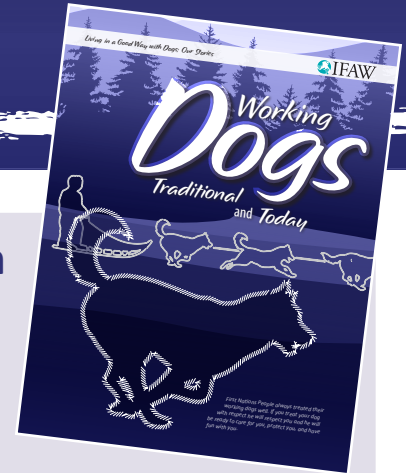


Working Dogs—Traditional and Today

Instructor Guide



Introduction

Working Dogs—Traditional and Today is part of a program about dogs and First Nations. It is about how the First Peoples of North America have lived with dogs for a long time. You will meet Elders and others who share their stories about dogs and about caring for dogs. All of these people love and respect dogs and so they have shared their ideas about dogs with you. All are First Nations (Stó:lō, Moose Cree, Anishinaabe). We are proud to have them share about our peoples and our good ways with dogs. We hope that you will see that we, as First Nations, have had great respect for all living things, including dogs. We hope that our communities can treat dogs well because we know that each of us can learn to have a good life with the dogs we meet and have in our families.

This unit is focused on learning about the important role working dogs have played in First Nations communities and families both in the past and today. It explains how dogs have always been part of the life of First Nations people and how our relationship with dogs is changing. It tells us how to care for and respect our working dogs.

The activities in this unit can be used to meet learning objectives in:

- English Language Arts, particularly speaking and listening comprehension
- Social Studies
- Technology
- SEL—social and emotional learning

Before You Begin

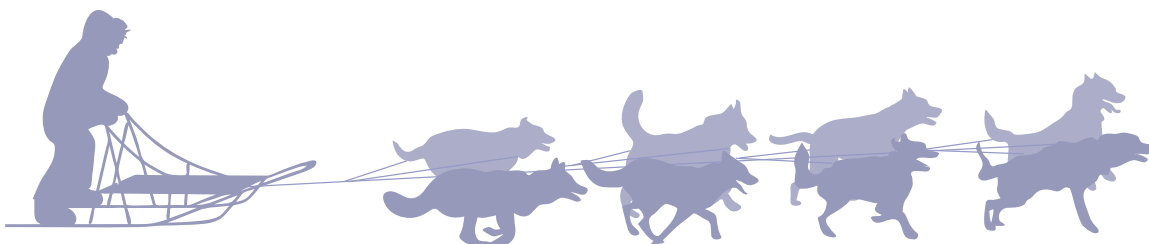
Organize Materials

- Print out the *Working Dogs—Traditional and Today* Activity Books.
- Display the *Working Dogs—Traditional and Today* poster.
- Prepare to provide the Elder and role model stories.
 - You may play audio recordings for students to listen to using QR codes or links found in this Instructor Guide and the Activity Book.
 - The story *Thomas and His Sled Dogs* is available as an audio recording. For the other stories, you may instead choose to read from the Elder/Role Model Story Cards for Lee Maracle card 3 and Captain George Leonard card 3 (found at the end of this guide or online at: www.ifaw.org/living-with-dogs-elder-cards).
- Choose the activities that you want to share and gather any necessary supplies.

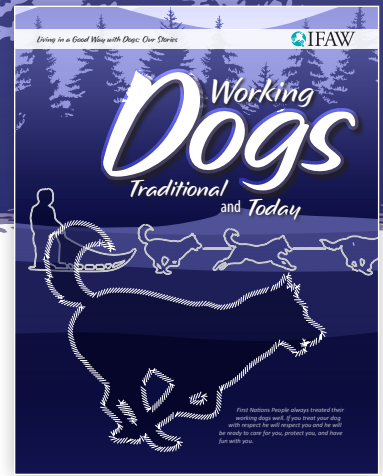
After Teaching: Share Your Voice!

We want to know what you and your students think about this program. We would be grateful for your insights and feedback:

ifaw.org/living-with-dogs-feedback



Introduce “Working Dogs—Traditional and Today”



Activity Book cover

Warm-up: Dog Sledding

Learning Target: to activate prior knowledge about dog sledding

Invite someone from the community who dogsleds to come in and talk to students about what he/she does to prepare the dogs before they go sledding.

Alternatively, watch the following video about dog sledding with students: <https://videopress.com/v/GjRoDsPE>

Have students discuss the following questions with a partner and together make a list of their answers:

- What does the man do for his dogs before they go sledding?
- Why do you think he does these things?
- Do you know someone who is a dog sledder?
- Are dogs used for other “jobs” in your community?

Activity Introduce Activity Book

Learning Target: to activate prior knowledge about what it means to treat animals with respect

Hand out the *Working Dogs—Traditional and Today* Activity Book. Read the text on the cover with students: “First Nations People always treated their working dogs well. If you treat your dog with respect he will respect you and he will be ready to care for you, protect you, and have fun with you.” Briefly discuss the word *respect*. Invite students to share their feelings about this quote with a partner. Then ask for students to share their ideas with the whole group. **Ask:** *Why do you think we would treat a working dog with respect?*

Local Knowledge: Sharing Learning with Others

Learning Target: to communicate dog sled learning with others

Ask students to tell a friend or family member what they learned about dog sledding today. Prompt students to ask their friend or family member if they remember or know anyone who has worked (sledded) with dogs, and if they have any information or stories to share.

Traditional Relations with Dogs

Warm-up: Traditional Relations with and Roles for Dogs

Learning Target: to understand traditional relationships with and roles for dogs in the community

Read with students the introductory paragraphs on page 2 of the Activity Book and Lee Maracle's biography. **Say:** Elder Lee Maracle says that even though traditionally, First Nations people had a relationship with their dogs that was one of respect and caring, dogs were treated differently in the times of our grandparents and great grandparents. Why was this? (because the dogs had jobs to do)

Elder Story Lee Maracle

Say: We learned a little bit about Lee Maracle from the Activity Book. Now we're going to listen to her story about her dad's dog. Play the audio recording of Lee Maracle's story about her dad's dog, using the QR code or link or read the text aloud from the bottom of Lee Maracle's Elder/Role Model Story Card 3.



www.ifaw.org/maracle4

Activity 1 Think/Pair/Share

Learning Target: to honour an Elder's memory of working dogs

After students have listened to Lee Maracle's story a couple of times, pair students and have them list and/or draw some of the things she said. Invite students to compare lists with their partners, and then the whole class. If necessary, guide students with the following questions:

- What kind of voice and sounds did Lee Maracle's dad use with his dog? (a soft voice and tongue clicks)
- What kind of work did the dog help the family with? (help with hunting, catching rats, protecting)
- What kinds of feelings did she have for the dog? (respect and care)



Activity Book page 2



Lee Maracle Elder/Role Model Story Card 3

Activity 2 Historical Images and Puzzle

Learning Target: to build background knowledge about how dogs worked in the past

Read aloud or have students read the captions that go with the two images in the middle of Activity Book page 2:

Say: *These pictures show how dogs lived with First Nations People in the past.*

Reinforce the meaning of the word *travois*.

Next, invite students to complete the connect-the-dots puzzle “How do we carry heavy loads today?” on the bottom of Activity Book page 2.



Activity 3 Create a Word for “Pet”

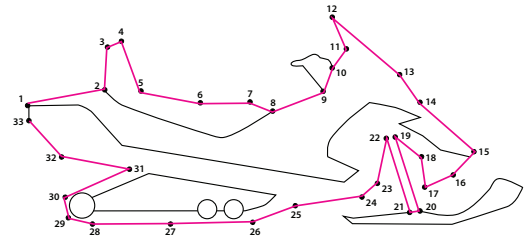
Learning Target: to create a word for “pet” in our own language

Read this quote from Lee Maracle, Elder/Role Model card 1:

“We used to have dogs when I was a child, but we had a different kind of relation with them than most of our dogs have today. Today a dog is a pet. Many First Nations languages such as Cree and Ojibwe have no word for pet and the closest word in their languages is family member.”

Have students look at the pictures on page 2 again, and discuss what they see the dogs doing. Have groups of two or three students brainstorm words that come to mind when looking at the dogs, such as: *dog, working, hunter, pack animal, and family member.*

Ask students to share their words as you write them on the board or chart paper. Then, encourage students to get creative, and guide them to make a word or words for *pet* in their own First Nations language. You may want to work with your Native Language teacher on this activity.



How do we carry heavy loads today? puzzle, Activity Book page 2

Local Knowledge: Share Word for “Pet”

Learning Target: to share new knowledge with others who treat dogs in a good way

Invite students to share their new word or words for *pet* with a friend or family member who lives in a good way with dogs. Prompt students to ask what their friend or family member thinks of the word, and if they have a suggestion to make the word or words even better.

Dogs Sleds: First Nations Travel in Winter

Warm-up: Dog Sleds in the Past

Learning Target: to activate students' knowledge about sled dogs and winter travel in the past

Read with students the introductory paragraph and photo caption on Activity Book page 3. **Ask:** When you hear people talk about dog sleds, do they also call them toboggans? (Ask students to raise their hand for each term that they hear in use today.) Then read the sidebar aloud, and have students look at the images of the dog blanket and moccasins. **Ask:** Who has seen a dog wearing a blanket or coat? Who has seen a dog wearing moccasins? Have students raise their hand if they have seen dogs wearing these coverings. Ask students to share with a partner when and why dogs would wear them.



Activity Book page 3

Activity Drawing

Learning Target: to show an understanding of items that can help dogs stay warm and do their jobs well

Direct students' attention to the picture of the dog at the bottom of Activity Book page 3. Invite students to use the information they learned in the Warm-up, as well as prior knowledge, to draw some things that could help the dog stay warm and do his work well. Invite students to share their drawings. **Ask:** Did anyone add something to keep the dog warm that we haven't discussed? Invite students to describe what they added.

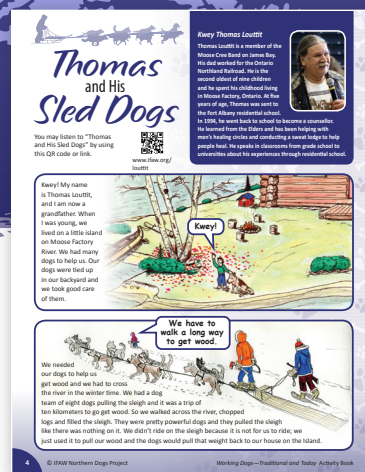


Thomas and His Sled Dogs

Warm-up: Dogs Can Help People

Learning Target: to activate prior knowledge about how dogs can help people

Read aloud the biography of Thomas Louttit on Activity Book page 4. Explain to students that they will listen to or read a story by Thomas Louttit, who is an Elder. In the story, Thomas tells how dogs helped his family collect wood. **Ask:** *Do you know anyone who uses working dogs to help them get wood? Why do they use dogs for that job?*



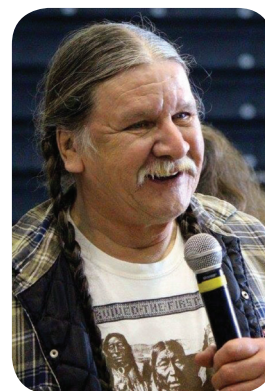
Activity Book pages 4–6

Elder Story Thomas Louttit—“Thomas and His Sled Dogs”

Read aloud or have students read “Thomas and His Sled Dogs.” You may also choose to play an audio recording of “Thomas and His Sled Dogs” using the QR code or link. Encourage students to look at the pictures and read the speech bubbles on pages 4–6 as they read or listen.



www.ifaw.org/louttit



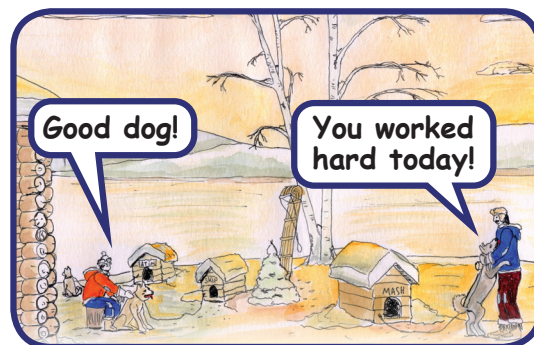
Elder Thomas Louttit

Activity 1 Think/Pair/Share

Learning Target: to show understanding of how an Elder used working dogs in a good way

After the students have listened to or read Thomas Louttit’s story a couple of times, brainstorm answers to the following questions together:

- How did Thomas and his dad show respect for, kindness and gratitude toward the dogs? (didn’t push them, didn’t use whips or straps, used a gentle voice, afterwards would talk with the dogs and give thanks for their work)
- How did they care for the dogs in the evening? (fed them well, let them rest)
- What words did Thomas or his dad use with the dogs? (you dogs can rest now; oit! oit!; good dog; you worked hard today)



Thomas and His Sled Dogs

Activity 2 Skits

Learning Target: to practice speaking kindly to and caring for dogs

Have students work in pairs to create short skits showing how Thomas Louttit spoke to, worked with, and cared for his dogs. Assign each pair one of these scenarios to act out:

- Thomas speaking to the dogs while they are working
- Thomas thanking the dogs for their work
- Thomas caring for the dogs in the evening

Explain that one partner will play Thomas and one will play one of his dogs. After pairs have a chance to practice, invite them to act out their skit for the whole group. After each pair performs, ask the other students if they can identify the scenario and if they would add or change anything based on what they learned from Thomas's story. Also encourage students to say if they noticed any differences between skits about the same scenario.

To wrap up the activity, **ask:**

- *When does Thomas say we may need dogs again to help us work? (if we didn't have machines, if the machines broke or we ran out of gas)*
- *Why do you think Thomas wants to share his experiences with dogs? (he wants us to remember how to use dogs and treat them well so that if we need them to, they can help us; he wants us to know that dogs can still be used in a good way)*



from "Thomas and His Sled Dogs"

Activity 3 Create a Comic

Learning Target: to illustrate a personal experience

Have students think about an experience with a dog that they would like to reflect on, just like Thomas Louttit did. Have them draw one picture that best shows what their story is about.

Create a comic as a whole class by using the students' pictures to build a new story. Prompt students for ideas on ways to arrange their pictures and ideas for adding text as you create a comic together.

Local Knowledge: Share an Illustrated Story

Learning Target: to share an illustrated story with others

Post the completed class-created comic in a place where other students in the school can see it.

Working Dogs Today

Warm-up: Service Dogs

Learning Target: to activate students' background knowledge about service dogs

Say: Dogs have always helped us hunt. They have always alerted us to strangers and moved wood and other goods from place to place for us. Today, some dogs still do those kinds of work, but some dogs also have different jobs. They may do search-and-rescue, work with police or work as "service dogs."

Together as a class, find out what a service dog is and what they do. Share a video on service dogs so students can see the different services these talented dogs provide for their owners. Afterward, invite students to discuss with their partner the things they saw the dogs do in the video.

Working Dogs Today

Our communities now use machines, such as excavators and ATVs. We don't use dogs like we used to, but if we can find them a job to do, they will be glad to help. In other places dogs are trained to do special work.

Meet Captain George Leonard
Captain George Leonard, who is Anishinaabeg, founded the NEAR (North and Elder) and Companion Companions program. George is a dog trainer who trains service dogs that meet with soldiers who have returned home from war. Learn to his story about Stinky, a wise service dog. www.ifaw.org/leonard3

Service Dogs
Service dogs do jobs for someone who has special needs. You can recognize a service dog by the special harness that he wears. Service dogs have been trained to know that when they have a harness on, they are working. They know that they can play and goof around when they do not wear their harness.

Sniffer Dogs
A sniffer dog will search for hidden items that she has been trained to find. In the military, these are used for dogs that can sniff explosives and other weapons. Dogs also work in airports to sniff things that are not allowed on airplanes. These dogs may sit and bark when they find something that is not allowed.

Tracker Dogs
Dogs can be taught how to follow a person's scent and find people who have become lost in the bush. Some tracker dogs work with police forces while others work with special search and rescue teams like Captain George Leonard's Elder #3 service.

How does a dog smell and track? Captain George Leonard tells us that we humans have 5 million scent receptors in our nose and a dog has 240 million scent receptors.

Working Dogs—Traditional and Today Activity Book © IFAW Northern Dogs Project 7

Activity Book page 7

Activity 1 Jobs for Dogs Today

Learning Target: to understand new roles for worker dogs

Read with students the introductory paragraph and the photo captions that tell about each type of working dog on Activity Book page 7. **Say:** We have learned about new jobs dogs do today. Ask students to raise their hand if they have ever seen a service dog, a sniffer dog or a tracker dog. Invite those who raised their hands to tell where they saw the dog(s) and what the dog(s) were doing.

Then read with students the sidebar at the bottom of Activity Book page 7. **Ask:** Do you think it helps worker dogs to have more scent receptors than people? How do you think this helps them with their work? For which jobs do you think a good sense of smell is important?

Role Model Story Captain George Leonard

Read aloud or have the students read the paragraph about Captain George Leonard on Activity Book page 7, and point out that Captain George Leonard works with a special kind of service dog: one who helps soldiers home from war. Play the audio recording of Captain George Leonard's story about the wise service dog named Stinky, using the QR code or link. Or read the text aloud from Captain George Leonard's Elder/Role Model Story Card 3.



www.ifaw.org/leonard3

Captain George Leonard

Captain George Leonard tells us about a wise service dog named Stinky.

Stinky was one of our first service dogs trained to be a companion for the military soldiers. Her original name was Nikky but she had an unfortunate run-in with two shanks and a pile of manure, so her name was changed to Stinky. It took a week to get her clean and a month for the stink to go away.

Stinky was in our longer program. What that means is that when a war veteran was back from the war and having a hard time in life, maybe the soldier would need to have a service dog for up to six months to help him feel better. Perhaps the soldier was home from seeing hard things overseas in the war and we would loan Stinky to the veteran so that he could regain focus and balance in life.

Many veteran soldiers told us stories of how Stinky had helped them out and kept them feeling better. War is hard on soldiers as they come back and so angry from what they have seen. They may have been away from their families for a long time. They may not have someone to talk to about what they went through. The longer dog gives them someone to take care of, to talk to and to be loved by. This is what Stinky was trained to do. She was trained to be there for soldiers who needed to heal from war.

Stinky was there for many soldiers who had seen too much in war. She was a good friend, a good companion, and she even saved some lives in her work. She had a lot of love to give. She was trained to stop actions that could hurt people. She was trained in how to calm people down. She was trained to do certain behaviors until she got someone's full attention. She was honored by the Parson Hall of Fame in 2011 for saving six lives. She was a dog who had much wisdom. She could sense when someone was sad or when someone was not able to talk to other people. She was wise and knew how to help others.

Captain George Leonard Anishinaabeg, Manitoba

Living in a Good Way with Dogs—Our Stories © IFAW Northern Dogs Project

Captain Leonard Elder/Role Model Story Card 3

Activity 2 Research Different Service Dogs

Learning Target: to research the different types of service dogs in Canada

Invite students to write down any questions they have about service dogs. Then have students do research to answer them. If they don't have any questions, ask them to research different types of service dogs.

Students may work individually or in pairs. They will want to make notes and be prepared to share what they learned in an interview format with the class.

Local Knowledge: Do You Know Someone?

Learning Target: to identify a possible need in the community for a service dog

Have students consider if they know someone who might benefit from a service dog. Invite students to discuss the idea with family members. **Ask:** *Could you talk with that person and tell them about what you learned?*

Reflection

Activity 1 Bravery at Work

Learning Target: to understand that dogs can be brave at work, like people

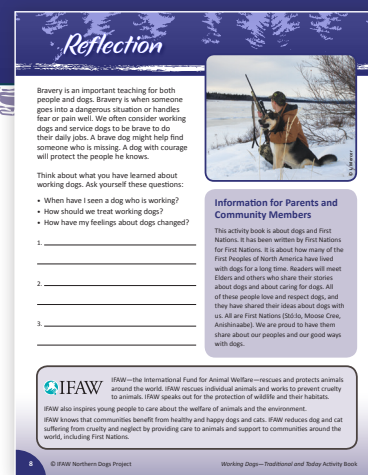
Read aloud the opening paragraph on Activity Book page 8. Pair students and ask them to tell each other about work where someone has to be brave. (answers will vary, but could include: firefighter, police officer, doctor or nurse) Then **ask:** *Do you know a dog who has to be brave at work? What kind of work does he or she do?*

Activity 2 Reflection Questions

Learning Target: to reflect on how feelings towards dogs may have changed

Encourage students to reflect on these questions from Activity Book page 8. You may choose to have students do a Think/Pair/Share with these questions or they may write their responses.

- When have I seen a dog that is working?
- How should we treat working dogs?
- How have my feelings about dogs changed?



Activity Book page 8

Unit Contributors

Elders

Lee Maracle (Stó:lō)

Ms. Maracle is the author of a number of critically acclaimed literary works including: *Sojourners and Sundogs* [collected work of a novel and short stories], *Polestar/Raincoast*, *Ravensong* [novel], *Bobbi Lee* [autobiographical novel], *Daughters Are Forever* [novel], *Will's Garden* [young adult novel], *Bent Box* [poetry], *I Am Woman* [creative non-fiction], *Celia's Song* [novel], and *Memory Serves and other Essays* [creative nonfiction], and is the co-editor of a number of anthologies including the award-winning publication, *My Home As I Remember* [anthology] Natural Heritage books. She is also co-editor and contributor of *Telling It: Women and Language across Culture* [conference proceedings]. She is published in anthologies and scholarly journals worldwide. Ms. Maracle was born in North Vancouver and is a member of the Stó:lō nation. The mother of four and grandmother of seven, Maracle is currently an instructor at the University of Toronto. She is also the Traditional Teacher for First Nation's House and instructor with the Centre for Indigenous Theatre and the S.A.G.E. [Support for Aboriginal Graduate Education] as well as the Banff Centre for the Arts writing instructor. In 2009, Maracle received an Honorary Doctor of Letters from St. Thomas University. Maracle recently received the Queen's Diamond Jubilee Medal for her work promoting writing among Aboriginal Youth. Maracle has served as Distinguished Visiting Scholar at the University of Toronto, University of Waterloo, and the University of Western Washington.

Thomas Louttit (Moose Cree)

Thomas Louttit is a member of the Moose Cree Band on James Bay. He was born in September 1948 in Coral Rapids, Ontario, where his dad worked for the Ontario Northland Railroad. He is the second oldest of nine children and he spent his childhood living in Moose Factory, Ontario. At five years of age, he was sent to the Fort Albany residential school. He worked as a flat roofer for 32 years. In 1994, he went back to school to become a counselor. He learned from Elders, and he has been helping with men's healing circles and conducting a sweat lodge to help people heal. He speaks often in classrooms from grade schools to universities about his experience through residential

schools. Thomas is an Elder who is often seen and heard in the Ottawa aboriginal community centers like Odawa Native Friendship Center, Wabano Health Center, and Natural Resources Canada. He also helps NWAC and Correctional Services Canada. He is a resident Elder for Health Canada. In 2013, he was the recipient of the Queen Elizabeth II Diamond Jubilee Medal for his service to the community.

Role Model

Captain George Leonard (Anishinaabeg, Manitoba)

Captain George Leonard is an Anishinaabe and the founder of the MSAR (Meghan Search and Rescue) and Courageous Companions, a veterans' service dog program. Courageous Companions was started after the first Canadian soldiers returned from Afghanistan, and his program has been featured in many newspapers and on national television. Captain Leonard is a certified master dog trainer and has been inducted into the Purina Animal Hall of Fame in Toronto with multiple dogs that have saved many lives—both through their search-and-rescue efforts and as service dogs for veterans. He wrote the National Service Dog Standard for testing and certification and is still training dogs for civilian duties, police duties and military duties. He lives outside Winnipeg, Manitoba, and he advocates for the rights of First Nations. He says he has his dream job: "I work with dogs and I assist my people." To this day, Captain Leonard and his team have trained more than 371 dogs.



IFAW

IFAW—the International Fund for Animal Welfare—

rescues and protects animals around the world. IFAW rescues individual animals and works to prevent cruelty to animals. IFAW speaks out for the protection of wildlife and their habitats.

IFAW also inspires young people to care about the welfare of animals and the environment.

IFAW knows that communities benefit from healthy and happy dogs and cats. IFAW reduces dog and cat suffering from cruelty and neglect by providing care to animals and support to communities around the world, including First Nations.

Grandmother Lee Maracle tells us how love and respect are important things for your dog.

You have to develop the feelings about your animal. My dad was always funny; he always taught us to take life on the lighter side of things so that is how I teach my granddaughter. I translate what the dog is saying to her: “woof-woof. I want to go with you,” so she thinks I can speak dog.

Now our dogs are not often working dogs like when I was a child. My dad had dogs who helped with hunting. Now our dogs are pets. Pets are like big children; they like to be cuddled and loved. Love your pet and include your pet in your family. Dogs are warm and attentive when they are loved. They become mean if they are not loved, just like kids. The animal wants to be a well-behaved friend to you, so always be kind to your puppy and he will always love you.

Grandmother Lee Maracle tells us about her dad’s dog.

My father trained our dog very well; he was not yelling at the dog ever. He had a soft voice and he had a set of tongue clicks he used to give orders to the dog. The dog would sometimes swim after the ducks my dad hunted. Our dog then, was not a pet; our dog was a hunting dog and we took him out for rabbit and grouse hunting. The dog went and fetched what my dad shot. The dog was a helper to our family. He was a good ratter as well. In those days, we had a rat problem, and the dog caught many rats. The dog was also a good protector, but he was never a pet.

When my Dad’s dog passed away, it was very emotional, and we had a burial for him because our father felt sorry for us kids because our dog was gone. The feelings I had for our dog were respect and care. These feelings were never playful feelings. You don’t play with a hunting dog or a sled dog. You respect him, and you love him but you don’t play with him; you let him work for your family.



Lee Maracle
Elder, Stó:lō

Photo

Captain George Leonard tells us about a wise service dog named Stinky.

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Captain George Leonard Anishinaabeg, Manitoba

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