







## Teachers' Notes

to accompany the Stay Dog Safe resources

### Introduction

These teachers' notes form part of a set of resources. Other resources in the set are:

-  *Stay Dog Safe*, a DVD for Year 1–8 students, order number DB7
-  *Stay Dog Safe – Information for Families*, pad order number DB6
-  *Stay Dog Safe*, a game/poster for schools, order number DB3
-  *Stay Dog Safe*, counters/dice pack, order number DB5.

These resources have been issued free to schools with Year 1–8 classes as part of a dog safety education campaign designed to increase awareness in the community about ways children can behave safely around dogs. No one procedure can prevent all dog bites and injuries, but the nine safety tips introduced in these resources will help prevent unsafe situations from occurring.

### The purpose of these teachers' notes

These notes are designed to guide teachers using the DVD, classroom game (which doubles as a poster), and *Information for Families* in their health and physical education programmes in order to help students achieve specific curriculum objectives.

These teachers' notes suggest ways of using the resources with students in Years 1–8 working at curriculum levels 1–4. The notes provide:

- an **overview** of the DVD (page 2)
- **curriculum links and key competencies** that relate directly to the **learning outcomes** (pages 3–5)
- suggested **learning activities**, including ideas for before, during, and after viewing of the DVD (pages 6–9)
- the safety information in **te reo Māori** (page 10)
- ideas for **reflecting on learning** (page 10)
- making links with **other curriculum areas** (page 10)
- information about **related resources** (page 11)
- suggestions for **making links** with families, whānau, and communities (page 11).

These notes demonstrate the importance of a teacher and students setting learning goals together so that students will know what they intend to learn and can monitor their own learning.

## Overview of the DVD

Nine safety tips are introduced through three animated stories about encounters with dogs. Each story illustrates three safety tips.

In the first story, Hana, encounters an unfamiliar dog, Kuri, on a suburban street. In the second story, Inoke meets a puppy at his grandmother's house. The third story follows a group of children to a beach, where they encounter unfamiliar dogs.

The stories are introduced and commented on by a dog named Charlie, who reinforces the safety tips involved. Each tip is given in both an extended and in a short, highly memorable form, with te reo Māori versions as sub-titles.

In English, the nine safety tips are:

- Check it's sweet – before you meet! Ask permission from the owner before going up to a dog.
- To understand – they sniff your hand! When meeting a dog, let it sniff the back of your hand.
- Chin or chest – that's the best! After permission is given, stroke only the chin, chest, or shoulders and remember to be gentle.
- To meet a pup – ask a grown-up! Ask an adult before cuddling a puppy.
- If a dog has a snack – keep well back! Stay away from a dog who is eating or has a bone.
- Keep your face – out of their space! Never kiss or put your face down close to a dog's face.
- Don't run and shout – it freaks us out! Do not run around or shout near a dog.
- A dog's not a toy – don't tease or annoy! Never tease or annoy a dog.
- Quiet and slow – is the way to go! If you are scared of a dog, move quietly and slowly away from it.

In te reo Māori, these become:

- Kua wātea rā – tātakitia! I mua i te haerenga atu ki te kuri, me tonu atu ki te tangata nāna te kuri mehemea kei te pai tērā.

- Kia rarata mai – me hongī pai mai! Ka tūtaki ana koe ki tētahi kuri, me tukua ia kia hongihongi i tō ringa.
- Anō te pai – me miri uma kauwae! Whai atu ana i te whakaaetanga, mirimiri ko te kauwae, ko te uma, ko ngā pokohiwi anake rānei me te maumahara anō kia ngāwari te miri atu.
- Tūtaki papi – pakeke me pati! Me pātai ki tētahi pakeke i mua i te awhiawhi i tētahi papi.
- Me he kuri komekome – whēke whakamuri! Kaua e tata atu ki tētahi kuri kei te kai, he poroiwi rānei tāna.
- Kaua ihu toro – he rāhui tapu nei! Kaua rawa atu e kihi, e whakapiri atu rānei i tō kanohi ki te kanohi o te kuri.
- Kei hoihoi hāparangi – tū te wehi e! Kaua e omaoma haere, e hāparangi haere rānei i te taha o tētahi kuri.
- Ehara i te hanga nei – kei whakatoia kē! Kaua rawa atu e whaaktoi, e whakariri rānei i tētahi kuri.
- Me tino wahangū – me tino āta tau! Mehemea koe ka matakū ki tētahi kuri, me mauru, me pōturi te nuku.

## Features of the DVD text and animation

The DVD includes:

- an animated format, combining the visual and verbal features of visual language, designed to appeal across the age groups found in Years 1–8
- simple, conversational sentences narrating what happens
- scenes that evoke familiar settings students will easily be able to imagine themselves in
- an occasional pause (“paws”) for reflection
- sub-titles in te reo Māori.

The nine safety tips are reinforced in the “take home” material for families and whānau, and in the poster, which doubles as a classroom game.

Students who have only recently begun to learn English may need help with the play on the words “pause” and “paws”. Many will already be familiar with the pause button on electronic equipment.

## Learning Outcomes

After exploring **Stay Dog Safe**, students will be able to:

- describe and demonstrate safe ways to behave when in the vicinity of a dog
- describe and demonstrate safe ways to behave when approaching a dog
- identify and discuss obvious hazards when approaching dogs in different situations and environments.

## Curriculum links

Exploring safe ways to behave around dogs using the Stay Dog Safe DVD and activities gives students knowledge, attitudes and behaviours they can use throughout their life.

**Stay Dog Safe** focuses on all five key competencies:

### Thinking

Students process information from a range of sources (including DVD) to gain knowledge about dogs and their behaviour, to develop a dog-safe attitude and to learn safe behaviours around dogs in a range of different environments.

### Using language, symbols and texts

Students process a range of written, visual and oral information to gain knowledge about dogs and their behaviour, to develop a dog-safe attitude and to learn safe behaviours around dogs in a range of different environments.

### Managing self

Students are encouraged to take responsibility for their own health and well-being and to take actions to keep themselves safe when they are with or near dogs.

### Relating to others

Students are encouraged to support their friends, family and classmates to make safe decisions and use safe behaviour when they are with or near dogs.

### Participating and contributing

Students are encouraged to communicate messages about acting safely around dogs to friends and whānau. They are encouraged to show others how to behave safely with or near dogs.

## Cross-curricula

**Stay Dog Safe** is primarily focused on the Health and Physical Education curriculum. However, it includes activities that relate to The Arts (Drama and Visual Arts) and the English curricula.



## Health and Physical Education

Stay Dog Safe focuses on:

- attitudes, as students develop a positive and responsible attitude to ensuring their own well-being by behaving safely with or near dogs
- taha tinana, the physical dimension of Hauora, as students take actions to ensure their physical well-being when they are with or near dogs.

**Stay Dog Safe** is related to the key learning area of body care and physical safety.

### Level 1

#### Safety management

Students will:

- describe and use safe practices when they are near a dog or are approaching a dog.

#### Community resources

Students will:

- identify hazards of meeting a dog at home, at school or in the community and use safe practices when they are near a dog or are approaching a dog.

### Level 2

#### Safety management

Students will:

- describe and use safe practices when they are near a dog or are approaching a dog.

#### Rights, responsibilities, and laws; People and the environment

Students will:

- use safe practices when they are near a dog or are approaching a dog at school, or in the local environment. By doing this, they will promote physically and socially healthy schools and local environments.

### Level 3

#### Safety management

Students will:

- identify the risks for them and their friends and whānau of being near a dog or of approaching a dog, and the cause of these risks. They will use safe practices when they are near a dog or are approaching a dog.

### Level 4

#### Safety management

Students will:

- access and use information about being safe when they and their friends and whānau are near a dog, or are approaching a dog.

#### Rights, responsibilities and laws; People and environments

Students will:

- specify individual responsibilities and take collective action for the care and safety of others when they or their friends and whānau are near a dog, or are approaching a dog.

### Level 5

#### Safety management

Students will:

- investigate and practice safe actions when they and their friends and whānau are near a dog, or are approaching a dog.

## English

Students explore texts from a variety of sources, including DVD and school journals, which are written with the purpose of providing safety information and encouraging safe behaviour around dogs.

Students speak, write and present their ideas about keeping safe around dogs.

### Level 1 and 2

#### Listening, reading and viewing and Speaking, writing and presenting

#### Processes and strategies

Students will:

- acquire and begin to use sources of information (including DVD), processes and strategies to identify, form and express ideas about dog safety. (L1,L2)

#### Purpose and audience

Students will:

- recognise the purpose of texts about dog safety and be able to convey information about dog safety that relates to themselves. (L1,L2)

#### Ideas

Students will:

- recognise and identify ideas within and across texts about dog safety, and form and express ideas about being safe around dogs. (L1,L2)

## Language features

Students will:

- recognise and begin to understand text structures within oral, written and visual information about dog safety and use some oral, written and visual language features when they describe being safe around dogs. (L1,L2)

## Level 3, 4 and 5

### Listening, reading, and viewing and Speaking, writing, and presenting

#### Processes and strategies

Students will:

- integrate sources of information, processes and strategies purposefully and with growing confidence to identify, form and express increasingly sophisticated ideas relating to keeping themselves safe near dogs or when approaching a dog. (L3,L4,L5)

#### Ideas

Students will:

- show a developed understanding of ideas within, across and beyond texts when they read a variety of texts and prepare and present research information about dogs and safety around dogs. (L3,L4,L5)

#### Language

Students will:

- use a range of language features appropriately and use specific vocabulary accurately when they prepare and present information about dogs and safety around dogs. (L3,L4,L5)

#### Structure

Students will:

- organise text using appropriate and effective structures when they prepare and present information about dogs and safety around dogs. (L3,L4,L5)

## The Arts

### Drama

Students use the conventions of role-play as they construct role-plays about keeping safe around dogs.

## Level 1, 2 and 3

### Developing ideas

Students will:

- contribute and develop ideas in drama about being safe around dogs, using personal experience and imagination. (L1)
- develop and sustain ideas in drama about being safe around dogs, based on personal experience and imagination. (L2)
- initiate and develop ideas with others to create drama about being safe around dogs. (L3)

### Communicating and interpreting

Students will:

- share drama about being safe around dogs through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. (L1)

## Level 4 and 5

### Developing practical knowledge

Students will:

- use conventions to structure role-plays demonstrating safe behaviour around dogs. (L4,L5)

### Developing ideas

Students will:

- initiate and refine ideas with others to develop and perform role-plays demonstrating safe behaviour around dogs. (L4,L5)

## Visual arts

### Level 1 and 2

Students will

- present their ideas about being safe around dogs visually. (L1,L2)

### Developing ideas

Students will:

- investigate and develop visual ideas about being safe around dogs in response to a variety of motivations, observation and imagination. (L1,L2)

### Communicating and interpreting

Students will:

- share the ideas, feelings and stories communicated by their own and others' objects and images about being safe around dogs. (L1,L2)

# Suggested learning activities

Teachers can adapt the following learning activities to suit the diverse needs of students in Years 1–8. The activities are divided into separate Years 1–4 and 5–8 sections, though many of these activities could be adapted for a different age group.

## Suggested learning activities for students in Years 1–4

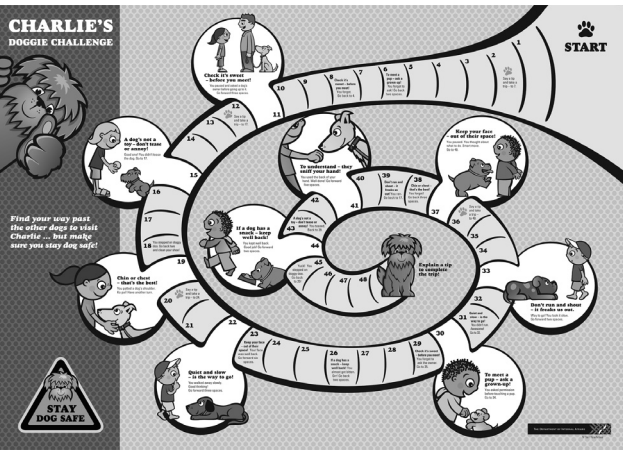
### Before viewing: introducing the DVD and exploring prior knowledge

- After teachers have previewed the DVD themselves, students could brainstorm, as a class, “What do dogs do when we meet them?” During this activity, students could be encouraged to think, “We are learning how to meet a dog.” Capture their ideas on the blackboard. Success criteria might include students suggesting safe practices such as asking an owner’s permission before approaching a dog, letting dogs sniff the back of their hand, and not patting unfamiliar dogs on the head.
- Ask students to bring photographs and pictures of dogs and stuffed toy dogs for a classroom display. In the display, incorporate ideas and vocabulary captured during the brainstorm. Students could be learning the different body parts of a dog. They could demonstrate the safest places to touch a dog, such as the chin, chest, and shoulders. By the end of this activity, students will be able to show a friend where a dog’s chin, chest, and shoulders are.
- Students could explore prior knowledge by drawing pictures of personal experiences of approaching, and encounters with, dogs in various situations and environments. Encourage them to talk about the incidents in their drawings. Ask students to include what they did to reduce the risk. If they were in these situations again, what could they do to keep themselves safe? Students could add their drawings to a display.
- Students could read David Hill’s story “Danger Dog” in the School Journal, Part 1 Number 1, 1997. They could discuss the safety issues involved and pose some questions they would like the DVD to answer. In this activity, students are learning how to pose questions that will clarify their ideas about safe, and unsafe, behaviour around dogs.

- Before playing the DVD, tell students the title, and encourage them to answer questions such as “What do you think this DVD is about?”, “What do you think the title means?”, and “What do you think we will see in this DVD?” Students could discuss their predictions with a partner. Students could say things such as, “I think this will be about keeping safe around dogs.”

### During viewing: making meaning, thinking about the content, and discussing it

- During a first viewing, identify the dog safety tips together, focusing on the short, memorable versions. The students might be thinking, “We are learning to identify some safety tips” and then “Now I know nine dog safety tips.”
- During separate classroom viewings, “paws” after each story to reflect on what the students have just seen and heard, record student ideas, and discuss safe practices. This is a chance for students to role-play the situations and discuss them. Record their ideas on the blackboard. Agree that, “We are learning nine safe ways to behave around dogs.” This is also a good opportunity to discuss the school policies concerning what students should do when dogs come or are brought onto the school grounds. Can the students tell you the school rules about dogs afterwards?



### After viewing: responding to the DVD and playing the game

- Discuss the nine safety tips illustrated in the DVD, record the students’ observations, and add these to the class display (introduced in one of the activities above). There is a considerable amount of information in the DVD, so teachers could revisit the safety tips one story at a time. Can students tell a partner three of the tips? Are they able to draw one of the “paws” moments and talk about it insightfully?

- Talk with the class about why dogs behave the way they do. Students could then use this knowledge to practice role-playing the three stories in the DVD in small groups for presentation to the whole class. With students in Years 1–2, consider using stuffed toy dogs. Students could talk about the body language dogs display and why they behave the way they do. Can they give reasons why dogs behave in certain ways?
- Invite an authority on how to behave around dogs to visit the syndicate. One way to arrange such a visit is to approach the local branch of the Society for the Prevention of Cruelty to Animals (SPCA). School visits can be arranged through some branches. In some centres, other dog safety volunteers can also be invited to visit a school. For example, in the Wellington region, schools can contact Dog Wise at [dogwise@xtra.co.nz](mailto:dogwise@xtra.co.nz) to request a visit. Before the visit, go over the nine safety tips with the visitor to ensure that they reinforce them. Students can discuss safe practices with the visitor and, if it is possible to do so safely, demonstrate them. Are the students able to demonstrate that they understand some of the dangers dogs can present by asking the visitor insightful questions about dog safety?
- Students could read and discuss the article “Special Visitors” in the School Journal, Part 2 Number 1, 1998. This story is about an SPCA volunteer who takes a puppy for a visit to the children’s ward at a hospital. Students could talk about why it is important to ask an adult before approaching a puppy. Do they understand why?
- Students could describe safe practice in the form of a chant or rap. Create a chant or rap for the students to learn, using the tips provided in the DVD. This could be presented at a school assembly. If you have students in your class who are familiar with other languages, consider incorporating appropriate phrases. For example, a chant or rap in Māori might include the refrain “Kia tūpato” (Be careful). The same phrase in Sāmoan is “Fa’aitete”. During this activity, students could be working out how to present their chant or rap successfully, to greatest effect, in order to get the messages across.
- Year 3–4 students could play a matching activity. The nine safety tips could be successfully matched to animal behaviour explanations (the “why’s”) behind them. (Refer to the double-sided take-home sheet for families for information about the reasoning behind the safety tips.) By the end of this activity, students should be able to successfully match the nine tips to the thinking behind them.
- Students could create dog safety posters to display around the school in order to communicate the safety information to friends and their families. Their dog safety posters should include at least one tip with a drawing that visually communicates what the text says. (The picture should match the safety tip.)
- Discuss encounters with working dogs, such as farm, police, and guide dogs, in the context of dog safety. The learning for students to take away from this activity is that all dogs behave like dogs, even trained, working dogs. Useful resources would be the photographs in Hillary Bower’s article “Rhys to the Rescue” in the School Journal, Part 1 Number 2, 1990 (about a mountain rescue dog), Janice Marriott’s article “Puppy Walking” in the School Journal, Part 2 Number 2, 1997 (about training guide dogs), and Philippa Werry’s article “Turbo Lends an Ear” in the School Journal, Part 2 Number 3, 2002 (about a dog trained to help hearing impaired people). Using the insights they have gained, can the students identify and discuss safe practices for when approaching working dogs in various situations and environments? Consider inviting a guide dog to visit your classroom so that the students can demonstrate their understanding of the nine safety tips.
- Working in small groups, students could play the Stay Dog Safe board game. Though there is an element of chance in the game, a thorough knowledge of the nine dog safety tips will help a player to complete the game successfully. (When you use the game as a poster, we suggest you use re-usable adhesive, rather than tacks or staples, to mount the poster on the classroom wall.)

## Suggested learning activities for students in Years 5–8

### Before viewing: introducing the DVD and exploring prior knowledge

- Encourage students to set learning intentions for their viewing. For example, students might say:  
By the end of this viewing, I will be able to:
  - explain some ways to stay safe around dogs
  - make decisions about what to do when I encounter unfamiliar dogs.
- In this activity, students are starting to learn how to make appropriate decisions when they encounter unfamiliar dogs and they are taking steps towards the transfer of learning to real situations. Success criteria could be that they can suggest some safe practices, such as letting a dog that doesn't know you sniff the back of your hand.
- On a classroom wall, students could set up a display of drawings and photographs showing various kinds of encounters with dogs. Allow students to look at the pictures, work out what they have in common, and share their own experiences of encounters with dogs. Teachers could be ready to share their own stories about what has happened when they have interacted with dogs. Allow time for the students to shape their prior knowledge and personal experiences through discussion. Encourage the students to add appropriate poems and song lyrics, for example, some of Sam Hunt's bow-wow poems. Students could also write stories about encounters with dogs that they have had or observed to add to the display.
- Ask students to research what they might expect to see in a DVD about dog safety. As a class, students could prepare a checklist of possible dangers involving dogs to use during a viewing.

### During viewing: making meaning, thinking about the content, and discussing it

- Students should have definite tasks during the initial viewing. As they view the DVD, encourage students to tick off safety issues from a list of issues they expected to see covered as a result of their research (see above). Students can discuss their results afterwards. You may need to remind students that no single 13 minute safety DVD can cover every possible issue. For example, not covered explicitly in the DVD is the issue of staying out of a dog's territory. Can the students identify an aspect not covered and propose a tenth safety tip?
- After the initial viewing, students can watch the DVD again, pausing after each of the three stories. Encourage the students to reflect on the dog safety tips illustrated in each story and record their ideas to discuss further, afterwards. Based on their research, students could discuss other ways a scene might have played out, discussing best- and worst-case scenarios. Students in Years 7–8 could be taking notes about key points for the follow-up discussion. Are their notes accurate and insightful?
- Students could role-play the stories in the DVD up to the "paws" points. They could talk about what could happen next. They will be exploring the dynamics of the situations. Ask students to role-play a safe way to behave in the situation, at which point they will be predicting the likely outcomes, based on their growing knowledge of how dogs behave and why they behave in these ways. Are their predictions likely? Do they make sense?



## After viewing: responding to the DVD and playing the game

- As a class, students could sum up what the DVD is about and relate the situations illustrated in it to their own experiences. Revisit the students' predictions. Did the DVD meet their expectations? Talk about how the DVD was structured. Discuss the reason why Charlie stops the action from time to time. Can the students discuss the structure and content of the DVD insightfully? Do students participate actively and with understanding in the discussion?
- Students could conduct research into why dogs react and behave the way they do. For example, students could use Journal Search to find material in the *School Journal*.
- Students could collect and collate newspaper articles about true stories of encounters with dogs. They could talk about the safety tip(s) that might have prevented an attack. Encourage them to include positive stories about dogs too. Can the students organise the information into a common/uncommon and safe/unsafe "+" diagram?
- Students could write poems about encounters with dogs incorporating an application of at least one of the safety tips. Their peers could evaluate the poems for tip incorporation, as well as poetic success.
- Students could use De Bono's PMI thinking tool. Students will need a question that needs answering, such as, "Should dogs be allowed on the school grounds?" They will also need a pen, a plain piece of A4 paper, a view of a clock that shows elapsed seconds, and six uninterrupted minutes for concentrating. On the paper, get the students to write the question across the top of their paper and then make three columns underneath headed "P", "M", and "I". For two minutes, students write only plus (positive) comments in the P-column, then minus (negative) comments for two minutes in the M-column. Finally, they add interesting comments in the I-column for the last two minutes. After six minutes they stop writing. Help the students to analyse the results. Are the students able to think critically about issues related to dog management and dog safety? How have they demonstrated critical thinking about the issue?
- The class could construct a dictionary of dog language called Dog Talk. Each student could research and contribute one word or phrase. These should be real descriptions of what dogs actually do, for example, why a dog sniffs the back of a person's hand. Get the students to set out their pages along the following lines:
  - Translation of the word or phrase into English and/or Māori.
  - Description of what a dog does in order to "say" this, including an illustration.
  - Reference to a source for the information.Are they able to express aspects of dog behaviour with visual language, in one or both languages? How accurate is the result? Are the students able to demonstrate a growing understanding of dog behaviour?
- The students could develop a set of criteria for assessing the effectiveness of a dog safety pamphlet. They could take the information sheet home. Using the evaluation criteria, students could interview family members about the effectiveness of the sheet in getting the dog safety messages across to the school community. This activity provides an opportunity for students to be agents of change in their community.
- Students could interview a dog safety visitor about ways to behave safely around dogs. Before the visitor comes, students could develop open, insightful questions that demonstrate their understanding of the nine dog safety tips. Their questions could be peer-appraised and then commented on by the visitor.
- Working in small groups, students could play the *Stay Dog Safe* board game. Though there is an element of chance in the game, a thorough knowledge of the nine dog safety tips will help a player to complete the game successfully. (When you use the game as a poster, we suggest you use re-usable adhesive, rather than tacks or staples, to mount the poster on the classroom wall.)

## The safety information in te reo Māori

Students who speak or are learning te reo Māori could explore the meaning of the safety tips in te reo Māori. These are not always direct translations of the English version. Students could identify the subtle differences that exist between the two versions. Is somewhat different information conveyed? What is the effect?

## Reflecting on the learning

Help students to review their goals for viewing the DVD and playing the game (on the poster) and to reflect on their learning. Students could keep a diary, as a unit progresses, recording their thoughts and feelings, new knowledge, ideas, strategies for staying dog safe, and any encounters with dogs when they have applied the strategies. What strategies and safe practices have they learned about that they were unaware of before viewing the DVD? Discuss next steps, including opportunities to put into practice the safety tips they have been studying. Students could take home a copy of the information sheet for families to discuss with family members.

For advice about assessment from the Ministry of Education, refer to [www.tki.org.nz/r/assessment/strategy\\_e.php](http://www.tki.org.nz/r/assessment/strategy_e.php)

## Making links with other curriculum areas

Possible links to other curriculum areas are as follows.

### Science: Making Sense of the Living World

#### Level 1

- *Observe and identify parts of common animals, for example, major parts of the dog's body.*

#### Level 2

- *Investigate and understand the general functions of the main parts of animals, for example, skin, fur, legs, ears, eyes, stomach, and tail.*

#### Level 3

- *Investigate special features of common animals and describe how these features help these animals to stay alive, for example, a dog's territory.*

#### Level 4

- *Investigate and classify closely related living things on the basis of easily observable features, for example, breeds of dogs.*
- *Investigate and describe patterns in the variability of visible physical features found within a species, for example, coat colour in dogs.*

## The Arts

### Drama (Levels 1–4)

- Developing practical knowledge in drama
- Developing ideas in drama
- Communicating and interpreting in drama

*Students could role-play encounters and interactions with dogs.*

### Music (Levels 1–4)

- Developing practical knowledge in music
- Developing ideas in music
- Communicating and interpreting in music

*Students could create and/or perform raps and chants incorporating the nine dog safety messages.*



## Related resources

A study of how students can stay safe in the presence of dogs can be integrated with Keeping Ourselves Safe, for example, in a unit on hazards around the home, school, and neighbourhood based on the New Zealand Police and Ministry of Education's junior primary resource *Knowing What to Do* (1987). See, in particular, the section on involving parents on pages 10–14. This is an opportunity to discuss with students what they should do when dogs come or are brought onto the school grounds.

Teachers working with students in Years 1–3 can refer to the Ministry of Education's Curriculum in Action book *Looking After Ourselves: Body Care and Physical Safety – Years 1–3* (2001).

On Te Kete Ipurangi (TKI) teachers can go to Staying Safe Around Dogs at [http://www.tki.org.nz/r/hot\\_topics/dogs\\_e.php](http://www.tki.org.nz/r/hot_topics/dogs_e.php)

Links can be made with the Accident Compensation Corporation's ring-binder ACC *ThinkSafe and Schools: Injury Prevention Resource* (2003). Injury prevention resources for Years 1–8 are on pages 31–73, with activity resources on pages 119–147.

## Making links with families, whānau, and communities

The double-sided take-home sheet can be sent home so that parents and other family members can use the explanations of the reasons why dogs behave and react the way they do to knowledgeably reinforce the nine dog safety tips. On the reverse side, there is an activity for young children.

## Contact details

Dog Safety Education  
Local Government Policy  
Department of Internal Affairs  
PO Box 805  
WELLINGTON 6140

Further copies of the Stay Dog Safe resources can be requested from [info@dogsafety.govt.nz](mailto:info@dogsafety.govt.nz)

On-line dog quizzes, colouring-in activities, dog stories, and more are available at <http://www.dogsafety.govt.nz>

The contents of the take-home sheet for families can also be downloaded from this website.

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INTERNAL AFFAIRS



Te Tari Taiwhenua