

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**

QuickTime™ and a decompressor are needed to see this picture.

LEVEL 2 (ages 9-11)

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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INDEX

. Introduction Section	3
Teachers' notes	
The framework behind the educational materials:	
The Multiple Intelligences Theory	
. Language & Literature Section	14
Activity 1: "Jumping Joey's story"	
Activity 2: "How to take care of pets"	
Activity 3: "What do you do if you're bitten by a dog?"	
Activity Worksheet: "Jumping Joey's story"	
Activity Worksheet: "How to take care of pets"	
Homework: "Crosswords"; "Trivia"; "Complete the Missing words"	
. Science Section	28
Activity 1: "Research and explain to your friends about rabies"	
Activity 2: "M & R (Mammals and Rabies) Treasure Hunt"	
Activity 3: "Safari around the neighborhood"	
Activity Worksheet: Information about rabies	
Activity Worksheet: Prompts for the game	
Homework: "True or false?"; "Circle the correct answers"; "Quiz-Test your knowledge about rabies"	
. Visual Arts	48
Activity 1: "Drawing Jumping Joey's story"	
Activity 2: "Dangerous and non-dangerous animals"	
Activity 3: "Making an Advertisement to Stop Rabies"	
Activity Worksheet: "Jumping Joey's story"	
. Math	67
Activity 1: "Moving around for a Pet Survey"	
Activity 2: "Stray Report"	
Activity 3: "Venn Diagram for animals"	
Homework: "Problem Solving"	
Activity Worksheet: "Pet Survey"	
Activity Worksheet: "Stray Report"	
Homework sheet: "Problem Solving"	
. Music & Drama	76
Activity 1: "The Rabies Song Contest"	
Activity 2: "Role-Play: My dog has been bitten! ... or ...An animal bit me!"	
. Closing Activity	79
Games for Logical and Drama Centers	
. Information about rabies	89
. Useful links, contacts & notes	92

Introduction

LEVEL 2 (ages 9-11)

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

Introduction

LEVEL 2 (ages 9-11)

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

Introduction

LEVEL 2 (ages 9-11)

"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-olds, 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).

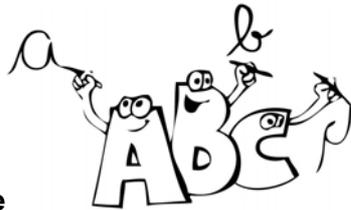
The learning experiences in the Reggio Emilia approach are inquiry-based projects. Ideas for projects can originate in a variety of experiences where children and teachers have constructed knowledge together.

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. The 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 2 (ages 9-11)

. 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.

**Math**

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.

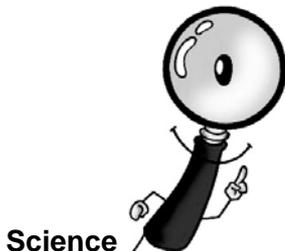
The activities under this discipline use the following entry points:

- 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.

**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

Introduction

LEVEL 2 (ages 9-11)

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.



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"

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: reading a simple text.
- . Reading Comprehension: answering questions about the text.
- . Writing: grammar and content.
- . Fine motor skills.

Materials

- . Activity sheet with the story: one per child or one for every two children.
- . Pens and paper.
- . PowerPoint about rabies.
- . Where possible: additional information gathered by the teacher.
- . Homework Worksheets: "Crosswords; Complete the missing words".

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. Ask each child to read a paragraph 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:
 - never approach or touch unfamiliar animals;
 - freeze and pretend to be a tree when an animal is uneasy or aggressive;
 - curl up and pretend to be a rock when attacked by an animal;
 - vaccinate their pets and animals to prevent diseases.
- 4 Ask the children which topic they think they will be learning about in the days

Language & Literature LEVEL 2 (grades 9-11)

- 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?

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

ACTIVITY 2 "How to take 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.
- . Reach out to parents and community.

Skills practiced

- . Reading & understanding a text.
- . Listening to others.
- . Expressing own ideas and opinions orally.
- . Respecting opinions and ideas of others.

Materials

- . Activity Sheet: Prompts for discussion.
- . Pens and paper.
- . Where possible: additional information gathered by the teacher.
- . Homework Worksheets: "Crosswords; Complete the missing words".

TIME: 45 min. approx

Step-by-step Instructions

- 4 Ask the children if they have pets and who takes care of them at home.
- 4 Listen to their stories and write the main concepts on the blackboard, i.e. food, shelter, behavior, health, etc.
- 4 Invite the children to split into groups of 4 or 5 and prepare a presentation about caring for pets.
- 4 Designate which groups will prepare their presentation based on the point of view of the PET and which groups will present the point of view of the HUMAN. In other words, have the children discuss the prompts and answer the questions according to their role: they will either pretend to be a pet or they will pretend to be the owner of a pet.
- 4 Get them to choose whether they would prefer to do an oral presentation or design a poster and explain it.
- 4 You can distribute some prompts in the groups. Here are some already prepared for you.

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?

Language & Literature LEVEL 2 (grades 9-11)

- What could happen if the 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 During the presentation, introduce the word RABIES as the name of the disease. Make sure children discuss the following:

- o Have your pet vaccinated to prevent diseases.
- o Do not let your pet go wherever it likes.
- o Keep your pets away from stray animals.

4 Have a leader of each group make the oral presentation about one or all the areas discussed in the smaller groups: food, shelter, health and behavior.

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

ACTIVITY 3 "What do you do if you're bitten by a dog?"

INTELLIGENCES IN ACTION

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

Objectives

- . Learn about first aid for pet bites.
- . Reflect on the importance of seeking medical help after first aid.

Skills practiced

- . Writing skills: use of parts of speech; spelling.
- . Communicating a procedure.
- . Listening to others.
- . Following instructions.

Materials

- . Pens and paper (colored pens or markers are preferred)
- . PowerPoint about rabies.
- . Where possible: additional information gathered by the teacher.
- . Homework Worksheets: "Crosswords; Complete the missing words".

TIME: 45 min. approx

Step-by-step Instructions

- 4 Open the discussion by asking if a pet has ever bitten them or anyone they know. Get the children to describe what happened, and ask questions to understand what happened before, during and after the event.
- 4 Emphasize what happened after.
- 4 Explain the first aid steps and the importance of seeking medical attention, either by using the PowerPoint provided or by explaining the key concepts and writing them on the blackboard.
- 4 Invite the children to share their knowledge with the younger class by making a poster.

 **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.

Language & Literature LEVEL 2 (grades 9-11)

On the other side, B-Boy's friends try to chase Tyson away, 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 ...”

Language & Literature LEVEL 2 (grades 9-11)

-“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 Worksheet 2

“How to take care of pets”

- Cut out these prompts and distribute them to your students.

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 the pet leaves the house alone?

HEALTH:

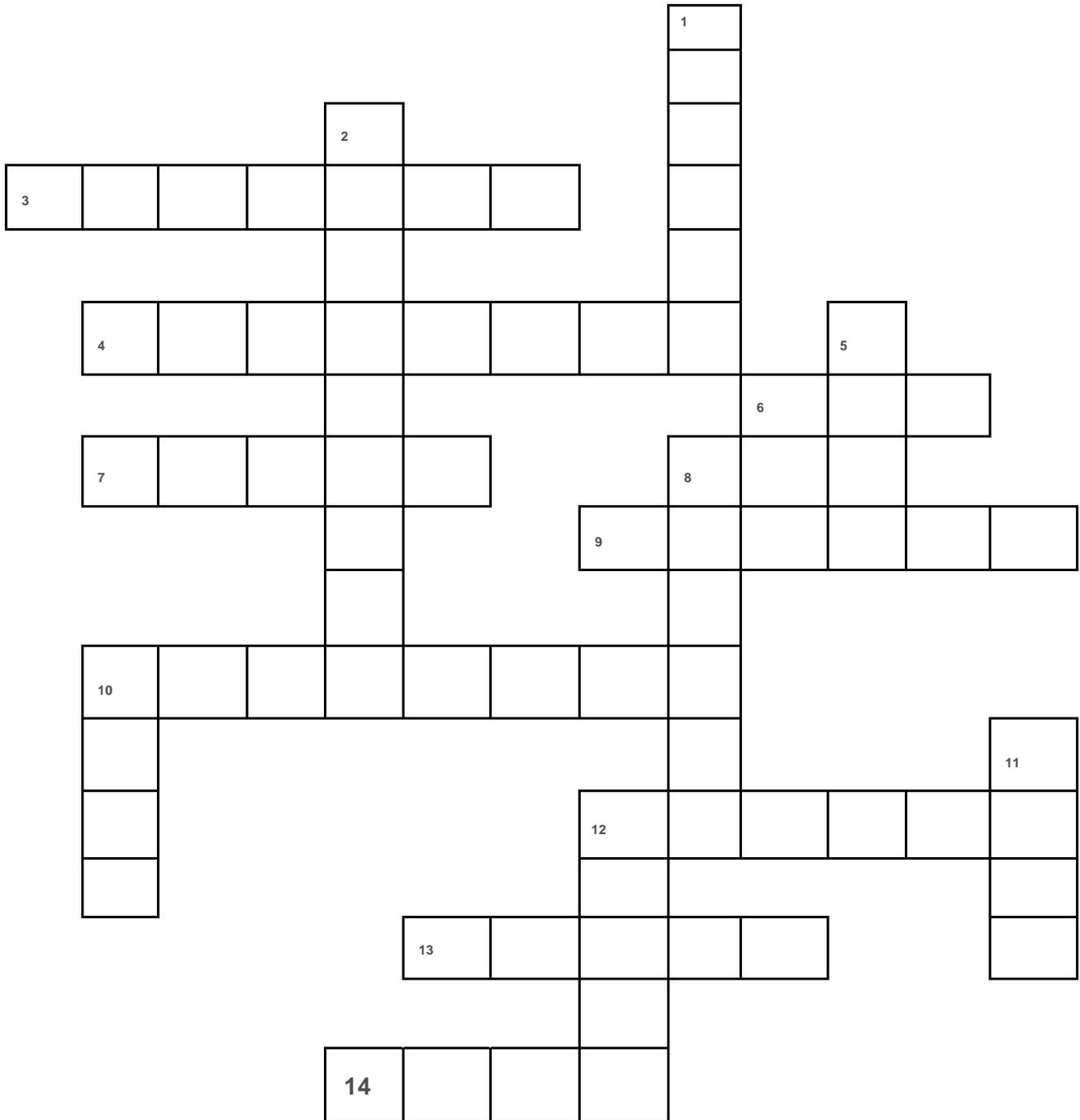
- Why is it important for you to take your pet to the vet?
- Why is it important to have your pet vaccinated?

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?

HOMWORK SHEETS

Crosswords



Down

1. A viral infection
2. What you do to prevent your cat from getting rabies
5. A dog will not bite a ...
8. Person you should see after flushing a bite wound
10. What a cat likes to play with
11. A dog can smell this
12. What you do after being bitten by an animal

Across

3. Animals that can spread rabies
4. You use this to train your dog
6. The faster of the two: dog or cat
7. An animal can bite to protect its
.....
9. According to a Chinese legend, the father of the cat
10. For animals, this might mean danger
12. What you do to calm down a dog
13. Never..... animals that don't know you
14. What a cat likes to eat

Trivia

Use the information below to complete the crosswords.

- 4 A story in which animals or plants are given human qualities, like talking, is called a fable.
- 4 In the animal world, everything that moves is either food or danger.
- 4 To calm down a dog, freeze like a tree. When attacked, pretend to be a rock.
- 4 The oldest proof of animals and humans living together is 15,000 year-old graves (in Germany) in which man and dogs are buried together.
- 4 There is about 1 dog for every 35 people on earth, amounting to some 2-3 hundred million dogs altogether across the globe.
- 4 Worldwide, the top 3 pets are: 1 - dogs, 2 - cats and 3 - fish.
- 4 The fastest dog in the world is the greyhound, with a speed of 72 km/h or 45 m/min. The fastest domestic cat is the Egyptian Mau, clocking in at 58 km/h or 36 m/min.
- 4 In Chinese culture, the Fu-dog is believed to bring happiness and good fortune.
- 4 Dogs have been reported to howl when their owners die, even when they are kilometers apart.
- 4 Around 450 BC, anyone who killed a cat in Egypt was punished by death.
- 4 A Chinese legend tells us that the cat is a cross between a lioness and a monkey - the lioness endowing her with dignity and the monkey with curiosity and playfulness.
- 4 The highest fall a cat is reported to have survived is 46 stories, or over 100 meters.
- 4 Dogs can smell fear and some diseases. They can also smell fingerprints that are over a week old.

Language & Literature LEVEL 2(grades 9-11)

- 4 Cats can see six times better than humans in the dark.
- 4 The rabies virus can live in any mammal, including dogs and cats. Rabies attacks the nervous system and the brain.
- 4 About fifty-five thousand people die of rabies each year. First aid for rabies involves flushing the wound with water and soap, or disinfectant, for about 15 minutes.
- 4 A person with a probable rabies infection should start medical treatment within 24 hours.

HOMEWORK

Complete the missing words

1. Get your pet v__ _ _ _ _ _ .

2. S__ _ _ _ _ _ your pet.

3. Do not let your p__ _ go wherever it likes.

4. Keep a lid on r__ _ _ _ _ .

5. Get help to remove s__ _ _ _ animals.

6. You can s__ _ _ rabies!

ACTIVITY 1 “Research and explain to your friends about rabies”

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.
- . Reach out to parents and community.

Skills practiced:

- Inquiry skills:
 - . Observing and understanding data.
 - . Asking questions.
 - . Making inferences.
 - . Making predictions.
 - . Interpreting data.
- Other:
 - . Reading comprehension.
 - . Teamwork.
 - . Oral presentation.

Materials

- . Activity worksheet: Information about rabies.
 - . Pens and paper.
 - . PowerPoint presentation about rabies.
 - . Homework worksheets: “True or False”; “Circle the correct answer”; “Quiz”
 - . Where possible: additional information gathered by the teacher.
- TIME: 60 min. approx *

* This activity may be divided into two parts. For example, the children can prepare the presentation in one class period and present it the following day.

Step-by-step Instructions

- 4 Invite children to become researchers for a few hours by investigating rabies.
- 4 Split the class into groups of 4 or 5 and provide copies of rabies handout. If you have a projector, you can present the PowerPoint (which is included at the end of this chapter) to one of the groups. Each group should have different information, so when they do the presentation, the rest of the groups will learn about a different topic. For example, you can have each group answer a different question:
 - . What is rabies?
 - . How do you know when an animal has rabies?
 - . What can happen if an animal that has rabies bites you?
 - . What should be done to prevent rabies?
- 4 Let children read and discuss the information for about 20 minutes. Encourage them to prepare the presentation using visual cues.
- 4 Have a leader of each group make the presentation to the entire class.

 **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 “M & R (Mammals and Rabies)
Treasure Hunt”**

Objectives

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

Skills practiced

- Inquiry Skills:
 - . Making a hypothesis.
 - . Backing up a hypothesis with information.
 - . Classification.
- Other:
 - . Teamwork.
 - . Reading comprehension.

Materials

- . Activity worksheet: prompts for the game.
- . Tape and a pair of scissors.
- . PowerPoint presentation about rabies.
- . Where possible: additional information gathered by the teacher.
- . Homework worksheets: “True or False”; “ Circle the correct answer”; “Quiz”.

TIME: 40 min. approx

Step-by-step Instructions

- 4 Introduce the question: Which animals do you think have rabies? Why?
- 4 Write the hypothesis on the blackboard.
- 4 Divide the class in groups of 4 or 5, and invite them to play a game.
- 4 Use the activity sheet prepared for this game. Cut the paragraphs along the dotted lines and hide the strips throughout the classroom. Each strip of paper contains a piece of the information necessary to answer the question. The groups will have to find the pieces of text and stick them on the blackboard. Then, all together the children will organize the information they found to make a coherent text.
- 4 Read the text with the children and then test the hypothesis they made against the actual information.

 **work:** You can hand out the homework sheets and review them 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 classification of animals (mammals)
- . Learn about rabies and its characteristics.
- . Learn which animals can get rabies.
- . Learn about prevention and treatment of rabies.

Skills practiced (Inquiry Skills)

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

Materials

- . Pens and paper.
- . Homework worksheets: “True or False?”; “ Circle the correct answer”; “Quiz”
- . Where possible: additional information gathered by the teacher.

TIME: 40 min. approx

Step-by-step Instructions

- 4 Take the children on a walk through the neighborhood. Make sure they 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 different roles to children: 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 animals’ function in the environment and the diseases they may 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 responsibility of pet owners 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 after 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 them in groups during the next class.

ACTIVITY 1 “Research and explain to your friends about rabies”**What is Rabies?**

Rabies is a disease that affects the brain. It's usually passed from animal to animal but it can be passed from animals to people. It's caused by a virus. A virus is a very tiny germ, and you can only see that germ if you have a special microscope.

Any mammal can get rabies. Do you remember what a mammal is? Mammals are warm-blooded animals with fur. We're mammals, and so are most of our pets like cats and dogs. Lots of farm animals like cows and horses are mammals, and so are wild animals like foxes and skunks. We can all get rabies. Even bats can get rabies!

In the United States, raccoons, skunks, foxes and bats are the main animals that get rabies.

Rabies is a big problem in Asia, Africa and Latin America. Medicines and vaccines are sometimes not available there, so if someone is bitten by an animal with rabies, they might not be able to get help right away.

Rabies is a serious disease. This year, over 55,000 people around the world will die from rabies. That's one person every 10 minutes. Half of the people who die from rabies are under the age of 15.

How do you know if an animal has rabies?

You can't tell if an animal has rabies by just looking at it. A clue, though, is if the animal is acting strangely.

Some animals may act as if they are mad when they have rabies. They will be hostile and may try to bite you or other animals. In movies, animals with rabies look like they are foaming at the mouth. This happens because the animal's nerves no longer work properly and it can't swallow its own saliva

More often, animals act timid or shy when they have rabies. A wild animal might move slowly or act tame. You might be able to get close to it easily. Since that's not the way wild animals usually act, you should remember that something could be wrong.

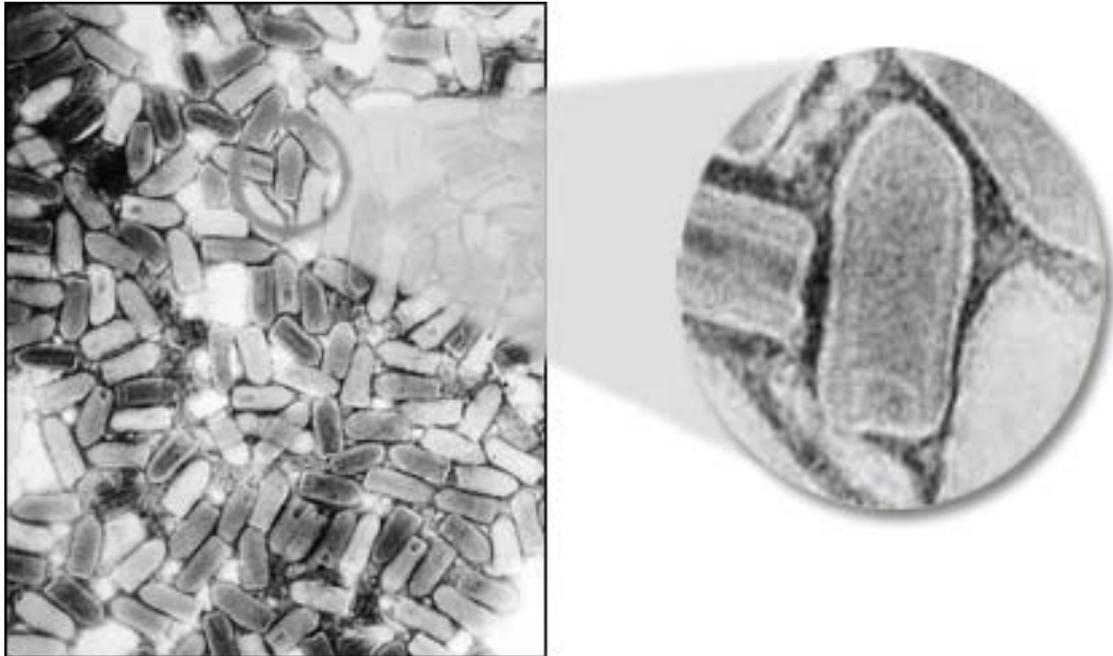
The only way doctors can know for sure if an animal or a person has rabies is to do a laboratory test.



The best thing to do is never to feed or approach a wild animal. Be careful of pets you do not know. If you see a stray dog or cat, don't pet it. And if any animal is acting strangely, call your local animal control officer for help.

The Rabies Virus

Rabies is caused by a virus. A virus is a very tiny germ. You can only see this germ if you have a special microscope. Here's a picture of the rabies virus:



What does a virus do?

Scientists have discovered more than 300 viruses in animals. Some won't hurt you. Others cause disease. The common cold and measles are caused by viruses. So are the flu, chickenpox, and AIDS.

How does a virus grow?

Viruses cannot eat food or grow on their own, but they can make more of themselves if they live inside the cells of other organisms, called "hosts".

The viruses attack these host cells and make more of themselves. Then the viruses move on to other host cells and do it all over again.

How does the rabies virus make someone sick?



The rabies virus wants to make its home in a nerve cell, the smallest part of our central nervous system. The central nervous system is made up of our brain and spinal cord and all the other parts of our bodies that control everything we do from breathing to walking.

When there's a bite from an animal with rabies, the virus attaches to a healthy nerve cell. Then the virus multiplies, making a lot more viruses like itself. These viruses move on and attach to other nerve cells until eventually they get to the brain. There the virus can cause the brain to swell, and the person with rabies may go into a coma and die.

Information taken from: <http://www.cdc.gov/rabiesandkids>

Rabies is caused by a **virus**.

You can get rabies virus if an animal bites you, usually a dog.

Rabies can also be passed from animal to animal.

Rabies is a disease that attacks the brain and the spinal cord.

These animals cannot get rabies:

They are not mammals.



Birds



Fish



Snake



Crocodile

Reptiles

These animals can get rabies:



Dogs and cats



Cattle



Mongoose



Jackal



Bat



Kudu

They are all **mammals**.

How do animals and people get rabies?



Saliva
– through bites,
licking, scratching



Blood
Faeces
Urine

You cannot get rabies just by touching an animal with rabies.

Some warning signs of rabies:



Foams at the mouth



Wants to bite everything



Problem walking



Acts shy

Stay away from animals that you do not know.

Stay away from animals that behave strangely.

Remember ...
Stray animals may not be vaccinated against rabies.



NEVER disturb a dog that is:



Caring for puppies



Sleeping



Eating

If a dog attacks you:

Curl up into a ball, with your head tucked in.



Put your hands over the back of your neck.

Keep still and quiet.

Imagine you are a **rock**.

If a dog comes close to you:

Stand still. Keep quiet.

Keep your arms down and your hands folded.



Count in your head to the highest number you know, over and over again, until the dog goes away.

Look at your feet.

Imagine you are a **tree**.



Stop Rabies!

1 Get your pet vaccinated.



Stop Rabies!

2 Sterilise your pet.



Stop Rabies!

3 Do not let your pet go wherever it likes.



Stop Rabies!

4 Keep a lid on rubbish.



Stop Rabies!

5 Get help to remove stray animals.



Symptoms of rabies in people:

Science

LEVEL 2 (grades 9-11)

Fever

Headache

Sore throat

Feeling tired

Seeing things that are not there

Feeling confused

Unable to move

Scared of water

Difficulty swallowing

Lots of saliva

Activity 2 “ M & R (Mammals and Rabies) Treasure Hunt”

Cut out the rectangles and hide the information around the classroom.

Rabies is a disease that

affects the brain.

It's usually passed from animal to animal but it can be passed from animals to people. It's caused by a virus.

A virus is a very tiny germ,

and you can only see that germ if you have a special microscope.

Any mammal can get rabies.

Mammals are

warm-blooded animals with fur.

We're mammals, and so are most of our pets like cats and dogs.

Lots of farm animals like

cows and horses are mammals, and so are wild animals like foxes and skunks. We can all get rabies. Even bats can get rabies!

In the United States, raccoons, skunks, foxes and bats are the main animals that get rabies.

Rabies is a big problem in Asia, Africa and Latin America.

Medicines and vaccines are sometimes not available there, so if someone is bitten by an animal with rabies, they might not be able to get help right away.

Rabies is a serious disease.

This year, over 55,000 people around the world will die

from rabies. That's one person every 10 minutes. Half of the people who die from rabies are under the age of 15.

HOMEWORK

True or false?

#

1. Rabies is caused by a virus.
2. All dogs have rabies.
3. Only mammals get rabies.
4. You cannot cure rabies.
5. You cannot prevent rabies.
6. Rabies is transmitted through saliva.
7. It is easy to tell if an animal has rabies.
8. All stray animals are vaccinated.
9. Rabies is a disease that attacks the brain and the spinal cord.

HOMEWORK

Circle the correct answers

#

1. How many people die each year from rabies?

550 5,500 55,000 555,000

2. How old are most dog-bite victims?

under 15 over 15

3. Most of the people who die from rabies are bitten by infected:

cats horses monkeys dogs mice

4. The time between the bite and seeing symptoms can be:

minutes hours days weeks months

5. Animals and people get rabies from infected:

urine saliva blood faeces

HOMEWORK

#

Quiz - Test your knowledge about rabies.

To calm down a dog, you should

- fondle its back pretend to be a rock
- freeze and pretend to be a tree
- freeze and look it straight in the eyes

Animals that can transmit rabies are

- cats and dogs
- all animals that bite, like dogs and snakes
- all mammals
- only cats and dogs

To avoid rabies spreading you should

- vaccinate yourself
- vaccinate only your cats and dogs
- vaccinate all mammals around your house, including cattle, goats and pigs
- vaccinate all your livestock, including chickens and ducks

When you are bitten by an animal you should:

- A. flush the wound for 15 minutes
- B. freeze like a tree
- C. seek a doctor
- first a) then c)

To teach a dog tricks, you should:

- practice everyday
- eat lots of biscuits
- reward every good move
- all three of the above

Cats can see in the dark ...

- better than you
- worse than a dog
- better than both
- cats don't see but smell in the dark

Bats are ...

- birds
- flying rats
- mammals
- flying dogs

You can always tell if an animal has got rabies.

- not true
- when it bites
- if it drools
- if it behaves very aggressively

In Chinese culture the Fu-a cat brings happiness and fortune.

- True.
- Not true, it brings sadness and misfortune
- Not true, it is the Fu-dog
- Not true it is in ancient Egypt

Rabies is a disease in all countries.

Not true, only north of the equator

Not true, only south of the equator

True

True, but not in my country.

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 getting 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.
- . Communicating through a visual medium.
- . Exploring the use of lines and primary colors.
- . Creativity
- . Expressing understanding of a story using pictures.
- . Using 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 have done Activity 1 from Language & Literature

Step-by-step Instructions

4 After Activity 1 from Language & Literature, invite children to create their own book 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, and then reproduce these images on paper.

4 Make sure they make the cover and the back of the storybook.

4 Also, promote the use of colors and the application of techniques they may have 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 children, 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 Ask the children 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 the children so that there is a combination of these strengths in each group.

4 When the groups are ready, hand out a copy of the story to each group.

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

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

4 Make sure they make the cover and back of the storybook.

4 Also, promote the use of colors and the application of techniques they may have 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 children, 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 be aware of dangerous animals.

Skills practiced

- . Communicating through a visual medium.
- . Exploring the use of expressions on masks.
- . Creativity.
- . Fine motor skills.
- . Using the body to represent a concept.

Materials

- . Cardboard or white sheets of paper for the masks.
- . Markers or colored pencils.
- . Tape.
- . PowerPoint presentation about rabies.
- . Where possible: additional information gathered by the 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 about 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 or white sheets of paper for the masks.
- 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 not a dangerous animal for rabies because it is not a mammal; a vaccinated dog is not a dangerous animal, but a stray dog is; if you disturb a dog while it is eating, it is a dangerous situation, etc.
- 4 Conclude:
 - o Domestic animals should be cared for and vaccinated;

Visual Arts

LEVEL 2 (ages 9-11)

- Animals that are eating, are 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 (or in the PDF).

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

ACTIVITY 3 “Making an Advertisement to Stop Rabies” *

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.
- . Reach out to parents and community.

Skills practiced

- . Communicating through a visual medium.
- . Exploring the use of lines and primary colors.
- . Creativity.
- . Using an art technique that has been learned in class

Materials

- . Big white sheets of paper to make the posters.
- . Pens, colored pencils, and/or markers.
- . Magazines.
- . PowerPoint presentation about rabies.
- . Where possible: additional information gathered by the teacher.

TIME: 45 min. approx

* It is recommended to do this activity after any of the Science activities.

Step-by-step Instructions

- 4 Invite the students to organize a school campaign for rabies prevention.
- 4 Split the class into groups of 5 or 6. Make sure you have an ad from a glossy magazine for every group. If you have the option, you can download advertising from the Internet as well. You might also be able to get posters from a local shop or print the adverts attached here. If you have only one large poster, stick it to the blackboard. Do not use public health posters; use only advertising from commercial products and services.
- 4 Introduce the theme: Arts & Advertising. Get the students to analyze the posters. Which elements are used (photo, text, logos)? What is the photo like and what is it telling us (attractive, scary)? What is the text trying to tell us? Which style does the text use (commanding, attractive, poetic)? Which audience do they think the poster is trying to attract? Analyze the purpose of advertisements.
- 4 Discuss the aim of persuading and seducing potential clients by using beautiful pictures and poetic texts with lots of adjectives and humor. Discuss how the advertisement influences the customer’s subconscious.
- 4 Recall *Jumping Joey’s* story by asking some questions. The task for the groups is to make a poster or advert for a public health campaign about caring for pets, using the art forms and techniques of advertising.
- 4 Possible themes are: Interacting safely with animals – (make children freeze, not throwing stones); Taking good care of their family and pets by vaccinating them;

Visual Arts

LEVEL 2 (ages 9-11)

Saving a child's life by knowing what to do when they are bitten by an animal. Make sure every poster has only one theme!

4 Display all the posters in the classroom and have the children express their ideas, doubts, and feelings related to each of the posters. If some of the posters do not communicate their ideas clearly, encourage them to make some changes.

4 You can hang the posters on the walls of the school to help build consciousness about rabies prevention.

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

ACTIVITY WORKSHEET

Activity 1 “Drawing Jumping Joey’s story”

This is a sample of how you can distribute the text of the story to make the storybook.

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 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.”

INTELLIGENCES IN ACTION

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

ACTIVITY 1 "Moving around for a Pet Survey"

Objectives

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

Skills practiced

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

Materials

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

TIME: 45 min. approx

Step-by-step Instructions

4 If you have space in the classroom, put 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 playground. Remember to take a sheet of paper and pen to keep track of the numbers.

4 You can assign one student to be your assistant and write down the results on the blackboard or paper.

4 Ask the students to form a circle and get them to count how many of them there are, starting with 1.

4 Ask the students how many pets (or animals) they have at home. Ask students who have no pets at home to go to one corner. Get them to count the number of students in the group. Ask students who have 1 pet to go to another corner. Get them to count the number in the group. Do the same for 3 pets, for 4 pets and over 4 pets.

4 Ask them to calculate the pets in each group using multiplication. See how many more pets there are than students or vice versa.

4 If they know about ratio, get them to calculate the student-to-pet ratio that is equal to the family-to-pet ratio, so long as there are no twins in the class.

- 4 You can do the same for different animals. Calculate the student-to-dog ratio, the student-to-cat ratio, student-to-goat ratio, and others depending on your local situation.
- 4 Call all students into the circle again. Ask if anyone has ever been bitten by an animal. Divide into two groups, one for children who have been bitten and one for 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're eating or feeding, or when they're ill or with their young).
- 4 Ask the students if they know what a veterinary doctor, or vet, is. Divide into two groups, have the students count and add up. Inform them that it is necessary for them to take their pets to the vet.
- 4 Now, invite the children to form small groups and to transfer all the information they have collected onto graphs. Encourage them to use their creativity to solve this problem. They might use bar graphs, circles or any other tool.
- 4 Have the groups share their graphs with the rest of the class.
- 4 You can also ask the children to complete the worksheet "Pet Survey".

 **work:** You can hand out the homework sheet and review the answers in groups in the following class.

ACTIVITY 2 "Stray Report " *

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.
- . 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, and division.
- . Problem solving

Materials

- . Activity sheet: Stray Report.
- . Pens and paper.
- . Homework worksheet: Problem Solving.
- . Where 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. Let them take a notebook and pen. Try to invite a vet or a 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.
- 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 children to make a Stray Report during the following week.
- 4 Explain what a report means.

Math

LEVEL 2 (grades 9-11)

- 4 Discuss how they can take notes.
- 4 Make sure they can differentiate between stray animals and non-stray animals. Provide examples.
- 4 Provide each student with the worksheet: Stray Report.
- 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 the information, students will draw a pictograph to show the number of dogs they have seen 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 sheet and review the answers in groups during the next class.

ACTIVITY 3 "Venn Diagram for animals"

INTELLIGENCES IN ACTION

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

Objectives

- . Satisfy students' curiosity about pets and animals.
- . Reflect on the importance of rabies prevention.

Skills practiced

- . Addition and subtraction.
- . Ratios.
- . Using graphs to communicate results.
- . Problem solving.

Materials

- . Pens and paper.
- . PowerPoint about rabies.
- . Homework worksheet: Problem Solving.
- . Where possible: additional information gathered by the teacher.

TIME: 30 min. approx

Step-by-step Instructions

A Venn diagram is a mathematical concept for classifying and analyzing data. It is a simple graph that shows the relationships between classes of data. It is a first step towards probability, statistics, logic and computer programming. Playing around with the concept of a Venn diagram can be fun for students.

- 4 Call all students to form a large circle and hold hands. Count how many children there are, and remember the number. If you are in the classroom, draw a large circle on the blackboard and write next to it: student population = n .
- 4 Ask the students which of them is a dog lover. Get them to step into the circle and form a smaller circle holding hands, then get them to count the number of dog lovers.
- 4 Draw a smaller circle on the blackboard inside the larger circle and write: dog lover population = n_1 .
- 4 Ask them to subtract the number of dog lovers from the total. This gives the number of 'non dog lovers' among the population of students. Write inside the larger circle: population of non dog lovers = n_2 .
- 4 Ask them to calculate the ratio of dog lovers as part of the total students (n_1/n). Do the same for the ratio of non dog lovers, (n_2/n). Ask them to sum the ratios: $n_1/n + n_2/n = (n_1+n_2)/n = n/n$. Conclude that the answer is 1.
- 4 Repeat the whole exercise for cat lovers. The larger circle might be left with few or no students, but it remains clear on the blackboard. If you are doing this exercise in the playground, use chalk, cones, or stones to mark the bigger circle.
- 4 Now ask the students which of them is a dog and cat lover. Get these students to form a third circle so that the dog lovers and cat lovers intersect with the other two circles (see drawing). Get them to count the number of exclusive dog lovers (i_1),

Math

LEVEL 2 (grades 9-11)

exclusive cat lovers (I2), dog and cat lovers (I3) and non animal lovers (I4). Verify with them:

The total number of students $n = I1+I2+I3+I4$

The total number of animal lovers $n3 = I1+I2+I3$

The total number of dog lovers $n4 = I1 + I3$

The total number of cat lovers $n5 = I2 + I3$

The total number of non animal lovers $n6 = n - I1 - I2 - I3 = n - n3$

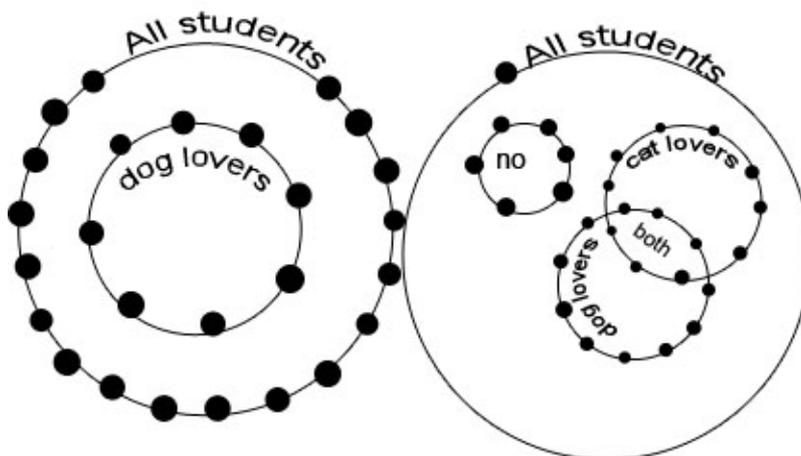
Get them to calculate the ratios, $r3, r4, r5, r6$.

Verify that $r3 + r4 + r5 + r6 = 1$.

4 Then, invite the children to use Venn diagrams with other information, such as the number of children who have pets (dogs or cats) and whether their pets have been vaccinated, or the number of children who have pets compared to those who don't, and whether they have been bitten or not, etc.

4 Ask the children to draw Venn diagrams to explain their results.

4 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 sheet and review the answers in groups during the next class.

ACTIVITY WORKSHEET

ACTIVITY 1: "PET SURVEY"

- How many children are there 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**ACTIVITY 2: "STRAY REPORT"**

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

Rabies kills one person every 10 minutes.

How many people die from rabies every HOUR? _____

How many people die from rabies every DAY? _____

DRAW A GRAPH

- 4 Out of the 55,000 rabies deaths that occur each year, 24,000 deaths occur in Africa.
- 4 Draw a circle graph to show this information.
- 4 Remember to add labels to your graph.
- 4 Find out the number of rabies deaths that occur on other continents.
- 4 Draw another circle graph to show this information.

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.
- . Differentiating rhythms.

Materials

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

TIME: 45 min. approx

Step-by-step Instructions

- 4 Invite the students to create a Rabies Song.
- 4 Split the class into groups of 5 or 6. Ask the students to name a few of the most popular songs. Divide the songs among the groups. Make sure there is at least one student in each group who knows how to sing that song well.
- 4 Before they begin, refresh the students’ memories with information about rabies and encourage them to reflect on what they learned in previous activities. For example, ask about Jumping Joey’s story, review the steps to follow if someone gets bitten by an animal, and reflect on ways people can keep from getting rabies.
- 4 You can also provide information from the PowerPoint presentation or PDF to help review these topics. Students may find it helpful to use parts of the text for their lyrics.
- 4 First of all, have the students write down the lyrics from the songs they know. Then ask them to change the text so that the new song is about pets, human-animal interactions and accurate rabies knowledge. The activity sheet for this exercise includes examples of songs from different countries that may be useful for your class.
- 4 Invite the groups to present their songs. During the presentations, make sure that the songs contain the correct message about animal-human interactions. After each presentation, emphasize the message and correct any misinformation, or have the class point out any inaccuracies.
- 4 You can organize a contest in your school or your district, or even reach out to wider communities on the web.

Music & Drama

LEVEL 2 (grades 9-11)

4If you have the option, encourage your students to record their songs and upload them on to YouTube. Consult the WRD website for more information:

www.worldrabiesday.org

 **work:** Write a poem about taking care of pets.

ACTIVITY 2 "Role-Play: My dog has been bitten!
... or... An animal has bitten 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.
- . Coordinating gross motor skills.
- . Team-work.
- . Interpreting other people's intentions and ideas.

Materials

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

TIMING: 45 min. approx

Step-by-step Instructions

- 4 Ask the students if an animal has ever bitten one 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 these situations: an animal bites an animal, or an animal bites a person.
- 4 Make groups of 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 having the information on the blackboard, or provide a copy of the WRD fact sheet.
- 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.

 **work:** Write a poem about taking care of pets.

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.

Closing Activity

LEVEL 2 (grades 9-11)

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.

Closing Activity

LEVEL 2 (grades 9-11)

<u>Option 2: Outreach to the community</u>
--

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

Animals that can
transmit rabies

Rabies is transmitted
through

Rabies is caused by a ...

One way to prevent
rabies is to

A disease caused by a
virus found in the saliva
of rabid animals

If an animal bites you,
you must

CARD B

<p>One way to prevent rabies is to</p>	<p>Never disturb a dog that is...</p>
<p>The time between the bite and seeing symptoms can be</p>	<p>There is no... for rabies</p>
<p>If not treated, rabies can be</p>	<p>Rabies is a ...</p>

CARD C

The time between the bite and seeing symptoms can be

Rabies is transmitted through

One way to prevent rabies is to

Animals that can transmit rabies

If a dog comes close, stand like a ...

If an animal bites you, you must

Closing Activity

LEVEL 2 (grades 9-11)

CALLING CARDS

eating	cure	preventable disease
rabies	virus	mammals
saliva	vaccinate your pet	.Visit the doctor .Report the bite to veterinary services
flush the wound with water and soap for at least 15 minutes	not touch wild animals	tree
weeks or months	fatal	keep your pet away from stray animals

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're standing like a tree

Pretend you are the rabies virus

Pretend you're 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

Information about Rabies LEVEL 2

(grades 9-11)

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.

Information about Rabies LEVEL 2

(grades 9-11)

What do you do when an animal bites you?

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 55,000 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 2 (grades 9-11)

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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