

MODULE 3 GUIDE DOGS

OUTCOME	LEVEL	PHASES OF DEVELOPMENT
<p>Active Citizenship Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.</p>	<p>Active Citizenship Developing Phase Active Citizenship</p> <p>Students are looking beyond themselves and their immediate surroundings. Typically, they demonstrate their behaviours and actions in an increasing range of contexts (including less-familiar settings and an increasing variety of groups) and an increasingly independent manner, although they sometimes seek the guidance of teachers in more complex situations.</p>	<p>Active Citizenship</p> <p>This is evident when students:</p> <ul style="list-style-type: none"> • cooperates in group activities and group decision-making as a way of completing tasks and activities, with limited guidance from the teacher • articulates the value of and need for everyone to be included in decision-making in the class • articulates the value of and need for participation in school and wider community activities for the common good • seeks opportunities to participate in activities and carry out tasks for the benefit of the class, school and wider community • takes responsibility for their behaviour • shows concern for and sensitivity to people beyond their friendship group and family • initiates action to care for others • shows respect for others of different opinion, temperament or background beyond their immediate friendship group/class • intervenes appropriately in situations in which another is being discriminated against • identifies and attempts to address prejudice in the school setting and local community • shows concern for the environment beyond the classroom, school and home • initiates action (with some guidance) to care for the environment in the wider community • articulates concern

<p>Society and Environment Resources Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.</p>	<p>Society and Environment Resources</p> <p>R 2.1 Understands that people use a variety of resources to make different goods or provide services in an attempt to satisfy their needs and wants.</p> <p>R 2.2 Understands that people manage the use of resources in different ways.</p>	<p>Society and Environment Resources MIDDLE CHILDHOOD</p> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • the range of resources • how consumer decisions influence resource use • the distribution of resources in Australia • the relationship between resource use and the environment • the concept of enterprise • making choices when managing resources and money • using budgeting processes • enterprising strategies for increased efficiency • people with different skills and roles in workplaces • workplace requirements influencing job choice • transferring knowledge and skills when changing jobs
<p>Society and Environment Place and Space Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.</p>	<p>Society and Environment Place and Space</p> <p>PS 2 Understands that places in different locations contain specific features and these places are used and cared for by people in the community.</p>	<p>Society and Environment Place and Space Spatial patterns</p> <ul style="list-style-type: none"> • the distribution of similar natural and built features forms a spatial pattern that may be seen on the land when viewed from above (eg rivers, vegetation, farming, towns, roads) • natural processes and human activities create spatial patterns • spatial patterns vary with location and culture • spatial patterns are shown in different sources (eg globes, maps, satellite images, aerial photographs)
<p>Society and Environment Natural and Social Systems Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.</p>	<p>Society and Environment Natural and Social Systems</p> <p>NSS 2.3 Understands that groups and communities obtain goods and services to meet their needs and wants.</p>	<p>Society and Environment Natural and Social Systems Economic well-being</p> <ul style="list-style-type: none"> • access to goods and services influences people's well-being and creates varying living standards • factors that influence people's access to goods and services (eg income, mobility, language) • individuals and/or groups show concern for the well-being of others by supporting people who can not maintain a reasonable standard of living

		(eg unemployed people, people with disabilities, people in war zones)
<p>Society and Environment Investigation Communication and Participation</p> <p>Students investigate the ways in which people interact with each other and with their environments in order to make informed decisions and implement relevant social action.</p>	<p>Society and Environment Investigation Communication and Participation</p> <p>ICP 2.1 Given a focus question, identifies some of the factors to be considered in a familiar social/ environmental context</p> <p>ICP 2.4 Presents findings and makes comparisons between own interpretation and those of others when communicating findings.</p>	<p>Society and Environment Investigation Communication and Participation</p> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • linking the steps of investigation to form a process • investigating to make sense of the world and to develop informed opinions about issues • devising questions and making predictions • identifying possible sources of information • selecting, collecting and recording information • patterns and relationships • points of view, persuasion and stereotyping procedures, protocols and rules when investigating
<p>Health and Physical Education Self Management Skills</p> <p>Students know and understand health and physical activity concepts that enable informed decisions for a healthy, In achieving this outcome, students understand:</p> <ul style="list-style-type: none"> • Promoting well being • Dimensions of physical activity active lifestyle. 	<p>Health and Physical Education Self Management Skills</p> <p>SMS 2 Uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs.</p>	<p>Health and Physical Education Self Management Skills</p> <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> • behaviours and situations that can be identified as potentially harmful, risky or hazardous (eg finding a used syringe) • ways to respond individually, or as a member of a group, to harmful or risky behaviour and hazardous or emergency situations (eg removing self and others from danger, alerting others, following set procedures for first aid) • ways to help the people who are responsible for keeping places healthier and safer (eg reporting damage to facilities or to signage about safety) • features of places and aspects of social environments that enhance or pose threats to health (eg violent or abusive situations)

CONTENT

This module would address both the scientific aspects of animal behaviour and the social relationship between a Guide dog and an owner. This module would also incorporate cross curricular outcomes based on co-ordination and safety in relation to the way in which a Guide Dog leads their owner and the obstacles the Guide Dog contends with on behalf of its owner.

Aspects of animal behaviour and the social relationship between a guide dog and owner

- Brainstorm how dogs are trained to help people today. E.g.: Guide dogs for the blind, hunting dogs, Police dogs, sniffer drug dogs, dogs to cheer up patients/elderly, sheep dogs, dogs in the artic that run sleds, guard and security dogs.
- Students research the job of a guide dog and all the tasks it involves, focusing on socialization. How do guide dogs help humans? What happens for a dog to become skilled at being a guide dog? Why are Labradors used for the task? What qualities make this breed well suited for this task?
- Design a poster advertising the aspects of a guide dog
- Students read the information provided on the Associations website on guide dogs and answer questions to a quiz. **WORKSHEET What do we know about guide dogs?**
- Write a `Dear Diary` from the point of view of a guide dog. Cover topics from early puppy raising, working, meeting their owner. **WORKSHEET Dear Diary**
- Make a group of cards with true or false statements of guide dog etiquette. Sort into two categories. Students share with class why they selected either category. As each scenario is brought up, introduce the correct answers. **WORKSHEET True or False: Guide Dog Etiquette**
- Role play dos and don't of etiquette. Identify problems in each – correct or incorrect **WORKSHEET Role plays**
- Identify the needs of a guide dog and the daily care it requires to **WORKSHEET Caring For A Guide Dog**

Cross curricular outcomes based on co-ordination and safety in relation to the way a guide dog leads their owner

- Discuss the way an owner and a guide dog rely on a trust relationship to work together.
- Identify some of the strengths and challenges a guide dog and owner face as they work together.
- Brainstorm all the possible hazards that a guide dog may encounter in a home environment. Come up with precautions and ways of improvement. **WORKSHEET Keeping a safe house for guide dog.**

The obstacles a Guide dog contends with on behalf of its owner

* One group draws a map of a park with a starting point and finishing point. The other group simulates a guide dog going through the park by drawing a line from where they travelled from point A to Point B. Use a spot on line to show where a dog may stop writing for further instruction from their owner. Extend activity by placing obstacles in way. **WORKSHEET Guide Dog Tour**

* Students read the information provided on the Blind Association Web site about what young guide dogs learn to become trained. Fill in an explosion chart detailing all the skills it is required to learn. **WORKSHEET What it takes to be a guide dog?**

Web link: <http://www.guidedogs.com.au/faqs.html?catid=6> (website on guide dogs)

Web link: <http://www.guidedogs.org.uk/pups/puppypairs.htm> (Puppy pairs - How quickly can you match up our pups and guide dog equipment)

