

All about Rabies!

An entertaining, activity-based, educational package for children aged approximately 6-14, focusing on responsible pet ownership, rabies prevention and treatment.



Based on the **Multiple Intelligences Theory**

LEVEL 1 (ages 6-8)

Includes:

- Individual & group activities
- Activity sheets
- Homework sheets
- Games
- Learning Centers
- PowerPoint presentation about rabies

For use in Language & Literature, Math, Science,
Visual Arts and Music & Drama!

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Dear teacher,

We hope you and your class will enjoy working with this teaching material. It has been developed to commemorate World Rabies Day, which aims to raise worldwide awareness about the impact of rabies and how we can work together to bring an end to the disease. Education plays a huge role, giving people the information they need to stay safe, which, along with animal control and vaccination, will help stop the spread of the virus.

This program has been designed to allow your students to apply their multiple intelligences as they practice skills in five domains (arts, math, language & literature, music & drama, science) and learn about rabies prevention and treatment. In this way, you have the chance to include the activities in your daily schedule, while helping children become more aware about rabies.

The material is divided into three levels: level 1 (ages 6-8 approximately), level 2 (ages 9-11 approximately) and level 3 (ages 12-14 approximately). In each level you will find:

- Language & Literature: 3 Activities + Homework sheets + Activity sheets
- Math: 3 Activities + Homework sheets + Activity sheets
- Science: 3 Activities + Homework sheets + Activity sheets
- Visual Arts: 3 Activities + Homework sheets + Activity sheets
- Music & Drama: 2 Activities + Activity sheets
- Closing Activity: 3 Learning center activities
- PowerPoint presentation about Rabies
- Games to copy and play!

Although we recommend applying all the activities, you can choose which ones you would like to use, as most of them are not correlated. We strongly recommend finishing this project with the closing activity, because children will have the chance to apply all the concepts they learned in a fun way!

Throughout the activities, children are encouraged to work in groups, research, use their creativity, their body and much more!

We hope that as you go through the activities with your students you'll take the opportunity to reach out to the wider community as well so that, together, we can prevent rabies victims in the future.

We thank you for your commitment and hope you and your students find the materials beneficial for the class.

The framework behind the Educational Materials: Multiple Intelligences Theory

The Multiple Intelligences theory was developed by Dr. Howard Gardner, Professor at the Harvard Graduate School of Education, more than 25 years ago, and it has been widely accepted and implemented by educators.

The Multiple Intelligences theory (M.I.) provides the framework for understanding human capacities. The theory shows teachers that children have a wide range of intelligences, that they learn in different ways and that it is crucial to give children opportunities to explore diverse areas in order to develop their capacities. Teachers using this theory are conscious that it is essential to provide varied ways of engaging students. It also provides the key to raising children to live in a global world, nurturing each child according to his or her learning styles and then offering contexts and opportunities to enhance that potential.

MI theory proves that there is not one way to be intelligent, but at least 8!

The eight intelligences are: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal and naturalist. We all have these intelligences, but each of us has a unique intellectual profile. This means that, because of our biological predisposition and our educational opportunities, we develop some intelligences more than others.

Imagine a child who belongs to a “musical” family, in which both parents work in a philharmonic. That child must have been exposed to music since he was in the womb, and it is likely that his parents will give him the opportunity to learn to play an instrument from an early age. It is therefore very probable that this child will develop his musical intelligence more than a child whose context does not allow him to explore this area.

Imagine also that the same child is having some trouble learning the alphabet, and does not seem to be interested in reading and writing. It seems that his linguistic intelligence is not very well developed. However, because we can take advantage of

all our intelligences to learn the same topic, this child who is very good at music could use his musical intelligence to learn the alphabet.

How? Teachers or parents can teach him an alphabet song, and encourage him to play that song with the instrument he learned to play at an early age. Furthermore, he could create a new rhythm to the alphabet song and show it to his friends.

The educational materials presented in this project will work on rabies education. The children, using their multiple intelligences, will learn and become more aware of this content.

The eight intelligences are...

Interpersonal intelligence

"Denotes a person's capacity to understand the intentions, motivations and desires of other people, and consequently, to work effectively with others."

Intrapersonal intelligence

"Involves the capacity to understand oneself, to have an effective work model of oneself - including one's own desires, fears, and capacities - and to use such information effectively in regulating one's own life."

Linguistic intelligence

"Involves sensitivity to spoken and written languages, the ability to learn languages, and the capacity to use languages to accomplish certain goals."

Musical intelligence

"Entails skill in the performance, composition and appreciation of musical patterns."

Logical-Mathematical intelligence

"Involves the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically."

Spatial intelligence

"Features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by pilots and navigators), as well as the patterns of more confined areas (such as those of graphic artists, chess players or surgeons)."

Bodily-Kinesthetic intelligence

"Entails the potential of using one's own body or parts of the body (like the hand or the mouth) to solve problems or fashion products."

Naturalist intelligence

"Designates the expertise in the recognition and classification of numerous species - the flora and fauna - of one's own environment. This discrimination can be mobilized with cars, sneakers, and the like".

References: Gardner, Howard (1999). *Intelligence Reframed*. Basic Books:USA.

Gardner, Howard (2006). *The development and education of the mind*. Great Britain: Routledge.

Multiple Intelligences in the Classroom

As teachers, you can guide children to make the most of their learning experiences. Educators can apply the M.I. theory in many ways, including the Entry Points approach, Learning Centers, the Pathways Model and the Reggio Emilia approach.

Entry Points Approach

Researchers at Project Zero propose that the same content can be understood, shown and discovered in various ways to approach learning. These "windows" for learning are:

- 4 *Narrative*. This entry point allows students to explore and understand a topic or content through the narration of stories.
- 4 *Foundational*. This entry point involves abstract thinking and reflection. Children

can understand and explore a topic by questioning its meaning and the consequences of certain behaviors.

4 *Logical*. Relating to others may not seem to have a logical aspect, but it does. When they are trying to solve a problem, children have to plan how to do it by following a logical sequence of steps.

4 *Numerical/Quantitative*. This entry point invokes numerical aspects of a topic.

4 *Aesthetic*. Through this entry point students understand and explore a topic or content by relying on visual and sensory information.

4 *Experiential*. This entry point involves learning and understanding through “hands-on experience” such as experimenting, acting out scenarios and making products.

4 *Social*. This focuses on examining social experiences and using collaborative and introspective approaches to learning experiences.

Learning Centers

This is a practical way to apply the Entry Points Approach by designing learning centers in which small groups of students work at the same time, on the same content. However, each group learns through a main entry point. The main goal is that the teacher has a guidance role, and students become more autonomous in their learning.

For example, if you are teaching a topic on wild animals to eight year-old children, you can create four learning centers: art, drama, logical and language.

- Art center: On different posters, draw wild animals that live in a forest, in a jungle, and in a savanna.

- Drama center: Think of a specific wild animal. How would it behave if it felt threatened? Pretend to be that animal and create a story, then act it out.

- Language: write a story about the relationship between human beings and wild animals.

- Logical: play a bingo game that includes wild animals from different habitats.

Pathways Model

The Pathways Model (Baum, Viens & Slatin, 2005) is an effective way to implement the Multiple Intelligences Theory in education. This model consists of five pathways, and each pathway can be applied at different times during the school year.

- 4 The *Exploration pathway*: adults can observe children's strengths and interests, and enrich the environment to give children experiences across diverse domains.
- 4 The *Bridging pathway*: teachers can take into account the child's areas of strength to support literacy development and skills mastery.
- 4 The *Understanding pathway*: educators can provide students with opportunities to access material and show their understanding in ways that align with their areas of strength and interest.
- 4 The *Authentic Problems pathway*: students can implement authentic, problem-based learning experiences based on the MI framework.
- 4 The *Talent Development pathway*: educators can develop programs that identify and nurture children's talents.

Reggio Emilia Approach

The Reggio Emilia approach encourages documentation, focuses on project work and emphasizes the learning process. The power of documentation is central to the Reggio Emilia approach. Documentation includes photographs, transcription of children's remarks, discussions and any form of representation of their thinking and learning. It facilitates better understanding of children's experiences, and promotes discussions and professional growth among teachers. Documentation is also crucial for systematically following and studying the ways in which groups of children develop theories, ideas and understandings (Project Zero & Reggio Children, Italy, 2001).

The learning experiences in the Reggio Emilia approach are inquiry-based projects. Ideas for projects can originate in a variety of experiences where children and teachers have constructed knowledge together.

Educators can take these key concepts and apply them to their students' own initiatives and ideas.

Multiple Intelligences and the application of the theory to rabies educational materials

The educational materials in this project have been designed to encourage students to become aware of rabies prevention and treatment, and responsible pet ownership, by practicing the intelligences in a meaningful way. Given that students have different ways of learning, the main concepts are shown through *entry points* or “windows” for learning.

The activities are organized in five subjects or disciplines: language, arts, music & drama, math and science. There is also a closing activity for each level, in which the students put into practice the concepts they have learned.



Language

The core intelligences involved in the activities from this discipline are linguistic and interpersonal. Linguistic intelligence is crucial for communicating effectively with others. The activities developed in this program stimulate linguistic intelligence as students build their vocabulary related to pet care and rabies. They help students to practice literacy skills and reading comprehension, and encourage them to express themselves verbally. For example, students from the three levels have homework such as crosswords, trivia, matching definitions and terms, and activities for completing the missing words. During the activities they are challenged to read information, write articles or posters, prepare presentations, etc.

The activities under this discipline use the following entry points:

- Narrative:

Introduction

LEVEL 1 (ages 6-8)

. The *Jumping Joey* story helps students to understand concepts of rabies prevention and animal care.

- Foundational:

. Through *Jumping Joey's* story, and other activities such as “Do's and don'ts of taking care of pets”, or “The risk of rabies”, students reflect on human and animal interactions, and question the consequences of certain behaviors (for example, interacting with wild animals, or touching a dog while it is eating).

- Logical:

. The activity, “What to do if you're bitten by a dog” encourages students to learn and follow a logical sequence of steps.



The core intelligences involved in the activities from this discipline are spatial and bodily-kinesthetic. The spatial intelligence is applied mainly through communicating concepts or ideas about rabies prevention and animal care through the arts. For example, students draw and paint the pictures for the story *Jumping Joey*, design an ad to stop rabies, and make a comic book to prevent rabies. Moreover, students develop fine motor skills associated with the bodily-kinesthetic intelligence by repeatedly practicing activities such as cutting, gluing, painting and drawing.

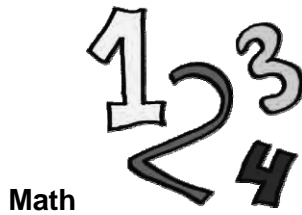
The activities under this discipline use the following entry points:

- Aesthetic:

. Students have the opportunity to explore how to take care of pets while designing a fashion show for pets, or creating a pet for the classroom.

- Experiential:

. The activities in this discipline are mainly hands-on, so children learn by doing.



The core intelligence involved in the activities from this discipline is logical-mathematical. The logical-mathematical intelligence is applied mainly through the use of problem solving and basic operations. For example, homework activities for students from the three levels include solving problems according to their level of numeracy (addition, subtraction, multiplication, division, percentages, etc.). The main activities include making surveys, Venn diagrams and bar graphs.

The activities under this discipline use the following entry points:

- Numerical/Quantitative:

. Students work on numeracy skills while acquiring information about rabies control.

- Logical:

. Activities such as “Venn Diagrams”, “Pet Survey” and “Stray Report” encourage students to make relationships between variables.

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decompressor
are needed to see this picture.

Science

The core intelligences involved in the activities from this discipline are naturalistic and linguistic. The naturalistic intelligence is applied by recognizing and comparing animals and diseases, and by learning about how the rabies virus spreads through the body. Linguistic intelligence is used when acquiring information through reading and listening.

The activities under this discipline use the following entry points:

- Logical:

. The activities “Research and explain to your friends”, “M&R memory game”, “Comparing diseases” challenge students to establish relationships between variables and to find a logical procedure.

- Experiential:

. The activities in this discipline are mainly hands-on, so children learn by doing.

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decompressor
are needed to see this picture.

Music and Drama

The core intelligences involved in the activities from this discipline are musical and bodily-kinesthetic. Musical intelligence is used when identifying different tunes and creating lyrics that fit with the tune. The bodily-kinesthetic intelligence is applied during the activities in which students pretend to be animals or people in particular circumstances.

The activities under this discipline use the following entry points:

- Experiential:

. The activities in this discipline are mainly hands-on, and the children use their bodies, so they learn by doing.



Closing Activity

Students have the opportunity to choose between three learning centers: logical, arts and drama. The choice is made using their intrapersonal intelligence. In other words, they will need to reflect on their learning styles and choose the learning center which is most appropriate to their strengths.

Learning Centers:

- Drama

Students mainly apply their bodily-kinesthetic intelligence, moving their bodies to pretend to be a certain animal or person in a situation related to rabies prevention or treatment.

- Arts

Students mainly apply their spatial intelligence by creating fashion products that communicate their understanding of rabies.

- Logical:

Students mainly apply their logical-mathematical intelligences while playing a Bingo or Memory Game.

Interpersonal intelligence is involved in ALL the subjects. Most of the activities are group-based, so students need to interact with their peers, solve problems, exchange ideas, communicate their findings, etc.

ACTIVITY 1 "Jumping Joey's story"

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Learn about caring for animals.
- . Learn how to approach and handle animals.
- . Learn how to avoid being bitten by an animal.
- . Learn to apply first aid for pet bites.
- . Learn that seeking medical help after first aid is a necessity.
- . Reach out to parents and community.

Skills practiced

- . Reading: beginning to read words or sentences from a simple text.
- . Reading Comprehension: answering questions about the text.
- . Writing: beginning to write words or sentences.
- . Fine motor skills.

Materials

- . Activity sheet with the story: one per child or one for every two children. If you choose to read the story aloud, there's no need to make copies.
- . Homework Worksheets: "Complete the missing words"; "Matching words and definitions."

TIME: 45 min. approx


Step-by-step Instructions

- 4 Invite children to read a story together. Tell them it will be the introduction to a project they will be doing together for the next few days/weeks. Wait until you finish the story to discuss the topic with the children, so they can infer their own hypothesis about it.
- 4 Distribute one copy of the story to each student or every two students. Read the story, and invite the students to follow the reading by looking at the text while you read. Otherwise, you can read the story without distributing copies, and have the children just listen. If some students are able to read, you can ask those students to read some paragraphs out loud.
- 4 Ask questions after each paragraph to test their level of comprehension. For example: "Who is Joey?"; "What did Timo teach Joey?"; "Who is Tyson?"; "What happened with Tyson?"; " How did Joey help Maiko?"; "What happened at the end of the story?"
- 4 Encourage students to voice their opinion and discuss values and attitudes. Try to build an understanding of the learning points.
- 4 Make sure your students understand that they should:

- take care of their pets;

Language & Literature LEVEL 1 (grades 1-3)

- never approach or touch unfamiliar animals;
 - freeze and pretend to be a tree when an animal is uneasy or aggressive;
 - vaccinate their pets and animals to prevent diseases.
- 4 Ask the children which topic they think they will be learning about in the days to come.
- 4 Discuss the end of the story. Encourage the children to relate to the need for vaccination.
- What makes the story's ending happy?
 - What might have happened if Tyson hadn't been taken to the hospital?
 - Do they like being vaccinated? Why is it important for children to do it?
- 4 Invite the students to write about what they learned from the story. You can write key words or phrases on the blackboard and they can choose which concepts are important for them. Or, encourage the students to write spontaneously according to their literacy level.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY 2 "Do's and Don'ts for taking care of pets"

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Learn how to take care of animals.
- . Reflect on the importance of taking care of pets, both for the animal itself and for the people who are in contact with it.

Skills practiced

- . Writing: write a few words or sentences.
- . Reading & understanding a text.
- . Listening to others.
- . Expressing their own ideas and opinions orally.
- . Respecting opinions and ideas of others.

Materials

- . Blank posters (2 or more)
- . Markers or pencils and paper.
- . PowerPoint about rabies.
- . Where possible: additional information gathered by the teacher.
- . Homework Worksheets: "Complete the missing words; Matching words and definitions."

Step-by-step Instructions

- 4 Ask the children if they have pets and who takes care of them at home. Ask them what they do to take care of them.
- 4 Listen to their stories and encourage them to consider things like food, shelter, behaviors and health. Here are some prompts to discuss:

FOOD:

- What kind of food can a pet eat? How much food per day?
- What can a pet drink?

SHELTER:

- Where does the pet sleep? Is it the same in summer and winter?
- What could happen if a pet leaves the house alone?

HEALTH:

- Why is it important to take your pet to the vet?
- Why is it important to have your pet vaccinated?


BEHAVIOR:

- How do you/does your pet behave?
- Did you/he learn any tricks?
- Can you identify when your pet is happy or angry?
- Does your pet bite or do you bite? How does he behave with other animals or how do you behave with other animals?

- 4 Write the main concepts on the blackboard.

Language & Literature LEVEL 1 (grades 1-3)

- 4 Invite the children to make a poster, one for DO'S and another for DON'TS FOR TAKING CARE OF PETS.
- 4 Split the students into groups of 4 or 5 and assign groups to one of the two categories.
- 4 Get them to write sentences on pieces of paper and then glue their paper on to the main poster.
- 4 Make sure children understand the following concepts:
 - Have your pet vaccinated to prevent diseases.
 - Do not let your pet go wherever it likes.
 - Keep your pets away from stray animals.
- 4 Hang the poster in the classroom or on the walls of your school for the other students to read.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

ACTIVITY 3 "R-A-B-I-E-S"

Objectives

- . Learn about the meaning of rabies.
- . Reflect on the importance of prevention.

Skills practiced

- . Reading & Writing:
 - Phonological awareness.
 - Fluency in reading.
 - Reading comprehension
- . Increasing vocabulary.
- . Using a dictionary.

Materials

- .Dictionary.
- .Pens and paper.
- .Small ball (if you don't have one handy, make one out of paper.)
- .PowerPoint about rabies.
- .When possible: additional information gathered by teacher.


TIME: 45 min. approx

Step-by-step Instructions

- 4 Open the discussion by asking the class if they have ever heard the word RABIES.
- 4 Have them explain what they think it means.
- 4 Ask them how they think it is spelled and pick one student to write it down on the blackboard.
- 4 Then, without saying whether it is written properly, invite them to check the word in the dictionary. Review how to look up words in the dictionary.
- 4 Have the students check whether the spelling of the word was correct and write down the meaning of the word.
- 4 Review the meaning and explain its characteristics. You can use the PowerPoint presentation or PDF with information about rabies.
- 4 Invite children to play a game to stimulate phonological awareness and spelling. You will say a word and the students will have to spell the sound of each letter in the correct order (all this is done without the aid of the written word). The student who goes first starts the game with the ball in his or her hands. This student will say the first sound of the word and then pass the ball to another student. This student will have the say the second sound of the word and pass the ball to another classmate until they finish spelling the word. At the same time, one student will write on the blackboard the sounds the students are saying. Then, as a class, they will look up the word (as it is spelled on the blackboard) in the dictionary and check to see if it was spelled correctly.

Language & Literature LEVEL 1 (grades 1-3)

- 4 Begin with the word RABIES, and then choose words related to this concept, such as SALIVA, VIRUS, VACCINATION, MAMMAL, etc.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY WORKSHEET

Activity sheet 1 " Jumping Joey's story"

Jumping Joey, by Bert Sonnenschein

Timo is brushing Joey in the yard. "I want you to look beautiful today," says Timo. Joey barks joyfully.

- "I'm sorry about yesterday Joey, I had a lot of homework to do. But today we'll go and play. Promised!" Timo says.

- "You really think he understands you, don't you?" Timo's Mom laughs.

- "He does Mom, look." "Sit and stay," commands Timo.

Joey sits up straight. He inclines his head to the right and sticks his left ear straight up in the air. Timo takes a distance, holds up a hoop with his left hand and holds his right hand in front of the hoop.

- "Ladies and gentleman, may I please ask your attention for 'Jumping Joey'," Timo announces, "Jump Joey!"

Joey runs towards Timo and jumps through the hoop, making a somersault, grabbing a piece of biscuit out of Timo's hand and landing on his feet.

- "Did you see that Mom!" asks Timo.

Joey runs up to Timo, barking and waving his tail excitedly. Timo gives him another piece of biscuit. "Good boy, Joey, good boy."

- "Wow, the two of you should do your tricks at the market. Maybe you can make some money and buy me some biscuits." Mom laughs.

- "Do you mean that, Mom, really? Come on Joey!" says Timo and off they go. "Hey..." shouts Mom, but Timo and Joey have not waited for an answer and have disappeared.

Timo jumps through the streets as Joey weaves through his legs with every step. When they make the corner they see Tyson, the neighborhood's biggest dog, barking and jumping wildly around an old car wreck that has been in the street for a long time. As they come closer they hear a child crying.

It's B-Boy, the youngest son of Maiko, the owner of Tyson. He's trapped inside the car.

On the other side, B-Boy's friends try to chase Tyson away by throwing stones. But it only annoys Tyson even more. He runs up and down between the boys and the car wreck, threatening the boys and B-Boy.

-“Tell them to stop!” barks Joey.

-“What?” says Timo looking at Joey.

-“Tell them to stop throwing stones and freeze,” barks Joey.

-“Hey, stop throwing stones,” Timo shouts.

-“B-Boy is trapped in there!” the kids reply.

Timo looks at Joey, not knowing what to do.

-“We have to calm him down.” Joey says, “Freeze and don't look into his eyes. He'll think you're a tree.”

Still in doubt, Timo freezes, crosses his hands in front of him and looks to the ground.

-“I hope your trick works,” he whispers.

-“Trust me,” Joey commands.

The other kids follow Timo's example. Amazed, Timo and the kids see how Tyson slowly calms down.

-“Stay frozen,” Joey barks. “If you don't move, you're not a threat! ... Nor food!” he adds, smiling.

In no time at all, Tyson loses interest and disappears.

Timo walks up to the car wreck and opens the door. B-Boy is still in tears.

-“Did he bite you?” Timo asks. B-Boy shows him his hand.

- “Joey, get me some soap!” he commands.

Timo starts flushing the wound with plenty of water. Joey comes back with soap.

-“Good boy,” says Timo, as he cleans the wound. “We have to take you to the hospital and report the bite.”

In the hospital, the doctor examines the wound.

-“That was a wise thing to do Timo,” praises the doctor. “I wonder if Tyson is vaccinated ...”

-“He’s not,” interrupts a big man walking in. “He’s my dog. How is my boy?” -“The boy is fine,” says the doctor, but we’ll have to take Tyson to the vet to test him for rabies.

-“Are you kidding me?” the man says. “The last time I tried to take Tyson to the vet he bit me! Tyson is scared to death of injection needles!” Timo laughs as he looks at Joey, who cannot believe his ears: Big Tyson afraid of needles.

-“In that case I’ll have to treat B-Boy for rabies,” the doctor says. “But we still have to find a way to get Tyson to the vet to be vaccinated.”

-“Joey can get him to the vet!” says Timo.

-“Who’s Joey?” Maiko wants to know.

Joey barks and jumps up.

-“Your dog can get my dog to the vet?” Maiko questions in disbelief.

-“They speak the same language,” Timo replies with a smile on his face.

-“You’re kidding me!” Maiko responds. “For a pack of biscuits?” Timo challenges Maiko.

Joey barks.

-“Two packs of biscuits,” Timo corrects.

Early evening Timo and Joey walk into the yard.

-“Where have you been?” Mom questions. Timo doesn’t answer.

With a big smile, he places three packs of biscuits in front of her.

“One for each of us,” he says. Joey jumps up and barks happily.

Timo winks at his mother, “We understand each other.”

HOMework

Complete the missing words

1. Rabies is caused by a v_____.
2. Only m_____get rabies.
3. If a dog comes close, stand like a t_____.
4. Never disturb a dog that is e_____.
5. Get your pet v_____.

If you need help, you can find the words here:

tree - vaccinated - mammals eating - virus

HOMEWORK

Matching words and Definitions

Match each word with its correct definition.

- | | |
|----------------|----------------------------------------------------------------------------|
| 1 veterinarian | (a) danger |
| 2 rabid | (b) causing death |
| 3 risk | (c) infected with rabies |
| 4 rabies | (d) an animal doctor |
| 5 fatal | (e) an injection against
infection |
| 6 vaccination | (f) a disease caused by
a virus found in the
saliva of rabid animals |

ACTIVITY 1 “Drawing Jumping Joey’s story” *

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students’ curiosity about pets and animals.
- . Learn about caring for animals.
- . Learn how to approach and handle animals.
- . Learn how to avoid being bitten by an animal.
- . Learn to apply First Aid for pet bites.
- . Learn that seeking medical help after First Aid is a necessity.
- . Reach out to parents and community.

Skills practiced

- . Fine motor skills.
- . Communicate ideas through a visual medium.
- . Explore the use of lines and primary colors.
- . Creativity.
- . Express understanding of a story using pictures.
- . The use of an art technique that has been learned in class.

Materials

- . Activity Worksheet: Copies of “*Jumping Joey’s story*” (one per student or one per group)
- . White sheets of paper (about 5 or 6 per story)
- . Colored pencils or markers, and paper

TIME: 60 min. approx

* This activity can be applied only after you’ve done Activity 1 from Language & Literature

* This activity can be applied at the same time as Activity 3 from Math

Step-by-step Instructions

4 After Activity 1 from Language & Literature, invite the children to create their own version of “Jumping Joey”.

OPTION 1: INDIVIDUAL ACTIVITY

4 If you have one copy per student, and you want your students to work individually, hand out a copy of the story and five or six sheets of white paper to each student.

4 Invite children to re-read the story and make their own book.

4 Encourage children to imagine the characteristics of the main characters and visualize the scenes according to the description of the text. Have them reproduce these images on paper.

- 4 Make sure they make the front and back covers of the storybook.
- 4 Promote the use of colors and the application of techniques they have already learned in art class.
- 4 Have children share their stories with the rest of the class.
- 4 You could also organize a story-telling class with the younger levels to have the children read the story and promote the importance of rabies prevention.

OPTION 2: GROUP ACTIVITY

- 4 Divide the class into small groups (no more than 5 per group if possible). Try to form the teams according to children's strengths.
- 4 Once the children are in groups, ask them to decide who is good at drawing or painting, who is good at reading, who is good at communicating ideas, and who is good at leading a group. With this information, group children so that they have a combination of strengths in each group.
- 4 When the groups are ready, hand out a copy of the story to each group.
- 4 Invite children to re-read the story in groups and make their own book.
- 4 Encourage children to imagine the characteristics of the main characters and visualize the scenes according to the description of the text. Have them reproduce these images on paper.
- 4 Make sure they make the front and back covers of the book.
- 4 Promote the use of colors and the application of techniques they may have already learned in art class.
- 4 Have children share their stories with the rest of the class.
- 4 You could also organize a story-telling class with the younger levels to have the children read the story and promote the importance of rabies prevention.



work: Make a drawing of a dog that is well looked after. Remind the children to include water, food and shelter.

ACTIVITY 2 “Dangerous and non-dangerous animals”

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students’ curiosity about pets and animals.
- . Classify animals.
- . Differentiate between dangerous and non-dangerous situations with animals.
- . Learn how to identify dangerous animals.

Skills practiced

- . Communicate through visual medium.
- . Explore the use of expressions on masks.
- . Creativity.
- . Fine motor skills.
- . Use of their body to represent an idea.

Materials

- . Cardboard for the masks.
- . Markers or colored pencils.
- . Tape.
- . When possible: additional information gathered by teacher.

TIME: 60 min. approx

Step-by-step Instructions

- 4 Refer to the story of *Jumping Joey*. Ask the students to recall what they learned from the story. Explore which animals they are familiar with, both domestic and wild, if they have pets or other animals at home, if they take them to the animal doctor, etc. Don’t spend more than 10 minutes on this.
- 4 Then invite the students, individually or in pairs, to make a mask of an animal they like. The animal can be wild or domestic. Cute like Joey or dangerous like Tyson.
- 4 You can provide cardboard for the masks. You can either pre-cut them yourself or ask the students to cut the cardboard in the shape of an oval.
- 4 Then, in pairs, the students will plan to represent a dangerous animal or a non-dangerous animal. Encourage them to represent either a conflicting situation between an animal and a person or a lovely, harmonious one.
- 4 Before they do this activity, discuss what makes an animal dangerous or non-dangerous, especially as it relates to rabies. Have them reflect that what makes an animal dangerous has a lot to do with how we handle it. Ask them to make a list with their ideas.
- 4 In pairs, have the students represent the situation, and the rest of the class will discuss which kind of situation they are representing and why. For example, a bird is a non-dangerous animal for rabies because it is not a mammal; a vaccinated dog is a non-dangerous animal, but a stray dog is; if you disturb a dog while it is eating, it is a dangerous situation, etc.
- 4 Conclude:

- Domestic animals should be cared for and vaccinated;
 - Animals that are eating, sick, or have young can easily feel threatened and may bite as a result.
 - Animals that are unfamiliar with you may feel threatened and bite.
 - Wild animals are always potentially dangerous, but especially when eating, feeding, ill, or threatened.
- 4 At the end of the class, remind children about the steps to follow if a dangerous animal bites them. You will find the procedure in the PowerPoint presentation provided.



work: Make a drawing of a dog that is well looked after. Remind the children to include water, food and shelter.

ACTIVITY 3 “Creating a pet for the classroom”

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Learn about rabies and its characteristics in animals and people.
- . Reflect on the importance of taking care of animals in order to prevent rabies.

Skills practiced

- . Communicating through a visual medium.
- . Exploring the use of lines and primary colors.
- . Creativity.
- . Empathy towards animals.
- . Taking care of others.
- . Teamwork.


Materials

- . Pieces of cloth, colored markers and materials such as foam or cotton, to make a stuffed animal,.
- . Glue or a sewing kit.
- . PowerPoint presentation about rabies.

TIME: 45 min. approx

Step-by-step Instructions

- 4 Invite the students to create their own pet for the classroom. It could be a fictional animal or an imaginary one (for example, they could give it the ears of a dog, the tail of a cat, the nose of a pig, etc).
- 4 You can first split the class into groups of 4 to 6 children and ask them to draw an imaginary pet for the classroom.
- 4 Have the groups show their work and explain why they chose that pet.
- 4 Then, invite the whole class to come together and create one pet using a 3D format. Show the materials you have, and brainstorm ideas.
- 4 You can distribute chores to each group (for example, a team for the head, another one for the body and another one for legs and tail.)
- 4 Encourage teamwork and emphasize the importance of each group in making the pet.
- 4 Once you have the pet, the students can assign a name. You may choose to hold a contest to elect the name.
- 4 Discuss how the students will take care of the pet from now on, as it will be a member of the classroom for the rest of the year. This will be an exercise in pretend play: discuss shelter, food, behavior, etc.
- 4 Also, relate how they would treat the pet in class and how they treat animals outside the classroom.

 **work:** Make a drawing of a dog that is well looked after. Remind the children to include water, food and shelter.

Jumping Joey

By Bert Sonnenschein

Timo is brushing Joey in the yard. "I want you to look beautiful today," says Timo. Joey barks joyfully. "I'm sorry about yesterday Joey. I had a lot of homework to do. But today we'll go and play. Promised!" Timo says. "You really think he understands you, don't you?" Timo's Mom laughs. "He does Mom, look."

“Sit and stay,” commands Timo. Joey sits up straight. He inclines his head to the right and sticks his left ear straight up in the air. Timo takes a distance, holds up a hoop with his left hand and holds his right hand in front of the hoop. “Ladies and gentleman, may I please ask your attention for ‘Jumping Joey’,” Timo announces, “Jump Joey!” Joey runs towards Timo, jumps

through the hoop making a somersault, grabbing a piece of biscuit out of Timo's hand and landing on his feet. "Did you see that Mom!" asks Timo. Joey runs up to Timo, barking and waving his tail excitedly. Timo gives him another piece of biscuit. "Good boy, Joey, good boy."

"Wow, the two of you should do your tricks at the market. Maybe you can make some money and buy me some biscuits." Mom laughs. "Do you mean that, Mom, really? Come on Joey!" says Timo, and off they go.

"Hey..." shouts Mom, but Timo and Joey have not waited for an answer and have disappeared.

Timo jumps through the streets as Joey weaves through his legs with every step. When they make the corner they see Tyson, the neighborhood's biggest dog, barking and jumping wildly around an old car wreck that has been in the street for a long time. As they come closer they hear a child crying. It's B-Boy, the youngest son of Maiko, the owner of Tyson. He's trapped inside the car.

On the other side, B-Boy's friends try to chase Tyson away by throwing stones, but it only annoys Tyson even more. He runs up and down between the boys and the car wreck, threatening the boys and B-Boy.

"Tell them to stop!" barks Joey. "What?" says Timo looking to Joey. "Tell them to stop throwing stones and freeze," barks Joey. "Hey, stop throwing stones," Timo shouts. "B-Boy is trapped in there!" the kids reply.

Timo looks at Joey, not knowing what to do. “We have to calm him down.” Joey says, “Freeze and don’t look into his eyes. He’ll

think you're a tree."

Still in doubt, Timo freezes, crosses his hands in front of him and looks to the ground. "I hope your trick works," he whispers. "Trust me," Joey commands. The other kids follow Timo's example. Amazed, Timo and the kids see how Tyson slowly calms down. "Stay frozen," Joey barks. "If you do not move, you're not a threat! ... nor food!" he adds, smiling. In no time at all, Tyson loses interest and disappears.

Timo walks up to the car wreck and opens the door. B-Boy is still in tears. “Did he bite you?” Timo asks. B-Boy shows him his hand. “Joey, get me some soap!” he commands. Timo starts flushing the wound with plenty of water. Joey comes back with soap. “Good boy,” says Timo, as he cleans the wound. “We have to take you to the hospital and report the bite.”

In the hospital, the doctor examines the wound. “That was a wise thing to do Timo,” praises the doctor. “I wonder if Tyson is vaccinated ...” “He’s not,” interrupts a big man walking in, “He’s my dog. How is my boy?” “The boy is fine,” says the doctor, but we’ll have to take Tyson to the vet to test him for rabies. “Are you kidding me?” the man says. “The last time I tried to take Tyson to the vet he bit me! Tyson is scared to death of injection needles!” Timo laughs as he looks at Joey, who cannot believe his ears: Big Tyson afraid of needles. “In that case I’ll have to treat B-Boy for rabies,” the doctor says. “But we still have to find a way to get Tyson to the vet to be vaccinated.”

“Joey can get him to the vet!” says Timo. “Who’s Joey?” Maiko wants to know. Joey barks and jumps up. “Your dog can get my dog to the vet?” Maiko questions in disbelief. “They speak the same language,” Timo replies with a smile on his face. “You’re kidding me!” Maiko responds. “For a pack of biscuits?” Timo challenges Maiko. Joey barks. “Two packs of biscuits,” Timo corrects.

Early evening, Timo and Joey walk into the yard. “Where have you been?” Mom questions. Timo doesn’t answer. With a big smile he places three packs of biscuits in front of her. “One for each of us,” he says. Joey jumps up and barks happily. Timo winks at his mother, “We understand each other”.

ACTIVITY 1 "Pet Day"

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy the children’s curiosity about pets and animals
- . Teach children how to approach and handle animals
- . Teach children how to avoid getting bitten by an animal
- . Teach children how to train their dog
- . Teach children first aid for pet bites
- . Teach children that they need to seek medical help after first aid
- . Reach out to the parents and community

Skills practiced (Inquiry skills)

- . Observing and understanding data.
- . Asking questions.
- . Making inferences.
- . Making predictions.
- . Interpreting data.

Materials

- . PowerPoint presentation about rabies.
- . Pens and paper.
- . Homework worksheet: "Which animals are mammals?"
- . When possible: additional information gathered by teacher.


TIME: 60 min. approx

Step-by-step Instructions

- 4 Organize an event either for your class or for the whole school. You might consider connecting with veterinary services or a university faculty to make this into a vaccination event as well.
- 4 If you do not have the time or resources to organize an event of this magnitude, keep it small! Ask 3-6 students to bring their pets. Make sure you have information about the pets that will be coming, including assurance that the owners can handle them and that the animals are not easily stressed.
- 4 Ask the students to prepare a short talk about their pets.
- 4 If you feel uncomfortable with this situation, do not have the students bring their pets to school. Simply ask them to prepare a short presentation with pictures or drawings of their pets instead.
- 4 Let the class ask questions. Prepare some questions yourself: Why did they choose this pet? Do they keep it in the house or compound? Does it roam free around the neighborhood? Did the pet ever get nasty with one of them? Why was that? Did the pet ever get injured or ill? Did they take it to a veterinarian/doctor? Do they take it to the veterinarian/doctor for preventative treatment? Do they know if the pet can pass on any diseases to them?

- 4 Elaborate a little on the answers. Provide information on locally known diseases which can be passed on from animals to humans, like malaria, dengue, lyme disease and rabies. Ask if they know the definition of rabies.
- 4 Explain rabies to the class and stress the following:
 - the necessity of caring for animals,
 - the necessity of not stressing animals, in order to avoid bites,
 - the necessity of having pets vaccinated in order to protect the animal and themselves from diseases,
 - the necessity of flushing the wound and seeking medical advice when bitten.

¶ You can compare the importance of pets visiting the vet to students visiting the doctor to check that they are growing up healthy.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY 2 “ M & R (Mammals and Rabies)
Memory Game”

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Learn about classification of animals (mammals)
- . Learn about rabies.
- . Learn which animals can get rabies.

1.

Skills practiced

- . Making a hypothesis.
- . Backing up a hypothesis with information.
- . Classification.
- . Visual memory.


Materials

- . Activity worksheet: pictures for the memory game (black & white or colored)
- . PowerPoint presentation about rabies.
- . Homework worksheet: “Which animals are mammals?”

TIME: 60 min. approx

Step-by-step Instructions

- 4 Introduce the question: Which animals do you think can have rabies? Why?
- 4 Write the hypothesis on the blackboard.
- 4 Then explain that only mammals can get rabies, and provide the definition of the word *mammals*. Give examples of mammals. You can use the PowerPoint presentation about Rabies or the PDF examples of which animals are mammals. Then describe the characteristics of other animals that are not mammals, such as reptiles or insects, and explain why they are not mammals. Have the children provide examples of mammals and non-mammals.
- 4 Then invite them to play a memory game. In this memory game, instead of looking for pictures that are the same, they make pairs with animals that are mammals or non-mammals.
- 4 If possible, make enough copies of the pictures for the memory game to be able to divide the class into groups of 4 or 5, and invite them to play a game. If not, the whole class can play the game, and enlarge the copies of the pictures so they can be put on the blackboard and used as the game board.
- 4 At the end of the class, have the students remember the characteristics which make an animal a mammal, and discuss the topic of rabies.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY 3 "Safari around
the neighborhood" *

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Learn about rabies.
- . Observe animals and differentiate between them.
- . Review actions needed to prevent rabies.

Skills practiced (Inquiry Skills)

- . Observing and collecting data.
- . Recording observations.
- . Making inferences.
- . Communicating findings.

Materials


- . PowerPoint presentation about rabies and / or WRD Fact Sheet.
- . Homework worksheets: "Which animals are mammals?"
- . When possible: additional information gathered by the teacher.
- . Pens and paper

TIME: 40 min. approx

*This activity can be done at the same time as Language Activity 2.

Step-by-step Instructions:

- 4 Take the children on a walk through the neighborhood. Let them take a notebook and pen. Try to invite a vet or a veterinary student to participate.
- 4 Ask the students to spot as many animals as possible. These include domestic and wild mammals as well as insects and reptiles. You can assign children different roles: some children can be in charge of observing wild animals while others can be on the lookout for pets.
- 4 Encourage them to observe the animals and write or draw their characteristics.
- 4 During the walk, discuss the animal's function in the environment and the diseases it can carry.
- 4 When it comes to mammals (especially dogs and cats) emphasize:
 - o rabies is a disease that can be passed on, especially to children.
 - o it is the pet owners' responsibility to have their animals vaccinated.
 - o keep pets from roaming around.
 - o freeze when an animal gets nervous or feels threatened.
 - o pretend to be a rock when a dog attacks.
 - o if bitten, flush the wound, preferably with soap, disinfectant, or ashes for 15 minutes.
 - o seek medical advice immediately afterward and report the bite to veterinary services.
- 4 When you return to the class, have the children share their observations and notes in small groups.

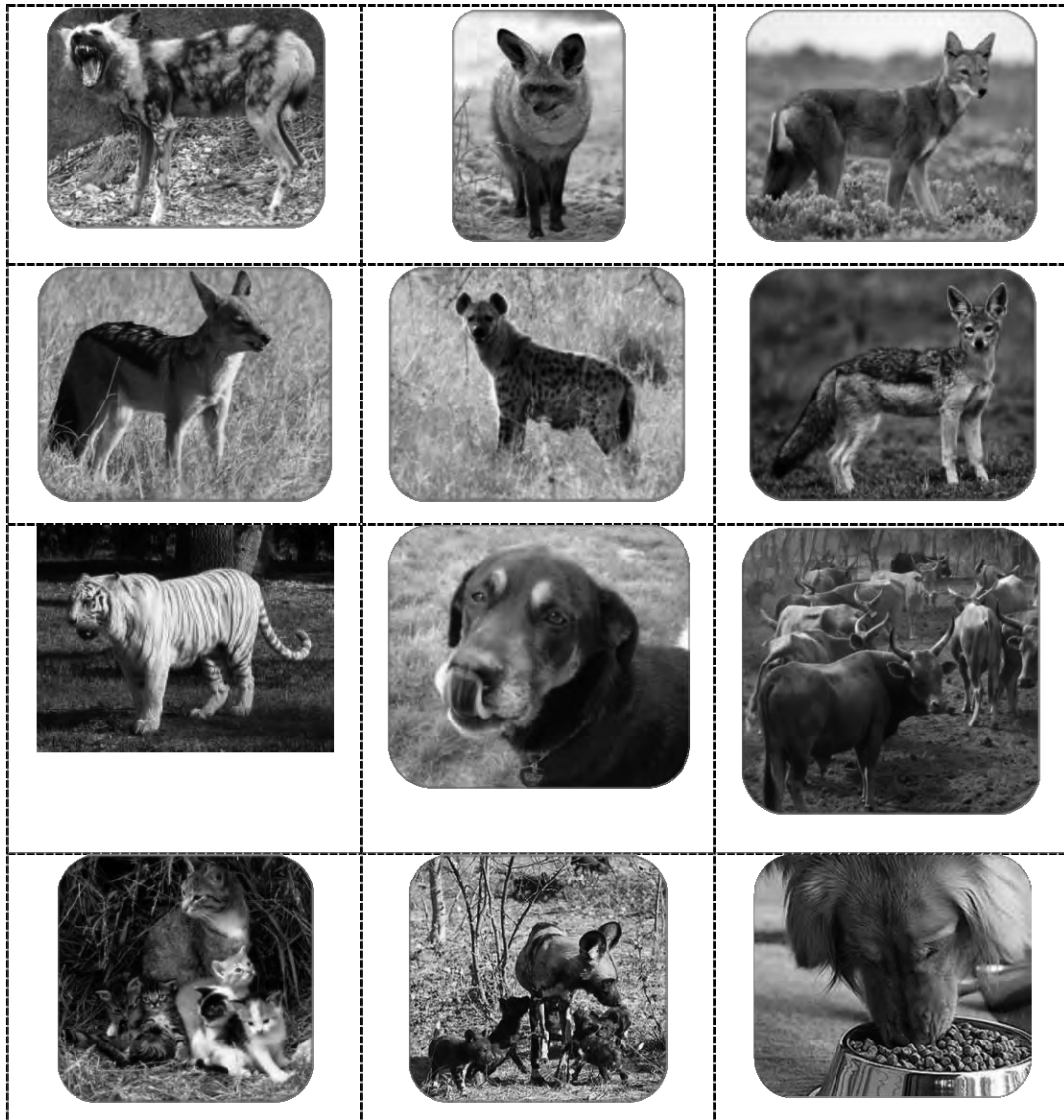
 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY WORKSHEET

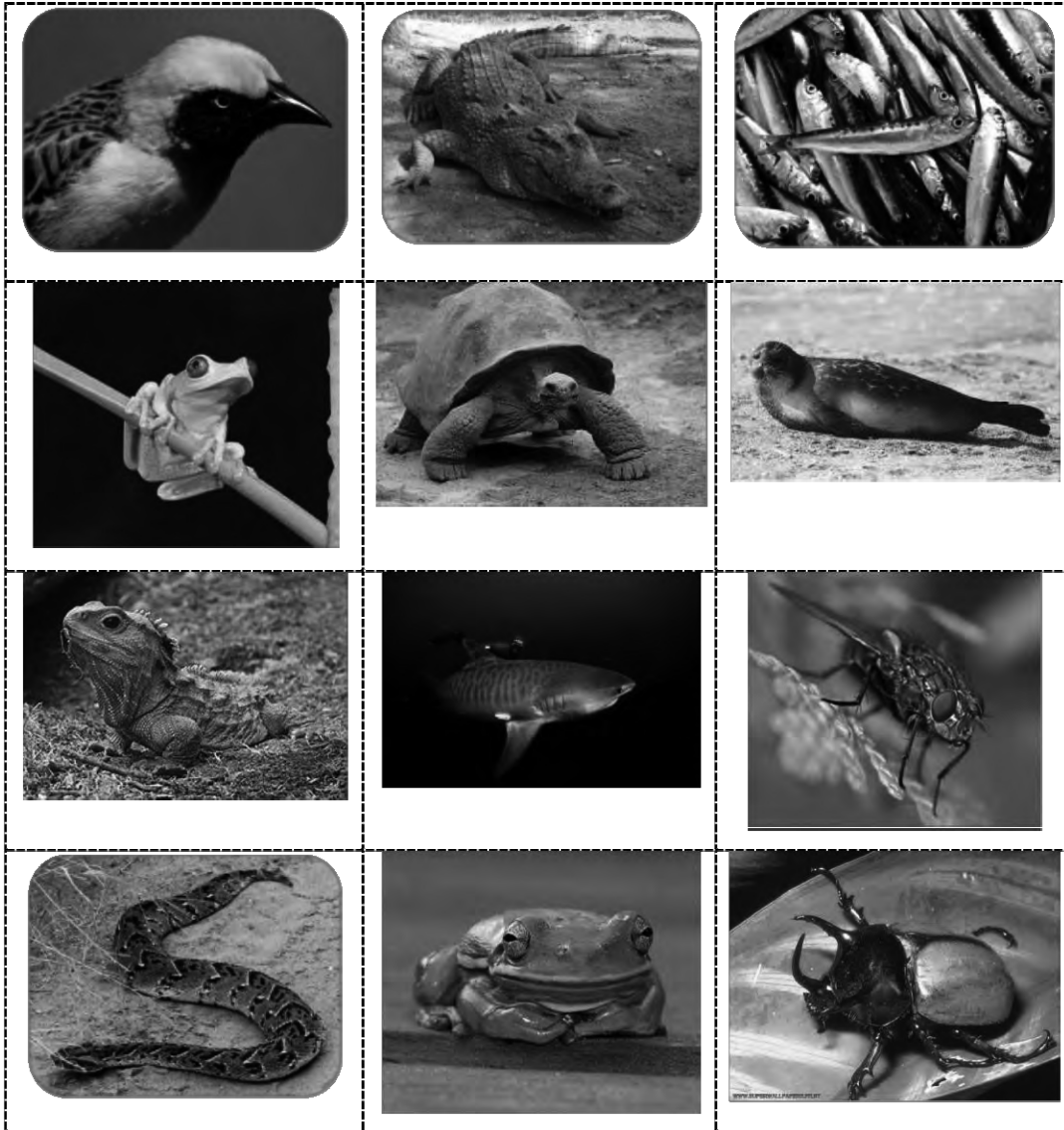
Memory Game. Cut out each card for the game. You can glue the cards onto cardboard to make the cards thicker.

MAMMALS





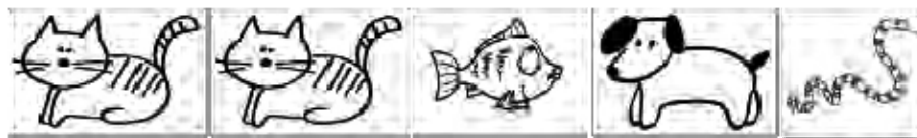
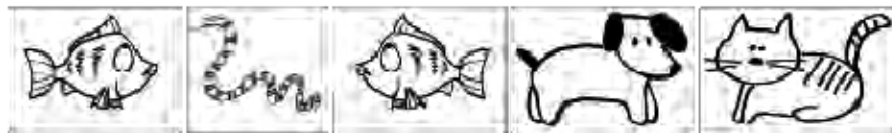
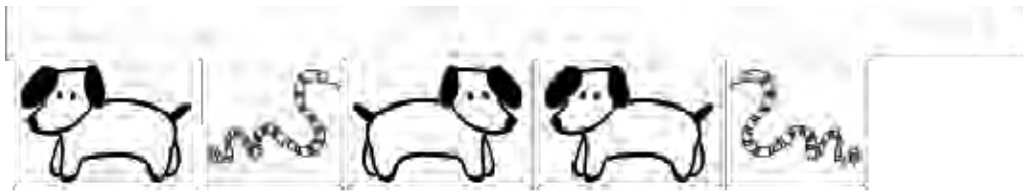
NON MAMMALS





HOMEWORK

Draw a circle around the mammal



How many mammals can you find? _____

ACTIVITY 1 "Moving around for a Pet Survey"

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Learn about caring for animals.
- . Reach out to parents and community.

Skills practiced

- . Basic operations: addition and subtraction.
- . Comparison.
- . Problem solving.
- . Using graphs to interpret information.

Materials

- .Activity Sheet: Pet Survey
- .Pens and paper.
- .Homework worksheet: Problem Solving.
- .PowerPoint about rabies.
- .When possible: additional information gathered by the teacher.

TIME: 45 min. approx

Step-by-step Instructions:

- 4 If you have space in the classroom, set the desks aside and do this activity standing up. Keep track of the numbers on the blackboard. If you do not have space, go out to the courtyard. Remember to take a sheet of paper and pen to keep track of the numbers.
- 4 You can assign one student as your assistant and write down the results either on the blackboard or the paper.
- 4 Ask the students to form a circle and let them count how many there are of them, starting with 1.
- 4 Ask the students how many pets (or animals) they have at home. Ask students that have no pets at home to go to one corner. Let them count the number of students in the group. Ask students that have 1 pet to go to another corner. Let them count the number in the group. Do the same for 3 pets, for 4 pets and over 4 pets.
- 4 You can follow the same procedure but, with those who have pets, make groups with those who have dogs, cats, birds, etc.)
- 4 Ask them to calculate how many pets are in each group. See how many more pets there are than students, or vice versa.
- 4 Call all students into the circle again. Ask if an animal has ever bitten one of them. Divide them into two groups, one with children who have been bitten and one with those who have not. Have them count the numbers in each group and add them up.
- Tell the students how they can avoid being bitten. (Freeze like a tree, pretend to be


a rock when attacked, don't approach animals while they are eating or feeding, or when they are ill or with their young).

4 Ask the students if they know what a veterinary doctor, or vet, is. Divide into two groups, one group that knows and one that doesn't. Have the students count and add up. Inform them of the need to take their pets to the vet.

4 Divide the classroom into small groups and invite the children to put all the information they collected onto graphs. Encourage them to use their creativity and choose the type of graph they want to use. They might use bar graphs, circles, or any other tool they are familiar with.

4 Have the groups share their graphs with the rest of the class.

4 You can also use the worksheet "Pet Survey" for the children to complete.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

ACTIVITY 2 "Stray Report " *

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Learn about caring for animals.
- . Differentiate between stray and non-stray animals.
- . Find ways to help stray animals.
- . Reach out to parents and community.

Skills practiced

- . Observation.
- . Using graphs to gather and interpret information.
- . Basic operations: addition, subtraction, multiplication.
- . Problem solving.

Materials

- . Activity sheet: Stray Report.
- . Pens and paper.
- . Homework worksheet: Problem Solving.
- . When possible: additional information gathered by the teacher.

TIME: 45 min. approx

* This activity can be done at the same time as Activity 3 from Science.


Step-by-step Instructions

If you do this activity in connection with Activity 3, Science: "Safari around the neighborhood":

- 4 Take the children on a walk through the neighborhood. Make sure they take a notebook and pen. Try to invite a vet or veterinary student to participate.
- 4 Before leaving the classroom, make sure your students understand that the main goal of the activity is to make a Stray Report.
- 4 Discuss what it means to make a report and how they can take notes (for the younger ones, encourage drawings if they don't know how to write yet.)
- 4 Make sure they can differentiate between stray animals and non-stray animals. Provide examples.
- 4 Once outside, ask the students to spot as many animals as possible and count how many stray animals they see.
- 4 Come back to the classroom and reflect on the experience.
- 4 Place emphasis on rabies and stray animals.
- 4 Ask children about possible ways to help stray animals.

If you do this Activity separately from Activity 3, Science: “Safari around the neighborhood”:

- 4 Invite the children to do a Stray Report during the next week.
- 4 Explain what a report means.
- 4 Discuss how they can take notes.
- 4 Make sure they can differentiate between stray animals and non-stray animals. Provide examples.
- 4 Provide the worksheet *Stray Report* to each student.
- 4 Students will have to count how many stray dogs they see every day for a week. They could carry a small notebook so they can write down the number whenever they see one.
- 4 They will have to observe if the stray dogs are on their own or in groups. They should jot down the location of each stray.
- 4 With this information, students will draw a pictograph to show the number of dogs they saw in each place.
- 4 Each student will bring his or her individual research to class and everyone will discuss the results as a whole.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY 3 "Odd and even numbers with Jumping Joey " *

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Learn about caring for animals.
- . Reflect about the importance of vaccination.
- . Reach out to parents and community.

Skills practiced

- . Comparison of numbers.
- . Working on odd and even numbers.
- . Counting by 2, 3 and 5.
- . Problem solving.

Materials


- . Activity sheet: Jumping Joey's Story (shared with Activity 1 – Arts.)
- . Pens and paper.
- . Homework worksheet: Problem Solving.
- . When possible: additional information gathered by the teacher.

TIME: 45 min. approx

* This activity can be done at the same time as Activity 1 from Arts.

Step-by-step Instructions

- 4 In Activity 1 from Arts, the students will be creating their own story of *Jumping Joey* by drawing parts of the story and designing the front and back covers.
- 4 You can use that storybook to practice odd and even numbers. Have the students write numbers on each page, explaining that all books have odd numbers on the right and even numbers on the left hand side.
- 4 You can also practice counting by 2s, 3s and 5s. Play a game by asking a group of students to read only the pages that count by 2, another group to read the pages that count by 3 and another one the pages that count by 5.
- 4 Let the students share what they read of the story.
- 4 At the end of the activity, discuss with the children how they can prevent rabies in their community. Focus on the importance of vaccination and visiting the veterinarian with their pets.

 **work:** You can hand out the homework sheets and review the answers in groups during the next class.

ACTIVITY WORKSHEET

PET SURVEY

- How many children are in your class? _____
- How many children own these pets?
 - Dogs _____
 - Cats _____
 - Other _____
- Draw a graph to show how many children own each type of pet.
- How many of these dogs are vaccinated against rabies? _____

ACTIVITY WORKSHEET

STRAY REPORT

- Count how many stray dogs you see every day for a week.
- Write down where you see them.
- Note if they are on their own or in groups.
- Draw a pictograph to show the number of dogs you saw in each place.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Each mark is a dog							
NUMBER OF DOGS PER DAY							

TOTAL NUMBER OF STRAY DOGS IN A WEEK:

HOMEWORK***PROBLEM SOLVING***

Tom counted 3 stray dogs in Street A, then 10 stray dogs in Street B, and 5 stray dogs in Street C. How many stray dogs did Tom count in total?

Mary is at a pet shop. She buys 3 boxes of treats for her dog. Each box has 8 treats. How many treats does Mary's dog have in total?

Dr. Peter Corber, the veterinarian, vaccinates 20 pets per day. If he has already vaccinated 7 dogs, and 3 cats, how many pets are left for the day?

ACTIVITY 1 “The Rabies Song Contest”

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students’ curiosity about pets and animals.
- . Learn about caring for animals.
- . Learn about rabies prevention.
- . Reach out to parents and community.

Skills practiced

- . Using music to express ideas.
- . Adding lyrics to a tune.
- . Using rhyme.

Materials

- Activity Sheet: Sample of Songs.
- PowerPoint about rabies.
- Where possible, a cd player and a cd with songs.
- Pens and paper.


TIME: 45 min. approx

Step-by-step Instructions

- 4 Invite the students to create a Rabies Song based on a traditional children’s song.
- 4 First, refer to *Jumping Joey’s* story, and ask the students what they learned from the story. Write down key words about rabies prevention as the students provide information from the story.
- 4 Refer to the Activity Worksheet for song ideas or create new lyrics for a traditional song your students are familiar with.
- 4 Have the children sing the traditional song together. For example, the Happy Birthday song.
- 4 Then you can distribute the lyrics (for example, the ones you wrote to the tune of the Happy Birthday song). Leave out some key words for the children to fill in. You can also write the lyrics on the blackboard. Encourage the children to use some of the key words from *Jumping Joey’s* story.
- 4 Children can work in pairs to fill in the missing words.
- 4 Ask the children to sing the songs they wrote.
- 4 You can organize a contest within your school, your district, or even reach out to wider communities on the web.
- 4 If you have the opportunity, encourage your students to record their songs and upload them onto YouTube. Consult the WRD website for more information: www.worldrabiesday.org

Example, to the tune of Happy Birthday

Happy World Rabies Day, have
your vet check your pet, stay
away from stray animals, and
celebrate with your friends.

 **work:** Sing the song you've written to your parents or friends. Encourage them to learn the lyrics.

ACTIVITY 2 "Role-Play: My dog has been bitten!
... or... An animal bit me!"

INTELLIGENCES IN ACTION

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Learn steps to follow if an animal bites you.
- . Learn how to take care of and handle pets.
- . Learn to apply First Aid for pet bites.
- . Learn that seeking medical help after First Aid is a necessity.
- . Reach out to parents and community.

Skills practiced

- . Using the body to represent an idea.
- . Developing gross motor skills.
- . Team work.
- . Interpreting other people's intentions and ideas.

Materials

- . PowerPoint about rabies.
- . Pens and paper.

TIME: 45 min. approx

Step-by-step Instructions

- 4 Ask the students if an animal has ever bitten any of them, or if they know of someone who has been bitten. Ask them to describe the situation, why they think they were bitten, and what procedures they followed after the bite. Then ask if another animal has ever bitten their pet, and explore what happened in that situation.
- 4 Explain to the students the steps to follow in both situations. You can use the PowerPoint presentation or the PDF text to support your explanation.
- 4 Invite the children to perform a skit based on either of those situations: an animal bites an animal, or an animal bites a person.
- 4 Make groups with 3 to 5 children. Each participant on the team should have a role in the performance.
- 4 Provide 15 minutes for the groups to brainstorm ideas. Make sure they plan out the place where the action will take place, what the human-animal interaction will be like, etc. The children can take notes, write down the script or improvise.
- 4 Help children remember the steps to follow after a bite by writing the information on the blackboard.
- 4 Have each team perform the play in class, and if possible, organize an event in your school and share it with the other classes.

CLOSING ACTIVITY

This closing activity is intended to provide students with the opportunity to apply the concepts and skills learned in the previous activities.

Two options are provided. One can be applied by students in your classroom and the other involves outreach to the community.

- Linguistic
- Logical-mathematical
- Interpersonal
- Intrapersonal
- Bodily-kinesthetic
- Musical
- Spatial
- Naturalist

Option 1: In the classroom

Design learning centers around the subjects applied in the Rabies Project:

Art center, Logical center, Drama center

The main goal of this activity is to allow your students to apply their multiple intelligences as they practice the contents and skills learned in the previous rabies activities.

The students will have autonomy in their learning: they will choose the learning center they would like to participate in and implement the activity as a team without the guidance of the teacher. The teacher will participate as a coordinator of the activity.

Step-by-step Instructions:

- 4 Prepare the layout of the classroom: divide the chairs and/or tables into groups of 3 or 4 (according to the number of centers you are setting up).
- 4 Have the materials ready for each center.
- 4 Introduce the students to the activity: they will have the chance to work in learning centers. Although each center will be related to a different way of learning, they will all have the same topic: rabies awareness. The difference between each center is that the students will express their understanding of the topic in different ways, be it through art, language, logical-mathematical or drama.
- 4 Explain what each center is about and encourage students to reflect on their learning style and strengths before choosing their center.
- 4 It is recommended that each center have about the same number of students. If one center is too crowded, encourage the students to find creative ways of splitting into other groups. You could also suggest that students choose their two favorite centers and then assign an even number of students to each center.
- 4 Provide the materials and instructions for each center and have the students do the activity on their own.
- 4 At the end of the activity, invite each group to share their learning with the rest of the class.

ART CENTER

Materials: if you apply Activity 3 from the Visual Arts activities, please look for the materials on the corresponding page. For the activity described below, provide a large sheet of white paper, magazines, colored pencils or markers, scissors and glue. If possible, play-dough, or recycled pieces of paper and plastic.

- 4 You can choose to apply Activity 3 if you have not already done so.
- 4 Or, invite the students to choose either a major concept they learned about rabies, or something that attracted their attention, and express it using visual arts. Provide examples:
 - TAKING CARE OF PETS, WHAT TO DO IF AN ANIMAL BITES YOU. WHAT TO DO IF AN ANIMAL HAS BITTEN YOUR PET.
- 4 This can be in the format of a poster, or 3D, using play-dough or plastic.
- 4 Encourage them to use their creativity and work as a team.

LOGICAL CENTER

Materials: if you apply Activity 3 from Math activities, please look for the materials on the corresponding page. For the activity described below, make a copy of the activity sheets for the Bingo Game and cut out each card. Make sure you have copies for each student.

- 4 You can choose to apply Activity 3 if you have not already done so.
- 4 Or, invite the students to play a Bingo Game. One student is chosen to lead the game, shuffling the cards and reading them to the class.

DRAMA CENTER

Materials: if you apply Activity 2 from Music & Drama activities, please look for the materials on the corresponding page. For the activity described below, make a copy of the activity sheets for the Charades Game and cut out each card.

- 4 You can choose to apply Activity 2 if you have not already done so.
- 4 Or, invite the students to play a game of charades. Each player takes a card and expresses the concept using his or her body, without using words. The rest of the team has to guess. The students take turns so everyone can participate.

Option 2: Outreach to the community

Prepare a school fair to showcase the projects from previous activities (posters, stories, role-play, graphs, and / or surveys) to parents and community members.

If you have the option, photograph or scan the posters and upload them to the WRD website: www.worldrabiesday.org

LOGICAL CENTER: BINGO GAME

- 4 Make copies of game boards A, B and C, one for each player. Also, make one copy of the cards and cut them out.

- 4 Place the calling cards in a box or bag.

- 4 Choose one student as the leader who will reach into the box or bag and select one calling card at a time.

- 4 As the leader reads the card aloud, the players will have to check their game boards to see if the answer from the calling card corresponds to any of their statements. If it does, they will cross out the statement.

- 4 The players who complete their cards first are the winners.

- 4 Invite the winners to read the full sentences out loud.

CARD A

VACCINATION	RABIES
VIRUS	WILD ANIMALS
BITE	SHELTER
WATER	TRICKS

CARD B

RABIES

MAMMALS

TREAT

VETERINARIAN

VIRUS

SALIVA

WATER

BITE

CARD C

STRAY ANIMALS

RABIES

VETERINARIAN

TRANSMIT

FOOD

WATER

TRICKS

SALIVA

CALLING CARDS

RABIES	MAMMALS	TRANSMIT
TREAT	VETERINARIAN	STRAY ANIMALS
VIRUS	SALIVA	TRICKS
WATER	BITE	SHELTER
VACCINATION	WILD ANIMALS	FOOD

DRAMA CENTER: CHARADES GAME

Cut out each card.

Pretend you are a rabid
dog

Pretend a dog has
bitten you, so you are
washing the wound
with soap

Pretend you are taking
good care of your dog

Pretend you are a
healthy dog

Pretend you are a bat
entering a house

Pretend you are a
veterinarian
vaccinating a cat to
prevent rabies

Pretend you are going to the vet because your pet has been bitten by another animal

Pretend an unknown dog is coming close to you, so you are standing like a tree

Pretend you are the rabies virus

Pretend you are a stray dog looking for food and shelter

(create your own prompt)

(create your own prompt)

Rabies Facts and Talking Points

What is rabies?

Rabies is a viral disease. The virus is present in the saliva of rabid animals (specifically mammals) and spreads to humans through bites and scratches. Although people are usually infected by dogs, they can also become infected by bats, raccoons, mongooses, and ferrets. Potentially, all mammals can spread the disease to humans.

World-wide around 15 million people are bitten by mammals and receive medical care known as Post Exposure Prophylaxis, (PEP). Some 55,000 people die because they either go untreated or wait too long before seeking medical attention. Many are children.

What are the symptoms of rabies?

Rabies is a viral infection. Like the AIDS infection, rabies can remain undetected for a period of time, usually from several days to three months. During this incubation period, the animal appears healthy. The virus takes time to multiply and travel through the spinal cord to the brain. Once the symptoms start, the disease progresses rapidly, and the animal always dies.

Like any sick person, a sick animal also behaves 'differently'. Any sign of 'unusual behavior' is usually suspicious and a sign of an illness, digestive disorder or injury. Rabid animals lack appetite, stop drinking, and may appear to want to be left alone. Some rabid animals bite at the slightest provocation, while others may become sleepy and drowsy. After the initial onset of symptoms, the animal may become vicious or begin to show signs of paralysis. Once the animal shows signs of paralysis, the disease progresses very quickly and the animal dies.

In the early stages, symptoms in humans can be mistaken for a light flu: feeling weak, and feverish, with a slight head-ache. The symptoms then progress to acute pain, spasms, uncontrolled excitement, depression and hydrophobia or 'fear-of-water'. When the disease enters its final stage, the person experiences mania and exhaustion, and finally enters into a coma and dies.

Rabies prevention starts with the animal owner

As an animal owner you are responsible for ensuring that your animal is healthy and presents no risk to the community. Protect your animals

from being exposed to diseases by vaccinating them and not letting them roam freely, especially animals that are in frequent contact with people, like dogs, cats, ferrets, livestock and horses. If you own pets, you can spay or neuter them in order to reduce their tendency to roam and fight with other animals. This lowers the chances of the animal becoming infected with rabies or other diseases.

Reduce the risk of exposure to rabies from wildlife

Wild animals can bring rabies and other diseases to your pets and animals, and worse, to your family and children. Therefore it is wise not to attract wild animals to your home. Children are curious and feel attracted to that cute little animal that normally runs away. But they should be extra careful not to touch the ones that seem tame and don't run away. It is likely to be ill and might be infected with rabies. Teach children to enjoy wild animals from a distance, and tell them to be especially aware of animals that react differently.

Keep your garbage securely covered and put empty bowls away after feeding and watering pets.

Open garbage and empty bowls will attract wild or stray animals;

Never handle unfamiliar animals – even if they appear friendly; Wild

animals should not be kept as pets. If you see a wild animal acting strangely, report it to the veterinary services;

Bats can carry rabies, so bat-proof your home.

What do you do if your pet has bite wounds?

If you find bite wounds on your pet or animal, it may have been in a fight with a rabid animal. If your pet has not been vaccinated, it might be infected with rabies or other diseases. Sooner or later it could fall ill and pass the disease on to you, your family or neighbors. If you do find bite wounds, take your pet to the veterinarian immediately and have it examined. Ask your veterinarian where you have to report the bite.

What do you do if an animal bites you?

Information about Rabies LEVEL 1 (grades 1-3)

Unlike for some other diseases, like polio, children are not vaccinated against rabies. Only people in high risk professions like veterinary doctors and wildlife rangers are vaccinated to prevent the disease. Each year, 15 million people are bitten by animals that are potentially rabid and these people receive Post Exposure Prophylaxis. Some 55 thousand people do not receive adequate medical care and die from the disease. Rabies is a fatal disease. If your pet or an animal bites you, a family member, a student or a neighbor, and you do not know if the animal has been vaccinated against rabies, this is what you should do:

- . Flush the wound with plenty of water for at least 15 minutes, preferably with soap, disinfectant or ashes;
- . Seek medical help from the nearest health services or veterinary services;
- . Report the bite to the veterinary services;
- . If you can, safely capture the animal, and have it examined by a veterinarian.

Useful Links, Contacts & Notes LEVEL 1 (grades 1-3)

Links

World Rabies Day: www.worldrabiesday.org

GARC: www.globalrabiescontrol.org

CDC: www.cdc.gov/rabies

WHO: www.who.int/rabies/en/

NASPHV: www.nasphv.org/documentsCompendia

Contacts

World Rabies Day: peter.costa@worldrabiesday.org

+1-570-899-4885 (USA)

This package has been developed to commemorate World Rabies Day, celebrated on the September 28th of each year.

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