Iowa 4-H After School Program  
Dogs, Lesson Plan  
Eight, 60 minutes sessions

Grades: K-3 grades

Optimum Group Size: 20-25

Supplies Needed: See Lesson Plans

Reference Resources (include citation and ISBN#):
  Wiggles ‘N’ Wags, Level 1  4H 403 A
  Bounding Ahead, Level 2  4H 403 B
  Pointing the Way, Level 3  4H 403 C
  Dog Group Activity Guide, 4H 403 LDR

Physical Setting: Classroom

Life Skills Addressed:
  Organizing information to make decisions
  Building Connections with others
  Making decisions through group discussion
  Communicating through demonstrating
  Appreciating the human-animal bond
  Communicating with others using posters
  Communicating with others
  Communicating through packaging

Indicator (What is the one thing the child should get out of each lesson?):
  D1: to identify several choices (301)
  D2: to handle tools and materials more skillfully (602)
  D3: to listen while others are talking (504)
  D4: to observe more closely what is happening (202)
  D5: to share with/help others in the group (508)
  D6: to participate in group discussions (506)
  D7: to work and play cooperatively (501)
  D8: to work and play cooperatively (501)

Content Objective:
  D1: Responsibility of good dog ownership
  D2: Grooming needs for my dog
  D3: Occupations that dogs have
  D4: Finding my lost dog
  D5: Creating a commercial
  D6: Creating a marketable product image
  D7: Working together toward a common goal
  D8: Use their new knowledge to play the game
**Related School Standards and Benchmarks** (1-2; refer to National Standards and Benchmarks):

**Evaluation** (indicate if Targeted Life Skill evaluation is attached at end of lesson plan):

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Activity</th>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One</strong>  &lt;br&gt; 15 Minutes</td>
<td>The Canine Connection, pg 6 Wiggles N’ Wags</td>
<td>Paper, crayons, pencils</td>
</tr>
<tr>
<td>30 minutes</td>
<td>What makes a good pet?, pg 18 Wiggles N’ Wags</td>
<td>Paper, crayons, glue, magazines, pencils</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Rules for a Dog, pg 16 Wiggles N’ Wags</td>
<td>Pencils, paper</td>
</tr>
<tr>
<td><strong>Day Two</strong>  &lt;br&gt; 15 minutes</td>
<td>Grooming a Dog, pg 32 Wiggles N’ Wags</td>
<td>Pencils, paper, grooming tools</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Invite a groomer to show simple grooming techniques, tools, and necessities.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Day Three</strong>  &lt;br&gt; 15 minutes</td>
<td>Dogs: They’re Important, pg 12 Wiggles N’ Wags</td>
<td>Pencils</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Invite someone with a working dog to present to the groups on what their dog does for them or the community.</td>
<td></td>
</tr>
<tr>
<td><strong>Day Four</strong>  &lt;br&gt; 30 minutes</td>
<td>Help! The Dog is Lost, pg 30 Bounding Ahead</td>
<td>Pencils, paper, crayons</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Have the youth draw their own dog. Encourage them to be as descriptive as possible.</td>
<td>same</td>
</tr>
<tr>
<td><strong>Day Five</strong>  &lt;br&gt; 60 minutes</td>
<td>Time for a Commercial, pg 30 Pointing the Way</td>
<td>Video Camera, poster board or paper, markers</td>
</tr>
<tr>
<td><strong>Day Six</strong>  &lt;br&gt; 60 minutes</td>
<td>Design your own, pg 22 Dog Group Activity Guide</td>
<td>Large paper, markers, many different dog food packages, newspapers</td>
</tr>
<tr>
<td><strong>Day Seven</strong>  &lt;br&gt; 60 minutes</td>
<td>Divide children into groups and have them create a dog game around a particular “doggy” theme.</td>
<td>Pencil and paper, construction paper, glue, stickers, ruler, tape, markers, dice</td>
</tr>
<tr>
<td><strong>Day Eight</strong>  &lt;br&gt; 60 minutes</td>
<td>Each group presents their game and rules to the class. Each group takes turns playing the games.</td>
<td>none</td>
</tr>
</tbody>
</table>

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