

ANIMAL BODY LANGUAGE



Drawing Adapted from Ranger Rick Magazine

Naaldlooshii Bits'iis Saad

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First Place Winner of the Prestigious ASBA "Golden Bell Award" for K-8 Curriculum.

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Animal Body Language Naaldlooshii Bits'iis Saad 2

A R.U.F.F. MISSION

1. Goal: An awareness that animals such as dogs and cats express emotions through different body language movements.

Problem Statement: Many children are bitten by dogs or scratched by cats every day simply because they don't know how to communicate with their pets. They are not able to understand their pet's body language. Learning about an animals responses can teach more sensitivity toward others, along with a higher level of awareness for all life.

2. Measurable behavioral objectives: Students will demonstrate understanding of the concept visually, in an oral text and written text where applicable (age consideration).

3. Specific strategy that focuses upon student needs: Leading questions that utilize the five senses that the students possess: Ask students if they know when a cat is angry or when a dog wants to play? Have any of the students been dog bitten? Do they know why it happened? Do humans use body language? Can we show someone that we are angry or happy with them through our actions, without using words? Is it important to be able to understand body language?

4. Awareness or readiness level: Students will respond to an appropriate question and answer at any level.

5. Specific plan (Materials needed): Prepare your room for your Animal Body Language Thematic Unit, set up the Our Five Senses bulletin board and the Animal Learning Center. Provide; paper, pencils, animal behavior books, computer access, art supplies.

6. Student practice (student activities): Ask the students to participate in offering descriptive words and phrases pertaining to animal behavior. Record their responses on chart paper. Ask them if they think that all animals express themselves, if they are harmful, or helpful, mean or friendly, a pal or a menace. Share that the story you will be reading is about a make-believe animal game in which the showing of strength and being aggressive isn't necessary to to succeed in what you are trying to do.

Students can play the game of " charades" where the team must guess

the answer strictly from body language (gestures, grimaces, eye movements, etc.) Divide students into two teams. Have students from each team brainstorm and write down different feelings, such as happiness, sadness, hunger, pain, anger, frightened, cold, hot, etc. Write appropriate feelings on blackboard in two columns. Each team is allowed to pick their own "feeling." Team members are chosen to show feeling in action without words. If other team members guess correctly within a certain time frame, a point is given. Different prizes can be used. Time can be decided by the teacher or the students.

7. Checking for understanding: (outcome base) Questions about body language that students will be able to answer.

8. Specific affective and cognitive areas addressed: Students will be able to describe different body language of certain animals in full detail and will have the understanding of what they mean and how they are used to communicate.

9. Specific teaching strategies which include student involvement: Students will complete a vocabulary list and they should be encouraged to write a story concerning the way their favorite animal expresses itself; Does it show fear, happiness, wants to play etc. Make a Be Safe Around Animals Center. There is a fun section called Name That Dog! This is fun for the students and it is a good way to encourage students to think about the type of dog that is being described and the body actions that this dog might show when it is happy, angry, sad, hungry, thirsty, etc.

10. Other: I have always felt that this was one of the most important of all the lessons. We would have much more understanding of each other if first we understood nature. The movements of animals' facial expressions, eye behavior, posture, and moving of body parts is inherent in all creatures including man. It is a major part of good communications skills, which are so very important in everyday life and all different types of situations. I would strongly recommend spending several days on this lesson if possible. Appropriate for grades 2nd through 5th with teacher variation.

Answers to Name That Dog!

- | | | | |
|------------------|-----------------|-------------|---------------------|
| 1. Saint Bernard | 2. Newfoundland | 3. Poodle | 4. Cairn Terrier |
| 5. Bull dog | 6. Dachshund | 7. Huskey | 8. Pekinese |
| 9. Dalmatian | 10. Blood Hound | 11. Saluki | 12. German Shepherd |
| 13. mixed breed | 14. Persian | 15. Siamese | |

ANIMAL BODY LANGUAGE

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Kinesics, is the study of nonlinguistic bodily movements, such as gestures and facial expressions, used as a way a communication, and is an important way to study different ways of communication within different species.

Animals meet with others in various ways; through reproduction and the raising of the young, in defining and observing rank, through defending territory, and mutual warnings against dangers and enemies. All this and much more depends on an animal understanding the moods and intentions of others of its kind, on adapting its own behavior to these cues, and influencing the behavior of others in turn.

Since animals, unlike humans, have no words to communicate with each other they use signs of all kinds. This nonverbal communication plays an important role for us humans, too, both as a complement to and a *precursor*, which means one that precedes and indicates, suggests, or announces someone or something to come, of language.

Every day children and adults are dog bitten. Why? Many times,

it is because people do not know how to behave around dogs. They treat dogs in a way that the animals do not understand. They challenge them or allow the dog to become the leader of the household. Instilling the simple habit of total obedience is the foundation of all dog training. This should begin as soon as a new dog or puppy enters the home. Puppies cannot be started on intense training because they are too young, but they can learn good manners and good behavior, just like boys and girls are expected to learn good manners and good behavior, even when they are very small.

Before people choose to bring a dog into their home they should learn to be patient and have self-control. Patience is a learned thing. Being patient, *á ho dééshéé' ha'ólní (tolerant; understanding)*, with children and animals is very important. Dog owners must also be persistent, *yaa nidinidááh yaa nidineedzá (insistently repetitive or continuous, refusing to give up)*. Teaching your dog to have good manners comes from the persistent repeating of each command in a *á ho dééshéé' ha'ólní* self-controlled manner, which is always done in the same tone of voice. Never hit or kick your puppy or dog. You are only teaching them violence.

Puppies and dogs are naturally instinctive and intelligent. They are usually eager to learn, and happy when they know that you are pleased with their efforts. If dogs are never trained or never taught good manners, they can become dangerous, and be a nuisance to others.



Most of the signs of "animal's language" are transitory, *alts'íísí na'alkid t'óó áłtsééd* (*existing or lasting only a short time; short-lived or temporary*), with facial expressions, gestures, and sounds. Many animals also leave more permanent signs that others of their kind recognize and understand even when the animal leaving the sign is no longer there.



Signs are meaningless if those they are intended for fail to perceive them, observe them, or understand them. Giving and interpreting signals is innate, *yi'dííłna' bi'dííłna'* (*possessed at birth; inborn*), in all animals, including humans. At a certain stage of their development animals can do both, without ever having had to learn how. This is called instinctive. Many birds and mammals expand this ability by learning additional repertoires, *ééjłniihgo* (*this means that they store the new things they learn in their memory, sort of like we humans do*).

House cats, for example, have many varied forms of expression. You may wonder why cats have so many different signals. How could these signals become so distinct in an animal like the cat that has the reputation of being an unsociable loner?

Mammals, even if they spend most of the year without contact with others of their kind, still have to meet and understand one another during mating. The encounters with rivals and the subsequent rearing of their young make body language very important.



Scientists study animal behavior along with human behavior to better help them understand ancient human cultures and civilizations. They learn about these civilizations through animals uses, drawings and pictographs, animals buried with humans, and animals that humans ate.

They have discovered in the past twenty years that cats, including the various wild forms, are not as asocial, which means to be alone, to avoid the society of others, as people used to think. House cats have advanced way beyond their wild ancestors in their capacity, *yíneel'á yee nítso* (*the power to learn or retain knowledge; mental ability*), to develop new forms of social

organizations. This is probably because among domestic animals the cat is a special case. It was not domesticated as other were, but, it is said, it **chose** to live with humans of its own free will. Of course cats learn to understand and interpret the expressions of other beings other than cats. In expression, *áhwiinidzingi (a facial aspect or a look that conveys a special feeling)*, and impression, *haadayiil'ijhgo (an effect, a feeling, or an image retained because of experiences)*, in behavior, innate and learned elements work smoothly together to produce a unified result.

Cats Facial Expressions and Gestures

The cat has muscles in its face that gives it great mobility in moving the nose, lips, cheeks, ears, and forehead, the rapid dilation and narrowing of the pupils, and whiskers that often accentuate, *t'áá yéégo díits'a' (to stress or emphasize)*, the muscle movements around the muzzle. These all combine to create a wide variety of expressions.



When cats use these muscles to position their heads, bodies, and limbs, including the tail, to carry a message or to give a signal, these movements are then called gestures. In the case of mammals with fur, the

ability to raise the hair on certain parts of the body or the entire body is also included as a gesture.

Some common gestures of cats are:

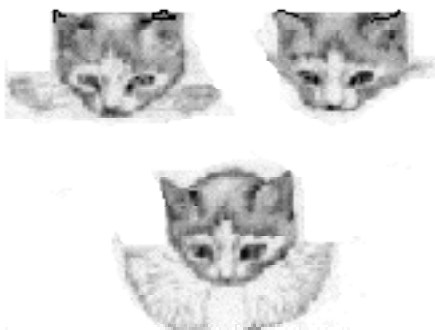


Threat of attack: The ears are turned so that their backs are visible from the front; the head is held sideways and slowly sways from side to side at every step; and the eyes are glued on the enemy. When the head is stretched forward this indicates a readiness for contact. Different facial expressions signal whether the encounter is likely to be friendly or antagonistic, *b'ídzíts'igo (one who is opposes another and is ready to fight)*.



Ears: Pointed forward, ears convey friendly interest and different degrees of attentiveness or suspense depending on how far up or toward the center they are pulled by the muscles of the forehead. Ears pricked up and turned slightly backward are a warning that attack is imminent. If the ears are also bent back and drawn down sideways, this signals a defensive attitude, fear, and readiness to take flight. Ears that are raised but twisted to the back, combined with hissing, announce that an attack is in the making.

Cheek ruff: In the mood of excitement and expectation mixed with fear, the cheek muscles pull the cheek ruff downward and toward the throat, sometimes in a pulsing rhythm. This is easy to observe in lynxes and other types of cats with prominent cheek ruffs. In house cats this ruff is hardly longer than the other hair, its movements are not easy to see. The cat must be observed very closely to see the ruff move.



Whiskers: The positioning and spreading of the whiskers also contributes to the expressions. If the whiskers are pointed forward and fanned out, the cat is tense, attentive, and ready to act. When the whiskers are pointed sideways and are less spread out, the cat is calm and comfortable, and when they are bunched together and flattened to the side of the face, the cat is reserved or even shy.

Yawning: Yawning is not as contagious in cats as it is in humans. Seeing another cat yawn does not make a cat sleepy. Instead, yawning is more of a sign of reassurance, expressing something as "I'm feeling peaceful, and I hope that you are too."



Lips: Movements of the lips that serve an expressive purpose are usually combined with sounds. Two different lip movements should be mentioned:

First is *flehmen*, which is a curious grimace, *binii'dah neiiteh'il* (to make a sharp contortion of the

face), cats sometimes display. It was first described and named by the former director of the Leipzig Zoo in Germany, Dr. Karl-Max Schneider. For lack of an original English word, the term flehmen (flay-men), has been adopted by the English speaking world. Flehmen occurs not only in all kinds of cats, but in many other mammals as well, for example most hoofed animals.

The grimace of the flehmen is a response to certain scents of a sexual nature. Other smells can also encourage it to happen. When a cat demonstrates the flehmen its mouth is slightly open, it draws the corners of its mouth back and the nose and upper lip up. The typical look appears as if the animal were turning up its nose or expressing displeasure or disgust.

The expression is connected with the functioning of Jacobson's organ, a second organ of smell that is still fully present in cats but has disappeared in many other animals, including the primates and humans. In lions and other big cat this grimace is very pronounced. In house cats, the facial musculature allows for only a faint version of this expression, and it is easily overlooked if it is not consciously looked for.

The **second** expressive movement of the lips that bears no

relation to sound was also described by Dr. Schneider. He termed it a gesture of embarrassment. It looks much the same as flehmen, but the mouth either stays closed or is opened only very slightly; the lips are drawn down farther back and less far up, and the nose is not wrinkled.

At the same time the head swings slowly from side to side. This behavior, which has so far been observed only in the big cats, seems to express friendly rejection of another member of the species, approaching with friendly intentions. Translated into human terms it seems to say something like: "Be kind and leave me alone," Most authorities believe that if house cats do indeed exhibit this movement, it has been unobserved because it is so hard to see.

Legs: Legs that are stretched to their full length are a sign of self-confidence and even of readiness to attack. Bent hind legs, on the other hand, indicate uncertainty or even being timid.

Body: If the body is stretched, the cat feels sure of itself or is prepared to attack. A contracted body or a back arched in typical cat fashion indicated fear and readiness for defense.

Tail: The motion of the tail if moving quickly and jerkily from

side to side shows high excitement. A still raised tail is a friendly greeting and an invitation to sniff. If the tail whips up suddenly this is a threat of attack. Cats without tails, such as the lynx, Manx, and Japanese Bobtail can show these moods with facial changes instead with cheek ruffs and the different position of the ears, and the tufts on them.

Hair: If the cat is afraid, the hair stands up fairly evenly all over the body. When the cat threatens or is ready to attack, the hair stands up only in a narrow band along the spine and on the tail. In threat and attack the hair not only stands up but also inclines slightly toward the

middle from both sides, thus forming a sharp ridge.

Do Dogs Use Body Language?

Dogs belong to a small family of meat eating animals. This family also includes wolves, coyotes, foxes, and jackals. Dogs resemble these animals in body structure and behavior.

By the age of 4 weeks, a puppy can produce a dog's range of vocal sounds--barks, growls, howls, whines, and yelps. Some of these sounds have different meanings in different situations. A whine, for example, may mean that the dog is



Drawing Adapted from Ranger Rick Magazine

This dog is being very submissive. It rolls over and shows you its belly. It may even urinate a little. Why? The dog is acting like a puppy does around a really major boss--it's mother.

in pain. In other circumstances, the dog may whine simply as a greeting to indicate that it wants to play. Barking has an especially wide variety of meanings, and dogs may bark in almost any situation.



Dogs also use body language that consists of a wide range of body and tail postures combined with various facial expressions. Eye contact is an important part of a dog's body language. A dog uses a direct stare as a threat or a challenge. On the other hand, a dog will break eye contact as a sign of surrender to a more dominant dog. Dogs also

communicate with one another through odors produced by certain glands or given off by urine.



Much of a dog's behavior resembles that of its wild relatives. This behavior is instinctive, that is, inherited rather than learned. For example, many dogs turn around several times before lying down, much as a wolf or wild dog does in trampling, **yik'i naayá (to beat down with the feet to crush, bruise, or destroy; tramp on)**, leaves or grass to make a bed. A good understanding of dog behavior and communication can help most people avoid dog bites.



Drawing Adapted from Ranger Rick Magazine

"I'M THE BOSS"

Don't be fooled. A stiff, wagging tail along with a direct stare doesn't mean "let's be friends." It usually means, "I'm the boss!" If the dog also has its ears up, its mouth open, and its lips pulled back, watch out! It's **ANGRY**.



Drawing Adapted from Ranger Rick Magazine

"YOU SCARE ME!"

If a dog's tail is between its legs, with its ears pulled back, and body low, that dog is probably scared. Be careful. It may be so scared that it's ready to bite!



"WANNA PLAY"

With its rear up and its front down, this dog is doing a "play bow." Or sometimes it will lift up a front paw. The dog may also perk up its ears, wag its tail, and open its mouth and pant. What does all these things mean? "Hey you--let's play!"

Drawing Adapted from Ranger Rick Magazine



A dog by nature is a pack animal. If you adopt a dog, it will think of your family as its pack. When a dog lives in a pack, one of two dogs is dominant, the boss, over the other dogs. The rest of the dogs are submissive, they give in, to the boss dog. Most dogs treat their human owners as the boss. One way a dog shows you that you are the boss is by lying down with its ears back, it may whine, and its tail may wag.

If the dog's tail is between its legs, and its ears are pulled back, with its body low to the ground, it is

probably scared. A scared dog may bite simply out of fear.

If a dog rolls over and shows you its belly, the dog is acting extremely submissive towards you, something as a puppy would towards its mother. It might even urinate a little.

When a strange dog stares directly at you, it is challenging your authority, *bee bóhólnífh (the power to enforce laws, exact obedience, command, determine, or judge)*. To regain your authority, stand as tall as possible.



"YOU'RE THE BOSS"

Most dogs like to be part of a pack. They treat their human members as the boss of the pack. One way a dog can show you that you are the boss is by lying down with its ears back. It may whine and it may wag its tail.

Then be super still and in your deepest voice, tell the dog to go away. Don't look it right in the eye because that tells the dog that you are challenging it. Just look near the dog. If you stay calm, the dog should soon back off. If it doesn't, try to slowly back away. Never, ever run.

Common Questions On Dog And Cat Body Talk

1. How do cats tell you that they are happy?

Answer: Purring is a non vocal sound with which everyone is familiar. In adult cats it usually means: "All is well, and I'm feeling fine." Also the position of the whiskers indicates how a cat is feeling. If the whiskers are forward and somewhat separated it signals a friendly disposition and relaxation. If their ears are pointed forward, this usually indicates a friendly attitude also.

2. Why do cats rub up against you?

Answer: To claim you as their property. Small skin glands in the cheeks and under the chin of cats contain oil that only they or other cats can smell, therefore they are marking you as their object. This scent, **halchin** (*odor left by the passing of an animal*), can still be detected by other cats for several days or even weeks.

3. When a cat switches its tail back and forth rapidly, what is it telling you?

Answer: The motions of the tail function as a barometer, **aḷḷḷ ḷnḷḷnḷḷ/bee ḷneel'ḷḷḷ** (*something that registers or responds to fluctuations; an indicator*), of the cat's moods. Waving the tail quickly and jerkily from side to side betrays high excitement of various kinds.

4. If a dog's ears are erect and straight forward and it is standing rigid and still with its tail up in the air, should you approach this dog?

Answer: No! This dog is suspicious, **ayohooliih** (*tending to suspect; distrustful*), of you and may bite. A stiff wagging tail along with a direct stare doesn't mean "Let's be friends." It usually means, "I'm the boss" and if the dog also has its ears up, its mouth open with lips pulled back, watch out! It's angry.

5. If a dog gets down on its front legs with its rear sticking up in the air, what is it asking?

Answer: Do you want to play? Dogs do what is called a "Play Bow." Sometimes it will lift one front paw, wag its tail and pant.

6. When you encounter a strange dog, how should you greet it?

Answer: Hold your hand out, make a fist, and offer the dog your hand, palm and fingers down, allowing it to smell your hand for a few minutes. Above all never, never run from an aggressive dog. Try backing away slowly and don't look them in the eye, or you will be telling them that you are "the boss" and they will accept that as a challenge.

7. Is it all right to approach a strange dog in someone else's yard?

Answer: No! Dogs are territorial, which means they want to protect their property, and they often will bite out of fear. Never, never walk into a yard with a strange dog unless the owner is present. Even then it is wise to keep your distance. Let the dog come to you and when it does let it smell the back of your hand first.

8. What is hissing, it is a sharp, sibilant sound, which means to produce a sound like ssss, and what does a cat mean by it?

Answer: When cats hiss, they open their mouths about halfway, draw back their upper lips with their mouth slightly open, and drag the corners of the mouth back and the nose and upper lip up. They arch their tongues high with the rims curving upward. As they do this, they expel their breath so hard that one can feel the air if one is close enough. Hissing is a

form of expression that affects three different senses; hearing, sight, and touch. Hissing is a common warning sound found among many non aquatic vertebrates, and is used by the cat as a warning that something is wrong. It is usually a bluff that allows the cat to flee.

9. What is spitting?

Answer: Spitting is a way to express contempt or animosity by or as if by ejecting matter from the mouth, it is another warning or threatening sound. This is a sudden and violent non vocal sound, often accompanied by one or both forepaws hitting the ground, Dangerous and frightening as it may sound, spitting is usually not much more than a bluff.

10. What does it mean when cats or dogs growl? A growl is a low, guttural, menacing sound made by an animal.

Answer: Growling is another kind of sound that is accompanied by a typical facial expression but unlike hissing and spitting, growling in cats or dogs signals defense, which is the act of defending against attack, danger, or injury, rather than offense, which is the act of attacking or assaulting. Repeated spurts of growling often turn into snarling, this has an impressive effect indeed, particularly when produced by the big dogs and large cats.

NAME THAT DOG!

The dogs and cats on the next two pages will tell you about themselves. Write the names of the ones you know on the lines after their clues. Then look at the names listed. Can you guess any more of the answers? Don't expect to get them all, unless you know a lot about dogs and cats. You can check the answers and fill in the rest of the names.

1. My long ago grandparents came from Switzerland. We're famous for finding people lost in the snow. I'm a giant among dogs, but I'm usually a gentle and friendly pet.

I'm a _____

2. I look like a big, black bear and I love to be around kids. For years, dogs like me have been trained to help save swimmers in trouble. I have webbing between my toes, and I love to swim or just get wet.

I'm a _____

3. I'm mostly a city dog now. But long ago, dogs like me made a living fetching ducks that hunters had shot. Some of my kind have fancy hairdos. We come in all sizes--large, medium, and small. My name comes from the German word pudeln, which means "to splash."

I'm a _____

4. I'm small but tough. In fact, I'm a terror to rats. The first part of my name is the word for the small stacks of stones used for landmarks in my homeland. Scotland. By the way, I have a big movie star in my family. Remember Toto in the movie "The Wizard of Oz" He was a dog like me.

I'm a _____

5.. Long ago, dogs like me were trained to fight bulls, while people watched and cheered. Those dogs were taught to sink their teeth into a bull's skin and not let go. Fighting like that is now against the law, and we've become friendly and easy-going pets.

I'm a _____

6. I've been called a sausage dog and a walking wiener, but I don't mind. Dogs like me came from Germany, and there my name means "badger dog." That's because people used dogs like me to chase badgers and weasels from their holes.

I'm a _____

7. I'm a native American dog, and I like my weather cold. A group of Eskimo people bred me to pull their heavy sleds over the ice and snow. I can pull several times my own weight. Now, lots of people use dogs like me to pull their racing sleds.

I'm a _____

8. I'm a shrimp, size wise. But dogs like me were a big deal long ago. The rich people in the old Chinese city of Peking (now Beijing) carried us around in little cages inside the loose sleeves of their clothing. Some people think I look like a little lion. Do you?

I'm a _____

9. Dogs like me have been lots of things, including watchdogs and circus performers. We used to run beside horses that were pulling carriages. You probably know us best as "firehouse" dogs. A movie was made starring more than 100 of us.

I'm a _____

10. Call on me if you want a super sniffer to search for something you've lost. Dogs like me can follow the faintest smell for miles. That's who police departments use us to track down criminals.

I'm a _____

11. I come from perhaps the oldest breed of dogs. I was a favorite of the kings and queens of Egypt. Mummies of some of my breed were found in ancient tombs. I'm a fast runner, and I'm proud of my long silky fur.

I'm a _____

12. I am considered by many to be the best of the best because I am easy to train. I am actually a herding dog, but I am frequently used by the police as a partner and some of my breed have died in the line of duty. I am also used as a "seeing eye" dog and I have several famous movie stars in my family, one of the more famous was Rin-Tin-Tin. I can do many different things, and I really love being with a family.

I'm a _____

13. I am often seen on the Navajo Indian Reservation herding sheep. I do this all by myself because some of my ancestors were used for this purpose. I am very brave and sometimes will even challenge a car if I think that my sheep will get hurt. I have many different types of dogs that run through my veins but some people say that I am a breed apart from the others.

I'm a _____

14. I'm not a dog, I'm a cat. People like me because my nose is pushed in and when I walk it looks like I'm wearing pants. My ancestors came from the country called "Persia."

I'm a _____

15. I am also a cat. My ancestors came from Siam. I have a friendly disposition, and I love to play. I also love to catch mice and rats. My favorite thing to do is lay in my human's lap and purr.

I'm a _____

BE SAFE AROUND ANIMALS LEARNING CENTER

Learning center activities and materials should review, reinforce, and enrich concepts and skills previously taught. The activities should also be designed to address individual differences in your children's learning styles. The learning center can be designed for individual or cooperative use.

For success in your Be Safe Around Animals Learning Center, consider the following:

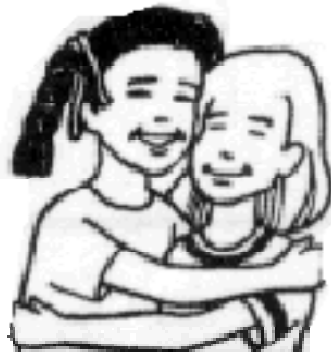
- decorate the center with be safe illustrations or photos.
- develop activities that can be completed cooperatively or individually
- create language activities that include some of the writing ideas, word search, and vocabulary building.
- provide facts about safety issues as well as animals body language.
- display the drawings that the children made about their favorite pet, and how it lets them know what it means.
- provide resource materials such as books on dogs breeds, different cats, or any animals that the children are interested in, pencils, paper, art supplies, and other materials as needed to complete your created activities.

OUR FIVE SENSES BULLETIN BOARD

This bulletin board display utilizes the five senses that all of us possess. Reproduce the dog body language pictures found in this booklet onto white or light gray tag board. Display each dog picture on the the prepared bulletin board and create a pointer so that it directs your eyes to the body movement that the dog is doing. Reproduce onto construction paper a total of five senses using the patterns found below. Cut out the pictures and label them respectively. Include how they might feel (scared of an angry dog), to feelings (how they feel), toward a friend or a pet.

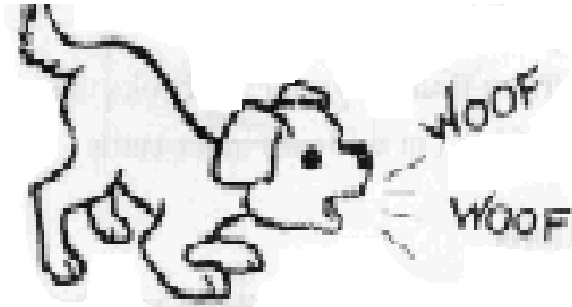


I am scared

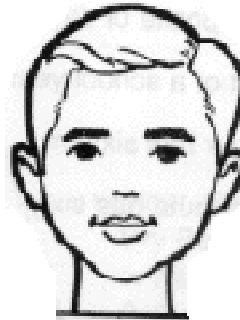


I feel happy

Feelings



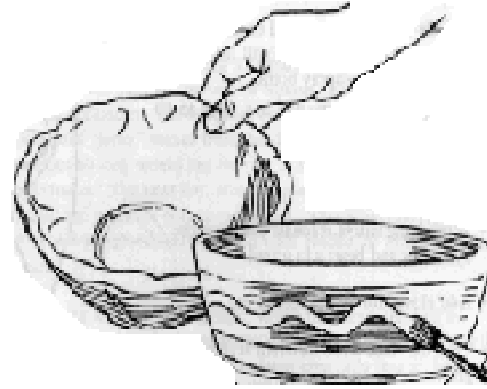
I hear the dog bark
with my ears



I see the dog with
my eyes



I smell with my nose



I touch with my hands

As an introduction to the senses unit, gather the children around the prepared bulletin board. Have them identify what the first picture indicates-- i.e. seeing. When we see things, our eyes are using the sense called: see. If the children already have a awareness of the five senses, allow them to play a more interactive role and choose a sense and decide which picture shows that sense. Use this opportunity to talk to the children about the dangers of approaching a strange dog. Reinforce that animals can talk to us, show us, what they want and how they feel by using their senses (body language). That it is important to understand another person's or animals feelings. Animals are important us.

PERSONAL JOURNALS

Encouraging your children to keep a personal journal helps them to express themselves through both written and oral language. Allow time for both writing and sharing their stories with one another.

Keep in mind that these journals are personal. When you read a child's journal, it is to understand that child's thought, not to focus on perfect penmanship or skill ability. Respond verbally or by writing a note of encouragement.

Journal writing topics may be open-ended or include such topics as facts learned; personal feelings about, frightening experiences, summaries of activities completed during the Animal Body Language Unit; and imaginative stories about animals.

Personal journals can also serve as an excellent child centered authentic assessment that assists you in evaluating whether the language skills you have introduced are becoming personal strategies. They are also helpful in healing a frightened child who may have been dog bitten, by allowing them to express themselves through written and oral. Encourage them to share their experience with others, but they may only be comfortable in sharing it privately with you.

STORYTELLING

The Native American storyteller tells the people's myths and legends not only with oral language but with **BODY LANGUAGE**, as well as sound and dramatic effects. A storyteller's sound effects can include things like; the swishing of a bird's wings, the galloping of a horse, the blowing of the wind, the fall of the rain, the growling of an animal, the purring of a cat.

The emotions of the characters in a story are expressed on the storyteller's face and heard in his or her voice. It is important that the children who are listening understand and remember the stories since they contain the lore and wisdom of many generations. Later, when the children grow up and are able to repeat the stories in detail, they will continue the storytelling tradition and foster a better understanding of Native American peoples.

In addition to completing the activity that accompanies the story, the following steps can be used to make the stories more meaningful for the child or children.

- ° Make the story come alive by reading it using dramatic effects and **BODY LANGUAGE**. Change the level and pitch of your voice, and use different expressions for each character in the story.
- ° While reading the story, occasionally ask the child or children what will happen next.
- ° Occasionally stop during the story to discuss with the children the character(s) and what is happening.
- ° After reading the story, ask the children to retell it using his or her own words.
- ° Make sock or lunch bag puppets to represent one or more characters in the story.
- ° Have the children tell the story to another adult, a sibling, or another child, using his or her own **BODY LANGUAGE**, and dramatic effects.
- ° Have the child or children draw or paint a picture of an event or character in the story.
- ° Above all, express your own enthusiasm for the stories, showing that the stories are exciting and interesting to you.

THE BALL GAME BETWEEN THE BIRDS AND THE ANIMALS

Adapted from James Mooney
Charles and Randy Elder-Booksellers Publishers, 1982.

Most Native Americans have been very fond of many different sports and ball games. This story from the Southeast Woodlands is about a ball game played between the animals, who had many strong players, and the birds, who were not as strong as the animals but won anyway.

One day long ago the animal people challenged the bird people to a big ball game, and the bird people accepted. The leaders of both groups got together and decided on the day the game would take place. When that day came, all the people met on the playing field they had agreed upon, a large, grassy bottom by the river with big trees on both sides and where they would also have their ball dance before the game started.

Bear was captain of the animals. He was very heavy and strong, and when someone got in his way, he would push that person down.

"I am really going to show those birds who is the boss around here!" he boasted, and he threw great big logs around to show how strong and fearsome he was.

Terrapin, not the little one we know now, but a huge one who lived in those days, kept rising up on his hind legs and dropping down heavily so that his immense shell fell in a crash to the ground.

"I will crush any bird who tries to take the ball away from me," Terrapin said. "My shell is so hard, no animal in the world can harm me!"

"I can out run anyone who tries to catch me," Deer confidently remarked. "Just let anyone try!"

The animals were all certain they would win the game because they had so many strong and fast people. They could not resist bragging to everyone about how good they were.

The birds had chosen Eagle for their captain, but they were a little afraid of the animals. They watched the animals strut their stuff during the dance, and when the dance was over, they nervously pruned their feathers as

they waited in the trees for the captains to announce the beginning of the game.

As the birds sat pruning in the trees, two tiny animals, no bigger than field mice, scurried up the tree trunk to them. At last, they reached the branches where the birds were waiting. Then, they crept along the branch to where Eagle sat.

"Please let play on your team," one little animal said to Eagle.

"You have four legs," said Eagle. "Why don't you go play on the other team with the animals?"

"We tried to do that." the little animal said, "but the animal people made fun of us because we are so small, and they chased us away."

The tiny creatures looked so sad, Eagle felt sorry for them. "Okay," he said to them. "We will let you play on our side, but we will have to make you some wings so you can fly like the rest of us."

Eagle, Hawk, and the other birds had a council with each other, and at last Hawk remembered the drum they had used in the dance.

"We can make one pair of wings from the skin on our dance drum," Hawk told the others. "It is made of ground hog skin and would make a good pair of wings."

They took two pieces of leather from the head of the drum. They wet them and shaped them into wings. Then they attached cane splints to the leather to hold it out. They fastened the wings they had made onto the forelegs of one of the small animals. He was so different from his former self, they renamed him Bat.

It soon became apparent that Bat would be one of their best players. When they threw the ball to him, he was able to dodge and dart about, never dropping the ball and always keeping it in the air.

However, when the birds went to make wings for the second small animal, they had nothing to use since all of the leather had gone into making Bat's wings.

"I know what to do," one little bird said. "We can stretch his skin to make wings."

So that is what they did. For several minuets, two large birds used their beaks to pull and stretch the fur of the little animal on each side of his body and between his forelegs and his hind legs. Soon they had make Flying Squirrel. When Eagle threw the ball to Flying Squirrel, he took it in his mouth and flew with it almost across the length of the playing field.

"We have ourselves two great players!" the birds all agreed.

When the signal was given for the game to begin, Flying Squirrel caught the ball and flew up into a tree with it. He threw it to the birds, and they were able to keep the ball in the air for several minutes before it dropped. Bear rushed after it, but Martin got there before him and threw the ball to Bat. Bat flew near the ground, and he weaved and dodged so much, the animals could not come near him. Soon he reached the goal posts and threw the ball between them. The birds had won the game!"

Bear, Terrapin, and Deer. despite all their boasting, and showing of strength, before the game, never had a chance to get the ball. Martin, who had saved the game for the birds by catching the ball before the animals could get it, was given as a prize a gourd in which to build his nest. To this day, he still has that gourd.



= thematic tie-ins with : social studies, language, behavior, safety issues, reading, art, drama.

POSSIBLE QUESTIONS TO ASK:

1. What is kinesics?
2. How do animals use body language?
3. Do we humans use body language?
4. Is it similar to animal body language? In what way?
5. How can the study of animal behavior help scientists learn more about ancient civilizations?
6. What is a gesture?
7. What type of gestures are involved with dogs and cats?
8. If people learned more about animal body language would animals and people live together with less fear?
9. Can dogs tell you how they are feeling?
10. Can they let other dogs know what they are feeling ?
11. Can you describe some of these sounds or gestures?
12. What do we mean when we say a dog is a pack animal?
13. Who does the dog see as the leader of the pack when its lives with a family?
14. Should the dog be the leader of the pack in a family? Why?
15. Do you think people cause a dog to bite?

16. Do you think dogs and cats often warn us about what might happen if certain actions are not stopped?

Writing Prompt:

You are approached by a strange dog that is staring at you. He begins to move forward with stiff legs and his hair is raised up on the back of his neck. He is showing his teeth at you. What should you do?

Vocabulary for Animal Body Language Please find the definition for each word and then use it in a sentence. The use of Navajo words are encouraged.

1. Animal Body Language	Naaldlooshii Bits'iis Saad	page 1
2. patient	á ho déészée' ha'ólní	page 5
3. persistent	yaa nidinidááh yaa nidineedzá	page 5
4. transitory	áts'íísí na'alkid t'óó átsééd	page 6
5. innate	yi'dííłna' bi'dííłna'	page 6
6. repertoires	ééjłniihgo	page 6
7. capacity	yíneel'á yee níłtso	page 6
8. expression	áhwiinidzingi	page 7
9. impression	haadayiil'jįhgo	page 7
10. accentuate	t'áá yéégo dííłts'a'	page 7
11. antagonistic	bí'dzít's'igo	page 7
12. grimace	binii'dah neiłłeh'il	page 8
13. trampling	yik'i naayá	page 11
14. authority	bee bóhólníłh	page 13
15. scent	halchin	page 14
16. barometer	atąą ánáá'níłł/bee í'neel'ąąh	page 14
17. suspicious	ayohooliih	page 14

BIBLIOGRAPHY

1. Mooney, James. "The Ball Game Between the Birds and Animals," Myths of the Cherokee. Charles and Randy Elder-Booksellers Publishers, 1982.
2. Holland, Vergil S. "Herding Dogs; Progressive Training." Published by Howell Book Club 1994.
3. Photography Credit on page 22. Walter Chandoha taken from About Animals page 290 World Book Childcraft Volume 5. Published by World Book, Childcraft, Chicago Il., 1979.
4. Drawings of dogs adapted from Ranger Rick magazine 1992.



Dear Parent:

We are currently working on a thematic unit dealing with The RUFF program in attempting to help integrate learning by providing you with discussion topics for home and school transfer.

1. Do you think that animals can communicate with each other?
2. Why are so many people dog bitten?
3. Do humans use body language?
4. Do dogs consider their human owners the leader of their pack? Should this be a responsibility of dog owners to understand before they have a dog?

Please talk about these issues with your child this week.

Sincerely,

Your child's teacher

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