog ownership in the future.

The cost of a dog

Owning a dog is a long-term decision; some dogs can live as long as 15 years so you will need to be sure that you will be able to look after them for their lifetime. You will need to decide whether you have the time, lifestyle and money required to look after them well.

Owning a dog can be a costly business.

Equipment

Every dog needs:

A collar and tag	£11.70
A lead	£ 6.25
A brush	£ 3.90
Toys to play with	£ 2.85
Food and water bowls	£ 5.95

Health care

Keeping your dog healthy will cost you money. Every dog must be vaccinated against major infectious diseases: canine distemper, canine parvovirus, infectious canine hepatitis, leptospirosis and the canine parainfluenza virus. The vaccine protects your dog and prevents it from being a carrier of disease and spreading infection. Vaccinations for your dog will cost around £41.80 every year.

Your dog will also need to be microchipped. A microchip is implanted into the loose skin between a dog's shoulders. The chip contains a unique number for your dog. If your dog gets lost, it means that he or she will be tracked back to you and returned safely. Microchipping your dog will cost about £25.00.

Your dog should also be neutered. Neutering is very important, as it is the best way of preventing unplanned litters of puppies and stops certain cancers. Neutering also reduces the risk of dogs straying to find a mate. It costs about £100 to neuter a dog.

Your dog needs to be treated for fleas and worms regularly. The treatments cost about £23.35 every three months.

It is advisable that you insure your dog, as this will help pay for veterinary care if your dog gets ill. Dog insurance costs on average £8.00 per month.

Food

Remember, the bigger your dog the more they will probably eat. The cost of feeding one large dog for one week is about £10.00; a medium dog about £7.50 and a small dog £5.00.

Training

Every responsible dog owner takes their dog to training classes. The classes teach the dogs (and the owners!) how to behave well with each other and in public. The average cost of training is £60.00.

In a dog's first year with you, they could cost you about £775.00.



Things to consider before you get a dog

About you

- How settled is my life?
- Can I picture where I'll be in 15 years' time?
- Why do I/the family want a dog?
- What kind of dog would suit me/my family?
- Can I physically walk a dog?
- Do I work or go out for more than 4 hours at a stretch?

About the dog

- What size of dog do I want?
- What type of breed suits me best?
- Dog or bitch?
- Shall I neuter?
- Do I want a puppy or an older dog?
- One dog or more?
- Is there a local vet where I can register?

About the household

- Is anyone in the household allergic to, or frightened of dogs?
- Can we spare the time for grooming, walking and playing?
- Have we got enough space at home or in the garden? Is the garden secure?
- What about when we go on holiday? Who will take care of the dog?
- Do other pets need to be considered?
- Is all my family in agreement?
- Are we likely to move house?



Being a responsible dog owner

A responsible owner's dog:

-  Always wears a collar and an identification tag
-  Is microchipped
-  Is neutered
-  Is vaccinated
-  Is treated for fleas and worms every three months
-  Is given veterinary treatment if they are unwell
-  Has their poo picked up and placed in the bins provided
-  Has at least two good walks every day
-  Is fed at least once a day
-  Has clean fresh water available at all times
-  Is never left alone for too long
-  Is trained to follow basic commands
-  Is played with regularly and given toys of their own
-  Is never left alone in a car on a warm day
-  Is never allowed to roam the streets on their own
-  Is always looked after by someone if their owner goes away

A responsible dog owner realises that dogs have feelings too, and can feel sad and hurt if they are treated badly. If you treat your dog with the care and respect they deserve, you will be rewarded with a loyal companion, who as well as being fun will also be your best friend.

A Poem by Spike Milligan

The Dog Lovers

So they bought you
And kept you in a
Very good home.
Central heating
TV
A deep freeze
A very good home -
No-one to take you
For that lovely long run - But otherwise
'A very good home'.
They fed you Pal and Chum
But not that lovely long run.
Until, mad with energy and boredom
You escaped - and ran and ran and ran
Under a car.
Today they will cry for you -
Tomorrow they will buy another dog.

Spike Milligan

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Key messages to remember

 **A dog is for life**
Not just today or tomorrow or next week.

 **Time and care**
It is important to tell people how to care for dogs properly.

 **Training**
Tell people about how important it is to train dogs around the house
and indoors.

 **Money**
Warn people just how much keeping a dog can cost.

