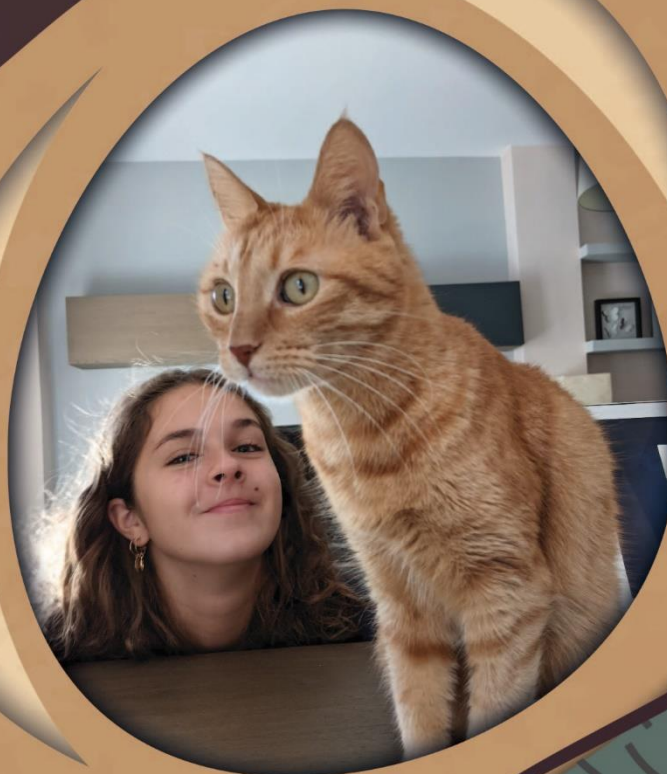


TALES OF STRAYS

a compilation
of lesson plans

Volume 3



Tales of strays

Margarita Kosior Stories
& Friends

Tales of strays

a compilation of lesson plans

Volume 3

Compiled and edited by Margarita Kosior

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Cover design: Lilly Gkanetsiou

Page layout: Margarita Kosior

The aim of the Tales of Strays Campaign is to teach students about our responsibilities towards companion animals and about the bond between people and dogs and cats in order to prevent instances of future neglect, abuse and abandonment. We do this through storytelling, English language teaching and materials writing.

As in the previous two years, the Tales of Strays Campaign marks the World Stray Animals Day (4 April) with the publication of free online lesson plans similar to the compilations published in [2020](#) and [2021](#). This year's compilation is based on the result of a competition with one winning entry and three runners-up. But to me, all the contributing authors are winners. They are professionals who have decided to use their most powerful weapon, education, to speak for those who cannot speak for themselves – for those whose basic rights are often violated: companion animals.

The way in which we treat companion animals is an important social issue, and all issues are interrelated. Helping children learn about kindness and respect towards companion animals has the potential to transfer to human relationships: children learning empathy for companion animals will feel empathy and show genuine compassion for other people, too. To convince an occasional skeptic, I will quote Ali MacGraw, an actress and activist: "I have always felt that the way we treat animals is a pretty good indicator of the compassion we are capable of for the human race."

Just imagine the future that we could build together ...

I would like to wholeheartedly thank not only the authors and the international team of judges (Barbara Hoskins Sakamoto, Dede Wilson and Rakesh Bhanot), but also those teachers who have embraced the campaign, downloaded our previous compilations and used some of the lesson plans with their students. Without you, our efforts are futile.

Margarita Kosior
(*Margarita Kosior Stories and Tales of strays*)

Contributors

(in alphabetical order)

Maria Alatzidou & Kyriaki Theodorou

Madalina Atanasov

Lia Bezanidou

Charikleia Chalatzouka

Admir Ibrahimi

Tanya Livarda

Erëza Mehmeti

Anna Petala

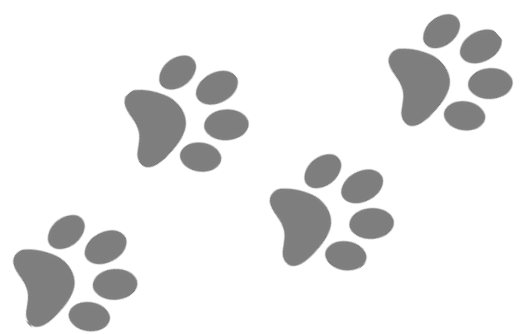
Elisavet Piperidou

Irina Pomazanovschi

Maria Stefanidou

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Lesson Title: A chocolate surprise in the Azaleas

Authors: Maria Alatzidou & Kyriaki Theodorou

Language Level: PreA1-A1

Age: 9-11

Duration: 90 min

Aims

The aim of this lesson is to:

1. familiarize Ss with the conventions of storytelling and the correct use of Past Simple
2. develop 21st century skills: creativity, collaboration, communication and critical thinking
3. engage Ss in writing a story and a leaflet
4. raise awareness on how a small animal must/mustn't be treated

What you will need:

The PowerPoint presentation of '[A chocolate surprise in the Azaleas](#)'; a copy of the story 'A chocolate surprise in the Azaleas' for you and a copy per team of students (Appendix 1); Appendix 2 and Handout – one copy per team of students; pencils and paper, crayons/markers for the writing activities (see plan Stage 3-4); some kind of reward for the winning team and the losing one(s)

Notes

1. The copyright holder of the story is Kyriaki Theodorou, one of the authors of the lesson plan.
2. The plan has been designed in order to be used in a classroom and the class is to be divided in equal teams. Remember to have some kind of reward for the winning team and also for the losing one(s) at the end of the task-based game (see plan Stage 2).

Teacher's notes

Before the lesson

Print the story copies (Appendix 1) for you and the teams of students, along with Appendix 2 and the Handout. It would be a good idea to laminate everything, to make it reusable. Cut the story and mix the pieces, keeping them in a separate pack for each team. The number of pieces and the difficulty is completely up to you, depending on the level and the time you have available. What we suggest is that you cut it in as many pieces as the number of players in the teams, so that each player equally contributes to the task. Cut the activities from Appendix 2 as is intended (see dotted lines) and keep them until it's time for them during Stage 2. For the jumbled sentences (Stage 2, Task 2) we suggest that you cut

the chunks of words of each sentence and keep them separately so that they don't mix up, as it is going to be too difficult for the Ss.

Stage 1

Tell Ss they're going to listen to a story about a chocolate surprise hidden in azaleas. Open the PowerPoint presentation (or the first screenshot if your computer doesn't support PowerPoint) and ask what an azalea is (it's a flower, as the first slide shows). Ask: What kind of surprises can we find in flowers? Accept all answers but don't give up the correct one.

Continue with the next slide and start reading the story.

Here are the links:

- PowerPoint: <https://bit.ly/3sUkMWw>
- Screenshots: <https://bit.ly/3HWR2N4>

There are questions of comprehension to ask after certain paragraphs but it is up to you if you use these or ask anything else you believe will facilitate understanding. Here are the ones we propose.

After paragraph 2/Slide 2:

What do you like about Pat? What impressed you the most?

After the dialogue with the daisies/Slide 3:

Why are the daisies dizzy? How would you feel?

After paragraph 6/Slide 4:

What is Pat going to do next?

After paragraph 7/Slide 5:

What did Pat find? Do you think his mum will let him keep it?

After paragraph 11/Slide 6:

What will the dog's name be? How would you name her?

After last paragraph/ Slide 7:

What's her name? What did they do with the puppy?

Stage 2

Divide your class into as equal teams as possible. The teams should not consist of more than 5 players each, so that each one gets to find at least one word. Tell them they're going to play a task-based game related to the story they've just heard. The tasks must be done collaboratively and the teams will be awarded points, so explain that communication and team spirit are very important. The winning team is the one with the most points collected. In case of a tie, they're all winners.

First Task: The flower word-search

Give each team a copy of the word search. They must take turns in order to find all five flowers and circle the remaining letters that form the sixth flower, as it is instructed. The first team to find the missing flower and pronounce it correctly wins the point.

Answer key

D	A	I	S	Y	R	A
L	I	L	Y	Z	O	A
L	E	P	A	N	S	Y
D	A	I	S	Y	E	A

Hidden flower name: Azalea

Second Task: Jumbled sentences

Give each team a copy of the jumbled sentences, which they must put in the correct order. Always check that they're taking turns and not only one S is doing the activity. First team to finish and have the sentences correct wins the point.

Answer key

It was a small puppy!
Little Pat picked up the 'chocolate muffin'.
They sat on the sofa together
Leslie played her first notes on the piano.
They dreamt of their happy life.

Third Task: Error Correction

Give each team a copy of the error correction task. Help by telling them that all the mistakes are

grammatical ones, related to verbs. First team to finish and has found all the mistakes wins the point.

Answer key

One day, Little Pat **went** to the garden, because he **wanted** to take care of his flowers. The daisies **were** dizzy and they **told** him that something furry stepped on them. Pat was ready to solve the mystery so he **started** searching for the furry creature that **looked** like a chocolate muffin, which was a little puppy! Pat **took** the puppy, named it Leslie and off they **went** to the vet. Pat adopted Leslie and they were both very happy.

Fourth Task: Put the story in the correct order

Give each team the story in pieces, as mentioned in the “Before the Lesson” instructions. First team to put the story in the correct order wins the point.

Reward both teams with something, only the winners should get something a little more extra, to be fair. If you don't want to give them the reward, it could be something abstract, like becoming the T's helpers for next lesson or deciding on the next game you are going to play.

Note: when one team finishes a task first, ask them to help the other team(s) complete it, before you move on to the next one. Do NOT accept any bullying or harassment towards the losers, tell them their point is going to be forfeited if they act like that.

Stage 3

As Ss have just put the story in the correct order, have them continue it, again in teams. There should be a time limit and a set length of the writing, according to this time limit. In this plan, what we recommend is one paragraph in 10'-15' minutes, letting them illustrate it as well, if time permits. When the time is up, ask one representative from each team to read their work out loud and peer correct any mistakes. Make sure you display their writing on the classroom wall.

Stage 4

Congratulate the Ss on their amazing job and ask if they have ever found an animal. Ask: How do these animals end up in our gardens or the street? What should we do when we find them, what are the correct steps?

Tell them that it is now their turn to raise awareness on the issue of abandonment and the plight of stray animals, by creating an information leaflet. The leaflets could include what one must and mustn't do when

they want to get a pet (adopt, don't shop) and what they should do when they find a stray and want to foster or even adopt it (how to properly take care of it).

We suggest that you let the Ss free to express themselves, by drawing or writing mottos, and help them out with vocabulary they are not familiar with.

When they are finished, gather the leaflets and, along with the Ss, put them up on spots of your town/city, where people are informed about campaigns. (Make sure the designated areas allow posters to be put up).

Stage 5

Come back to class and quickly do a check-in of feelings. Greet them goodbye by reminding them that adopting a small animal can change both their lives, the animal's and theirs, for the better!

Authors' note

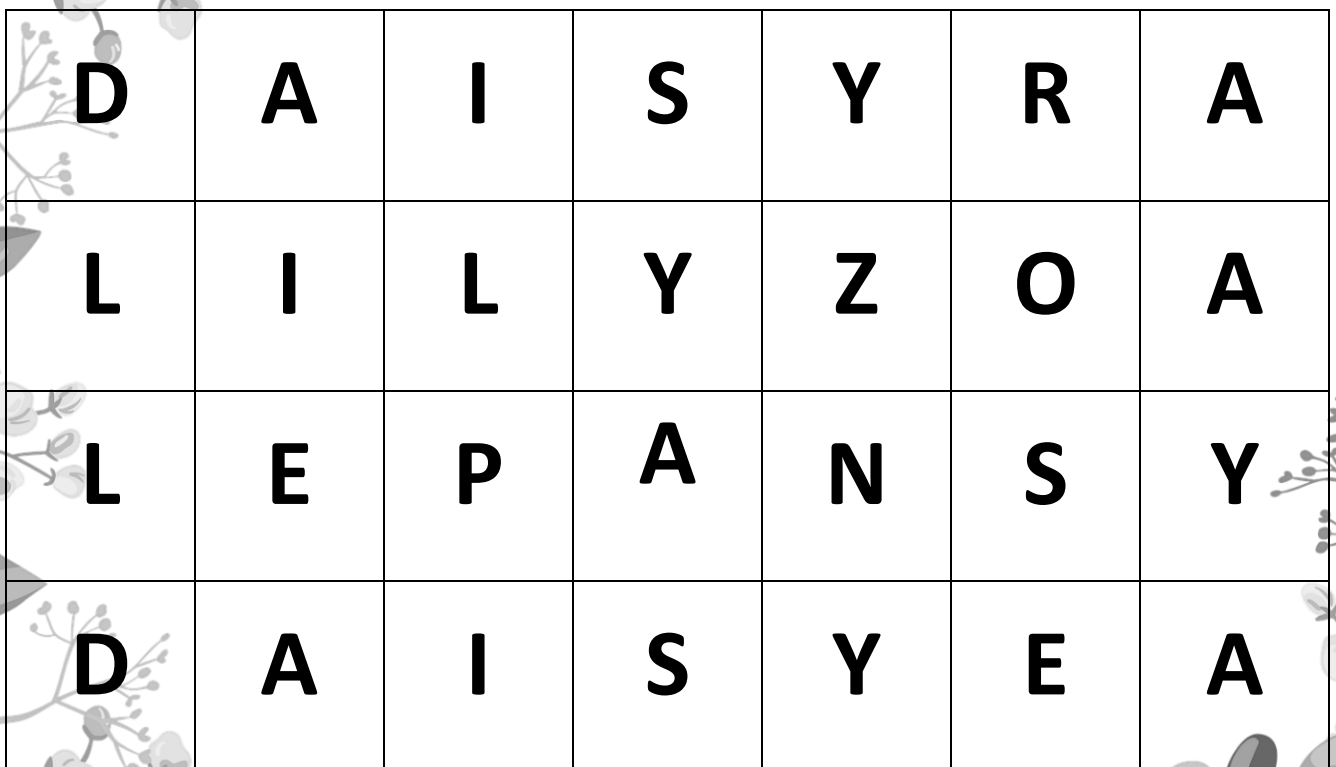
We will be more than grateful to receive feedback and pictures or videos of your Ss works of art. Please, feel free to forward anything you would like to share with the rest of the world in our email addresses:

marlenido27@gmail.com and kiriakith@yahoo.gr

Handout

Task 1

Find the flowers in the word search. The remaining letters form the place Pat found Leslie. What is it? First team to say the word wins!

A decorative border featuring stylized grey leaves and small round berries, resembling a branch of a shrub, is positioned around the word search grid.

D	A	I	S	Y	R	A
L	I	L	Y	Z	O	A
L	E	P	A	N	S	Y
D	A	I	S	Y	E	A

Task 2

There are 8 mistakes in the following summary. Underline them and correct them.

One day, Little Pat goed to the garden, because he want to take care of his flowers. The daisies was dizzy and they told him that something furry stepped on them. Pat was ready to solve the mystery so he start searching for the furry creature that lookd like a chocolate muffin, which was a little puppy! Pat taked the puppy, named it Leslie and off they goed to the vet. Pat adopted Leslie and they were both very happy.

Appendix 1

A chocolate surprise in the Azaleas

The lemon cake is in the oven! The house smells wonderful! It's already Sunday and Pat has gone out to take care of his flowers. He loves flowers and lemon cakes, of course!

Little Pat is almost eight years old and has some friends, one from Kindergarten and two from his new school. He also has biscuits, a shiny black and white piano, lots of pairs of socks in all the colours of the rainbow, curly hair, and a red cotton shoulder bag with some cupcakes printed on it!

Out in the garden, next to his Roses, behind the purple Lilies, little Pat notices something weird. Some of the Daisies seem to be dizzy! They don't feel well, and one of them, the tallest of all is not as tall as it used to be!

Little Pat: What's wrong with you, Miss Daisy?

Miss Daisy: Something furry stepped on me, Pat!

Little Pat: Something what?

Miss Daisy: Something furry. Something brown and furry, ask the little Tulips to find out more, they say that it looked like... It looked like a chocolate muffin with a tail!

Little Pat was really confused; as he was running to the orange Tulips, he caught a noise behind the Lemon trees; and after that, inside the Pansies.

'This is a mystery that must be solved', he thought! Immediately, he ran into the house, grabbed his red cotton bag and put in it a magnifying glass, his sunglasses, his hat and of course biscuits! Everybody knows that mysteries need biscuits!

'Well, I'm ready' he said and walked slowly between the flowers. He looked on his left, he looked on his right, he looked up and then down. Nothing. He was going back home when suddenly he heard it; a soft muffled voice in the Azaleas! It was a small puppy! Can you imagine? Little Pat picked up the 'chocolate muffin' and put it in his bag! He walked slowly and quietly opened the kitchen door!

The lemon cake was ready and Little Pat's mum was decorating it with some flowers, when she noticed something weird!

'What is shaking in your bag, Pat?' she asked! Pat was shocked! He opened it and a small brown ear came out and then another one! After a while two lovely eyes appeared; then a cute nose, a pink tongue and four little paws!! And of course a very happy tail!

'Soooo, what's the name of your new friend?' Pat's mum asked! She should have a name like all of us!!

Pat smiled and thought about it for a while...

'Leslie' he said, I found her in the Azaleas!

'What a wonderful name! Let's get her to the vet, let's give her some toys and let's welcome her to our family!'

Puppy Leslie was like a chocolate muffin indeed, but she was extremely lucky as she had found a warm family, a home and lots of hugs!

Outside the vet while they were taking their first selfie Puppy Leslie seemed to be smiling and Little Pat promised that he would never leave her! When they returned home they sat on the sofa together, and after a while Leslie played her first notes on Little Pat's piano!

They slept together under Pat's bed and they dreamt of their happy life and all those things they were going to do, to meet, to plan, to taste together!

THE END

Appendix 2



It	was	a small	puppy!
Little Pat	picked up	the 'chocolate	muffin'.
They sat	on the	sofa	together.
Leslie	played	her first notes	on the piano.
They	dreamt	of their	happy life.

Lesson title: Reading in their eyes

Author: Madalina Atanasov

Language level: A2

Age: 12-13

Duration: 50 min

Aims:

The aim of this lesson is to:

1. get Ss to speak about companion animals in books
2. get Ss to read critically short descriptions of books
3. get Ss to write their own short description of book about animals
4. get Ss to practice the use of relative pronouns to form relative clauses
5. make Ss aware of the importance of companion animals in people's lives

What will you need: copy of Handout per student; cards in Appendix 1, cut up in advance; print-outs of Appendix 2 – a copy per student; a board; a board marker/chalk

Teacher's notes

Stage 1

Warm-up

Greet Ss and invite them to drag one card and name one word from the category they receive (e.g. one famous cat). Invite them to work in pairs or individually to give one example and share it with the class. The other Ss can contribute with other possible ideas. (Appendix 1)

Indicative answers:

Famous cats: The Cheshire Cat, Tom from Tom & Jerry, Hello Kitty, Garfield, The Pink Panther, The Grumpy Cat (meme), Puss in Boots

Famous dogs: Clifford, Bolt, Beethoven, Lassie, Scooby Doo, Pluto, Snoopy, The Paw Patrol

Stories with animals: The Jungle Book, Narnia, 101 Dalmatians, Puss in Boots, White Fang, The Ugly Duckling

Movies with animals: 101 Dalmatians, Paw Patrol, The Secret Life of Pets, Madagascar, Dr. Doolittle, Kung-Fu Panda, Ratatouille, Shrek, Finding Nemo, Lion King

Things animals can do in books: speak, fly, read, write, run, etc.

Characteristics of companion animals in stories: wise, loyal, smart, ambitious, altruistic, friendly, funny, talkative

Characters that are best friends with animals: Shrek, Dr Doolittle, Snow White, Aurora, Little Mermaid, fairies, Harry Potter, Mowgli

Places where characters meet animals in stories: forest, jungle, castle, river, sea, farm

Types of companion animals from stories: cats, dogs, fish, horses, bears, lions

Things animals can help people with: cross the street, shopping, guarding, safety, comfort

Books with companion animals: The Jungle Book, White Fang, Because of Winn-Dixie, Flora & Ulysses, The Call of the Wild, The Clifford Collection, etc.

Companion animal from cartoons: Clifford, Scooby Doo, Snoopy, Bolt, Pongo, Pluto, Lady, Felix, Puss, Garfield

Stage 2

Lead-in

Write the following prompt in the middle of the board: *3 things we can learn from animals in books*. Ask Ss to work in pairs and think of 3 answers. Then, gather the answers in a spider diagram on the board. Encourage Ss to jot the ideas down in their notebooks as well. Consequently, the topic of the lesson is introduced – *Reading in their eyes: Companion Animals in Literature*.

Stage 3

Reading

Provide students with the Handout and tell them to look at Task 1 containing a short text and some comprehension questions. Firstly, ask Ss to skim the text and find as many names of famous animal characters from books as possible. (*Toto, Clifford, Lassie, The Cheshire Cat*) Check the answers with the whole group of students and Ss are asked whether they are familiar with the stories. In case they are not, provide them with the main idea about the characters:

Toto – the dog from The Wizard of Oz who is the loyal companion of Dorothy in her journey to the Wizard

Lassie – a collie from a series of books who always finds her way home to her beloved family, to be reunited with the little boy she loves

Clifford – a giant red dog whose house is way bigger than his owners' and his heart too

The Cheshire Cat – the cat from Alice in Wonderland which is famous for her friendly and memorable grin

Then, ask Ss to read the text and answer the comprehension questions (Task 2, Handout). They can work in pairs or individually or read and discuss each question with the whole class.

Stage 4

Reading

Get Ss to read the descriptions of famous stories with companion animals in Task 3a (Handout). Ss read the descriptions out loud and choose the right relative pronoun to form correct relative clauses. Afterwards, for each book they will think of a classmate to recommend the book to. (e.g., I would recommend this book to ... because ...)

After that, get Ss to match the texts with 4 descriptions of people (Task 3b) and write a description for the perfect readers for the other two books left, based on the examples above (Task 3c).

Stage 5

Practice

Tell Ss that now they have the chance to “invent” their own story with companion animals. Using the template (Appendix 2), Ss can create a short description of a book and draw the cover. Emphasise that they are supposed to leave the space for the main character (picture and description) blank.

After Ss have finished, collect all the descriptions, fold them and mix them up. Each S randomly picks a description. For homework, ask Ss to draw the main character (the animal) of the book one of their classmates has invented and describe it in a few lines in the space provided.

Handout

Task 1

Skim the text and underline as many names of famous animal characters from books as possible.

From an early age, people have loved reading stories about animals. We love strong relationships between animals and the main human characters. We follow them in their adventures, hoping that the Good will always win! Some of them talk with words, others just happily follow their friends, but they all always teach their human friends something about love, courage and ambition – human characteristics learnt from animals that you can simply read in their eyes!

Unusual friendships between children and a cat, a fish, a dog, a horse or even a bear or a tiger become very usual in the world of literature. But the most common friendships that warm our hearts are definitely the ones with companion animals such as dogs and cats. Dorothy cannot succeed without her Toto, Lassie always comes home to her family and Clifford is the friendly giant that would do anything from his family. Cats might be more independent, but characters such as Alice are guided by the friendly Cheshire cat in Wonderland, proving one more time how important companion animals are in every journey. Soft paws, pink noses and wiggly tails make stories lessons taught by unusual teachers. But why are animals the best teachers in books? Because they are also like that in real life!

Growing up with a companion animal in our homes has taught us more than anyone can imagine! Their love, unconditional friendship and kindness help us grow into patient, loving and responsible people. We may not communicate with words or go through dangerous adventures together, but they are still the teachers every child needs!

Task 2

Read the text again and answer comprehension questions (1-6).

1. Why do people love reading books about animals?
2. What are 3 examples of famous friendships mentioned in the text?
3. What are the characteristics that make animals in stories behave like humans?
4. How do animals help us become more responsible?
5. What other two examples of friendships between people and companion animals in stories do you know?
6. Fill in the following sentences, using your own ideas:
 - a. A person **who** likes animals is
 - b. An animal **whom** I love is
 - c. A story with animals **which** always makes me laugh is
 - d. A story **which** I recommend to my colleagues is
 - e. An unusual friendship **that** I really love is

Task 3

a. Read the descriptions and choose the right relative pronoun to form correct relative clauses.

1. *The Call of the Wild* – Jack London

In this book, Buck is a dog **who/whom** is stolen from his family and sold as a sled dog. It has to fight for his life away from his family in cold Alaska. This story is about a friendship **which/who** fights for survival and keeping its instincts.

2. *Lassie Come-Home* – Eric Knight

Lassie is a loyal dog **whom/who** always comes home to be with her loving family. This story is about love, challenge and loyalty and a family **that/whose** strong bond will last forever.

3. *The Cat in the Hat* – Dr. Seuss

This book presents a funny talking cat **who/which** meets some children and shows them funny tricks! It is a short story with a very smart and funny cat character **that/whom** will be remembered for its funny moments!

4. *Alice's Adventure in Wonderland* – Lewis Carroll

Along her journey, Alice meets one of the funniest animals ever – the Chesire cat, with a smile you cannot forget! Who does not love unusual animals **who/whom** appear in ... trees?

5. *The Incredible Journey* – Sheila Burnford

This book tells the story of an unusual friendship between a Siamese Cat, a Labrador and a Bull Terrier, **whose/which** interesting adventures will make you curious to read more! It is an adventure story about friendship and strong bonds.

6. *Because of Winn-Dixie* – Kate DiCamillo

This friendship between a young girl and a stray dog she adopts will melt your heart! This is a story about love, loyalty and honesty – a combination **that/who** is very difficult to not love in fall with!

b. Match the descriptions (1-6) in Task 3a with the descriptions of four people (a-d).

a. TOM likes funny stories with cats. He wants to read a funny book and learn something new to surprise his friends.	<input type="checkbox"/>
b. EVA loves heart-warming stories in which families are happy together.	<input type="checkbox"/>
c. JOHN enjoys adventure books in which animals become friends and go through many challenges together.	<input type="checkbox"/>
d. KATY wants to read a book in which mysterious animals appear in unusual places.	<input type="checkbox"/>

c. In your notebook, write descriptions of readers ideal for the two books left.

Appendix 1



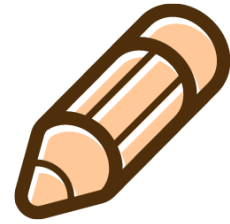
NAME 1 famous cat	NAME 1 famous dog	NAME 1 story with animals	NAME 1 movie with animals
NAME 1 thing animals can do in books	NAME 1 characteristic of companion animals in stories	NAME 1 character that is best friends with animals	NAME 1 place where characters meet animals in stories
NAME 1 type of companion animal from stories	NAME 1 thing animals can help people with	NAME 1 book with companion animals	NAME 1 companion animal from cartoons

MY BOOK REPORT

Written by: _____

The Book Title is: _____

The Name of the Author is: _____



The Book is about

Book cover:

A large, empty rectangular box with a simple black outline, intended for a student to draw the cover of the book they are reporting on.

The hero of the story:

A rectangular box with a simple black outline, smaller than the book cover box, intended for a student to draw the main character or hero of the book.

The hero of the story is

Lesson title: Credo, my loyal friend

Author: Lia Bezanidou

Language level: B1-B2

Age: 11-15

Duration: 75 minutes

Aims

The aim of this lesson is to:

1. raise Ss' awareness of an important issue
2. familiarize Ss with vocabulary related to GRIEF
3. develop vocabulary related to grief and feelings
4. improve Ss' speaking by engaging them in discussions related to grief
5. improve Ss' listening and writing skills: writing a story based on a song

What you will need: Laptop and projector; access to YouTube.

Teacher's notes

During the lesson

Stage 1

Write the word GRIEF on board.

Elicit the meaning of the word and then ask Ss to provide adjectives and feelings this word provokes. (At this stage we should not specify whether we refer to human's loss or animals') Show Appendix 1. Discuss and explain the unknown words.

Stage 2

Display the picture (Appendix 2) and let Ss read the words.

Ask: Have you ever experienced the feeling of losing a companion animal?

Then read the following:

When people who have never had a dog see their dog-owning friends mourn the loss of a pet, they probably think it's all a bit of an overreaction. After all, it's "just a dog." However, those who have loved a dog know the truth: Your companion animal is never "just a dog."

Ask: To what extent do you agree? Is it right to compare the loss of an animal with the loss of a human being?

Ss share their answers. Ask other students if they agree/disagree and why, so everyone gets the chance to participate and get practice with interaction using the language of opinions/agreement/disagreement (Examples of functional language in Appendix 3).

Stage 3

At this point, tell Ss they are going to read a real story written by Marina about her dog, Credo, who passed away in 2018 (Appendix 4). You can project it on the screen.

Ss may wish to express how this story makes them feel and comment on the bond people create with their four-legged friends.

Stage 4

Write the word *euthanasia* on board and elicit the meaning. Explain that it is a legal procedure performed by a veterinarian. Euthanasia may be recommended if your pet is diagnosed with a terminal illness or if they've been in a debilitating accident.

Discuss with Ss how difficult it is to take a decision like that and terminate the life of your companion animal even if you know that you are saving it from pain.

Stage 5

Music video

Divide the class into two groups: the 'A group' and the 'B group'.

Ss who are in group B should go outside the classroom and wait. This is a group activity in which Ss are challenged to retell the story they watch to their partners who are unaware of what the story is about. Listening, speaking and writing skills are combined to give the best result.

Tell group A that they are going to watch a video clip of a popular song. Tell Ss to watch the video attentively because they are going to tell the students in the B group the story in the video.

Ss watch the video (3:53 min).

Marshmello ft. Bastille- Happier <https://www.youtube.com/watch?v=m7Bc3pLyij0>

Ss from group B return to the classroom. Explain to Ss that they will need to work in pairs and write a story. Ss from group A retell the story they watched to Ss from group B. Allow 10-15 minutes for them to finish and ask if the story reminds them of anything.

Stage 6

Play the song again. Then ask Ss to read their stories. Have a quick vote for the best account of the video.

Stage 7

Ask Ss the following questions based on the video and encourage interaction.

1. How did the girl feel when she received her present?
2. What is the girl's relationship with her peers? (She believes she is not accepted, she feels unconfident.)
3. How does her dog make her feel?
4. How does she feel when it is time to say goodbye?

Stage 8

Finally, show a picture made by a student who wanted to depict grief (Appendix 5).

Ask Ss if they can tell what the artist wanted to show. Draw their attention to all the details i.e. colours, shapes. Let them express their thoughts and then you can tell them that the picture shows a girl who has lost her dog but every evening she goes to the park they used to play and relives the memories with her friend. You can analyze the details by telling Ss that the pink colour shows there is hope, dark colours show the negative feelings. (You may wish to show Appendix 1 again) Elicit what other details Ss have noticed.

Volunteers may wish to draw a painting with the title "Loss of a companion animal".

What is Grief?

Feelings

- sadness
- anger
- guilt
- yearning
- shock
- jealousy
- loneliness
- helplessness
- anxiety
- tiredness
- worthlessness
- emancipation

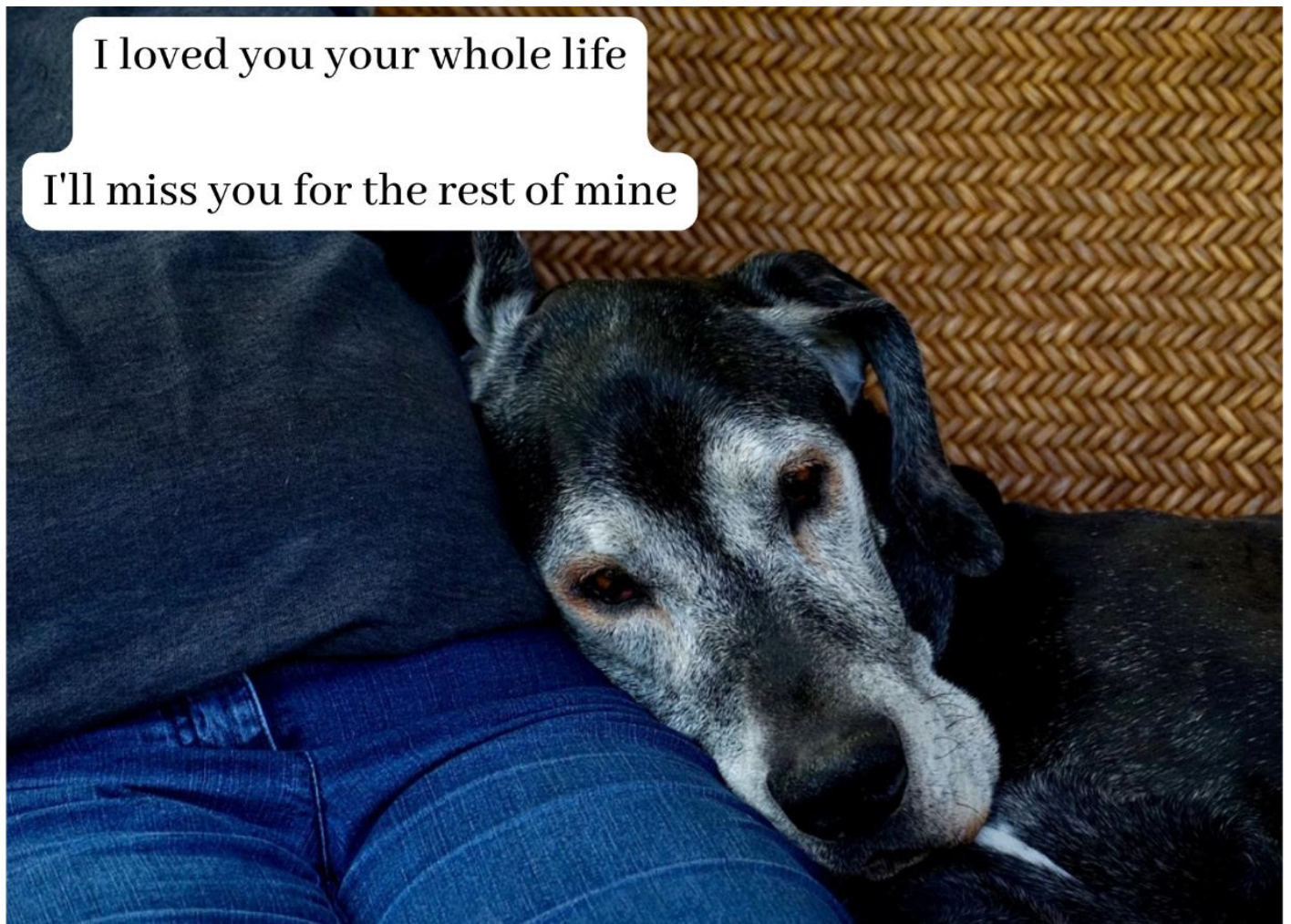
Behaviours

- sleep disturbance
- appetite disturbance
- absent mindedness
- dreams/nightmares
- searching
- crying
- hyperactive
- avoiding reminders

Physical Sensations

- Hallowness in stomach
- tightness in chest
- breathlessness
- lack of energy

Appendix 2



Credits: Photo on [Pixabay](#)

Appendix 3

FUNCTIONAL LANGUAGE

Personal point of view

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...

Agreeing with an opinion

- You're absolutely right.
- Yes, I agree.
- That's a good point.
- I don't think so either.
- I'd go along with that.
- That's just what I was thinking

Disagreeing with an opinion

- I am afraid I disagree.
- I don't agree with you.
- That is not the way I see it.
- I don't think so. / I don't feel the same.

Appendix 4



Credits: Lia Bezanidou

Credo

When I was born Credo was already three years old. He was so cute! His eyes were of different colours. One was blue and the other was brown. My dog was unique. My parents named him Credo, which in Latin means “believe”. That was my dog, loyal and very smart.

I remember how I wanted to feed him grass. He didn’t like it and kept his mouth shut but he was so gentle and patient with me. Every evening my dad took him for a long walk and many times I joined them. I loved holding his leash! We had amazing moments and our Credo gave us all his love. One day something strange happened.

He stopped reacting to our calls and couldn’t walk. My parents called the vet who said there was nothing we could do. Credo was 11 years old and his heart was tired. We had to let him go. We cried and said goodbye to our friend.

I will always remember Credo. He taught me how to love unconditionally, how to be a real friend.

Marina, 12

Appendix 5



Lesson title: A stray's life in motion

Author: Charikleia Chalatzouka

Language level: A1+

Age: 9-11 years old

Duration: around 50 min

Aims

The aim of this lesson is to:

1. familiarise Ss with the concept of stray dogs
2. promote collaboration, critical thinking and self-expression through communicative language teaching
3. engage Ss in grammar practice (question formation)
4. help Ss consolidate target vocabulary (words related to the story of Toby and feeling related words)
5. foster creativity and experiential learning through the medium of theatre and drawing

What you will need: white cartons or papers (for puppets creation); colouring pencils, markers or crayons; puppet sticks; the “Toby to the rescue” story book or e-book; projector (optional); stray animal pictures of your choice (samples in Appendix 1); small pieces of paper; a movable chair

Teacher's notes

Stage 1

Ask Ss what it means to be stray (e.g to be lost, to be without a home – accept all reasonable answers). Also, introduce the term *companion animals*. Show photos of your own choice to Ss to initiate discussion (Appendix 2). Project them on a screen or show printed pictures). Ask some of the following questions:

- Do you see many stray animals in your town/city?
- How do you feel when you see a stray?
- What can we do to help them?

Stage 2

Read the story aloud. Get the Ss in groups of 2 or 3 to guess the story's ending through improvisation. The teacher should stop after mum's question to Nick “There will be a lot of work. Can you do it all, my boy?”

Stage 3

Engage Ss in a True-False comprehension task based on the story (alternatively engage them in a tic-tac-toe game in which students in teams - by means of a representative - take turns to play only when they get the right answer).

Indicative sentences

- Little Nick is scared when he sees Toby.
- Little Nick holds Teddy in his arms.
- Teddy is behind the trees.
- Toby is lost. He can't find his home.
- Little Nick's mum finds Teddy.
- Food and water. These are what you have to do to adopt a stray.
- You get a lot of love when you save a stray.

Stage 4

Write some of the following sentences on the board. Write down the missing words on small pieces of paper and hand them out randomly to Ss. Make sure each student has a piece of paper. There must be equal number of pieces of paper and Ss. Then, ask Ss to fill in the gaps according to the word written in their piece of paper.

1. Little Nick is in the He's got his favourite ... with him.
2. Little Nick likes ... and he goes very high.
3. Mummy puts little Nick in his ... and Nick puts Teddy on his
4. Sniff, sniff. My ... is ready. Just sit back and wait.
5. I am a I have no home.
6. Food and ... vet and Long ... every day. This is what you have to do to ... a stray.
7. You get a lot of ... when you save a

Extension: Ask Ss to convey the meaning of one of the sentences above through drawing. The rest of the Ss have to guess which sentence is portrayed.

Stage 5

Theatrical technique: The revealing chair

A student in role (Mummy, Nick, Toby) sits on a chair in front of the class. The rest of the Ss interview the student by asking things they would like to know related to their life or action.

Indicative questions:

- Who are you?

- How old are you?
- Have you got a companion animal?
- Are you happy now with Toby?
- What is your favourite hobby?
- What do you usually do with Toby/Nick/Mummy?
- Why are you so happy Toby/Nick?

Stage 6

Ss in role (Toby, Nick, Mum) act one of the following concepts out. The rest of the Ss have to guess the emotion conveyed through their performance.

- Nick is playing in the playground
- Nick can't find Teddy
- Mummy sees Toby
- Toby tells Nick that he is alone
- Nick asks his mum to take Toby home
- Nick takes Toby home

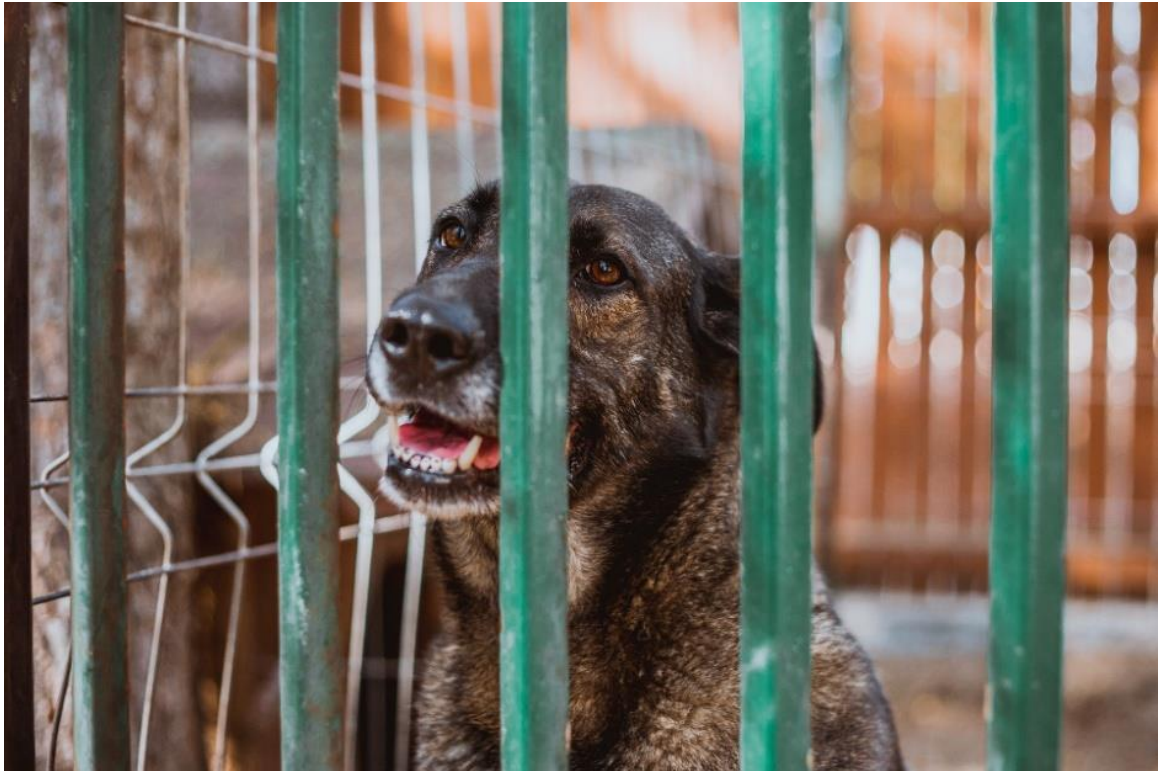
Follow-up activity

Work together with Ss to create the story's puppet characters using the white cartons and the sticks. Create any other character Ss may think of. Continue the story. Think of what happens after Nick returns home with Toby. Write a short dialogue and get the students dramatize it in groups using their puppets.

The main purpose of this lesson is to enable Ss to think creatively as well as explore the characters' feelings and thoughts through artistic expression.

Appendix 1

Stray animals



Credits: Photo on [Pixabay](#)



Credits: Photo on [Pixabay](#)



Credits: Photo on [Pixabay](#)

Appendix 2

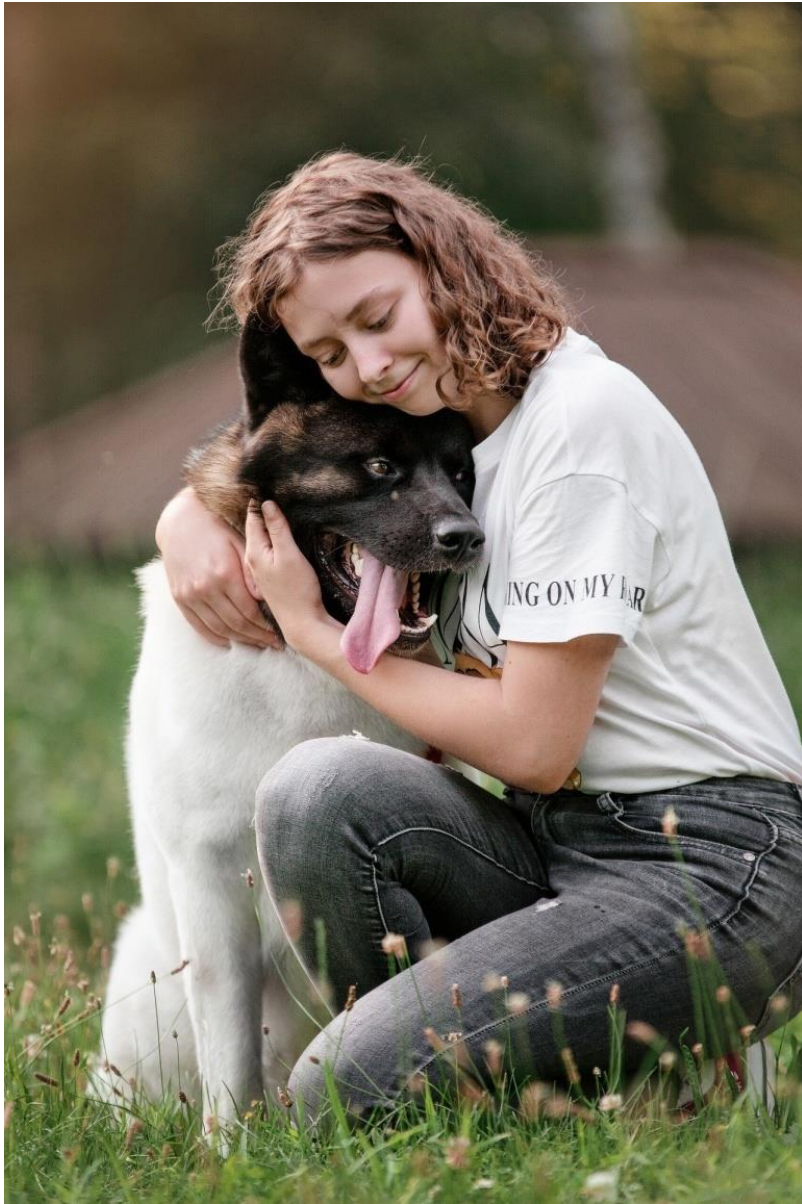
Companion animals



Credits: Photo on [Pixabay](#)



Credits: Photo on [Pixabay](#)



Credits: Photo on [Pixabay](#)

Lesson title: Children's love and care for stray dogs

Author: Admir Ibrahim

Language level: B1

Age: 12 – 15

Duration: 45 min

Aims

The aim of this lesson is to:

- practice the use of frequency adverbs and time expressions
- improve Ss' speaking skills (talking about how often they care about stray dogs)
- engage Ss in a discussion in order for them to express the love that they have for animals
- to enrich Ss' vocabulary (functional language)
- to raise Ss' awareness regarding stray dogs

What you will need: projector to show images in Appendix 1 to Ss; a set of cards in Appendix 2 per student (cut out, printed and laminated, so that they can be reused); a copy of Handout per student

Teacher's notes

Stage 1

Warm-up

Show two pictures (Appendix 1) to Ss and give them 1 minute to think and analyze critically what they see. Ask Ss to describe what they see in the pictures. Encourage Ss to be creative.

Stage 2

By this time, Ss have become aware that the lesson has to do with animals, specifically dogs. Explain to Ss the meaning of the word 'stray'. Then, open a discussion by asking Ss if there are stray dogs where they live and how much they care about stray dogs. You can ask more specific questions, such as: Do you feed stray dogs? Would your parents let you adopt a stray dog? etc.

Stage 3

Write the following adverbs of frequency and time expressions on the whiteboard, in the following order: *always, usually, often, sometimes, rarely, never, and every day/week, once/twice a week/day/month*. Give some useful instructions of using the frequency adverbs properly, e.g.:

Put the frequency adverbs after the verb "to be" – e.g. I **am always** late to work.

Put the frequency adverbs before the main verbs – e.g. I **always drink** coffee in the morning.

Stage 4

At this stage, Ss should already be able to know about what frequency adverbs are, and how they can use them in a sentence. Then, ask them questions using “How often...” and get them to respond using one of the frequency adverbs or time expressions.

Indicative questions:

- How often do you feed stray dogs?
- How often do you and your parents visit dog shelters?
- How often have you seen people giving love to stray dogs?
- How often have you seen people treating stray dogs badly?

Stage 5

Give to each of the Ss a set of colorful cards with the frequency adverbs and expressions on them (Appendix 2). Encourage Ss to prepare some questions for their peers which are related to stray dogs using “How often...”. Put Ss in pairs (Student A and Student B) and get them to make those questions to one another. Student A asks a question and Student B picks up the relevant card and uses the adverb/expression on the card to respond.

Optionally, Ss can pick random cards and then tell each other how they help strays with the frequency indicated on the cards they picked.

Stage 6

At this stage, draw Ss’ attention to word order in sentences with adverbs of frequency. Write the following examples on the board:

- a) I _____ in favour of the adoption of stray dogs. (always, be)
b) I _____ stray dogs when I go to the park with my parents. (usually, feed)

Answer key:

- a) *Correct answer: I **am always** in favour of the adoption of stray dogs.*
b) *Correct answer: I **usually feed** stray dogs when I go to the park with my parents.*

Explain to Ss that frequency adverbs should be put immediately after the main verb, except the verb *to be*.

Stage 7

Give a copy of Handout to each student. Explain that they need to fill in the gaps paying special attention to the word order. Emphasise that in many cases there is no right or wrong answer, e.g. one student can say that stray dogs often eat grass, whereas another believes that stray dogs sometimes eat grass. During

the next session check Ss' answers. You can also ask them further questions, e.g. Why do you believe that stray dogs are often afraid of people?

Handout

Use *always, usually, often, sometimes, rarely, or never* and the verbs in the brackets to complete the sentences about stray dogs.

1. Stray dogs _____ grass. (eat)
2. Stray dogs _____ in the day. (sleep)
3. Stray dogs _____ on two legs. (walk)
4. Stray dogs _____ very friendly. (be)
5. Stray dogs _____ .(speak)
6. Stray dogs _____ fish. (eat)
7. Stray dogs _____ people. (hurt)
8. Stray dogs _____ .(jump)
9. Stray dogs _____ leaves. (eat)
10. Stray dogs _____ afraid of people. (be)
11. Stray dogs _____ hungry. (be)
12. Stray dogs _____ meat. (eat)
13. Stray dogs _____ pets. (be)



EXCELLENT



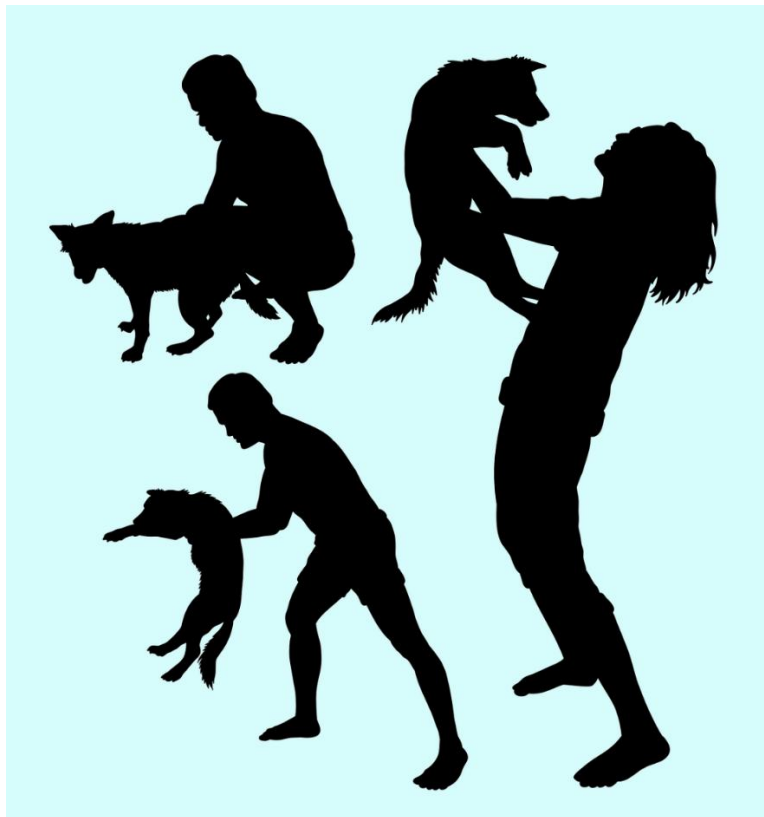
VERY GOOD



KEEP TRYING!

Credits: Images on Pixabay ([Left](#), [middle](#), [right](#))

Appendix 1



Credits:

Photo on [Pixabay](#) (top)

Photo on [Pixabay](#) (bottom)

Appendix 2



always	usually	often	sometimes
rarely	never	every day	once a week

Lesson title: I love you unconditionally

Author: Tanya Livarda

Language level: B1 and above

Age: 12 and above

Duration: 45-60 min

Aims

The aim of this lesson is to:

1. cultivate empathy
2. develop critical thinking
3. identify and understand the dog's emotions
4. revise and use the second conditional
5. engage Ss in discussion about their dogs (talk about companion animals and how they express their love)
6. improve Ss reading skills (read a poem)
7. improve Ss writing skills (create their own poems/short stories)

What you will need: technology necessary to project a video

(<https://www.youtube.com/watch?v=LfLvwje1Q7Q> 00:01- 03:34); technology necessary to project the pictures in Appendices 1 and 2; a copy of Handout per student

Teacher's notes

Stage 1

Warm-up

Display the poem (Appendix 1) written by a student with the title "I love you unconditionally". Ask what the word "unconditionally" means. If necessary, get Ss to look up the definition in an online dictionary. You can use a word cloud generator (like wordart.com or wordclouds.com) or Google jamboard to brainstorm and gather your ideas.

Stage 2

Ask Ss in what ways dogs show love to humans. Add these ideas to the cloud generator or the jamboard. After a short discussion, explain that you are going to project a video depicting dogs showing affection in different ways.

Explain that, as they are watching, Ss need to do Task 1 in Handout.

Answer Key: 1, 3, 4, 6, 9

Stage 3

Show Ss pictures in Appendix 2. In notebooks, Ss will write a caption for the picture of their choice (What is the dog trying to say?). Then, discuss. Each student can then read the caption and the rest of the class guess which picture the caption is for.

Alternatively, Ss can choose some of the pictures and write what happened before and after the picture was taken.

Stage 4

Ask Ss how they can show their companion animal that they love them. Get them to write their ideas down in their notebooks and then, share with the rest of the class.

Indicative answers:

Take your dog for a walk.

Feed your dog/cat.

Give your dog/cat some toys.

Hug your dog/cat.

Stage 5

Engage Ss in a discussion on the following topics:

1. What would happen if you were your dog for just one day? Write a few sentences.
2. Is your pet's love unconditional? Why or why not?

Optional

Assign the following task:

1. You can create your own poem or short stories (you can use the word cloud / jamboard that you have created).

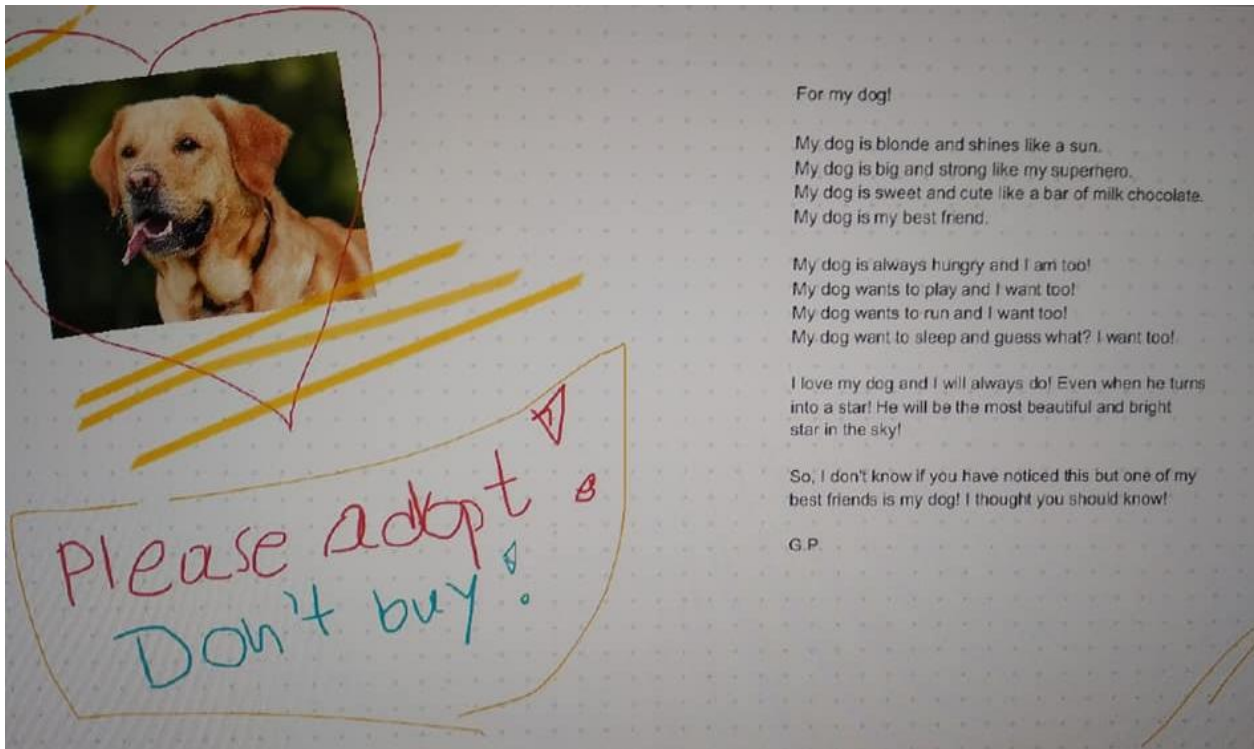
Handout

Task 1

Which of the following can you find in the video? Tick.

1. 'I am excited to see you.' ☐
2. 'I sit and sleep.' ☐
3. 'I bark at you in an excited way.' ☐
4. 'I move my tail up and down, left and right, round and round.' ☐
5. 'I bring you toys.' ☐
6. 'I gaze at you.' ☐
7. 'I am sad.' ☐
8. 'I don't want to play.' ☐
9. 'I hug you.' ☐
10. 'I want to sleep next to you.' ☐

Appendix 1



You can also find the poem [here](#).

For my dog!

My doge is blonde and shines like the sun.
My dog is big and strong like my superhero.
My dog is sweet and cute like a bar of milk chocolate.
My dog is my best friend!

My dog is always hungry and I am too!
My dog wants to play and I want too!
My dog wants to run and I want too!
My dog wants to sleep and guess what? I want too!

I love my dog and I will always do! Even when he turns into a star! He will be the most beautiful and brightest star in the sky!

So, I don't know if you have noticed this but one of my best friends is my dog! I thought you should know!

G.P.

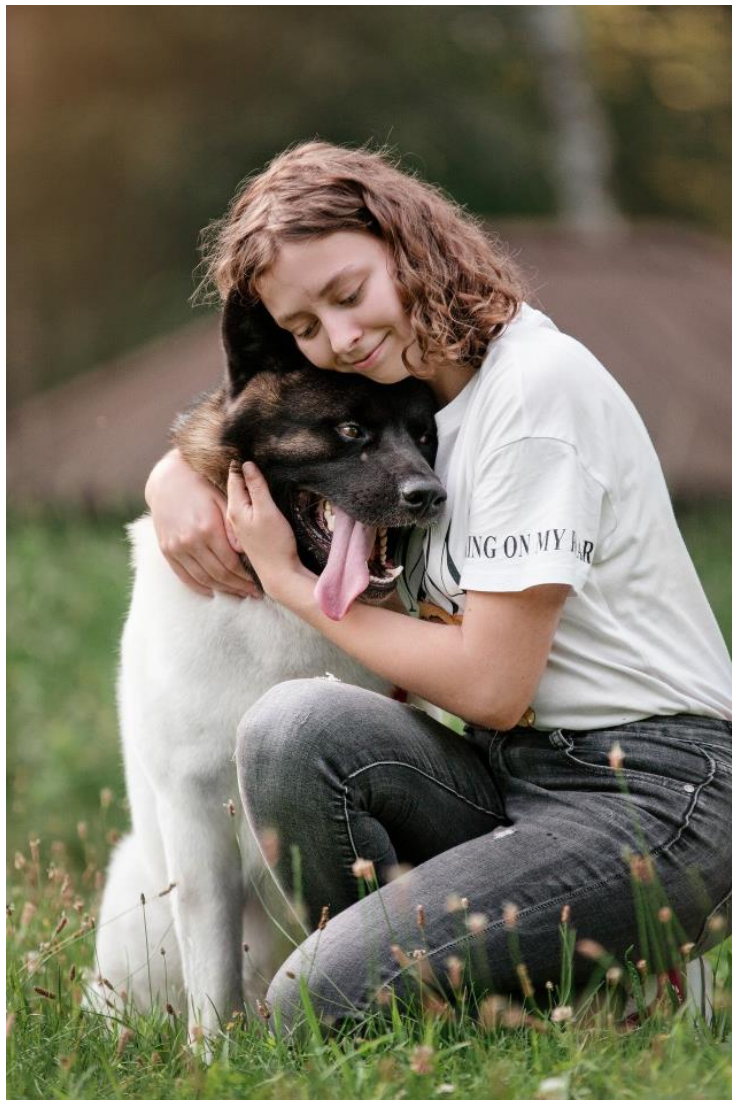
Appendix 2

1.



Credits: Photo on [Pixabay](#)

2.



Credits: Photo on [Pixabay](#)

3.



Credits: Photo on [Pixabay](#)

4.



Credits: Photo on [Pixabay](#)

5.



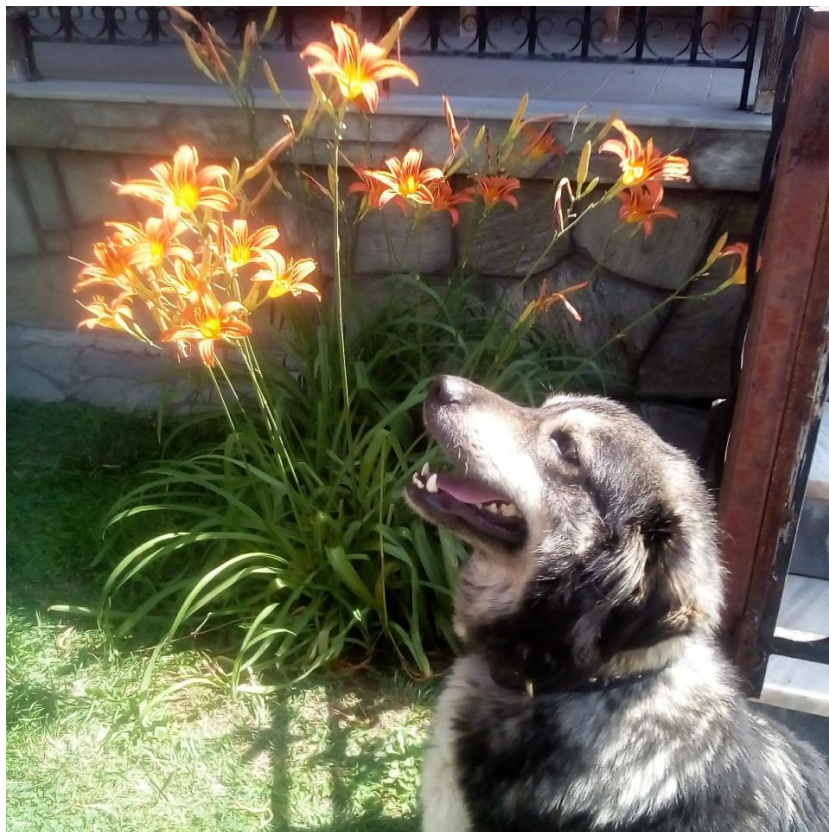
Credits: Photo on [Pixabay](#)

6.



Credits: Photo by Tanya Livarda

7.



Credits: Photo by Tanya Livarda

8.



Credits: Photo by Tanya Livarda

9.



Credits: Photo by Tanya Livarda

Language level: B1 – B2

Age: 12 – 15

Duration: 60 min

Aims

The aim of this lesson is to:

1. develop Ss' cooperative skills and develop their resilience as they make multiple attempts to solve puzzles/problems
2. develop Ss' critical thinking skills in problem-solving and math activities
3. encourage Ss' think differently from their usual mindset and combine ideas in novel ways
4. sharpen Ss' time-managing skills
5. increase Ss' awareness of the importance of helping and adopting stray dogs
6. demonstrate reading skills in English while skimming and scanning
7. improve Ss' speaking skills in English in terms of fluency and comprehensibility

What will you need: Preparation Guide; Answer Guide; 1 grey, 1 blue, and 1 green envelope per group; Printed and other material as indicated in the Preparation Guide

Teacher's notes

Stage 1

As a warm-up activity, put on the board the expression "Dogs are man's best friend for a reason". Ask Ss to discuss for 2 minutes, in pairs, whether they agree with this statement and what makes it true. Then ask some Ss to share their opinion with the whole class. Ask Ss whether they would like to have a dog as a friend? Are they ready to go on an adventure to adopt a dog?

Stage 2

Put Ss in working groups (optimally, maximum 6 Ss per group). When dividing Ss, use a grouping strategy to address distinct learning needs (based on Ss' interest, ability, and learning style). Do not tell Ss about the reason why you grouped them in such a way. Also, try to put groups (physically) far from one another so that groups do not copy from each other during the activity. You need to arrange desks before starting the class and put three colored envelopes in each group (1 grey, 1 blue, and 1 green). Answers to how to prepare the envelopes and what to put inside can be found in the Preparation Guide (*Appendix 1*). Make

sure to make the necessary preparations beforehand. The Answer Guide (*Appendix 2*) will help you to understand the whole activity better.

Read the scenario and rules of the activity together with Ss from the Player Guide (*Appendix 3*). Make sure that everything is clear before they start the activity. Each group should have 1 printed Player Guide on their desks and 1 pen/pencil.

Set the timer to 40 minutes and play some background music that will create the atmosphere of suspense.

Stage 3

Conclude the activity by reflecting as a whole class and discuss the process of how each group found clues.

To wrap up, ask whether in a real-life situation Ss would rescue and adopt dogs.

Appendix 1

PREPARATION GUIDE

For more preparation advice please watch: <https://www.youtube.com/watch?v=1ZuuN9ImLcw&t=34s>

GREY ENVELOPE MATERIAL AND PREPARATION:

- Printed file folders with Bella's and Max's files inside
- Printed photo
- Printed and cut 1 set of word columns
- Scissors


Put inside the grey envelope 2 printed files (one for Max and one for Bella), one printed photo, and 1 set of word columns (cut out and arranged randomly). Prepare one grey envelope for each group with the same material inside.

BLUE ENVELOPE MATERIAL AND PREPARATION:

- Printed "Math is Fun" Worksheet
- A blank A4 sheet of paper
- Invisible Ink Pen with UV Light

-Print one "Math is Fun" worksheet and put it inside this envelope.

-On a blank A4 sheet of paper, using an invisible ink pen with UV Light, write the following:

Snack =  Dog = U Bone = . Love = .

- Place the written A4 sheet of paper together with the invisible ink pen inside the envelope. Prepare one blue envelope for each group with the same material inside.

GREEN ENVELOPE MATERIAL AND PREPARATION:

- Printed "Dog's Body Language" Worksheet
- Printed and cut Scratch Cards, transparent tape, acrylic paint, brush, liquid soap
- Jar, jar lid, hot glue, rice, a key tag, a bottle cap, sticky notes
- Coin

- Print a "Dog's Body Language" worksheet and put it inside the envelope.

- Cut the scratch cards and cover only the bottom part of each card with transparent tape. In a place mix some acrylic paint with liquid soap. Paint the taped area with the mixture using a brush. Let it dry. Once dried, put the cards inside the envelope.

- Put a ¼ cup of uncooked rice in a see-through jar along with the following items: key tag with a . symbol drawn on it (make sure the sign cannot be erased) and a bottle cap with a U symbol drawn on it.

On top of the jar lid, draw the ☒ symbol and then glue the lid shut, in order for students not to open the jar, using the hot glue. If it fits, place the jar inside the envelope. If it does not fit inside, put the jar on top of the green envelope and tell students that when they open the green envelope they have to use the jar as a clue as well.

- Put a coin inside the envelope.

Prepare one green envelope for each group with the same material inside.

EXIT MATERIAL AND PREPARATION:

- A box that can be locked and that looks like a cage
- Congratulations Sheet
- Printed dog figures (one for each group member)
- Locker with 3 digits – to lock the box
- Printed Black Paper

Cut, print, and hide two copies of the Black Paper somewhere in the room! Hide them in two different locations e.g. under teacher's desk, in a shelf, under a book etc. In the black paper where it says: "The dogs are _____" write the place where you have hidden the locked box with the dogs inside.

Example: "The dogs are under the teacher's desk".

Note: Do not hide the black paper in the same place where you hide the box.

Print the dog figures and cut them accordingly. Print one congratulation sheet. Place the dog figures and the congratulation sheet in the box. Lock the box with a locker that has three digits. *The locker code should be: 356.* Decorate the box from the outside to make it look like a cage.

Optional: You can use a chest and lock the dog figures inside the chest instead of the box.

Materials that need to be printed are the following:



Name: Bella

Age: 2 years and 2 months old

Breed: Shorkie

- It is part of the mixed-breed dogs.
- It is a small size dog and very loyal.
- Its height is usually from 6 to 14 inches.
- It inherits characteristics from both dog parents.
- It weights from 5-15 pounds.
- It usually lives from 11 to 16 years.
- It is usually found in shelters and rescues. Remember to adopt!
- It alerts you if visitors come by.
- It is a sensitive dog!
- It loves you unconditionally.
- It is very easy to groom.
- It is intelligent and quite easy to train.

Credits: Photo on [Pixabay](#)

Text adapted from: <https://dogtime.com/dog-breeds/shorkie#/slide/1>

FILE 2 – MAX THE DOG - 1 COPY FOR EACH GREY ENVELOPE



Name: Max

Age: 4 years and 3 months old

Breed: Bullboxer Pit

- It is a combination of two breeds: the Boxer and American Pit Bull Terrier.
- They are active companions.
- They are fun loving and kind with children.
- They are sensitive.
- Their general health is excellent.
- They are usually 16 – 20 inches tall.
- Their weight goes up to 80 pounds.
- They are not very easy to train but they are intelligent.
- They live somewhere from 10 to 14 years.
- They need to exercise often.
- They are not very friendly towards unknown people.
- They do not tolerate cold weather.

Credits: Photo on [Pixabay](#)

Text adapted from: <https://dogtime.com/dog-breeds/bullboxer-pit#/slide/1>






PHOTO - 1 COPY FOR EACH GREY ENVELOPE



Credits: Photo on [Pixabay](https://pixabay.com/)

WORD COLUMN – 1 COPY FOR EACH GREY ENVELOPE



window		inside		ground	together
look		draw		the	ear
sky		at		brown	nose
choose		use		puppies	collar
bridge		water		stray	top

MATH IF FUN!



1. Find the missing numbers and then decipher the word.

2	4	6	_____
5	10	15	_____
1	3	5	_____
10	20	30	_____
30	20	10	_____

7 = A, 29 = B, 40 = C, 4 = D, 55 = E, 6 = F, 1 = G, 37 = H, 9 = I, 105 = J, 0
= K, 12 = L, 30 = M, 20 = N, 15 = O, 60 = P, 17 = Q, 77 = R, 8 = S, 200 =
T, 21 = U, 29 = V, 23 = W, 44 = X, 50 = Y, 26 = Z

DOG'S BODY LANGUAGE - 1 COPY FOR EACH BLUE ENVELOPE

Can you see from these pictures, how are the dogs feeling?

Find: a happy dog, a scared dog, and a relaxed dog.



1. _____



2. _____



3. _____

Credits:

1. Photo on [Snipstock](#)
2. Photo on [Snipstock](#)
3. Photo on [Snipstock](#)

SCRATCH CARDS - 1 COPY FOR EACH GREEN ENVELOPE

Cut the scratch cards and cover **only the bottom** part of each card (K E Y) with transparent tape. Paint the taped area as instructed in the Preparation Guide – Green Envelope.

CONGRATULATIONS SHEET – 1 COPY

CONGRATULATIONS

✂	SCARED	Y
✂	RELAXED	E
✂	HAPPY	K
✂		

YOU RESCUED THE DOGS!



BLACK PAPER – PRINT ONE COPY AND CUT

$$\begin{array}{c} \cdot \\ \hline \end{array} \cdot \cdot = 356$$

$$\begin{array}{c} \cdot \\ \hline \end{array} \cdot \cdot = 248$$

$$\begin{array}{c} \cdot \\ \hline \end{array} \cup \cdot = 154$$

The dogs are

.

$$\begin{array}{c} \cdot \\ \hline \end{array} \cdot \cdot = 356$$

$$\begin{array}{c} \cdot \\ \hline \end{array} \cdot \cdot = 248$$

$$\begin{array}{c} \cdot \\ \hline \end{array} \cup \cdot = 154$$

The dogs are

.

DOGS IN THE BOX/CAGE – PRINT AND CUT



Credits:

1. Photo on [Snipstock](#)
2. Photo on [Snipstock](#)
3. Photo on [Snipstock](#)
4. Photo on [Snipstock](#)
5. Photo on [Snipstock](#)
6. Photo on [Snipstock](#)

Appendix 2

ANSWER GUIDE

To watch the solutions please visit: <https://www.youtube.com/watch?v=liELHvbccLA&t=4s>

GREY ENVELOPE:

1. Put **the 4-piece puzzle** (word columns) together so that the lock icons align. They have to think of the columns as being labeled A-D from the left to right; and think of the rows as being labeled 1-6, from top to bottom.
2. The letters and numbers outlined by pairs of colored shapes on **the file sheets** reveal coordinates. The **yellow square** outline coordinates D-4 (which lead to the word 'collar'); the **orange square** outline coordinates A-2 (which lead to the word 'look'); the **blue square** outline coordinates C-2 (which lead to the word 'the'); the green square outline coordinates B-3 (which lead to the word 'at');
3. Unscramble the four words to get the message "look at the collar."
4. The · symbol is printed on the collar on the photo so it is the symbol needed from this envelope. Write this symbol in the grey bone in the Player's Guide.

BLUE ENVELOPE:

1. Complete the tasks in the "Math is Fun" Worksheet. Key:
2, 4, 6, **8** 5, 10, 15, **20** 1, 3, 5, **7** 10, 20, 30, **40** 30, 20, 10, **0**

The secret word: **SNACK**

2. After finding the secret word, use the UV Light of the Invisible Ink Pen to check for other clues.

In the blank A4 sheet of paper, while using the UV Light, one can read:

Snack = **⌘** Dog = U Bone = · Love = ·

This means that the **⌘** symbol is the one needed from this envelope. Write this symbol in the blue bone in the Player's Guide.

GREEN ENVELOPE:

1. Complete the "Dog's Body Language" worksheet by matching each dog photo with a word that describes their feeling. Answer: Dog 1 – happy; Dog 2 – relaxed; Dog 3 - scared
2. Each scratch card has a word in it (Happy, Relaxed, and Scared) and inside the envelope they are put randomly. Put them in the right order by matching the order of words in the scratch cards with the words in the worksheet i.e. Happy, Relaxed, and Scared. Use the coin to scratch and find a word (the word is: K E Y).

3. Using the jar, have a look at the key tag to find the symbol needed for this envelope. *This is the symbol that you can see:* · Write this symbol in the green bone in the Player's Guide.

EXIT

After finding all three symbols, (from the grey, blue, and green envelope) go around the room to find the paper that will help you convert symbols into numbers and show you the location of the cage. *Remember: The paper is black!*

When you find the black paper you can see the following:

$$\underline{\underline{\cdot}} \text{ 3 } \underline{\underline{\cdot}} = 356$$

$$\underline{\underline{\cdot}} \underline{\underline{\cdot}} \text{ 3 } = 248$$

$$\underline{\underline{\cdot}} \underline{\underline{\cup}} \text{ 3 } = 154$$

If you found the symbols in each envelope correctly, you should have the following order of symbols:

Grey · | Blue 3 | Green · which leads you to this code: 356.

At the end of the black paper you can learn the location of the dogs. Use that clue to go and find the dogs. When you find the box/cage, enter the numbers (356) into the lock and rescue the dogs. If you do not have the right code, you should go back to your group and figure out if you did any mistake.

If you manage to open the lock, you will find a congratulations letter and the dogs. Rescue and adapt them😊.

Appendix 3

PLAYER GUIDE

"You are a group of friends who are going to the dog shelter to adopt your most favorite dogs. When you get there, you see that ALL OF THE DOGS ARE GONE! Someone kidnapped them and put them in a cage. The cage has a code. While running away, the kidnappers lost a paper with the code of the cage written on it. The clues to find the paper are all around you! Get together and find the code so that you can rescue the dogs and adopt them. You only have 40 minutes' time to find your dog friends."

What should you do?

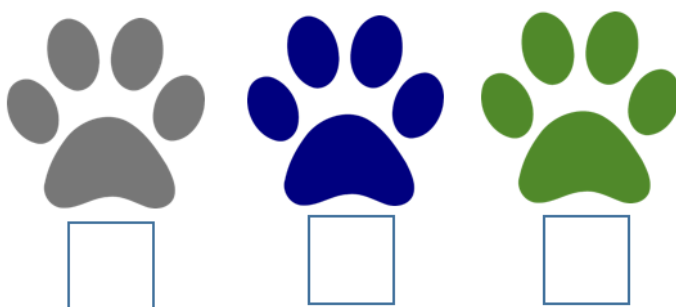
1. Use the colored envelopes and everything inside them, one envelope at a time, to solve the puzzles and find *three* of the following symbols U . ⌘ . U
2. Write the symbol you find in each envelope in the corresponding colored paw (look below)
3. Once you have all three symbols, find the paper that will help you convert symbols into numbers and show you the location of the cage. *Hint: The paper is black!*
4. Find the cage, enter the code, and RESCUE THE DOGS!

Rules:

Everything you need is on the table. Do not use your phones. Write ONLY in this paper and not in the puzzles. Do not cheat!

YOU ONLY HAVE 40 MINUTES!

WRITE THE SYMBOLS THAT YOU FIND HERE:



Language level: B1+ / B2

Age: 14-16

Duration: 55-60 min

Aims

The aim of this lesson is to:

1. improve Ss' animal-related vocabulary
2. practise adjectives when describing feelings / showing empathy
3. enhance Ss' speed-reading skills (finding synonyms- reading for specific information)
4. engage Ss in grammar practice - passive voice and past habit

What you will need: projector and loudspeakers to play the audio and video files (Stages 1 and 6); a copy of Handout per student

Teacher's notes

Stage 1

Warm-up

Ask Ss to close their eyes and imagine they are a stray animal. Tell them in a soft voice: You are hungry, dirty, you may even be sick. You are trying to find a safe spot to sleep when suddenly...

Play [this file](#) for a few seconds and ask them to think about their feelings at that moment and share them with the rest of the class. Ask them to use adjectives, e.g. sad, helpless, wet, cold etc.

Stage 2

Reading Activity 1

Separate the class into teams depending on the number of Ss. Have Ss read *Jackpawt!* from the Handout and ask them to guess the meaning of the highlighted words.

Stage 3

Reading Activity 2

Get Ss to play *Beat the Clock level 1*.

Ask Ss to read the first three paragraphs again. Can they find the synonyms for these words in less than 3 minutes? Each synonym gets 10 points. Explain to Ss that if all teams find all the words within the time limit, the fastest one gets 20 points for each word, the second fastest 10 and the third 5. In case there are more or fewer teams, you can adjust the points accordingly.

Answer key:

1. raining heavily (pouring)
2. very wet (soaked)
3. excitedly (enthusiastically)
4. moved closer (approached)
5. crazy (looney)
6. dog (pooch)
7. voluntarily (willingly)
8. pleased (delighted)

Stage 4

Grammar Activity 1

Get Ss to play *Beat the Clock level 2*.

Ss have to beat the clock and turn these sentences into active / passive voice in less than 5 minutes. Each correct answer gets 10 points. If all teams come up with the right answers within the time limit, the fastest one gets 20 points for each correct answer, the second fastest 10 and the third 5. In case there are more or fewer teams, you can adjust the points accordingly.

**Note: Explain to Ss that some sentences do not sound natural in the passive voice although they are grammatically correct (1, 2, 3 – the ones in bold) and have them discuss and decide which ones.*

Answer key:

ACTIVE VOICE	PASSIVE VOICE
1. The dog quickly approached us.	<i>We were quickly approached by the dog.</i>
2. We gave her food and fresh water.	<i>She was given food and fresh water. /</i> <i>Food and fresh water were given to her.</i>
3. No one can resist her.	<i>She can't be resisted.</i>
4. <i>Loud noises don't bother her anymore.</i>	She isn't bothered by loud noises anymore.
5. <i>We / People have given her a lot of love and affection.</i>	She has been given a lot of love and affection.
6. <i>People often tell us that she is perfect.</i>	We are often told that she is perfect.

Stage 5

Grammar Activity 2

Get Ss to play *Beat the Clock level 3*.

Teams are given 5 minutes to read Evita's note, complete the gaps with the given words, practising different ways of expressing past actions / states, and then, match the columns. Each correct answer gets 10 points. If all teams come up with the right answers within the given time limit, the fastest one gets 20 points for each correct answer, the second fastest 10 and the third 5. In case there are more or fewer teams, you can adjust the points accordingly. The team that has collected the most points wins.

Answer key:

1. I was so thirsty and hungry	c
2. I used to be swollen	d
3. I didn't use to have a roof over my head	f
4. I wasn't used to sleeping on a soft bed or a sofa	e
5. I would duck every time someone talked around me	b
6. I still haven't got used to hearing chains rattling,	a

a. as it brings up bad memories.
b. because I thought they would hit me.
c. that I even ate dead fish that I found buried in the sand.
d. and it looked like I was carrying puppies.
e. and it took my parents a while to persuade me to do so.
f. which made it hard for me to feel carefree and sleep a lot.

Stage 6

Homework

After projecting the [video](#) with Evita's photos, ask Ss to write in their notebooks a paragraph based on Evita's feelings before and after her adoption. They can share their paragraph with their classmates during the next class. Encourage them to use *adjectives* and *used to/would* to express past habits.

Suggest starting like this:

When I was a stray, I often felt lonely and scared. My life changed for the better when I adopted my parents, Anna and Yannis. I felt really ...

Handout

Task 1

Read the text and guess the meaning of the highlighted words.



Jack🐾t!

June 13th, 2016

It was pouring that night. I remember saying to my husband, Yannis, while looking at her all curled up on the floor, “I am so glad she came along. Just the thought of her being out there in such bad weather, getting soaked... I would definitely go back to look for her...” But let’s take it from the beginning.

It was a cloudy Monday morning and it was not very hot. However, instead of staying home, we decided to go to our favourite beach and spend the day there. Fidel, our senior dog, loved the sea so he agreed enthusiastically. When we arrived, the beach was not crowded at all, there was just a couple lying on the beach and a dog running happily close to them. It quickly approached us. She was a looney pooch with no collar, so we asked the couple her name. “We have no idea. She’s not ours”, they replied. “We found her here.” And this is where it all began.

“Doesn’t she look **swollen**? She may be pregnant you know...”, I said, and we invited her to sit close to us. We spent most of the day together, we gave her some of both our and Fidel’s food and fresh water and after hours of **stroking**, when it was time to leave, she followed us. We didn’t want to force her into the car so we let her make her own decision. She passed by it but when she saw us open the doors and Fidel got in, she rushed in willingly! “She’s coming with us,” I said with tears in my eyes and Yannis agreed, “Yes, she is.” A few hours later, when the rain started, we were all delighted to be safe, dry and warm at home.

Evita wasn’t pregnant after all. It turned out that she was **spayed** and the **swelling** was the result of parasites, which was dealt with the right medication. Her teeth were not in good condition but other than that, she was a healthy two-year-old. Her behaviour changed gradually. At first, she was really shy but she felt secure enough to sleep for hours. She preferred sleeping on a doormat and it took us six months to convince her that it’s perfectly fine to lie on our bed or the sofa. She was afraid of loud voices - every time someone raised their voice, she just **ducked** as if they were about to hit her. She also hated the noise of chains or bells, in fact, they still make her feel uncomfortable and she always starts barking, even when she is fast asleep. We cannot be sure of what had happened to her during the first two years of her life but, obviously, Evita was used to being around people. She had either got lost hunting **prey**, as she is a **mixed-breed** hunting dog, or she had been abandoned. She was not microchipped and since no one was looking for her on websites or posters on the streets at the time, she was officially ours. Or should I say, we were officially hers as she is the one who adopted us!

From then on, our fantastic journey together began. She is so sweet, sociable and adorable that no one can resist her. She is such a **greedy** eater that she’s always begging passers-by or people sitting at cafés for food and they are all willing to give her a treat! ☺ She loves sleeping on the sofa at home and on sunbeds in the summer and she isn’t bothered by loud voices anymore. She has been given so much love and affection that she has turned into a balanced dog and we feel absolutely fortunate and grateful to have found her. She has been there for us in good times and bad times, supporting us, making us laugh, even bringing us close to dearest friends we now have thanks to her, people we may never have met and loved if it hadn’t been for her.

We are often told that Evita is the perfect dog and everybody would like to have a companion animal like her. Well, we couldn’t agree more! We really hit the jackpot that day and it was definitely a win-win situation!

Task 2

Beat the clock level 1

Read the first three paragraphs again. Find the synonyms the words below in less than 3 minutes.

1. raining heavily
2. very wet
3. excitedly
4. moved closer
5. crazy
6. dog
7. voluntarily
8. pleased

Task 3

Beat the clock level 2

Beat the clock and turn these sentences into active/passive voice in less than 5 minutes.

ACTIVE VOICE	PASSIVE VOICE
1. The dog quickly approached us.	
2. We gave her food and fresh water.	
3. No one can resist her.	
4.	She isn't bothered by loud noises any more.
5.	She has been given a lot of love and affection.
6.	We are often told that she is perfect.

Task 4

Beat the clock level 3

You have 5 minutes to complete the gaps with the words/phrases in the box, practising different ways of expressing past actions/states and match the columns.

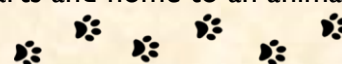
used to	wasn't used to	would	haven't got used to	didn't use to	was
---------	----------------	-------	---------------------	---------------	-----

My name is Evita and I am almost eight years old. I live in a flat with my parents, whom I adopted on a beach 6 years ago. Life has not always been easy for me.

1. I so thirsty and hungry		a. as it brings up bad memories.
2. I be swollen		b. because I thought they would hit me.
3. I have a roof over my head		c. that I even ate dead fish that I found buried in the sand.
4. I sleeping on a soft bed or a sofa		d. and it looked like I was carrying puppies.
5. I duck every time someone talked around me		e. and it took my parents a while to persuade me to do so.
6. I still hearing chains rattling,		f. which made it hard for me to feel carefree and sleep a lot.

But all this is behind me now, I am thankful and I show it every day!

If you enjoyed my story and perhaps feel a bit jealous, open your arms, your hearts and home to an animal with no family and you never know, you may, too, hit the jack-paw-t!



Language level: A2

Age: 10-12 years old

Duration: around 45 min

Aims

The aim of this lesson is to:

1. familiarise Ss with the concept of neutering related to the well-being of animals
2. promote critical thinking about reproduction of pets/relate it to the issue of stray dog adoptions
3. instill compassion for shelter animals
4. engage Ss in grammar practice (comparatives, superlatives)
5. present and consolidate vocabulary related to describing animals

What you will need: projector and screen; photos of the four dogs as puppies and as grown-ups

(*Appendices 2 & 3*) either printed out and laminated (so that they can be reused) or projected on screen; optional – a copy of handout (*Appendix 1*) per student (*Appendix 1* can be also projected on screen)

Teacher's notes

Stage 1

First, brainstorm target vocabulary: neuter, puppy, grown-up/adult, breed, raise, adopt, shelter.

Then, ask Ss to read the text (*Appendix 1*) and check if the sentences below the text are right or wrong.

Answer key:

1. Irma has got a lot of babies. ☐ T
2. Irma enjoyed raising her puppies. ☐ F
3. People take Irma out for walks. ☐ F
4. Some of Irma's children are strays. ☐ T
5. Irma needs our help to find her children. ☐ T

Stage 2

Brainstorm vocabulary describing animals' both physical appearance and character, e.g. long-haired, floppy ears, fluffy, dotted, watchful, cuddly.

Write the following descriptions on the board:

- 1: protective, loyal, small, black-brown, fluffy, long-haired
- 2: watchful, fast, big, brown, floppy ears, long-haired
- 3: stubborn, naughty, medium sized, yellow and white short-haired

4: shy, cuddly, small, white and brown, dotted, short-haired

Then, ask Ss to look at the photos in Appendix 2 and match them with the descriptions.

Answer key:

1 – Marie

2 – Nova

3 – Dino

4 – Fidel

Alternatively, you can ask Ss to match the puppies (1-4) with the grown-up dogs (A-D) (Appendix 3). Ask them to describe the dogs in order to justify how they paired the dogs up, e.g. I think puppy # 1 is now dog B because they both have floppy ears. Accept all reasonable answers.

Answer key:

1 – B

2 – D

3 – A

4 – C

Stage 3

Ask Ss to compare the four puppies/dogs. You can start by writing a few ideas on the board.

Indicative sentences:

1. Mary has got a fur than Dino. (fluffy)
2. Nova has got the ears of all. (long)
3. Fidel is the of all. (shy)
4. Fidel has got legs than Marie. (long)
5. Dino is the of all. (sad)

Answer key:

1. Mary has got a *fluffier* fur than Dino.
2. Nova has got the *longest* ears of all.
3. Fidel is the *shiest* of all.
4. Fidel has got *longer* legs than Marie.
5. Dino is the *saddest* of all.

Follow up activities

Ask Ss to look at the photos of dogs as grown-ups.

1. Engage Ss in a conversation about where they think the dogs are living now.
2. Ask Ss to write down which dog they think is the happiest, the luckiest and why.

You can help Ss with the following vocabulary: shelter, yard, home, mountains, street.

Play a game: Tap the right word, the fastest wins.

Write the following adjectives on the board: *loyal, naughty, friendly, angry*.

Divide the class into two teams. Choose one person from each team. They must stand at either side of the board facing the class.

Read the following sentences, one point at a time:

1. I like playing with my dog. He is
2. The man was scared at the sight of the dog.
3. My dog will never leave me. He is
4. The puppy made a mess in the house. She was really

Every time, ask Ss to find the appropriate keyword to complete the sentence. At the sound of three, the student must turn around and tap the right word.

You can make your own set of sentences and adjectives that can fill the gaps.

Appendix 1 (Handout)

Task 1

Read the text and mark the sentences below **T** (True) or **F** (False).

Hi!

I am a female dog and I am not neutered. I hope you know what that means. I can explain shortly.

I live with a family, but they don't take a good care of me. They let me walk alone in the streets and I often get pregnant. I never enjoy raising my babies because they take them from me too soon. They give my babies to people as gifts.

Sometimes, they sell the prettiest ones to make money. Some of my babies end up as strays, others in shelters ...

I would so much like to see all of my children, but I know that it is not possible. Can you help me find these four? They are not puppies now – they are grown-ups. Their names are Dino, Nova, Marie and Fidel. I remember what they looked like and what character they have. It would be good to know that they are leading happier lives than me!

Oh, and it would be a great help if you told people to stop buying pets. Adopting is the kindest act!

Best,

Irma, a stray



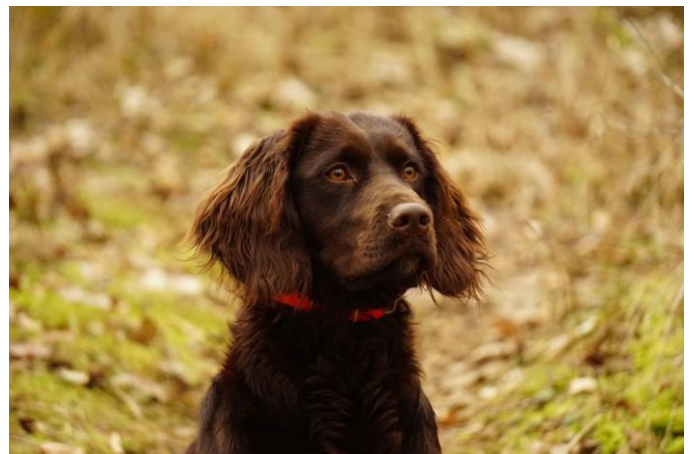
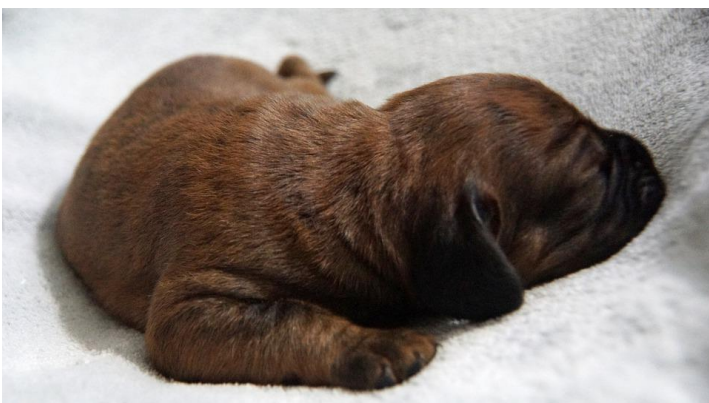
1. Irma has got a lot of babies. ☐
2. Irma enjoyed raising her puppies. ☐
3. People take Irma out for walks. ☐
4. Some of Irma's children are strays. ☐
5. Irma needs our help to find her children. ☐

Appendix 2

DINO



NOVA



MARIE



FIDEL



Credits:

Dino (left) – Photo on [Pixabay](#)
Dino (right) – Photo on [Pixabay](#)
Nova (left) – Photo on [Pixabay](#)
Nova (right) – Photo on [Pixabay](#)
Marie (left) – Photo on [Pixabay](#)
Marie (right) – Photo by Elisavet Piperidou
Fidel (left) – Photo by Elisavet Piperidou
Fidel (right) – Photo on [Pixabay](#)

Appendix 3

1



A



2



B



3



C



4



D



Lesson title: The role of companion animals in enhancing human well-being

Author: Irina Pomazanovschi

Language level: B1+

Age: teens

Duration: 45 min

Aims

The aim of this lesson is to:

1. allow Ss to identify and classify advantages of having a pet for human well-being (generate ideas, think critically and creatively, foster decision-making skill, develop listening for specific information in the video and filtering the key ideas)
2. develop the ability to formulate a personal benefit for having a companion animal and to make evidence-based decisions
3. discuss how animals can make human life better (work collaboratively, share ideas, demonstrate persistence in working with a problem at hand)
4. suggest a companion animal for a certain person (develop speaking, critical thinking and negotiation skills; analyse, compare and contrast information)

What you will need: laptop with internet connection; speakers; whiteboard; markers; presentation available via the QR code on the right or at shorturl.at/gmBS1 (screenshots of the entire presentation are provided in Appendix 1 below); printed cards for 4 groups – Appendix 3; printed and cut the statements – Appendix 2; optional: students' photos



Teacher's notes

Before the lesson

Cut up the materials in Appendix 2 into strips and in Appendix 3 into four cards in advance. You can laminate them, so that they can be reused with many groups of Ss.

Also, Ss can be asked in advance to bring a photo of their animal for a mini photo exhibition in class, in order to create the atmosphere of the lesson.

During the lesson

Stage 1

Warm up

Demonstrate slide 1 and ask Ss to predict what is hidden in the pictures. After Ss have made their guesses, with the click of a mouse, the blue circles will disappear, and Ss will be able to see what was hiding

behind them. Encourage Ss to comment on their predictions (Were they right or wrong? Etc.) and guess what the topic of the lesson is going to be. After that, present the topic and lesson objectives. – slide 2

Stage 2

Lead-in

Divide Ss in pairs and ask them to discuss the questions below – slide 3 can be projected for the entire class on the screen.

1. Do you have a pet? How old is it? Where did you get it from?
2. If you don't have a pet, why not?
3. What are the pros and cons of inviting a companion animal into your family?

Discussion debriefing – check who has a pet and brainstorm on the board some advantages and disadvantages of having a pet.

Stage 3

Invite Ss in groups of 3-4 to complete the table (slide 4) about benefits of owning a pet.

I know that having a pet has ...		
Physical advantages	Psychological advantages	Psychosocial advantages

Stage 4

Divide the board into 2 columns – yes/no - and randomly distribute the following statements on slips of paper among the students (Appendix 2):

Yes or No

1. Interaction with animals can increase self-confidence and lower blood pressure.
2. Bonding with animals can reduce medical complaints and health care costs.
3. Dog owners do not suffer from anxiety and loneliness.
4. Cat owners are more likely to stay alive after a heart attack.
5. Going for a walk with a pet can stimulate conversations and contribute to a vitality in a community.
6. Rabbits and turtles can detect, sniff out the approaching illness, e.g. cancer.
7. Non-pet owners reported feeling more energetic.

Ask Ss to put the statement in the yes/no column and explain why they think so. Encourage Ss to provide details by asking:

What makes you think so?

How do you know? Etc.

Answer key: 1. Yes; 2. Yes; 3. Yes; 4. no – dog owners; 5. Yes; 6. no – dogs; 7. no – pet owners

Stage 6



Invite Ss to watch the video (QR or link) and discover if their predictions were correct.

Companion Animals and the Health of Older Persons -

<https://www.youtube.com/watch?v=odJWfSvkKxo>

Reflection

Project slide 6 and ask students to complete the sentence in their copybooks:

The most interesting thing that I have discovered about the role of companion animals in human well-being is that _____.

Invite some volunteers to share.

Stage 7

Divide Ss into 4 groups. Each group gets a profile of a person who is looking for a companion animal (Appendix 3). Get Ss to come up with 2 suggestions and explain their choice: Why do you think this person will enjoy the company of a companion animal? How will it benefit him/her?

Stage 8

Wrap up

Ask Ss to reflect about the lesson and their learning experience. – slide 7

- How did you feel today at the lesson?
- What did you learn?
- If we had this lesson again, what should we do differently?

Suggested extension activities (can be used as homework):

If you have a pet, tell your classmates about him/her (*presentation, video-show and tell, poster, photos*).

Appendix 1

Slide 1

Before the “click”:



After the „click”:



The role of companion animals in enhancing human well-being



Today we are going to:

- identify and classify advantages of having a pet for human well-being
- formulate a personal benefit for having a companion animal
- discuss how animals can make human life better

Lead in: think – pair – share



- Do you have a pet? How old is it? Where did you get it from?
- If you don't have a pet, why not?
- What are the pros and cons of inviting a companion animal into your family?

I know that having a pet has ...

Physical advantages	Psychological advantages	Psychosocial advantages

Companion Animals and the Health of Older Persons

<https://www.youtube.com/watch?v=odJWfSvkKxo>



video

The most interesting thing that I have discovered about the role of companion animals in human well-being is ...

Exit slip

- How did you feel today at the lesson?
- What did you learn?
- If we had this lesson again, what should we do differently?

Credits:

(Slide 1, Top left) Photo on [Pixabay](#)
(Slide 1, Top right) Photo on [Pixabay](#)
(Slide 1, Bottom left) Photo on [Pixabay](#)
(Slide 1, Bottom right) Photo on [Pixabay](#)
(Slide 2) Photo on [Pixabay](#)
(Slide 3) Photo on [Pixabay](#)



1. Interaction with animals can increase self-confidence and lower **blood pressure.**

2. Bonding with animals can reduce medical complaints and health care costs.

3. Dog owners do not suffer from anxiety and loneliness.

4. Cat owners are more likely to stay alive after a heart attack.

5. Going for a walk with a pet can stimulate conversations and contribute to a vitality in a community.

6. Rabbits and turtles can detect, **sniff out** the approaching illness, e.g. cancer.

7. Non-pet owners reported feeling more energetic.



Adam, 5 and Tim, 3 are two brothers.

They like to spend time outside and enjoy playing with water. They are very active. Their parents recently divorced and the boys live with their mom.



Brian, 29 is a painter. He is single. In his free time, he volunteers in the shelter for stray dogs. He lives in the countryside and has a big yard. His dog died a couple of years ago and he doubts he is ready for another one. It is difficult for him to talk to people; he is an introvert.



Lisa, 21 is a student of foreign languages and she works part time in a café. Almost every day she feels exhausted, as there is often too much on her plate. She is cheerful and funny but does not know how to relax and recharge her batteries. She rents a small flat and lives alone.



Maria, 68 is a widow. Her children live and work in another country, and they visit her once or twice a year. She feels lonely, but she knows she is capable of taking care of herself and someone else. However, recently, her eyesight has started to deteriorate. She plays the piano and used to work as a music teacher.

Credits:

(Top left) Photo on [Pixabay](#)

(Top right) Photo on [Pixabay](#)

(Bottom left) Photo on [Pixabay](#)

(Bottom right) Photo on [Pixabay](#)

Lesson title: Courtney, the mongrel

Author: Maria Stefanidou

Language level: A2 and above

Age: 9-14

Duration: 90 min

Aims

The aim of this lesson is to:

1. develop students' visual literacy
2. develop prediction skills and imagination
3. develop empathy and critical thinking
4. develop students' speaking skills in retelling a story
5. develop students' presentation skills
6. develop students' ability to provide constructive peer feedback

What you will need: picture book *Courtney* by John Burningham (a summary is provided below); access to Appendices 1 & 3 (in the format of flashcards or images projected on screen); Appendix 2 (one copy per pair/group) or Handout 1 (one copy per pair/group); Handout 2 (one copy per pair/group); Handout 3 (one feedback task per student); Handout 4-optional (one copy per student).

Summary of the plot: The picture book is about a scruffy old dog that nobody wants except two children who bring the mongrel home. The family discovers how lovable, caring and talented Courtney is, but one day the dog was nowhere to be found. Did he leave home? Why? Will he ever be back? Or perhaps he has never left.

Note: The above picture book is meant to be read aloud by the teacher to the students. Sharing a story through a picture book is a powerful process with enormous educational value. It is a dynamic experience with plenty of opportunities for students to join in and interact with the text and the accompanying illustrations. Words and pictures work together to create meaning and support learners' understanding.

Teacher's notes

Before the lesson

Familiarise yourself with the picture book and its content. Decide beforehand where you are going to pause in the story and which images you will draw Ss' attention to. In the following lesson plan, you will find some suggestions on questions you could ask about the illustrations and invite Ss to predict, imagine and ponder over issues related to animals.

Familiarise yourself with the materials in appendices and decide on how you are going to use them.

The following lesson plan is divided into three stages: Pre-sharing, While-sharing, and Post-sharing stage.

The Pre-sharing stage aims to generate Ss' interest, activate their prior knowledge, and elicit or introduce the necessary vocabulary items.

The While-sharing stage is the actual reading aloud part of the lesson during which Ss should be actively involved interacting with you and with the text.

The Post-sharing stage focuses on language and speaking skills development. Ss are engaged in activities designed to support and guide them to successful completion of a story-retelling task in the form of a class presentation.

During the lesson

Pre-sharing

Step 1

Tell Ss that they are going to listen to a story about an animal, but do not tell them what it is. Invite them to predict the character of the story and write their answers on the board.

Alternatively, you could cover the dog's image on the front cover of the picture book with a sheet of A4 paper leaving only the dog's nose visible, and ask Ss to guess the animal.

Show Ss the image of Courtney, the dog, on the front cover and ask questions to set the context and activate students' schemata.

Ask:

- *Does anyone in class keep a dog?*
- *What's her/his name?*
- *What colour is he/she?*
- *What does he/she like doing?*
- *What breed is the dog?*

At this point, introduce the following vocabulary items: pedigree, mongrel, thoroughbred. Ask further general questions such as:

- *What can dogs do?*
- *What do they need?*
- *Where can someone find a dog and take it home?*

Ss might come up with various answers depending on their level and age.

Indicative answers:

What can dogs do?

They can walk, run fast, play and fetch things. They can protect people. They can keep lonely people company. They can help blind people.

What do they need?

They need food, water, and a safe place to sleep. They need grooming and veterinary care. They need exercise, play, and love.

Where can someone find a dog and take it home?

At the animal shelter or on the street.

While-sharing

Step 2

Before you start sharing the picture book, make sure that Ss can see the illustrations well and can hear you clearly. If possible, have them sit in a semicircle around you.

Read the title: *Courtney* by Jonh Burningham.

Ask:

Do you think Courtney is a pedigree or a mongrel?

1st spread (Page 3)

Show Ss the image of the family on the 1st page and invite them to describe it.

Ask:

How many family members can you see?

Where are they?

What are they doing?

What do you think they are talking about?

For example, they may say that kids are asking their parents to get a dog.

Once Ss have made their predictions, read aloud the text on the page.

2nd spread (pages 4-5)

Read the text with the appropriate intonation. Change your voice when reading different characters' lines.

3rd spread (pages 6-7)

Ask: *Where are the children?*

Read the first line of the text on page 5.

Ask:

Why do kids ask for a dog that nobody wants?

Once Ss have made their predictions, read the rest of the text on the page.

4th spread (pages 8-9)

Read the text on page 8.

Ask:

Why do you think nobody wants Courtney?

Do you think parents will like Courtney? Why?

5th spread (pages 10-11)

Read the text with appropriate intonation and voice inflection.

Ask:

How do you think Courtney feels?

6th spread (pages 12-13)

Read the text with appropriate intonation and voice inflection.

Ask:

Why do you think Courtney left?

Where do you think he went?

How do you think children and parents feel?

7th spread (pages 14-15)

Read the text.

Ask:

What do you think Courtney has got in his trunk?

Allow Ss to make some guesses and then show them pictures of the things Courtney has in his trunk (Appendix 1). Alternatively, you could use some realia if possible.

Show the items one by one and ask:

Why do you think he needs an apron?

Why does he need waiter's clothes?

Why does he need the violin and the balls?

8th spread (pages 16-17)

Read the text.

Ask:

How does the family feel?

9th spread (pages 18-19)

Read the text.

Ask:

How does the family feel?

10th spread (pages 20-21)

Read the text.

Invite Ss to notice the illustrations on page 21 and have them name other things Courtney can do.

Before showing Ss the illustrations on spread 11, tell them that something terrible happened. Ask:

What do you think happened?

11th spread (pages 22-23)

Read the text with appropriate intonation and voice inflection.

12th spread (pages 24-25)

Read the text with appropriate intonation and voice inflection.

13th spread (pages 26-27)

Read the text with appropriate intonation and voice inflection.

Ask:

Do you think the policeman believed what kids told him?

Will Courtney come back?

14th spread (pages 28-29)

Read the text. Use the illustrations to support understanding.

15th spread (pages 30-31)

Read the text with appropriate intonation and voice inflection. Use gesture to support understanding.

Page 32

Read the text. Invite Ss to express their views on what might have happened.

Ask:

Who do you think helped the children?

Go back to spread 15 and ask Ss to notice the illustrations.

They will find the answer hidden there.

Post-Sharing

Step 3

Ask:

Is Courtney a common dog? Is he just a pet?

Introduce the concept of Companion Animals.

Depending on the level of Ss, you could ask, *How does the writer present the dog?* (As if he was a human being. / He presents him as a family member.) *Why do you think this happens? What is the message behind the story?* (Elicit the reflection that a dog doesn't have to be purebred in order to be lovable, loyal and a good companion.)

Language focus

Step 4

Elicit or remind Ss that we usually use Past Tenses when we tell stories and give them some examples of regular and irregular verbs in Simple Past form.

Tell Ss that they are going to revise and practise some irregular verbs that were used in the story.

Distribute Handout 1 and ask Ss to work in pairs and complete the past forms of the irregular verbs.

With lower-level Ss, you could cut out Appendix 2 into slips of paper, mix them up, and have Ss in pairs match the infinitive to the past simple form of the verbs.

Step 5

Elicit or remind Ss that a good story has a beginning, a middle and an end and that we usually use sequencing words or phrases to connect the events that occur in the plot.

Elicit or provide Ss with sequencing connectors such as the following:

One day/morning

The next morning/day

That morning/afternoon

Then

After that

Next

Later

Finally

In the end

Step 6

Write the following words/phrases on the board. You could also project them on screen as flashcards to further support your Ss (Appendix 3).

family

dog's home

pedigree

mongrel

kitchen

trunk

fire

police station

boat

oars

Divide Ss into pairs/groups and tell them that they are going to use those words to retell the story that they have heard. They will also have to use some of the irregular verbs of the previous activity (Step 4) (Appendix 2). Each person in pair/group has to narrate a part of the story. For example, student A retells the beginning, student B the middle, and student C the end.

Allow Ss some time (10 min) to prepare and rehearse for the task. Provide them with a story retelling worksheet (Handout 2) to help them organize their thoughts. Make it clear that this is a speaking activity and that they are not allowed to write their stories down. However, they could make some notes in the form of bullet points.

When the class is ready invite the first pair/group to present their story.

To keep the rest of the class engaged and give them a reason to listen, assign each student a feedback task to complete, so as to prompt them to focus on particular aspects of the presentations and help them offer constructive feedback. (Handout 3) The feedback tasks differ in terms of cognitive load, therefore assign them appropriately. Perhaps feedback task 1 could be completed by strong Ss.

Step 7

Once all pairs/groups have retold the story, Ss give a quick report on what they have heard and express their impressions about their classmates' work. Remind them how important it is to start with positive

comments about other people's effort and encourage them to always start with something that they really liked about the presentation.

Alternative way of retelling the story:

You could ask Ss to draw the core illustrations of the story (assign particular illustrations to different Ss) and then use those to reconstruct and retell the story as a whole class project.

Step 8

Teacher's Feedback

At the end of the lesson, provide your own feedback as appropriate.

Other possible activities/projects:

- Ss write a review of the book (Handout 4).
- Ss write a different ending to the story.
- Ss have a debate on one of the following topics:
 - Every home should have a pet.
 - Which makes a better pet? Cats or dogs?

For more ideas on how you can use a picture book in the classroom consult the following reference:

Ellis, G & Brewster, J (2014) *Tell it again! The Storytelling Handbook for Primary English Language Teachers*, British Council. Available online at: <https://www.teachingenglish.org.uk/article/tell-it-again-storytelling-handbook-primary-english-language-teachers>

Handout 1

Complete the past forms of the irregular verbs.

Infinitive	Past Simple
be	
begin	
break	
can	
catch	
come	
find	
get	
go	
lose	
put	
say	
see	
spend	
take	
tell	

Handout 2

Work in pairs/groups. Use the words in the box to retell the story of *Courtney*.

<i>family</i>	<i>dog's home</i>	<i>pedigree</i>	<i>mongrel</i>	<i>kitchen</i>
<i>trunk</i>	<i>fire</i>	<i>police station</i>	<i>boat</i>	<i>oars</i>

Each person in your pair/group has to narrate a part of the story. For example, student A retells the beginning, student B the middle, and student C the end.

Use the table below to organize your thoughts.

Retell the story

Title: _____

Author: _____

Characters

.....

....

.....

....

Setting

.....

.....

.....

Problem

.....

....

.....

....

Beginning	Middle	End

Handout 3

Listen to your classmates' presentations and complete the table below. Be ready to offer your feedback.

Feedback Task 1

Answer the following questions.	Group 1	Group 2	Group 3	Group 4
<i>Was there a beginning, a middle and an end?</i>				
<i>Were any important events left out?</i>				
<i>Were there any differences compared to the original story?</i>				
Comments:				

Listen to your classmates' presentations and complete the table below. Be ready to offer your feedback.

Feedback Task 2

Tick the connectors used.	Group 1	Group 2	Group 3	Group 4
One day /morning,				
The next morning/ day,				
That morning/afternoon,				
Then,				
After that,				
Next,				
Later,				
Finally,				
In the end,				
.....				
.....				
.....				

Listen to your classmates' presentations and complete the table below. Be ready to offer your feedback.

Feedback Task 3

Tick the verbs used.	Group 1	Group 2	Group 3	Group 4
<i>was / were</i>				
<i>began</i>				
<i>broke</i>				
<i>could</i>				
<i>caught</i>				
<i>came</i>				
<i>found</i>				
<i>got</i>				
<i>went</i>				
<i>lost</i>				
<i>put</i>				
<i>said</i>				
<i>saw</i>				
<i>spent</i>				
<i>took</i>				
<i>told</i>				

Listen to your classmates' presentations and complete the table below. Be ready to offer your feedback.

Feedback Task 4

Tick the words/phrases used.	Group 1	Group 2	Group 3	Group 4
<i>family</i>				
<i>dog's home</i>				
<i>trunk</i>				
<i>fire</i>				
<i>police station</i>				
<i>oars</i>				
<i>kitchen</i>				
<i>boat</i>				
<i>mongrel</i>				
<i>pedigree</i>				

Handout 4

Think about the picture book you have read in class.

Write your opinion about the story. Draw a picture of your favourite character.

Book review

Name: _____ Date: _____

Title of the book: _____

Author: _____

What is the book about? _____

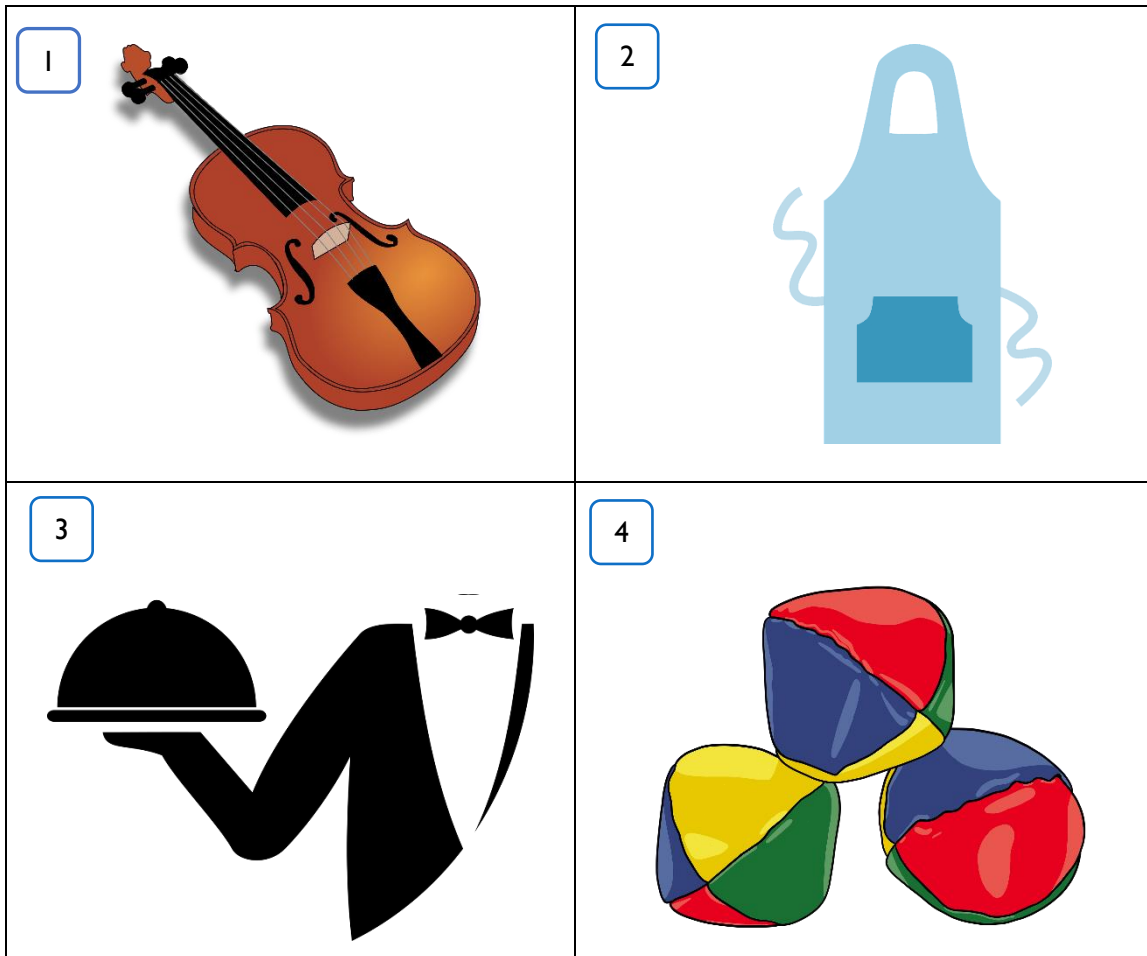
Who is the main character? _____

I like _____

I don't like _____

Draw a picture to show your favourite character or scene in the book:

Appendix 1



Credits:

1. Image by Clker-Free-Vector on Pixabay
2. Image by George Mutambuka on Pixabay
3. Image by Christopher Konrad on Pixabay
4. Image by Deutsch on Pixabay

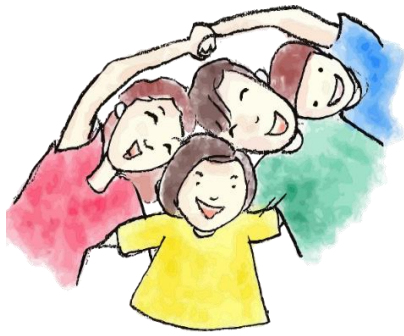
Appendix 2



Infinitive	Past Simple
be	was / were
begin	began
break	broke
can	could
catch	caught
come	came
find	found
get	got
go	went
lose	lost
put	put
say	said
see	saw
spend	spent
take	took
tell	told

Appendix 3

1



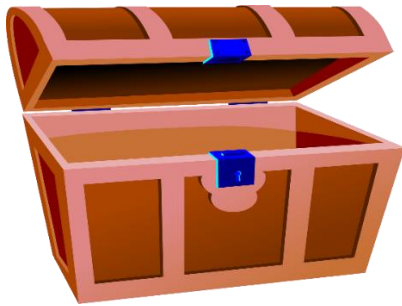
family

2



Dog's home

3



trunk

4



fire

5



police station

6



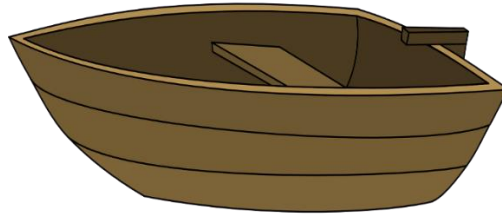
oars

7



kitchen

8



boat

9



mongrel

10



pedigree

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6. Image by OpenClipart-Vectors on Pixabay
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Acknowledgements

Cover images by Margarita Kosior and Dimitris Tzouris.

In the pictures:

👤 Evita and Cookie (Cookie is a former stray)

👤 Nikolas and Kostakis (Kostakis lives at [Stray Planet - Αδέσποτος Πλανήτης](#) and he is looking for a loving home)

👤 Dimitris and Riko (Riko lives at Stray Planet and he is also looking for a loving home)

Contact

If you would like to take part in the 2023 edition of the project, or support *Tales of strays* in any other way, please get in touch.

Website: www.talesofstrays.com

Profile: kosior.me

Facebook: [/margarita.kosior](#) & [/mktalesofstrays](#)

Instagram: [/margaritakosior](#) & [/tales_of_strays](#)

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#adoptastray #savealife