



That's not my dog...



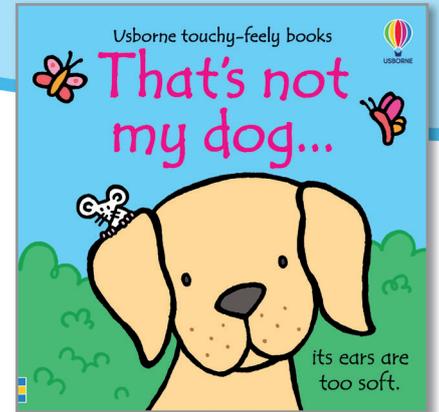
TEACHER RESOURCES

IDEAS FOR **EARLY YEARS SETTINGS**: AGES 1—4

This resource is designed to support reading 'That's not my dog...' in Early Years settings, helping children build empathy skills and understand how to behave safely around dogs.

We've included some suggestions of things to talk about with children while sharing the book, and a few ideas and activities to help children understand that it is important to show kindness and empathy to dogs. Practitioners might prefer to complete the activities in this pack sequentially or choose single activities to spend a bit more time on as you read.

There are also additional activity sheets provided at the end of this pack, exploring ways to help children and dogs live happily together.



BEFORE READING: LEARNING ABOUT DOGS

- First, can children point to some of their own body parts: ears, tummy, nose, tongue, feet? You could create a new version of 'Heads, Shoulders, Knees and Toes' together!
- Show children an image of a dog (see Activity Sheet 1). Can they point to different parts of the dog: ears, tummy, tail, nose, tongue, paws?
- Can children see how they are similar or different to dogs? For example, we can talk, but dogs can't. Dogs have paws, we don't. Why might this be?
- Bring different-sized fabrics with different textures to explore children's sense of touch and show them the meaning of the adjectives used in the book: soft (cotton), hairy (fur), shiny (sequins), rough (Velcro), fuzzy (felt), fluffy (a fleece).
- Finally, can children describe a dog's ears, tummy, tail, nose, tongue and paws? Encourage them to come up with lots of describing words. They can even use the list of words used in the book to help them.

Soft

Fuzzy

Shiny

Fluffy

Rough



AFTER READING: SHOWING EMPATHY AND KINDNESS TO DOGS

WHY WE LOVE DOGS

- Ask children to think about the different dogs in their lives; maybe they have a dog at home, or their grandparents or friends have a dog, or they simply enjoy interacting with dogs in the park (in a safe way of course!). Can they talk about the different relationships they have with dogs?
- Encourage children to think about how it feels to love a dog. Does it feel good? Does it feel warm and snuggly? Does it feel like friendship?
- In the heart-shaped template on Activity Sheet 2, ask children to write down words, colour or draw to express how they feel about the dogs in their lives. If there are some children who feel scared of dogs, this is a good opportunity to discuss these feelings. Instead, children might be encouraged to think of ways they can build confidence when interacting with dogs. There are lots of tips listed on the 'kindness cards' on Activity Sheet 3.

BEING KIND TO DOGS

- How can we be kind to dogs? Encourage children to come up with different ideas — for example: we can be kind to dogs by stroking them with gentle hands; we can be kind to dogs by giving them space to sleep and eat; we can be kind to dogs by not taking their toys from them.
- Ask children to consider what would be unkind. For example, poking or hitting dogs, or pulling a dog's tail.
- Look at the 'kindness cards' on Activity Sheet 3. Discuss the cards with children and create role play scenarios for each of them. For example: how would the children feel if someone poked them or pulled at their hair? How would they feel if someone made loud noises when they weren't expecting it? The role plays should help children understand how a dog might feel in similar scenarios.

PLAYING SAFELY WITH DOGS

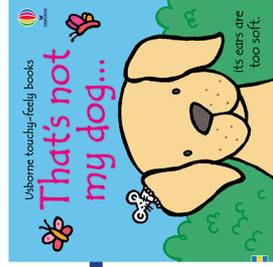
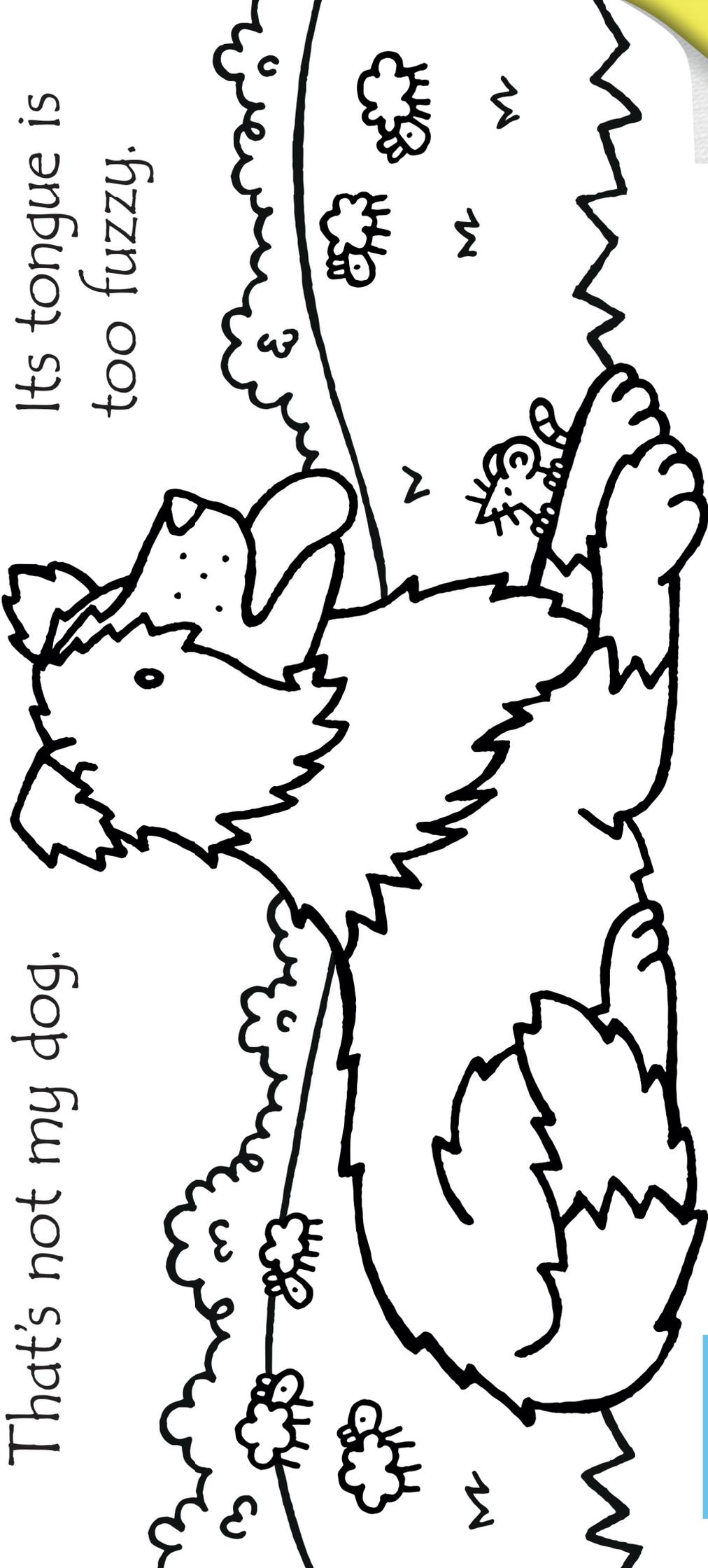
- Look at the kindness cards on Activity Sheet 3 again. This time, discuss how a dog might react if you don't show kindness to them. How will a dog react if you poke them or pull at their tail? How will a dog react if someone makes a loud noise when they're not expecting it? Help children to understand that it is important to show kindness to dogs to play safely with them.
- Encourage children to use everything they've learned to create a list of rules for playing safely with dogs, particularly dogs they are not familiar with.



Look at the picture of the dog below. How many different features can you spot from the list: ears, tummy, tag, nose, tongue, paws? When you have found them, colour-in your dog!

That's not my dog.

Its tongue is too fuzzy.



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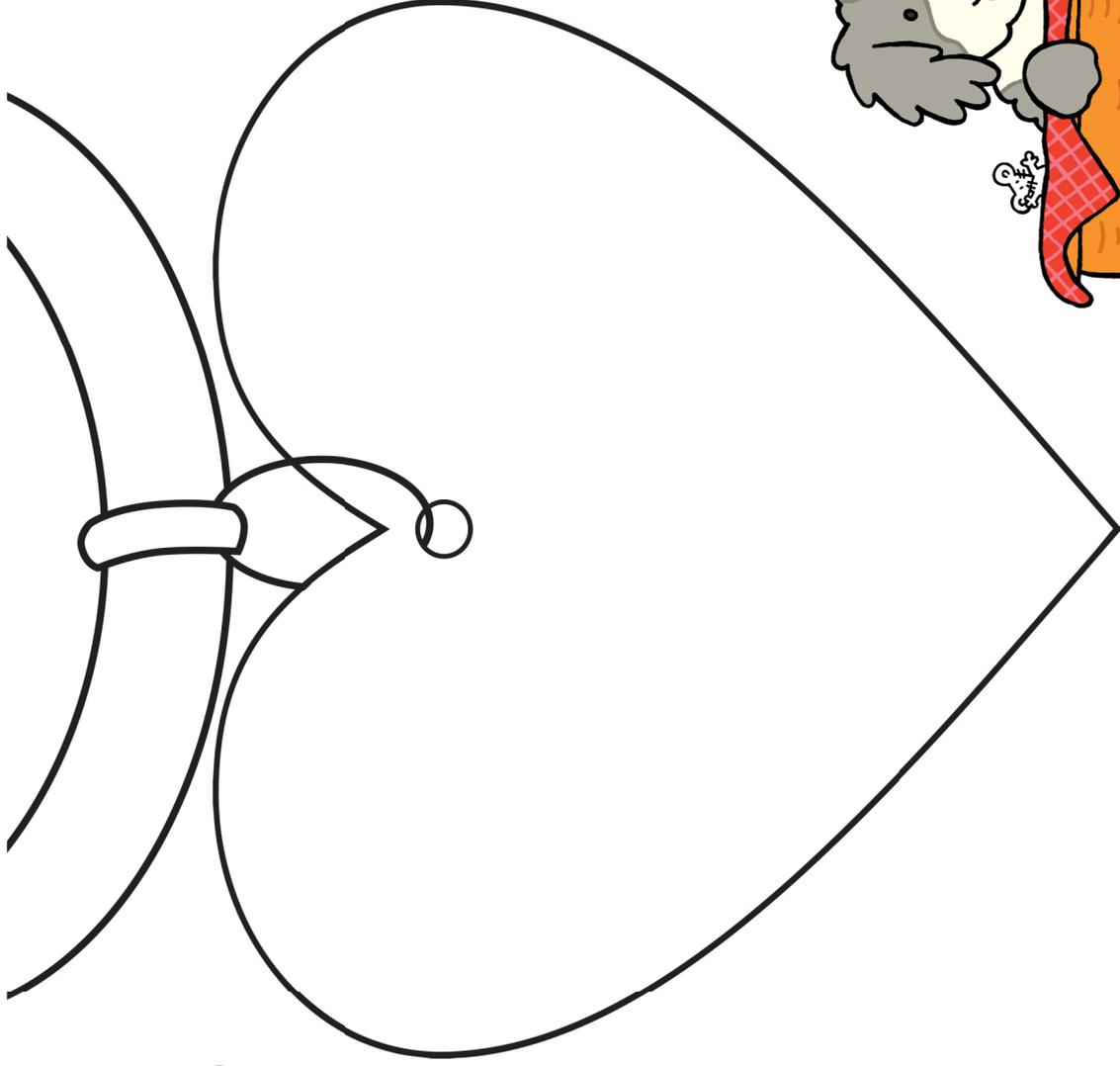
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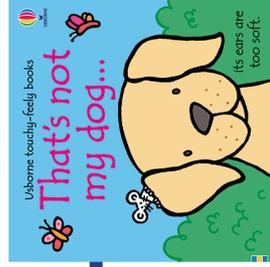


In the heart-shaped dog tag below, write down words, colour or draw to show how it feels to love a dog in your life!

That's
my dog!



Its paws
are so
fluffy.



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3. KINDESS CARDS

Look at the kindness cards below. For each card, imagine what would happen if you did the opposite. For example, what if you *didn't* stroke a dog with gentle hands. How would the dog feel?

Always stroke dogs with gentle hands.

If a dog has something in its mouth, avoid taking it from them.

Always be gentle instead of poking, climbing or pulling at a dog's tail.

Walk calmly towards dogs instead of running.

If a dog is eating, try not to disturb them.

Give dogs their special toys to play with instead of taking them away.

If a dog is tired, old or unwell, treat them gently.

Be calm and try to avoid using surprising or loud noises.

Let dogs feel free by giving them space.

If a dog is sleeping, try not to disturb them

Always give a dog a break from playing.

If there is a dog you don't know, speak to the owner first before you approach.

