

ANIMALS HAVE FEELINGS TOO!



Sherri Watchman and "Garfield" at the Fadler apartment in Chinle on adoption day Oct. 1992.
Great Job!

Naaldlooshii Ałdó' Yee
Akonízinígúí Hóló !

Naaldlooshii Ałdó' Yee Ákonízinígíí Hóló !

ANIMALS HAVE FEELINGS, TOO!

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

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A R.U.F.F. MISSION

1. GOAL: An awareness that all animals have feelings and that children can learn how to understand their own feelings, through using animals.

Problem Statement: Many young children do not believe that cats and dogs have similar feelings that we experience as humans. Often, the presence of an animal in a child's life helps them to develop more empathy and nonviolent attitudes towards others.

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 strategies which focus upon student needs: Leading questions that utilizes the five senses .i.e. Ask the children that if they pinched a puppy, would it hurt?

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

5. Specific plan: (Materials needed) A live puppy or kitten .

6. Student practice (student activities): Including proper holding techniques, plus proper communication techniques (verbal and non-verbal).

7. Checking for understanding: (outcome based) Instructor will observe the children as they handle the pet, correcting any inappropriate action.

8. Specific affective and cognitive areas addressed: Students will be able to predict how the puppy will react to a harsh voice or a burn in much the same way as a pinch.

9. Specific teaching strategies which include student involvement: After demonstrating the correct procedure in handling a young puppy or kitten, students will be encouraged to demonstrate what they learn by doing the same.

10. Other: (as applicable to individual lesson): This lesson is good for K-1st grade and with variation, can be used up to grade 3 and beyond. It helps them to understand what "feelings" are. **Note:** Precaution should be taken in allowing particular students who haven't demonstrated sensitivity to the lesson in handling the pet.

ANIMALS HAVE FEELINGS TOO! Naaldlooshii Áldó' Yee Ákonízinígíí Hóló !



Danielle Totsoni and Flipper on vaccination day Oct. 1992. Great Job!



Students at the primary grade or any level, respond very well to the actual touching of a puppy, **lééchaqayázhí**, or a kitten, **másí yázhí**, or other small baby animal. The children should be shown how to hold a **lééchaqayázhí**, or **másí yázhí**, (drawing example included).

Have the children sit on the floor, in a quiet manner. The instructor should sit on the floor with the children, holding the **lééchaqayázhí** or **másí yázhí** in their lap. Hold the pet close to you to make it feel safe. Express how important it is for the children to help the baby animal to feel safe.



The demonstration should include the proper way of picking a little animal, **naaldlooshii**, up, never by the “scruff” of the neck, **bits’ii yahgi**, by the ears, **bijaa’**, or around the stomach, **bibid**, and then show them how to hold the little **naaldlooshii**. To do this place one hand, **níla’**, underneath the hind legs of the **lééchaqayázhí** or **másí yázhí**, allowing it to “sit” in your hand. Then with the other hand, gently encircle the area right under the front legs, balancing it and supporting it. When the children hand the

lééchaayázhí or másí yázhí over to someone else, (na'), make very sure that they are holding it correctly.



NOTE * Close attention must be paid to the welfare of the **naaldlooshii** as most of the children have not held or do not know how to properly hold a pet.



Explain to the children that the baby animal could be frightened, **hoṭyéé' hazlǫ́'**. Ask them if they have ever been , **nísíníldzǫ́dǫ́sh**?

1. Remind the children that they all look like GIANTS to the little **naaldlooshii**.

2. Explain that their voices sound loud, and when they shout or speak loudly, their voices hurt the baby **naaldlooshii**, **bijaa'**. Point to the **lééchaayázhí** or **másí yázhí bijaa'** and tell them that-- it hurts here, **kwe'é neezgai**.



3. Ask the children if they think animals have feelings too, **naaldlooshii aḏdó' yee ákonízínígíí hóló'**? The majority of the children might say “no”. This is a good time to emphasize to them that **naaldlooshii** feel pain, **dadiniih**, sadness, **doo bił hózhoq da** , hunger, **dichin**, thirst, **dibáá'** , and they can also feel happy, **bił hózhoq**, sleepy, **bił nízín**, angry, **báháchǫ́'** , playful, **daané'é nidzin**, or frightened, **hoṭyéé' hazlǫ́'**, just like people can.

4. Remind them that we should live in harmony with all of our surroundings, including our pets.



Start a discussion about feelings with the class.

* Tell them what makes you happy.

Questions for Consideration:

- * “How about you? **Nishá'**?”
- * When you ask a friend, “Let’s play, **Nei'né** “.
Do you think that a pet likes to play? How can you tell?
- * When you say, “I’m hungry, **Dichin nishǫ́** “
Do you think that a pet will feel the same way when it gets hungry, **dichin**?
- * How do you know your, **ni**, pet wants food?
- * Are you thirsty when you say, I want some water, **tó ła'**?

Do you think your pet gets thirsty, **dibáá'**?

- * How does your pets ask for water, **tó'**?
- * When its cold, **deesk'aaz**, outside, you need a warm, soft place to sleep. Does a pet need a warm, soft place to sleep when it's **deesk'aazgo'**?
- * When you are with your family, **t'ááta' háájé'ígíí**, how do you feel?
- * Do you think pets like to feel this way too?
- * Is it good to be healthy?
- * Why are these things important?
- * Have you felt sad, **doo bił hózhóq da**, before?
- * Do you think pets feel **nijichó'**?
- * Have you felt happy, **hózhó'**?
- * What would be some things that would make a pet feel **hózhó'**?
- * What would be some things that would make a pet feel **nijichó'**?
- * Should we treat **naaldlooshii**, with respect?
- * Should we treat each other with respect?

These points help to instill sensitivity and compassion for naaldlooshii and for each other in the children. All changes begin with each person. If the children come away from this lesson with even the tiniest spark of change, it is well worth it.



Warren Guy and “Gabby” on adoption day Oct., 1992.
Great job!

1st Grade Vocabulary

1. I shí
2. you, yours ni
3. its bi
4. no dooda
5. here na' (to hand something over)
6. yes aoo'
7. water tó
8. hungry dichin
9. hand ála'
10. ear ajaa

3rd Grade Vocabulary

1. stomach	abid
2. family	t'ááła' hooghanígíí
3. ear	ajaa'
4. water	tó
5. frightened	hołyéé' hazlǫ́'
6. playful	daané'é nidzin
7. angry	áháchǫ́'
8. sleepy	bił nízin
9. happy	hózhó
10. thirst	dibáá'
11. sadness	doo bił hózhóq da
12. pain	neezeigai
13. hungry	dichin
14. it hurts here	kwe'é neezeigai
15. How about you?	Nishá'?

16. Let's play	Nei'né
17. I'm hungry	Dichin nishłı́
18. I want some water	Tó ła'
19. when its cold	deesk'aazgo
20. their own family	t'áála' háájé'ígíí
21. its neck	bik'os
22. its ears	bijaa'
23. its stomach	bibid
24. they feel pain	dadiniih
25. feels happy	bił hózhó
26. is angry	báháchı́'
27. animals	naaldlooshii



TECHNIQUE OF HOLDING A PET PROPERLY

Remind the children that the baby animal is frightened, but they can help it to feel better by remaining very quiet and sitting in a circle with their hands in their laps. Tell them that animals, especially babies, become frightened easily when we move too quickly or make too much noise.

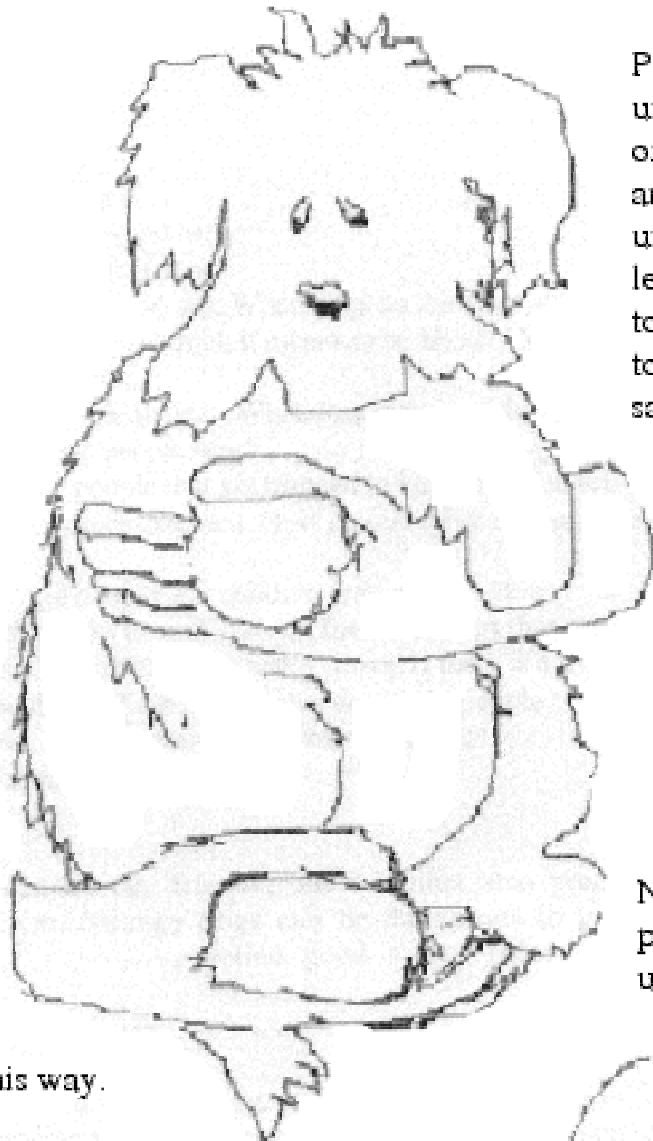
(You can't say this too much!)

This is something they should always remember.

Sit in a circle with them on the floor and slowly take the animal into your hands, cupping your right hand underneath the back legs and your left hand underneath the front legs. Ask everyone to pretend to hold a puppy or a kitten in their hands and practice this a few times.

It is very tiring for a little animal to be held repeatedly. What I have done in the past is to place the animal inside the circle and allow it to go to the children, without the children touching it. Occasionally the little animals go to a particular child and will crawl into their lap, thereby “choosing” the child who will demonstrate the holding technique. If the pet does not go to anyone, the teacher may choose someone. This is an effective way to emphasize good behavior, the quietest, the ones who have their homework completed, etc.

How to Hold a Puppy or a Kitten



Put one hand under yourpuppy or kitten's chest and one hand under it's back legs. Hold it close to you. This helps to make them feel safe

Never pick a puppy or a kitten up like this.



Or this way.





A dog can be a good friend because it can help people in many ways.

Do you know some of the ways that dogs help people?

They can:

1. Guard your home.
2. Herd your sheep and cattle.
3. Be a companion. (friend)
4. Help blind people to see. When dogs do this they are called a “Seeing Eye Dog.”
What do you think it means to be blind?
How do you think a dog can help people see?
5. Help deaf people to hear. What does it mean to be deaf?
How do you think a dog could help people hear?
6. Help to find people that are trapped in buildings that fell during a earthquake, tornado, or other disasters. How do you think the dogs are able to find these people?
7. Help to find people and children that get lost. How?
8. Help policemen to sniff out and find bad drugs that can harm kids.
9. A house dog can bark and wake you up if there is a fire.
10. Can you think of other ways that dogs help people.
11. Are there good reasons for not owning a dog?
12. Dogs can also be an aid for handicapped people. What do you think “aid” means?



Parental involvement:

Dogs can be our friends, but we must also practice being careful around them. Strange dogs can be dangerous to us when we do not practice good safety rules.

Some safety rules are:

1. Do not stare at a strange dog. When you stare at a dog you are telling them that you are trying to take over something that they have. You are challenging them. What do you think this means?
2. Never walk up to a dog that you do not know.
3. Always speak to a pet with soft, kind words. Shouting hurts their ears.
4. Pets like to play, but sometimes they need to rest.
5. Never stick your fingers into a cage that has an animal in it, or do not put your fingers or hands into a fence that has a dog you do not know.
6. When animals are eating, they do not like having someone around them. Sometimes they will bite if they think that you are trying to take their food. If a dog growls it is saying, “Stay away and leave me alone!”
7. Do not hit your dog. If people hit their pets, will they grow up and hit their children or other family members? “Hands are not for hitting.”
8. Always ask if you may pet or, if you may approach someone with a dog. Dogs can be protective. What is protective?
9. Always wash your hands, as soon as possible, after handling or petting an animal.
10. Do not kick your dog, it hurts them and can break their bones. Have you ever had a broken bone?
11. If dogs are hurt by you sometimes they will bite in self-defense. Why?
12. Can you think of other ways to practice safety around pets?



How do cats help people?

1. They catch rats and mice and protect our homes from these rodents.
 2. They can kill snakes. Can snakes be helpful?
 3. Cats can be a companion. (a friend)
 4. A cat can make someone feel happy by laying in their lap and purring. What is purring?
 5. Speak to your cat softly, shouting hurts their ears and also frightens them.
 6. Always wash your hands after petting your cat.
- Having a cat as a pet can be fun, but we need to learn to be safe around all cats.



Some safety rules:

1. Do not hit a cat. When we hit our pets, we learn to hit all things. We can grow up and hit our family members. “Hands are not for hitting.”
2. Do not kick your cat. You can break the cats bones and hurt it very badly.
3. If you pull your cats tail will hurt. How does it feel if someone pulls your hair?
4. When a cat growls, it means “stay away and leave me alone”.
5. A cat uses its claws for catching mice, rats, and bugs. If it scratches you, clean out the scratches with soap and water and put medicine on them. (Antibacterial)
6. When a cat rubs against you it is trying to tell you that “you belong to it,” be gentle, and pet your cat softly.
7. Wash your hands with soap and water after handling your cat, or any animal.
8. Can you think of other safely rules?



Dear Parent:

Some areas that we are attempting to integrate thematically this week into other learning opportunity areas through the RUFF Program are:

1. Does your child feel safe at school in all areas?
(Where do they feel the most secure? The least secure?)
2. Has anyone ever held you in a way that made you feel uncomfortable? (How could someone hold you to make you feel comfortable?)
3. Is there a proper way to ask for things that we need or want?
(What are improper ways of getting things?)

Sincerely ,

Your child's teacher,



= possibly thematically tied-in with subject matter in other areas in safety and health, and appropriate literature. Remember to use the Navajo language and pronunciation where- ever possible.

Possible Questions for Consideration:

1. How do you treat your pets?
2. Can you show me how you pick them up?
3. When is it appropriate not to pick them up?
4. What kind of food do you feed your pets?
5. Are some dogs not meant to be picked up?
6. Should we all learn how to pick up baby animals properly?
What about baby brothers and sisters?
7. Are animals part of the Navajo culture?
8. If people treat animals with respect, will they treat each other with more respect?
9. What do we call it when we feel sad, happy, angry, frightened, etc.?
10. How do our bodies tell us when we need certain things, such as:
food, water, sleep, going to the restroom, being warm, etc.?

WRITING PROMPT: Since animals cannot speak, could you recognize signals from them that would communicate their needs or wants?

*A thought; If we don't correct our children when they are young about hitting or striking an animal--who is responsible later, when as adults they hit or strike their children.

Bibliography

1. Interview with Marjorie Thomas
2. Front Cover picture of Sherri Watchman and “Garfield” at the Fadler apartment in Chinle on adoption day Oct. 1992. Thanks for a great job Sherri.
3. Danielle Totsoni and Flipper coming back to the Chinle Primary School for the second vaccination 6 weeks after adoption. Thanks for a great job Danielle.
4. Warren Guy with Gabby at the Fadler apartment in Chinle on adoption day. He had waited for for just the right cat. Thanks for a great job Warren.

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Thoughts for the week:

Activity Suggestion for Monday

“Softee” can help children:
practice working cooperatively.

Make a Softee

You and your students can make a “softee” (stuffed animal) together by filling an old pillowcase with soft stuffing materials. When the children have helped you fill the pillowcase, tie the end closed with a piece of yarn or string. You might want to tie some around the middle to make a “waist,” or around the corners to make “ears” or “feet.” Do the children have any ideas for decorating the stuffed toy? With buttons? Scraps of fabric? Yarn? When its finished, “softee” will make a good cuddling toy.

Materials needed:

1. old pillow case
2. stuffing materials (clean rags, old cloths, worn nylon stockings)
3. yarn or string
4. buttons, fabric scraps, etc.
5. glue, or needle and thread

Activity suggestion for Tuesday

“If I had a Pet” can help children develop their imaginations and learn to use words.

If I Had a Pet

If any of your students have a pet, maybe they would like to tell you and others about it. Ask them to describe their pet, or for those who don't have one, a pet they would like to have. You could ask them question like:

1. Does your pet have long hair or short hair?
2. How many legs does your pet have?
3. Is your pet big or little?
4. What do you need to do in order to care for your pet?
5. Where would your pet sleep?

Have the children draw pictures of their pets. They can be real or imaginary pets. What will they name the pet they have drawn?

Materials needed:

1. paper
2. crayons or markers

Activity Suggestion for Wednesday

“Animal Sounds” can help children
learn more about their world
learn to listen carefully.

Ask your students to say the names of some animals while you make a list on the chalkboard. Let them take turns making the sound that each animal on the list makes. Are there different ways to sound like the same animal? (dog: bow-wow; woof, woof; or arf, arf)?

Can any of the children tell you which animals are possible to have in your home and which are impossible to have in your home?

Materials:
chalk

Activity Suggestion for Thursday

“An Animal Comes to Visit” can help children learn to do things independently; learn more about their world.

An Animal Comes to Visit

Materials needed:

1. a pet
2. water dish
3. food for the pet
4. leash (if appropriate)

If you have a pet in your home, take this chance to let the children share in the care of the pet. Can they tell you how to care for it? They could help you by doing things like: filling the water dish; feeding it; playing with it; helping you take it for a walk; helping you to clean the place it lives.

If you don't have a pet, you might see if anyone could bring a pet, (or arrange for the RUFF Adoption Program in the Mobile Veterinarian Clinic to bring one into your classroom) for a visit.

You can also arrange for a “field trip” out to see the Mobil Clinic when it comes to your town. To arrange a visit call: 520-774-5596 or Mobil phone 1-520 607-1830.

Activity Suggestion for Friday

“Animal Blocks” can help children develop creative play; i.e. make a zoo, build a farm, build a pet store, toy animals.

Animal Blocks

Materials needed:

1. animal pictures (cut out from old magazines)
2. tape
3. blocks of wood, empty food boxes, or small milk cartons
4. scissors

Ask the children to help you find pictures of animals in old magazines. Cut out the animal pictures for the children and help them tape them to the sides of blocks, cartons, or boxes so the picture will stand up. (If you are using empty food boxes, you can cover the printing with a piece of paper first so the animal picture can be seen better.)

The animal blocks can be used in different ways. For example:

See if the children can name each of the animals.

Encourage them to use the animal pictures to pretend about what animals do.

Does anyone want to have a pretend animal parade?

Use the animal blocks to make a zoo. Can the children tell you what they might see at a zoo? They can make different sections for animals that are the same, and separate them from the others with pieces of cardboard. Can the children tell you why zoo animals need to be separated from each other and from the people who visit?