

# ANIMAL-ASSISTED INTERACTIONS IN SCHOOL

## Handbook



The handbook is prepared as a part of the Erasmus+ S-Team project:

Animal-assisted social inclusion

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## 1. PROJECT DESCRIPTION

Project „S-Team: Animal-assisted social inclusion“ is focused on learners with various developmental disabilities, their teachers, professional associates and parents. Aims of the project are:

1. encouraging teachers' professional development and their competences for working with learners with various developmental disabilities through the application of modern and scientifically proven methods and techniques,
2. development of social, psychological, speech-language and academic competences and encouragement of social-emotional development of learners with severe developmental disabilities through the application of animal-assisted activities,
3. encouraging the social inclusion of learners with severe developmental disabilities through the help of animals,
4. development of tolerance and diversity acceptance and acquisition of European values through joint activities of learners from various European countries.

The project holder is Dušan Dugalić elementary school, Belgrade, Serbia, whereas the partners are Josip Matoš elementary school, Vukovar and Rogaška Slatina III. elementary school, Slovenia.

Animal-assisted activities are one of the ways to improve the professional development of teachers and professional associates in schools for learners with developmental disabilities, with the aim of modernizing the educational process and the school curriculum, i.e. encouraging the development of physical, psychological, social, emotional, communication and academic competences of learners. Additional value of implementing animal-assisted activities in schools is its scientific justification, possibility of implementing it in all areas of work (in all school and out-of-school activities) and the learners' interest, which increases their motivation to work and study. During the activities that include animals, learners don't have a feeling that they are learning, but they experience them as play and entertainment. On the other hand, the parents of learners with developmental disabilities emphasize the importance of the overall development of their children, and expect the school to work on the acquisition and development of all basic competences in their children, which are necessary for everyday life and work. Furthermore, every positive advancement in their children's development has a positive effect on the parents themselves, i.e. on their satisfaction with the achieved developmental progress. Also, teachers and professional associates are focused on developing additional competences for working with learners with developmental disabilities, in order to make the learning and teaching process more interesting and useful for learners. Implementing animal-assisted activities encourages the learners' development of basic skills (social, speech-language, communication, emotional, academic etc.) required for everyday life and work at school and in local community. This additionally encourages their inclusion in the local community, which will make them more visible and recognized as equally valuable members of society.



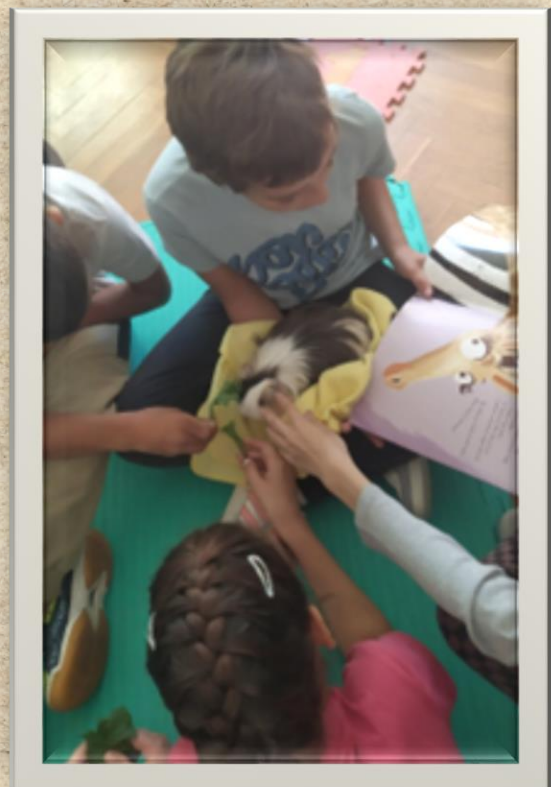
## 2. INTRODUCTION TO ANIMAL-ASSISTED INTERACTIONS

People and animals have always interacted, despite the fact that their relationships have changed throughout the history. Therefore, the animals today are „therapists“, helpers, family members, friends ... Including animals in the educational programs refers to scientifically proven models of activities that can contribute to the achievement of various benefits through the interaction of learners and animals, with the presence of teachers and/or facilitators. Animals are used as a teaching tool and present support to the education. Inclusion of animals can be focused on one learner, a group of learners or the whole class through one or more sessions. In doing so, it is important to define key aims, areas of activity and tasks that will achieve the aims. Also, it is important to gather objective and measurable data in order to be able to evaluate the outcomes of the sessions and the program as a whole. Before including the animals in the educational program, it is necessary to evaluate and prepare the animals that will be included, as well as learners, because good preparation is important for the prevention of possible difficulties during the implementation of the sessions.

1. Animal-assisted interactions (according to Bush, A. and Zarosa, M., 2017, Animal integration in the Education guidelines. Elista Education Centre, Ireland) are divided into:
  - animal-assisted therapy
  - animal-assisted interventions
  - animal-assisted education
  - animal-assisted activities

Animal-assisted therapy must be executed by a licensed therapist, interventions can include some forms of therapy and are aimed towards the prevention of unwanted forms of behaviour, i.e. modification of behaviour, thoughts and feelings. In this handbook, emphasis is made on the animal-assisted educations and activities which we, as educators, can carry out. Animal-assisted education (or learning) is focused on achieving academic knowledge, social skills and cognitive functioning. According to IAHAIO (2013) “Animal assisted interaction is a goal-oriented, planned and structured intervention carried out and/or supervised by an educational specialist ... Facilitator, with the help of animals, designs and creates lessons in a creative way during which the learners acquire lesson content faster and more easily, because they are more motivated and they interpret activities as a form of play and fun.

Animal-assisted activities have motivational, educational and recreational purposes and the goal is the activity itself.



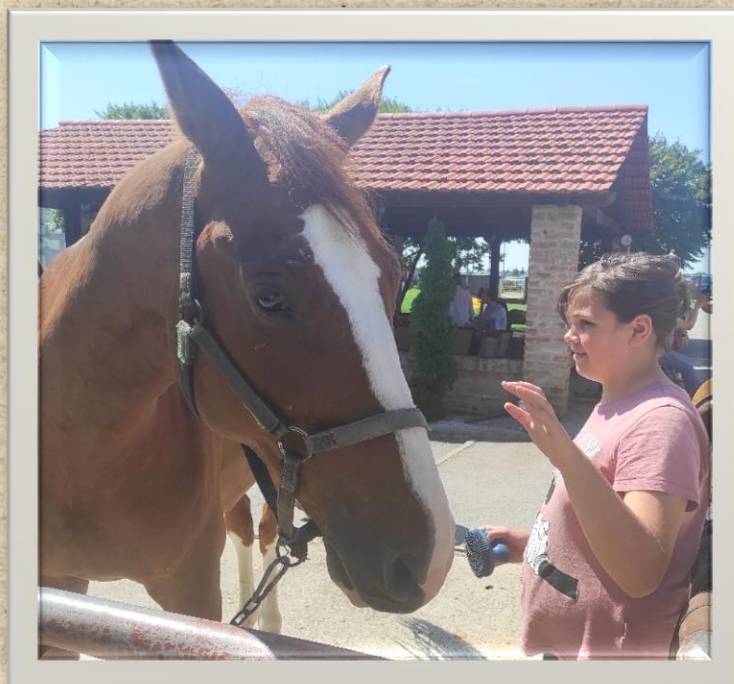


### 3. BENEFITS OF ANIMAL-ASSISTED INTERACTIONS

No matter which type of interaction we choose, every one of them will achieve several benefits, with the emphasis being on one benefit.

According to Bush and Zaros, Animal integration in the Education guidelines, 2017 benefits are divided into six categories:

- **Physical** benefits refer to the work on the body. Although they don't have to be rehabilitative, they often are, e. g. physiotherapy.
- **Psychological** benefits help to improve the self-image. They are achieved through psychotherapy or animal-assisted counseling.
- **Social** benefits are aimed towards the interactions with others, speaking, establishing and maintaining eye contact, following instructions and developing receptive speech.
- **Emotional** benefits refer to feelings, affect the person's mood, behaviour, perception and physical well-being.
- **Behavioral** benefits refer to behaviour modification. During the interactions with animals, people often have to modify their behaviour in order to achieve an effective cooperation with them.
- **Cognitive** benefits are focused on the development of cognitive functions, which can be improved through interaction with animals. The learning is faster, easier, more creative and more fun.





#### **4. REQUIREMENTS FOR IMPLEMENTING ANIMAL-ASSISTED INTERACTIONS**

By following the basic rules of animal-assisted interactions, they will be safe and stimulating for learners, ethical towards animals, and will provide teachers with an objective evaluation as a requirement for further activities.

##### ***SELECTING THE ANIMALS FOR EXECUTING THE INTERACTIONS***

Selection of an animal solely depends on its genetic predisposition and environment, i.e. experience and learned patterns of behavior. The animal must be stable and social. Stability manifests through its reactions, i.e. sensitivity to stimuli, and sociability through its motivation and desire to interact with people.

##### ***ANIMAL ASSESSMENT***

Assessment of the animal is an incredibly important step, which has to be conducted before its inclusion into interactions with people. The vet assesses the animal's health through a detailed examination, whereas the facilitator daily assesses its health with the help of a check list, in order to make sure that the animal is not sick, i.e. that it doesn't show any signs of stress or any deviation from the standard state.

In addition to the assessment of the animal, the assessment of the environment and the task is also important. We must first acquaint the animal with the environment in which the interactions will take place, and it is important to assess the animal in relation to the tasks we will perform, all with the aim of reducing stress and executing the activity as successfully as possible.

##### ***ENSURING „FIVE FREEDOMS“***

Ensuring „Five freedoms“ is the basis for ethical treatment with animals, which not only ensures the welfare of the animal, but also the safety of the people involved in the interactions.

According to UFAW (Universities Federation for Animal Welfare – Science in the service of animal welfare, 1994) „Five freedoms“ are:

- freedom from hunger and thirst
- freedom from pain, injury and disease
- freedom from fear and distress
- freedom from discomfort
- freedom to express normal behaviour

##### ***DEVELOPMENT OF THE CODE OF TREATMENT WITH ANIMALS IN SCHOOL***

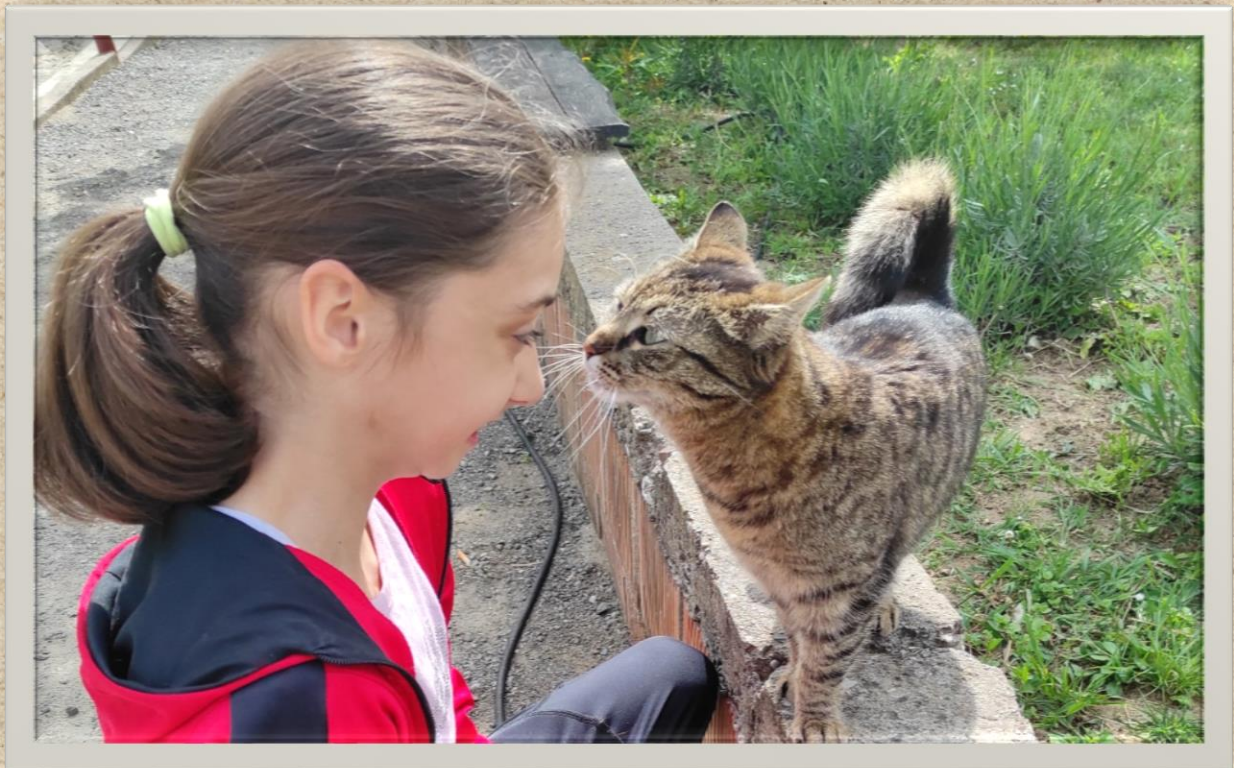
Code development is important, because there is always some risk when an animal is involved in interactions with learners. It includes all elements from the preparatory steps and procedures such as the permission of the school administration, parental consent on children's participation in activities, the purpose and key aims of the program and the requirements for conducting the interactions. In addition, it includes the procedures of preparing the learners, such as giving instructions, washing hands, describing adequate clothing and general suitability for interactions with the animal throughout the day.



## 5. PLANNING ANIMAL-ASSISTED LESSONS IN SCHOOL

Before conducting an animal-assisted lesson, the teacher/facilitator, in addition to meeting the aforementioned requirements, prepares the lesson plan. It is important to determine the aims we want to achieve; however, one lesson should not include more than three aims. Then, the tasks and the time needed to execute them are determined, as well as the needed equipment. An extremely important part of the preparation is measuring the outcome, which must be objective. Measuring the psychological, emotional or behavioural outcomes will be more difficult; however, one must find the most convenient mode of measuring (e. g. we measure how many times a certain behavior occurred). Measurable outcomes enable the facilitator to provide feedback on the achieved outcomes, which presents the basis for future lessons. Lesson activities should be planned in such a way that they are repeated or raised to a higher level in a suitable way. Doing so, it will be easier to compare the measurable outcomes, i.e. assess the learners' progress in individual activities.

Animals can be used as a tool in every educational subject. The most commonly achieved benefits inside the class are cognitive, behavioural and social. The lessons can be planned individually or in groups through one or more lessons.





## **6. EXAMPLE OF GOOD PRACTICE - DUŠAN DUGALIĆ ELEMENTARY SCHOOL, BELGRADE, SERBIA**

„N. H. Dušan Dugalić“ elementary school was founded in 1961, in the old part of Belgrade, in the area of Vračar municipality, as the first school in Serbia to educate learners with developmental disabilities. Learning at the school is based on the possibilities and needs of the learners, and it is realized through an individual educational plan. It is a constant process of acquiring knowledge and skills, which is most often associated with the acquisition of basic life competences and coping in the wider social community. Complex methods, thematic planning, re-educational methods, workshops, application of assistive technologies, individual work and pair work are used. Evaluation of the learners' accomplishment, their motivation to work and the parents' needs present the basic framework for future work with the learners.

Our school presents a pleasant environment where the learners feel well. The classes are heterogeneous as they include learners with various psycho-motor disabilities, as well as potentials. Teaching takes place through general and general – subject-specific education. In addition to the regular teaching, the learners are also included in extracurricular activities: arts, sports, music, IT section, learning through movement, housekeeping, ecological section and creative workshops. In the school, there is also a candle-making workshop, whose activities help increase the professional qualification of learners. Learners, together with their teachers, take care of their animals, the fish, dogs and cats on a daily basis. We also often visit households where a large number of animals live, as well as go to the zoo.

As a part of the project activities, weekly thematic workshops called „Happy Friday“ are carried out, through which we acquaint the learners with the animals. During the workshops, we create animals from various materials, make masks and models with colourful leaves, chestnuts, acorns, seeds, cones, walnuts, toothpicks, paper rolls, fabric ... In this way, learners learn about and acquaint themselves with animals, practise verbal and non-verbal communication, visual-motor coordination, fine motor skills, develop empathy, learn about the needs of others ... Learners build bird houses, place them on the trees around the school, buy dog food and donate it to a local shelter. They take care of the cat Boka daily, clean her house, give her water and food. When entering the school, they first go visit the cat to see if she needs anything, and then they go to the classrooms.

There is also an aquarium inside the school, which learners regularly clean, feed the fish and through that learn in a fun way and plan everything they could do to make the interior of the aquarium more beautiful and interesting for the fish.

The positive effects of the project are also reflected in the occurrence of the first separation of the learners from their parents during the implementation of learning, teaching and training activities. Learners were given the opportunity to acquire self-care activities in a new and unfamiliar environment and to meet the actions that need to be done in order to travel abroad. At the same time, all of the activities were carried out in a safe surrounding of friends and teachers. Their days were filled with learning about the customs, culture and sights of neighboring countries, and making new friends. During the execution of the project, learners also developed their socio-emotional competences, and achieved progress in the areas of taking care of themselves and others, communication, peer- and adult-interaction and empathy. The added value of the project's activities is also evident in the fact that some learners managed to overcome their fear of animals, and began to actively participate in direct activities with animals.



## 7. EXAMPLE OF GOOD PRACTICE - JOSIP MATOŠ ELEMENTARY SCHOOL, VUKOVAR, CROATIA

Josip Matoš elementary school was founded in 1970 and presents the only independent school for learners with severe developmental disabilities. It implements a special educational program and, in addition to academic knowledge, it is focused on the development of social competences and functional skills of learners (care for oneself and others, sustainable development, acquisition of simple work operations). It tries to incorporate modern educational methods, techniques and trends into its daily educational work (school curriculum) and participates in all public events at the city and county level.

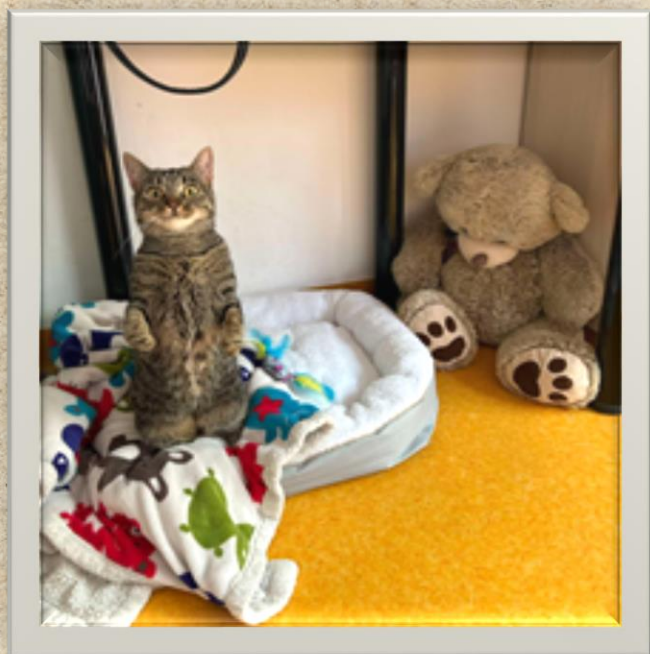
For the last 7 years, the school has been applying the principles and techniques of animal-assisted interactions as a way of improving the quality of learning and teaching with the help of the school's pet guinea pig Gricko. Through two projects, school employees were trained in the application of animal-assisted interactions in school. In 2021, we also received a European award for innovative teaching precisely for the project that related to the inclusion of animals in the educational process.

In the school, animals are "utilised" as an aid and method of better, faster and more successful achievement of educational outcomes (in general teaching to achieve educational outcomes, and through extracurricular activities and class meetings to achieve educational outcomes). By independently taking care of the animal that is present in the school during the week, learners acquire common functional skills that they need in their lives (hygiene care, preparing and feeding meals, understanding other people's needs and conditions, and general care for others) in a simple and practical way, using the "learning by doing" method. In addition, the animal helps learners acquire academic knowledge, as calculating, reading and writing becomes easier when the guinea pig Gricko is involved.

Program „Let's read with Gricko“ presents a special school activity and it is aimed towards acquiring and developing the learners' reading skills with the support of the school pet. Research conducted on the learners only after 10 animal-assisted reading sessions showed a statistically significant improvement in the level of reading skills, reduction of the number of reading errors and the time needed to read a shorter text, an increase of the average number of words read in two minutes and of the total number of points on the assessment of reading skills test. Also, reading with an animal significantly increases the level of happiness and relaxation during the reading and reduces the level of fear and anxiety.

As the activities including Gricko have shown great results, since the 2022/2023 school year, the school also owns a fish Mila, which helps to implement the teaching process in educational groups. Mila's primary role is helping the learners with severe developmental disabilities to adjust to the school conditions and acquire functional skills.

In addition to the guinea pig and the fish, the school is often visited by other animals, such as therapy dogs and cats, based on the cooperation with institutions and associations that care for animals or use therapy animals in their work. All of the implemented animal-assisted activities are planned in advance and formed on the basis of the animal-assisted therapy principles, with the aim of ensuring the well-being of both the learners and the animals.





## 8. EXAMPLE OF GOOD PRACTICE - ROGAŠKA SLATINA III. ELEMENTARY SCHOOL, SLOVENIA

Rogaška Slatina III. elementary school schools children and adolescents with developmental disabilities. There are three implemented programs: adjusted program with a lower educational standard (grades 1 to 9), educational-rehabilitation program (levels 1 to 5) and mobile service (special and rehabilitative educator, inclusive educator and a psychologist, who provide additional expert assistance in eight central and branch schools).

The school children and adolescents are also offered extracurricular activities: music therapy, logopedics diagnostics, physiotherapy, psychological diagnostics, Bal-A-Vis-X, sound therapy, tactile room (outdoor classroom), relaxation room, testing and diagnostics (SNAP-3).



In the school, we also have a special therapy team from „Tačke pomagačke“ society (Helping Paws), dog Lars and its guide Tatjana Strgar Kodrič, who is also a teacher at the school. Teacher Anja Pristovnik also works with them, who, as a professional employee, participated in the education organized by the Helping Paws Society. Once a week, Lars is included in the classes and spends lessons with the learners from individual grades. During these lessons, in addition to the theoretical basics of care and dog care, participants work on their fears, develop empathy, relax, increase motivation for learning, cooperate, connect with each

other and practice reading skills. A lot of positive effects and progress that the dog brings to children and adolescents can be observed in the teaching process.

Apart from the therapy dog, the school is also visited by the members of associations and institutions that use animals in their work. All of the implemented activities are carefully planned in advance and take place with the parents' consent.

Based on the well-known positive effects of animal-assisted education, in the school year 2023/2024 we also joined the project The School Dog Network.



## 9. LESSON PREPARATIONS – INTERACTIONS WITH ANIMALS IN SCHOOL

<b>group:</b>	<b>6th, 7th and 8th grade (14 learners)</b>		
<b>facilitator:</b>	Božica Čajić, Maja Papst Milanović, Dejana Varnica		
<b>session</b>	1.		
<b>key aims</b>	1. Team work, encouraging cooperation, waiting your turn – social benefit 2. Hand motor exercises - physical benefit 3. Sensory experience (tactile and olfactory)		
<b>time</b>	<b>activities, animal(s)</b>	<b>key aims</b>	<b>outcome measurement /comments/equipment</b>
10min	We welcome Gricko. We show a PPT about guinea pigs (how to properly approach a guinea pig, mention some characteristics of guinea pigs (timid, they don't like noise...)). We revise how to properly hold a guinea pig. Learners clean the cage.	1	computer, projector, PPT, cage cleaning kit  -outcome measurement- number of correct answers on asked questions
10min	In turn, we put a blindfold on each learner, he takes a fruit or a vegetable from the bag, and tries to guess the name by touching and smelling it.  We put vegetables and fruits on the table, and the learners are given the task of cutting unusual shapes from the offered fruits and vegetables (letters, numbers, geometric shapes ...).  We show cut out fruits and vegetables to each other.	1,3	a blindfold various vegetables and fruits knives, scissors and boards  -outcome measurement- cut-out letters and shapes
5min	Installing the fence for the guinea pig on the floor (learners install the fence by cooperating).	1,2	metal fence  -outcome measurement- installed fence, monitoring the learners' cooperation during the assembly of the fence
5min	We put the guinea pig inside the fence and feed him the cut vegetables (who wants, can feed him from his hand)	1,2	metal fence, cut-out vegetables  -outcome measurement-monitoring learners' cooperation (waiting your turn)



5 min

Reading a short fable to the guinea pig (who wants, can hold Gricko in his lap while reading).

fable book, a blanket

-outcome measurement- number of learners who were reading





<b>group:</b>	<b>6th, 7th and 8th grade (14 learners)</b>		
<b>facilitator:</b>	Božica Čajić, Maja Papst Milanović, Dejana Varnica		
<b>session</b>	1.		
<b>key aims</b>	1. Team work, cooperation – social benefits 2. improvement of fine motor skills - physical benefit 4. acquisition of basic knowledge about the adaptation of living beings to the life in water – cognitive benefit		
<b>time</b>	<b>activities, animal(s)</b>	<b>key aims</b>	<b>outcome measurement /comments/equipment</b>
5 min	In the classroom, there is an aquarium with a goldfish. We observe the fish and describe what is inside the aquarium.	4	aquarium, goldfish Mila
5 min	PPT presentation about the adaptation of living creatures (fish) to life in water. Learners discover how certain animals have adapted to life in water (e.g. fish, duck, hedgehog, frog, whale). Learners are asked the following questions - 1. Are the living conditions in water different from the living conditions on land? 2. What adaptations are important for animals to live in water? 3. How do animals on land breathe? 4. How do animals in water breathe? 5. How do animals on land move? 6. How do animals in water move?	1,4	computer, projector, PPT presentation, pictures of animals that have adapted to life in water
20min	In order for the learners to concretely learn what adaptations animals develop to survive in water, we took as an example our school pet fish Mila. Together with the learners we observe and conclude what the fish Mila looks like. What shape is her body? We conclude that the body has an elongated shape. What does the fish Mila need to move in water ?	1,2,3,4,	aquarium, goldfish, a large glass bowl, water, balloons, coins



	<p>To move in water she needs muscles and fins.</p> <p>Apart from movement, what else does Mila use her fins for?</p> <p>Mila uses fins to change direction and to maintain balance in the water.</p> <p>What do you think, how do fish breathe?</p> <p>Fish do not have lungs, they breathe through gills.</p> <p>We tell the learners that most fish have a swim bladder inside their body, and we ask them what do they think, what purpose does the swim bladder serve our fish Mila.</p> <p>We carry out an experiment with two balloons representing the swim bladder. We put one coin in each balloon. One of the balloons is filled with air and tied, whereas the other is only tied. Both balloons are put in the bowl filled with water. We observe what is happening, i.e. we note whether the balloon sank or not.</p> <p>We concluded that the swim bladder enables fish to swim at different depths. When the bladder is filled with air, the fish rises, and when it is emptied, the fish descends into the depth.</p>		
5min	<p>The learners observed fish Mila's movement, while revising that when Mila is at the surface of the water, her swim bladder is full, if her swim bladder is empty, Mila is at the bottom of the aquarium.</p> <p>She moves around the aquarium with the help of fins.</p>	1,2	aquarium, goldfish Mila
5min	In the end, we feed the fish.	1,3	goldfish Mila, fish food







<b>group:</b>	<b>8th and 9th grade</b>		
<b>facilitator:</b>	Tatjana Strgar Kodrič and Anja Pristovnik		
<b>session</b>	1. (22. 11. 2023)		
<b>key aims</b>	1. group work, encouraging cooperation, waiting your turn – social benefit 2. increasing the reading motivation, improving memory – cognitive benefit 3. improving coordination – physical benefit		
<b>time</b>	<b>activities, animal(s)</b>	<b>key aims</b>	<b>outcome measurement /comments/equipment</b>
5min	The learners sit in chairs, creating a semi-circle shape. Together with Lars, we greet the learners and revise how to correctly approach a dog. Lars circles the room to get to know the space and the attendees. Learners can pet him.	1	Lars- therapy dog
10min	Lars demonstrates a series of tricks: sit – paw – stay – stop – right – left – circle – figure eight – home. Learners learn and remember their tasks to work with Lars: sit – stand up, paw – wave, stay – sit, right – turn right, left – turn left, circle – jump, figure eight – drawing an eight shape in air with closed hands, home – they intertwine their arms above their heads and cross them on their chests. The exercises are done together with Lars.	1,3	-outcome measurement-completed tasks
25 min	I put Lars' coat on him and put the slips with the text in his pockets. Each student draws one slip and then takes turns reading and doing the exercises with Lars. -I am a dog Lars, a golden retriever. I weigh 30 kilograms. Would you like to measure my height? (Learner takes the meter and measures Lars' height.) - Since the young age, I like to sleep, eat, play and walk. Do you wonder what I was like as a puppy? (We watch Lars' photos from when he was a puppy.) - My friends are the three cats: white Jack, colourful Jessy and black Megi. Do you want me to show their photos to you?	1,2,3	clothes for Lars tasks on slips of paper combing brush photos of dogs and cats bowl with treats for the dog plasticine, bags dog passport mat for the dog meter  outcome measurement: independently completed tasks



(We watch the photos of the three cats Lars lives with - appendix).

- The guide keeps me tidy every day: I'm clean and combed. Would you like to comb me?

(Learner receives a brush and combs Lars.)

- I learnt to follow the commands: sit, give paw, stay. Would you like to try it? (The guide shows the learner how to give commands and treats to Lars, then, the learner tries it individually.)

- I can also spin right, left and go around you. Do you want me to show you? (The guide shows the learner how to give commands and treats to Lars, then, the learner tries it individually.)

- If you are brave enough, I will show you how I walk between your legs. Are you courageous enough? (The guide shows the learner how to give commands and treats to Lars, then, the learner tries it individually.)

- I am a therapy dog of Helping Paws Society. Do you wish to know what this means? (The guide explains what a therapy dog is and presents the Helping Paws Society.)

- I already mentioned that I really love to eat. Would you like to give me some treats?

(Learners receive boxes containing treats. Every learner individually decides how his treat will be given to Lars – from the hand, in a bowl, in a didactic toy.)

- I like to walk through tunnels. Are you in favour of making them? (Two learners hold hands to form a tunnel, which Lars walks through.)

- A responsible owner picks up the poop after his dog. Do you know how to do this correctly and where to dispose of it? (Learner receives a bag and picks up the artificial poop made out of plasticine from the floor.)


- My guide also takes care of my teeth on a daily basis. Will you brush them for me today? (Learner receives Lars' toothbrush and paste and brushes Lars' teeth.)


- Have you ever seen a dog passport? Can you tell me, what is written in it? (We jointly take a look at Lars' passport and what is inside it.)



- Ask my guide Tanja to show you how to teach your dog to prepare its own bed for lying down. (Learner hides the treats inside Lars' mat and gives the commands „ready“ and „stay“.)


5min The learners stand in line to say goodbye to Lars 1 individually, if they wish, they can also pet him.

1. I am a dog Lars, a golden retriever. I weigh 30 kilograms. Would you like to  measure my height?

2. Since the young age, I like to sleep, eat, play and walk. Do you wonder what I  as like as a puppy?


3. My friends are the three cats: white Jack, colourful Jessy and black Megi. Do you want me to show their photos to you?



4. The guide keeps me tidy every day: I'm clean and combed. Would you like to  comb me?


5. I learnt to follow the commands: sit, give paw, stay. Would you like to try it?





6. I can also spin right, left and go around you. Do you want me to show you? 

7. If you are brave enough, I will show you how I walk between your legs. Are you courageous enough?



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11. A responsible owner picks up the poop after his dog. Do you know how to do this correctly and where to dispose of it?



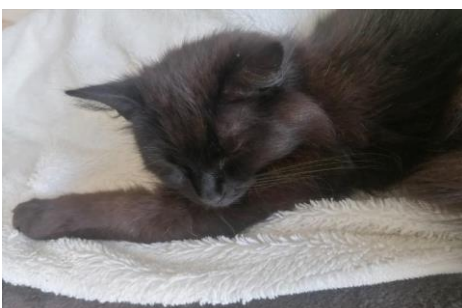
12. My guide also takes care of my teeth on a daily basis. Will you brush them for me today?



13. Have your ever seen a dog passport? Can you tell me, what is written in it?



14. Ask my guide Tanja to show you how to teach your dog to prepare its own bed for lying down.





<b>group:</b>	<b>8th and 9th grade</b>		
<b>facilitator:</b>	Tatjana Strgar Kodrič and Anja Pristovnik		
<b>session</b>	1. (6. 12. 2023)		
<b>key aims</b>	1. group work, encouraging cooperation, waiting your turn – social benefit 2. gross motor exercises – physical benefit 3. increasing the reading motivation , following instructions – cognitive benefit		
<b>time</b>	<b>activities, animal(s)</b>	<b>key aims</b>	<b>outcome measurement /comments/equipment</b>
5 min	Learners sit in a semi-circle. Together with Lars, we greet the learners and repeat how to correctly approach a dog. Lars circles the room to get to know the space and the attendees. Learners can pet him.	1	Lars-therapy dog
5 min	We teach the learners a sentence, along which we perform several joint exercises with Lars. SANTA IS BAKING COOKIES WITH DWARVES AT THE NORTH POLE AND PREPARING GIFTS FOR THE GOOD CHILDREN. Lars: sit – hop on the arm – stay – around the guide – figure eight between the legs – home. Learners: show the belly – raise their hands and wave – squat – spin – with both hands drawing figure eights in the air – cross their hands on their shoulders	1,2	Lars-therapy dog outcome measurement: completed tasks
15 min	Lars, wearing his coat, brings clothespins (red, orange, blue and green) to the learners. Every learner takes one clothespin out of the coat, which divides the learners into four groups, based on the colour of the drawn clothespin. - The learners are given boxes containing letters, which they have to use in order to create words (one box per group): FOX, DEER, BEAR, CAT. - Then, the teacher puts slips of paper containing riddles in the pockets of Lars' coat. Every group takes the slip of paper out of the pocket, which contains the photo of the animal (previously put together from the previous activity) and a riddle. Learners read the riddle, solve it, then find the matching picture and hang the picture on the Christmas tree.	1,3	colourful clothespins, boxes with letters, pictures on strings, dog coat with six pockets, riddles (on paper), wooden Christmas tree  outcome measurement: read and solved riddle
15 min	Lars' coat with red and green pocket is on the chair. Every pocket contains several Christmas-New Year's cards on strings. For every learner, Lars chooses the colour of the pocket the learner must take the card from, by pointing with his paw to the guide's hand which contains the	1,2,3	chair, colourful clothespins, pictures on strings, Christmas/New Year's cards on strings, a coat with two pockets,



coloured clothespins. Every learner reads the card to his classmates out loud and hangs it on the Christmas tree. In front of Lars there are lids with heart stickers on them. Under the Christmas tree, there are presents which also have various heart stickers on them. Lars points to the lid with his paw and the learners from the certain group look for the gifts with the same heart sticker. When every group finds their gift, they open them and read what is written on the hearts, which the gifts contain: TIME, HELP, KINDNESS, HUG, SMILE. We discuss the fact that these are the gifts that cost nothing and can be given by anyone of us. Not only during the holidays, but every day.

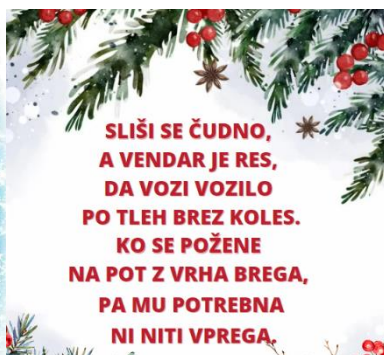
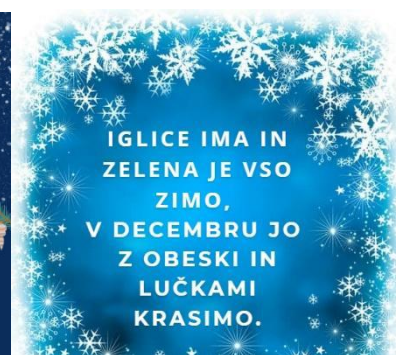
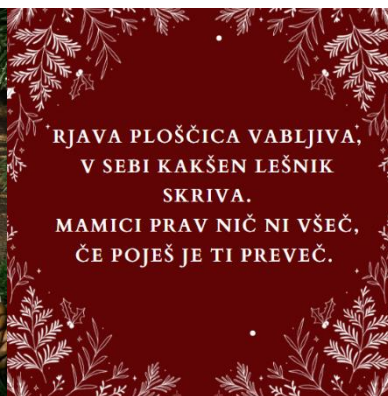
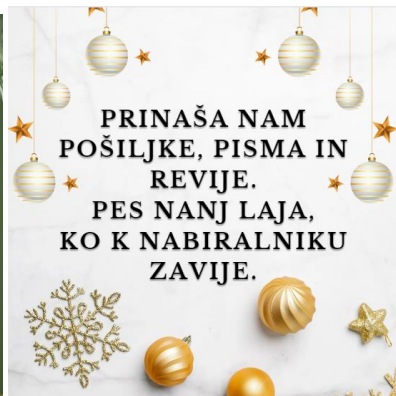
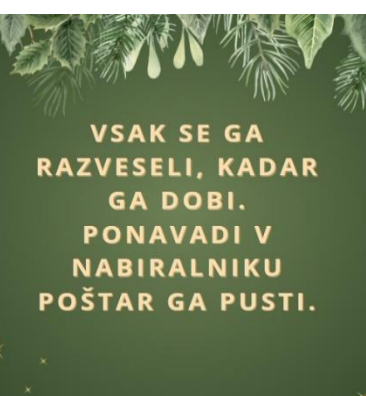
lids with heart stickers,  
gifts with heart stickers

outcome measurement:  
read Christmas/New  
Year's card

5 min

Every learner receives a box containing two treats for Lars. The learners open the boxes, take one treat out and close them. The guide carrying a didactic dog toy passes by the learners, while they hide the treat inside the toy. The exercise is repeated one more time. One of the learners places the didactic toy in front of Lars and says „HERE YOU ARE“. Lars searches for the treats and eats them. In the end, the learners stand in line, pet Lars and say goodbye.

didactic dog toy,  
boxes with treats







Naj bo novo leto prežeto z  
upanjem, zdravjem, osebno  
in družinsko srečo,  
pravilnimi odločitvami ter  
pogumnimi dejanji.

Naj se vam uresničijo vse  
želje, vsa pričakovanja  
in vse sanje, tudi tiste,  
ki ste jih postavili  
visoko nad oblake.

Novo leto naj prinese vam  
darila, ki življenje bodo  
vam obogatila: ljubezen,  
srečo, zdravje, blagostanje  
in uresničene vse  
vaše sanje.

Novo leto je nov list,  
v knjigi časa bel in čist.  
Nanj vam pišem svoje želje,  
mir, ljubezen in veselje.

Konec leta spet je čas,  
da povemo si naglas,  
vse, kar v srcu si želimo,  
zdaj, ko staro šlo je mimo.

Čudeži obstajajo!  
Le verjeti je treba vanje.  
Naj bo v božičnem času in v  
novem letu polno čudežev  
za vse.

Naj bo zanimivo leto,  
ki prihaja, vseskozi naj  
zdravja obilo oddaja.  
Prinese uspehov naj zvrhano  
vrečo, skupaj z ljubeznijo  
ustvari naj srečo.

Spet je zima, spet je mraz,  
spet je tu božični čas.  
Naj odnese ti skrbi,  
v novem letu pa zdravja  
in sreče podari.

Ko zunaj po snegu zadiši,  
pesem sliši se iz mest in vasi.  
Dlan naj poboža ljudi sveta,  
naj iskren bo božič,  
poln upanja.

Veliko sreče in lepih sanj,  
naj vam prinese božični dan.  
Novo leto pa naj zaživi  
radostno in brez skrbi.

Leto, ki pride, ko zdajšnje  
odide, naj vam pred vrata  
pripelje ljubezen in zdravje,  
na voziček pa vrže še vrečo,  
napolnjeno s srečo .

V pričakovanju novega leta  
se iskrijo želje,  
ki o sreči govorijo.  
Naj se uresniči jih čim več,  
da ne bo težav nič več.



<b>group:</b>	<b>1st grade</b>		
<b>facilitator:</b>	Ljubica Janošević		
<b>session</b>	1.		
<b>key aims</b>	<p>1. acquisition of knowledge about domestic animals, recognition, showing and/or naming on pictorial material, models - cognitive benefit</p> <p>2. fine motor exercises – physical benefit</p> <p>3. encouraging positive forms of behaviour - behavioural benefit</p>		
<b>time</b>	activities, animal(s)	key aims	<b>outcome measurement /comments/equipment</b>
10 min	<p>We listen to the songs about animals (children's songs, as we dance in the circle, clap our hands, pound our feet on the floor).</p> <p>How did you like this song, we ask the learners?</p> <p>We play the song again, then pause it so that the learners can point to or name the animals on the interactive board.</p> <p>I teach the learners that these animals are called domestic animals, with this we announce the lesson unit and write the title on the board.</p>	1,3	<p>interactive board</p> <p>outcome measurement: named or pointed animals</p>
25 min	<p>On the interactive board there is a display of domestic animals and their offspring. „Today, we will talk about the animals, which people take care of; therefore, they are called domestic animals.“</p> <p>We ask the learners whether they know, why these animals are important for the people (we share pictures and encourage them to list the benefits that people have from them). A few learners help share pictures of animals (learners can choose their own pictures) that show where they live, what they eat, what their offspring looks like and what we get from them. Few pictures are put on the board.</p> <p>We recognize, show and/or name the animals (independently or with the teacher's support).</p> <p>What do animals eat? (grass, hay, corn, meat ...)</p> <p>Which animals have four legs? Which have horns? Which have a long and which have a short tail? Which animals have a beak? How do people take care of domestic animals? Which housings people make for the animals? What is the name of the housing for cows and horses? (stable or barn) What is the name of the housing for pigs? (pigsty)</p> <p>How do you call animals with feathers? (poultry). What is the name of the housing for poultry? (poultry house/chicken coop.)</p> <p>What are the names of the offspring of specific animals?</p>	1,3	<p>interactive board, pictures of animals, audio picture book, crayons, worksheets</p> <p>outcome measurement: learners' answers</p>



We glue stickers of the offspring next to the suitable animal.

What do animals sound like?

In the book Sounds – learners choose certain fields themselves and listen to the sounds of animals' voices. We play the song about sounds „What do they say ...“

We imitate the animals' sounds, with a large number of repetitions.

Two learners receive a worksheet (with the names of domestic animals, what they look like, what they eat, where they live, how we benefit from them and what their offspring is called) which they glue in their notebooks and colour them. Learners receive one picture of an animal to colour for homework.

10 min

In the final part of the lesson, we create domestic animals from cardboard rolls or colour the pictures (prepared models that we colour together, glue and decorate with various materials). All of the activities are executed with the teacher's support.

1,2,3

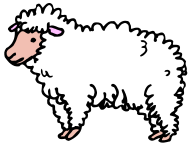
cardboard rolls, animal models, cotton wool, crayons, glue, beads, scissors, coloured paper

outcome measurement:  
art work



	A COW	A SHEEP	A HORSE	A PIG	A DOG	A CAT
APPEARANCE	It has got four legs.  It is covered in hair.  It has hooves on its feet.	It has got four legs.  It is covered in wool.  Some of them have horns.  It has hooves on its feet.	A strong animal, long, thick mane, covered in hair.  It has hooves on its feet.	It has sharp hair, a long muzzle and long ears.  It has hooves on its feet.	There are various dogs in appearance and size.  It has paws on its feet.	It is covered in hair, can see in the dark, it has claws on its feet.
NUTRITION	It feeds on fresh and dry grass.  It's a herbivore.	It feeds on fresh and dry grass, and bran.	It feeds on hay and wheat.  It's a herbivore.	Apart from plant food, it also feeds on other food.  It's omnivorous.	It eats food given by a human.  It's a carnivore.	It eats milk and hunts mice..  It's a carnivore.
WHERE DOES IT LIVE	It lives in barns.	It lives in barns and sheepfolds.	It lives in barns (stables).	It lives in barns (pigsty).	It is a pet and it lives in homes and houses.	It is a pet and it lives in homes and houses.
BENEFIT	Milk, meat, offspring.	Milk, meat, offspring, wool.	Carrying loads, riding, racing, meat, offspring.	Meat, lard, prosciutto, skin, hair.	Guard of the house.	Hunts mice.
FEMALE MALE, OFFSPRING	A cow,  an ox, a bull,  a calf.	A sheep,  a ram,  a lamb.	A mare,  a horse,  a foal.	A pig,  a boar  a piglet.	A bitch,  a dog,  a puppy.	A cat,  A tomcat,  a kitten.

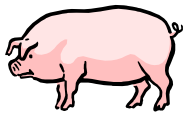




Its wool is white, it runs like lightning.  
It is a \_\_\_\_\_.



He grazes in the pasture, he is of our best breed.  
It is a \_\_\_\_\_.



It constantly moans and gurgles in the pigsty.  
It is a \_\_\_\_\_.



It warns the host that the uninvited must go. He is  
a faithful guardian of the house. His favourite food  
are bones.

It is a \_\_\_\_\_.



It is known as a hunter, it cleans its face with its  
paws, it purrs the invisible threads, it often warms  
itself by the furnace.

It is a \_\_\_\_\_.

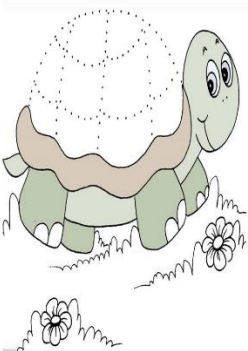
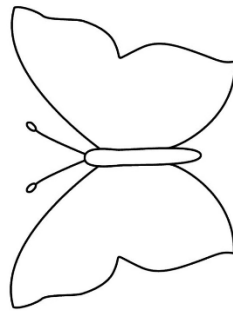
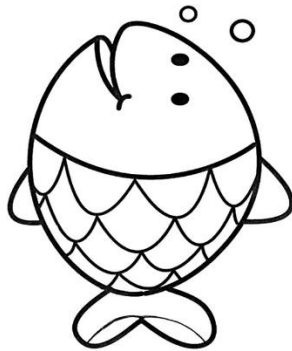
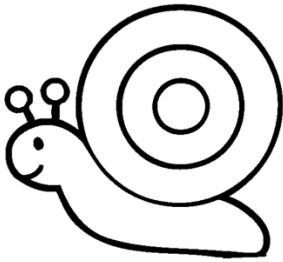
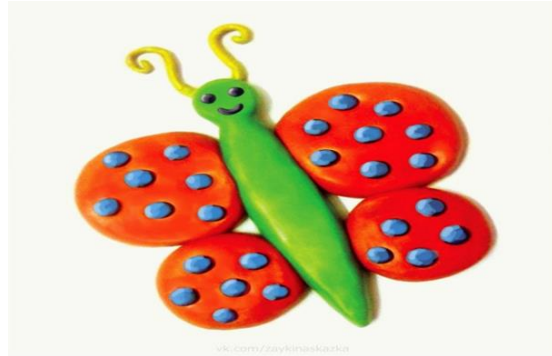
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<b>group:</b>	<b>1st grade</b>		
<b>facilitator:</b>	Ljubica Janošević		
<b>session</b>	1.		
<b>key aims</b>	<p>1. fine motor exercises and visual-motor exercises – physical benefit</p> <p>2. practicing knowledge about animals, recognizing, pointing and/or naming them on pictorial material and models – cognitive benefit</p> <p>3. team work, encouraging cooperation, waiting your turn – social benefit</p>		
<b>time</b>	<b>activities, animal(s)</b>	<b>key aims</b>	<b>outcome measurement /comments/equipment</b>
10 min	We listen to songs about animals and watch them on the interactive board. The learners point or name the animals. Work material is prepared on the desks. We point or name what is drawn/made (models) in the pictures, which animals we recognize and which material we are going to use (plasticine, a pad).	2,3	<p>interactive board, pictures – models of animals, plasticine, pad</p> <p>outcome measurement: named or shown animals</p>
30 min	<p>We observe the pictures of the animals we got to know in the previous lessons. Introducing the learners to the work process (modeling, working with plasticine). Independently or in pairs, learners create animals with the teacher's support, while looking at the models of animals in the pictures. The learners choose the colours they are going to use to make models. Discussion about the animals they are creating.</p> <p>In the book Sounds, learners choose certain fields and listen to the sounds of animals' voices. We play the song about sounds „What do they say ...“</p> <p>We imitate the animals' sounds.</p>	1,3	<p>pictures – models of animals, plasticine, pictorial material, worksheets, coloured paper, audio picture book.</p> <p>outcome measurement: animal models made out of plasticine</p>
10 min	The learners present their work. They colour the worksheets with animals, decorate them and glue them in the notebooks. Tidying up the classroom.	1,2,3	<p>cardboard rolls, models of animals, cotton wool, crayons, glue, beads, scissors, coloured paper.</p> <p>outcome measurement: learners' art work</p>







## **10. LITERATURE**

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