**Outline of Strong Kids Grades 3-5 with Adaptations to Therapy Dog Intervention**

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| **Lesson** | **Topic** | **Purpose and Objectives** | **Adaptations to Therapy Dog Intervention** |
| 1 | About Strong Kids: Emotional Strength Training | · Be introduced to curriculum  · Learn expected behaviours for participation in curriculum  · Begin to identify emotions  · Participate in the pre-test | Meet and greet therapy dog (introduce therapy dog with profile)  Introduce expected behaviours for working with therapy dog  Begin to identify emotions (look for body cues in therapy dog) |
| 2 | Understanding Your Emotions: Part 1 | · Develop the ability to identify physical feelings that occur with emotions  · Identify emotions on a continuum from comfortable to uncomfortable  · Measure the intensity of emotions | Students interact with therapy dog at the start, during and end of the lesson  Discuss situations when the therapy dog would feel calm or energised (physical feelings) and the emotions she may be feeling (content, happy, scared surprised)  Use example scenario with therapy dog: You just found out that the therapy dog’s good friend is seriously ill and at the vet. You think you might cry. You also notice that other people look sad too and you were told that feeling this way is normal. (show photo of therapy dog and her friend) |
| 3 | Understanding Your Emotions: Part 2 | · Identify thoughts and behaviours that occur with emotions  · Identify behaviours that communicate emotions in helpful and unhelpful ways  · Understand the way we communicate with others may affect our relationships  · Recognise that the way in which emotions are expressed depends on our backgrounds and the context in which we experience emotions | Students interact with therapy dog at the start, during and end of the lesson  Thoughts are Linked with Emotions: use picture of a child next to a dog with thought bubbles and feelings instead of Supplement 3.3- change sample script  Behaviours and Actions Can Communicate Emotions: connect to Therapy dog body cues and behaviours e.g., tail wagging, growling, tail between her legs  Identify the ways the therapy dog expresses emotions in different contexts |
| 4 | Understanding Other People’s Emotions | · Use context to consider how someone else may be feeling  · Practice taking the perspective of others  · Use scenarios to practise empathy | Students interact with therapy dog at the start, during and end of the lesson  Add photos of dogs showing emotions to Supplement 4.2 |
| 5 | Dealing with Anger | · List and describe the steps of an anger model  · Develop the ability to name and describe some primary anger management skills  · Apply anger management skills to situations | Students interact with therapy dog at the start, during and end of the lesson  Identify and discuss anger cues in the therapy dog and actions students should take and the actions the dog takes  What would make a dog angry? |
| 6 | Clear Thinking 1 | · Understand the influence of thoughts on emotions and behaviours  · Develop an awareness of their own thoughts  · Identify common thinking traps that affect behaviour, thoughts, and emotions | Students interact with therapy dog at the start, during and end of the lesson  Photo of a big dog instead of frog (supplement 6.1) and photo of a child with the big dog (6.2)  Refer to supplement 3.3 -thought bubbles with dog  Example of Black and White thinking trap: one dog once growled at you so you think that all dogs are mean and will growl at you  Change scenario with ‘pet’ to ‘dog’ |
| 7 | Clear Thinking 2 | · Develop the ability to notice or observe thoughts  · Discriminate healthy thought patterns that promote resilience from though patterns that may be less helpful and hinder social and emotional growth  · Learn and apply techniques to reframe thinking traps | Students interact with therapy dog at the start, during and end of the lesson  Connect reframing to our voice helping to soothe and regulate the therapy dog- starts with a lot of practice and instructions from the handler and then becomes a habit for the therapy dog, same as reframing for a student |
| 8 | Solving People Problems | · Learn ways to be aware of one’s actions and maintain a healthy attitude  · Distinguish between helpful and unhelpful decision-making strategies to resolve conflict  · Identify and apply the steps of a problem-solving model to resolve conflicts | Students interact with therapy dog at the start, during and end of the lesson  Use conflict example of photo of two children fighting over ball thrower as they both want to throw the ball to the therapy dog  One group role-model conflict resolution using ball thrower and therapy dog, share conflict resolution  Examples and nonexamples using this example, e.g., Nonexample is running off with the ball thrower or hiding it so the other child can’t use it  Work through conflict resolution steps as a class with therapy dog example: identify the problem, develop a plan evaluate the plan, implement the plan |
| 9 | Letting go of Stress | · Identify helpful and unhelpful stress and stress triggers  · Understand the effects stress can have on our emotional and physical wellbeing  · Learn the difference between realistic (achievable) and unrealistic (unachievable) expectations on ourselves that may produce stress  · Learn relaxation and coping techniques to reduce stress  · Learn how to choose helpful ways to manage and release stress | Students interact with therapy dog at the start, during and end of the lesson  Discuss the signs of stress in the Therapy dog and the cues  Discuss how patting a dog can reduce stress (cortisol) and increase oxytocin |
| 10 | Positive Living | · Understand the value associated with positive daily chores  · List some typical actions or behaviours that contribute to a healthy and positive lifestyle  · Distinguish between examples and nonexamples of positive life choices | Students interact with therapy dog at the start, during and end of the lesson  Connect having a dog to the Healthy Habits (supplement 10.3): In what ways does a dog contribute to your physical health? Emotional and mental health? Community connections? Family and social connections? Discuss |
| 11 | Creating Strong and SMART Goals | · Understand the importance of increasing and maintaining positive activities  · Increase an awareness of their own strengths and limitations  · Set SMART goals  · Monitor progress toward goals  · Develop resilience in the goal attainment process | Students interact with therapy dog at the start, during and end of the lesson |
| 12 | Finishing UP! | · Review lessons 1-11 content  · Develop an awareness of supports and safety networks  · Enhance an understanding of resilience and persistence  · Participate in the post-test | Students interact with therapy dog at the start, during and end of the lesson  Review therapy dog’s body cues and emotions |