

# ***Animal Asisted Therapy in the School***

## **Booklet**



Prepared by the European Erasmus+ project “A Magical Dream: Animal Assisted Therapy for disabled students”

Published 2019

“This project has been funded with support from the European Commission. This publication reflects the views only of the autor, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”

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## School Session Plan 1

<b>Grade/Group:</b>	1st grade
<b>Teacher:</b>	Beatrix Nagyné Barta
<b>Subject/Educational area:</b>	English lesson: Animals, Rooms of the house, prepositions (in, on)
<b>Key Goals:</b>	<ol style="list-style-type: none"> <li>1. Social contact (Team work, and co-operation, self-esteem)</li> <li>2. Psychological Benefit – Motivation, empathy</li> <li>3. Practicing English skills – Speaking, listening skills</li> <li>4. Practicing English grammar and structures – Using prepositions</li> <li>5. Science (Knowledge of biology)</li> <li>6. Sensory experience</li> <li>7. Physical benefits – Improvement of fine motor skills</li> </ol>
<b>Date:</b>	May, 2018.

Time	Activity, Animal, Equipment	Key Goal	Evaluation, measure, comments
10 min	<p><b>Introduction:</b> Greeting each other. Answering some general questions (weather, feelings...etc.)</p> <p><b>Word Game:</b> Students stand in a circle, they have to name an animal when the teacher touches their heads with a stick.</p>	1 3	Encouraging students to answer the questions and speak in English.
5 min	<p><b>Introducing the hamster:</b> We put the hamster into a big empty box. This will be the hamster's house. Remind the children how we need to approach the hamster. Children can touch the hamster with their fingers.</p> <p><b>Describing the hamster's physical appearance.</b> eg: It has got four legs. ...etc.</p> <p><b>Talking about the hamster:</b> What can it do? What food does it like? – Students look at some pictures and choose the right ones. eg. It can run. or It likes apples.</p>	2 3 5 6	<p>We put the hamster into a big empty box and follow how the children approach the hamster. We use a paper-roll to help the hamster going into the box. We take care of the hamster.</p> <p>Checking and correcting the English structures.</p> <p>Encouraging the students to make the hamster's house.</p>

	Students can feed the hamster with some vegetables.		
10 min	<p><b>Word Game:</b> Walking, walking... - Identifying the rooms of the house, and the pieces of the furniture using pictures. There are pictures on the desks, students walk around the desks and sing a song. When the song is finished the students stand next to a desk, look at the picture on the desk and say what it is.</p> <p><b>Categorising the pictures:</b> Students put the pieces of the furniture to the right rooms. eg. fridge – in the kitchen</p>	3 6	Checking, correcting the English words.
10 min	<p><b>Creating the hamster's house</b> We take the hamster out from the box and stick the pictures into the box inside.</p>	1 2 3 4 7	<p>Helping students' work and co-operation.</p> <p>We take care of the hamster.</p>
5 min	<p><b>Follow the hamster</b> We enter the hamster into his house, and follow it. We say where it is. eg.: It's in the kitchen. ...etc.</p>	2 3 4 6	<p>Checking, correcting the English structures and prepositions.</p> <p>We take care of the hamster.</p>
5 min	<p><b>Follow-up:</b> Decorating the house outside. Drawing how the students felt themselves in the lesson. Saying goodbye to the hamster.</p>	1 2 3 7	Students draw how they felt themselves in the lesson.

## School Session Plan 2

<b>Grade/Group:</b>	2nd grade
<b>Teacher:</b>	Beatrix Nagyné Barta
<b>Subject/Educational area:</b>	Free time activity: Craft activity (Making finger puppets)
<b>Key Goals:</b>	8. Psychological Benefit – Motivation, empathy 9. Practicing English skills – Speaking, listening skills 10. Sensory experience 11. Physical benefits – Improvement of fine motor skills 12. Reductions of stress 13. Increasing of attention and calmness
<b>Date:</b>	November, 2018.

Time	Activity, Animal, Equipment	Key Goal	Evaluation, measure, comments
5 min	<b>Introduction: Listening to the rhyme</b> Children listen to the teacher who says and mimes the English rhyme (about two little dicky birds). Then they discuss what they will make and how and what materials they will need. Their task will be to make finger puppets (birds).	1 2 3	Children take their coloured pencils, scissors and glue.
5 min	<b>Motivation: Introducing the parrot</b> The teacher brings the parrot in a cage into the classroom and introduces it to the children. Remind the children how we need to approach the parrot. Children can go closer to the parrot's cage. They can stand around the cage. The parrot will listen to the students while they will be working. <b>Describing the parrot's physical appearance</b> ( eg: its colours, parts of its body...etc.)	1  3  5  6	We take care of the parrot. We speak quietly, and we don't make any noise.    Encouraging the students to make their own dicky birds.
25 min	<b>Craft (Manual) activity – Making finger puppets</b>		



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	<p>There are paper birds next to the cage and students choose from them. Then they go to their desks and start working. They colour and cut out the puppets and stick them with glue.</p> <p>They can go to the parrot again and they can choose another paper bird when they are ready with the first one.</p>	1 3 4 5 6	<p>We help students and correct their work. (eg. cutting )</p>
5 min	<p><b>Telling the rhyme to the parrot</b></p> <p>Students stand around to the cage and tell the rhyme together to the parrot. They mime the actions with their finger puppets.</p>	1 2 5 6	<p>We help students telling the rhyme.</p> <p>We take care of the parrot. (volume, distance ...)</p>
5 min	<p><b>Follow-up (Evaluation)</b></p> <p>Choosing from different types of emotions.</p> <p>Students decide how the parrot felt itself in the lesson. They choose from „happy” and „sad” faces.</p> <p>Then students decide how they felt themselves and stand next to the „happy” or „sad” faces.</p> <p>Saying goodbye to the parrot.</p>	1 5 6	<p>We follow the students’ emotional choices.</p>

### School Session Plan 3

<b>Grade / Group</b>	2nd grade /Age: 7-8
<b>Teacher</b>	Boglárka Borsos
<b>Subject /Educational area</b>	developing lesson
<b>Key goals</b>	<ol style="list-style-type: none"> <li>1. mathematical thinking</li> <li>2. calculating skills</li> <li>3. space orientation</li> <li>4. relation words</li> <li>5. auditive attention</li> <li>6. oral comprehension</li> <li>7. tactile sensation</li> <li>8. fine motor skills</li> <li>9. motivation</li> <li>10. proper self-evaluation</li> </ol>
<b>Date</b>	29 January, 2019

Time	Activity, Animal	Key goal	Evaluation, measure, comments
1 min	Introducing the parrot. Children can have a look at the animal, free discussion.	Communication skills, oral expressiveness, motivation	
5 min	Children get paper discs that they have to place somewhere based on oral instructions, for instance: 'Put it under the cage.' or 'Put it on the right hand side of the cage.' After each task students give instruction to each other and check each other.	Space orientation, using and understanding relation words, making a difference between left and right, oral comprehension, auditive attention	discs
10 min	Different geometrical forms are clipped to the cage. Students have to choose the form described orally. At the back of each form there is a mathematical textual task. Students are expected to complete the task in written.	Mathematical thinking, calculating skills, reading comprehension	geometrical forms made of paper (circle, square, triangle, rectangle)
5 min	Students are given oral instructions, they only have to follow them if they start like this: 'The parrot says ...'	Auditive attention	
5 min	Children are given cards displaying different types of food. They have to decide which category the food	Mathematical thinking	cards with pictures on them

	words belong to: 1. parrot food, 2. turtle food, 3. parrot and turtle food.		
5 min	Students are expected to recognize with their eyes closed some of the vegetables and fruit mentioned in the previous task. After the game they can give one of them to the parrot.	Tactile sensation, linking cross channels	vegetables, fruit
7 min	Different types of seeds are poured into a small bowl. Students are expected to sort out a certain kind of seeds based on a mathematical open sentence.	Mathematical thinking, calculating skills, fine motor skills, tactile sensation	different kind of seeds, mixed
5 min	While one of the students leaves the classroom, the teacher with the other student hides a parrot treat somewhere in the room. Children have to instruct each other orally to find the hidden object. At the end of the game they can give the treat to the parrot.	Space orientation, using and understanding relation words, making a difference between left and right, oral comprehension	parrot treat
2 min	Closing the lesson, evaluation Children colour a smile on a paper prepared in advance, indicating how they felt and how they worked during the lesson.	Motivation, proper self-evaluation	tasksheet

## School Session Plan 4

<b>Grade / Group</b>	19 participants of LTT
<b>Teacher/ Assistant Professional;</b>	Silvia De Marco Class I A age 6/7 Lara Clignon
<b>Subject /Educational area</b>	Group of 19 participants of LTT in Project “Pets in their house” in Tavagnacco
<b>Key goals</b>	1.fluency, acquiring vocabulary; 2. talk about animals: “which ones can live in a house and which ones can’t?” 3. Outline the differences between wild and domesticated animals; 4.sharing ideas with mates; 5.identify 9 pets that can live at home with us and match them with their perfect shelter.
<b>Date</b>	

Time	Activity, Animal	Key goal	Evaluation, measure, comments
10 min	We talked about different animals we know. We did a Brainstorming at the blackboard, associating images and names. We introduced the new vocabulary.	1,2	
10 min	Through some questions we led the children to divide them into two groups: wild and domesticated animals. The children started a discussion about the differences between these two groups. Focusing on how a pet can help humans live better.	3,4	
20 min	They draw, in pairs, the 9 animals, each pair a different one. Than they introduced the animal to another group with the pre-tought sentence: “Hello, I’m a _____ - Which animal are you?”	1,5	
10 min	By using the computer we introduced to the class 9 different shelters and the children (divided into two groups) had to match them with the correct animal.	1, 4, 5	
15 min	In pairs they draw the 9 shelters, each pair the one belonging to their animal.	5	
10 min	We hang all the shelters drew by the children on the blackboard.	1 ,4, 5	

	<p>Then we mixed the animals drawings and handed them randomly. One to each pair. The game was to stand up, reach the blackboard and match the animal to its shelter. Functional vocabulary: "I'm a _____ - I live in a _____"</p>		
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## School Session Plan 5

<b>Grade / Group</b>	22 participants of LTT
<b>Teacher/Assistant Professional;</b>	Daniela Chiarandini Class 2D (secondary school) age 12-13 Silvia Magiri
<b>Subject /Educational area</b>	Group of 20 participants of LTT in Project “A magical Dream: Animal Assisted therapy for disabled students” in Tavagnacco
<b>Key goals</b>	1. developing pupils’ knowledge and basic skills: observation, verbal and non-verbal language 2. making them individuals who have an active role in society by developing their knowledge, ability and talent; 3. encouraging students and their families to adopt animals by having cooperation with foundations 4. developing pupils’ life skills: cooperation, assertiveness, creative thinking, empathy; 5. developing pupils’ sense of belonging to Europe
<b>Date</b>	

Time	Activity, Animal	Key goal	Evaluation, measure, comments
5 min	Presentation of the activities: the teacher shows the students some photos of a dog and asks them to answer to some questions to hypothesize the dog’s life	1	pc with projector; the questions are shared in the Google classroom
15 min	The students observe the photos and answer the questions (part of the work is done as homework)	1	The teacher invite them to consider all the visual information when they make their hypothesis
15 min	Students discuss their hypothesis and they choose only one answer for each question considering the answers of all the classmates	4	There’s a goal for the teacher too, i.e. understand students better through groupwork observation and the analysis of their production
10 min	The class meets the dog of the photos and its owner, Silvia Magri. The students interview Silvia in English asking her the same questions they answered looking at the photos	1,2,3,4	The students write Silvia’s answers

## School Session Plan 6

<b>Grade / Group</b>	19 participants of LTT
<b>Teacher/ Assistant Professional;</b>	Luning Pernarella Class V C age 10/11 Fawzia Marini
<b>Subject /Educational area</b>	Group of 22 participants of LTT in Project “A magical Dream: Animal Assisted therapy for disabled students” inTavagnacco
<b>Key goals</b>	1.fluency, acquiring vocabulary, understanding why a pet is important; 2.understanding what they look for in a pet; 3.sharing ideas with mates; 4.presenting one’s ideas and giving reasons for them
<b>Date</b>	

Time	Activity, Animal	Key goal	Evaluation, measure, comments
5 min	We welcome Martin. Instruct participants how to properly approach the dog and give him the order "give me 5" and “sit down”	1,2	Writes down interesting details and common ideas to use them afterwards
20 min	The children of V C class worked in small groups to observe the dogs, the body and behavior, measure the distance in and out of the school with the help of small squares which were painted by them on the sidewalk outside of the school yard when taking the dogs for a walk. Each child counted his steps until he reach at the front door of the school. They took pictures. Then, they went back in class, the children used this data to compare the results of their work and write a short description of the pets, using the correct vocabulary.	2,3	We follow whether the participants exactly compared the instructions
10 min	They referred to the new words that they met on the observations and on the game. They went on an educational walk around the streets of their school. They made observations they kept notes on everything they saw. They took photos. They went back in the classroom and they dealt with them. They solved problems, they made	3, 4	There’s a goal for the teacher too, i.e. understand students better through groupwork observation and the analysis of their production

	calculations, comparisons and descriptions.		
15 min	Being able to deal with one's emotions and start mastering them; discovering personal lacks and needs from an emotional viewpoint; learning to find a role and negotiate while working in team.	1, 4	Interaction with other students: the teacher is less and less the focus, they discuss more (analysis, criticism)
10 min	Drawing or sketch of Martin	3,4	papers and crayons, color ribbons, scissors; we exhibit works
10 min	Brushing, cuddling and greeting Martin	1,2	brush for dog combing

## School Session Plan 7

<b>Grade / Group:</b>	1st , 2nd 6th and 7th grade- 13 students
<b>Teacher:</b>	Maja Papst Milanović Božica Čajić
<b>Subject /Educational area:</b>	Students with intellectual disabilities , communication problems , autism, specific learning problems
<b>Key goals:</b>	<ol style="list-style-type: none"> <li>1. team work, cooperation-- social benefits</li> <li>2. improvement of fine motor skills- physical benefits</li> <li>3. sensory experience</li> <li>4. cognitive benefits</li> </ol>
<b>Date:</b>	November, 2018

Time	Activity, Animal	Key goal	Evaluation, measure, comments
10 min	Presentation of living conditions of plants and animals and their correlation (water, air, light, heat and food)	3	Computer, projector
20 min	<p>We ask students - What are the living conditions for animals? Are the same conditions for Gricko? Does the plants need the same conditions as animals? How are animals and plants related, how do they depend on each others?</p> <p>Worksheets - Upper Class Students complete a sheet of what would happened if animals or plants doesn't have any of the above mentioned living conditions.</p> <p>Worksheet-Lower class students will paint and cut the images of the living conditions necessary for Gricko's life.</p>	1,4	Computer, projector
20 min	<p>We explain to the students how to grow a young plant. Together we will make Gricko of sawdust, socks and wheat seeds. In the nylon socks we put the sawdust and wheat seeds. We will water it every day, and with the conditions of air, heat and light young wheat will grow. With young wheat we will feed Gricko.</p>	1,2,3,4,	

5 min	Students feed Gricko with fresh vegetables	1,2,3	
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## School Session Plan 8

<b>Grade / Group:</b>	1st , 2nd 6th and 7th grade- 13 students
<b>Teacher:</b>	Maja Papst Milanović Božica Čajić
<b>Subject /Educational area:</b>	Students with intellectual disabilities , communication problems , autism, specific learning problems
<b>Key goals:</b>	<ol style="list-style-type: none"> <li>1. team work, cooperation, communication and social skills-verbal and visual- social benefits</li> <li>2. improvement of fine motor skills- physical benefits</li> <li>3. improving mathematic skills- geometric objects</li> <li>4. sensory experience</li> </ol>
<b>Date:</b>	September, 2018

Time	Activity, Animal	Key goal	Evaluation, measure, comments
5 min	We go to the kitchen. The student say what kind of vegetables they like to eat.	1	
15 min	Participants divide in pairs. One participant from pair will cover his/her eyes and pull out one fruit or vegetable from the bag. Both participants together tries to find out what is it by using the senses of touch and smell. After that we put our vegetables on the table and then each participant from their own vegetable or fruit must cut out some geometric symbol.	1,2,3,4	eye cover cucumber, radicchio, salad knives and cutting boards
20 min	We return to the classroom. Each student carries his geometric symbol. On the floor is made arena with nine fields. Students are instructed to put together a wire fence around the arena. Students will receive the paper on which is drawn 9 fields as well as on the floor. Each student needs to put his geometric symbol in one of the 9 fields. The facilitator places the Guinea pig in the arena on A1 field.	1,2,3,4,	vegetable geometric symbols nine-field arena on the floor wire fence crepe tape eye cover

	<p>Students should follow the route of the guinea pig and draw it on their paper. Students are instructed to design a nine-field arena on the floor using the tape. With the tape they have to make the route of the guinea pig.</p> <p>One student will cover his eyes and the others will guide him to walk on the same route as the guinea pig walked using words like left, right, up, down, one step, two steps.</p>		
5 min	If they want, students can cuddle the guinea pig	1,2,4	

## School Session Plan 9

<b>Grade / Group</b>	1st , 2nd 6th and 7th grade- 13 students
<b>Teacher</b>	Maja Papst Milanović Božica Čajić Dejana Varnica
<b>Subject /Educational area</b>	Students with intellectual disabilities, communication problems, autism, specific learning problems
<b>Key goals</b>	<ol style="list-style-type: none"> <li>1. Improve reading skills - Cognitive benefit</li> <li>2. Increase motivation for reading - Cognitive benefit</li> <li>3. Encouraging the development of positive feelings during the reading of the text - Emotional benefits</li> <li>4. Team work, cooperation - Social benefits</li> </ol>
<b>Date</b>	February, 2019

<b>Time</b>	<b>Activity, Animal</b>	<b>Key goal</b>	<b>Evaluation, measure, comments</b>
5 min	<ul style="list-style-type: none"> <li>-Students prepare the room for the READ program</li> <li>- Placing a pad on the floor for seating</li> <li>- Placing a fence on the floor for the guinea pig</li> <li>- Placing a blanket, house, food and water for the guinea pig inside the fence</li> <li>- Putting the guinea pig in the fenced area</li> </ul>	4	We are measuring if the students do on their own and correct the task that they get on the script Carpet, blanket, wooden house, dish with food and water
5 min	Students sit on the floor around the fence with the guinea pig. If the guinea pig wants to cuddle, the student who reads puts the guinea pig in his/her lap. If the guinea pig wants to rest, we put him inside the fence. The facilitators announce the story that will be read and they determine the order of reading.	4	Book
20 min	The students read to the guinea pig in order.	1,2,3,4	Voice record of reading Book, tablet
10 min	We talk about the read book: what the students liked, about the main characters, what they learned ...	2, 3, 4	We evaluate the level of understanding of the text

5	<ul style="list-style-type: none"> <li>- Cuddling the guinea pig</li> <li>- Putting him back in the cage</li> <li>- Every student cleans up that piece of equipment that he/she put on the floor</li> </ul>	4	We check if the students did the assignment on their own and correctly
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## School Session Plan 10

<b>Grade/Group:</b>	1st-3rd grades
<b>Teacher:</b>	Alaattin
<b>Subject/ Education area:</b>	Special needs education
<b>Key goals:</b>	1- Students will gain ability of simple addition, subtraction and rhythmic counting. 2- Students will get confidence to act alone and have self-belief
<b>Date:</b>	June 2018

Time	Activity, Animal, Equipment	Key goals	Evaluation,measure, comment
0.00	Amusing number exercises will be done by means of taking students' attention and care with fish. Japanese fish and lanterns are taken to the class.		Observing students' behaviors and interests.
0.10	One lantern is given to the student and one fish is put into it. The teacher says; “Now you have one fish. I am giving you one more. “ and put one more fish.	1, 2	Observing students' behaviors and interests.
0.20	The teacher says: “Now you have one fish. I am giving you one more. “ and put one more fish. And then the teacher can make the student do one simple addition operation saying: “ You had one fish. I gave you one more to you. Now count and add them. How many fish have you got? “	1	Asking questions
0.25	The teacher puts 5 fish into the student's lantern and say that the student has 5 fish. And then we take 2 fish from the lantern and put them into the student's lantern. We can make the student do simple subtraction operation by saying: “ You had 5 fish. We gave 2 of them to your friend. Now count	1	Questions

	and say that how many fish you have how. “		
0.35	Similarly, rhythmic counting operation from 1 to 10 can be done by putting fish into the student's lantern.	1, 2	
0.40	Writing the number of fishes.		

## School Session Plan 11

<b>Grade/Group:</b>	1st-3rd grades
<b>Teacher:</b>	Alaattin
<b>Subject/educational area:</b>	Special needs education
<b>Key goals:</b>	1- Teaching spatial terms with birds. 2- Teaching under-behind terms.
<b>Date:</b>	October, 2018

Time	Activity, Animal, Equipment	Key goals	Evaluation, measure, comment
0.10	<p>We sit with the student oppositely.</p> <p>The bird in the cage is put on the table. It is defined as “the bird is on the table”.</p> <p>It is explained that “the table is under the cage.” It is asked to the student till the student can answer it how it has been expected.</p>	1-2	Evaluations are done until the student can give answers independently.
0.20	Similarly, the bird is put under the table and the same practice is done.	1-2	Evaluations are done until the student can give answers independently.
0.30	A toy is put on the cage or the cage is put on the toy and questions are asked if the thing is on or under the object.	1-2	Evaluations are done until the student can give answers independently.
0.40	Correspondingly; other spatial terms can be planned as the ones above.	1-2	Evaluations are done until the student can give answers independently.

## School Session Plan 12

<b>Grade/Group:</b>	1st-3rd grades
<b>Teacher:</b>	Alaattin
<b>Subject/educational area:</b>	Special needs education
<b>Key goals:</b>	1- Teaching spatial terms with birds. 2- Teaching under-behind terms.
<b>Date:</b>	November, 2018

Time	Activity, Animal, Equipment	Key goals	Evaluation, measure, comment
0.10	We sit with the student oppositely.  The bird in the cage is put on the table. It is defined as “the bird is on the table”. It is explained that “the table is under the cage.” It is asked to the student till the student can answer it how it has been expected.	1-2	Evaluations are done until the student can give answers independently.
0.20	Similarly, the bird is put under the table and the same practice is done.	1-2	Evaluations are done until the student can give answers independently.
0.30	A toy is put on the cage or the cage is put on the toy and questions are asked if the thing is on or under the object.	1-2	Evaluations are done until the student can give answers independently.
0.40	Correspondingly; other spatial terms can be planned as the ones above.	1-2	Evaluations are done until the student can give answers independently.

### School Session Plan 13

<b>Grade/group:</b>	1st grade
<b>Teacher:</b>	Primary school teacher Valentina Angelovska
<b>Subject/educational area:</b>	Art
<b>Key goals:</b>	1.Social benefit-Encouraging team work, cooperation, respect towards the living beings 2. Physical benefit- Encouraging positive thoughts, take care for the environment and living beings 3.Practicing skills- Improvement of motor skills 4. Cognitive benefit- Learning new things, the activities by learning in the environment, bigger concentration, thinking, observation and encouragement
<b>Date:</b>	21.05.2018

Time	Activity, Animal, Equipment	Key goals	Evaluation(measure/comment)
5 min	Using the technique Mask: I'm alive- What Am I? I have got four legs. I walk slow. I have got a shell on my back- What Am I? Revelation-tortoise	4	Encourage their concentration by using this questions ,so they can discover the answer.
3 min	The students are meeting the tortoise- Torta They observe her color, and name the parts of the body	1,2	They gently approach the tortoise. Make difference between animate and inanimate nature. They give answers about the color and parts of the body.
7 min	The teacher gives the students a paper They are naming the parts of the body and color the tortoise.	2,3,4	We evaluate if the student uses the correct color and parts of the body and encourage them.
5 min	The students observe the slow motion of the tortoise and touch the shell ,and by doing that they are more responsible for the animals that we keep in cage.	1,2,4	Tells that the tortoise is a wild animal and if we keep it in a cage ,they need a special care.
15 min	To develop the motor and artistic skills -they are given clay and pine cones to make a tortoise.	2,3	Individual activity- making a tortoise and naming the parts of the body.

5 min	Questions and answers about what the students learnt, was it more interesting and how they felt during the activities with the tortoise.	5	To evaluate how the students felt, and if they learnt better during the activities with the pet.
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## School Session Plan 14

<b>Grade/group:</b>	6th grade (11-12 years)
<b>Teacher:</b>	Teacher -Pece Kochovski
<b>Subject/educational area:</b>	English language-Parts of the body
<b>Key goals:</b>	1 .Presentation of the pet 2 . Working in groups-teamwork, cooperation -social benefit 3. Improvement of the motor and sensor skills 4.Pet vocabulary (body,activities,food) 5.Observation and description of the pet
<b>Date:</b>	16 may 2018

Time	Activity, Animal, Equipment	Key goals	Evaluation , measure, comment
5 min	Presentation of Torta the tortoise	1	/
10 min	Torta has got ... (ears, legs, nails, eyes, tail) Torta has got two nostrils, one tail, 4 legs, 16 nails, two eyes, one shell, one head. The teacher gives a paper to the students where they try to fill the correct number with the number of the body parts, and they touch and feel the shell and skin of the tortoise.	2,3,5	We follow the students whether they exactly fill the given assignment in the papers and how they describe the tortoise.
10 min	Students are divided in 5 groups they are guessing the parts of the body and coloring the tortoise.	2,4	We follow the motivation and if they have correct answers.
10 min	They are presenting their papers and then are divided in 2 groups, which have new assignment to draw and color two different tortoises on paper.	2,4	We follow the group work and if they cooperate well
5 min	The students are observing and describing the tortoise on their papers.	2,5	Evaluation of the group presentation
3 min	Questions and answers about what the students learnt, was it more interesting and how they felt during the activities with the tortoise.	5	To evaluate how the students felt, and if they learnt better during the activities with the pet.

## School Session Plan 15

<b>Grade/group:</b>	8th grade
<b>Teacher:</b>	Teacher-Beti Markovska
<b>Subject/educational area:</b>	Macedonian language ,literature-description of the tortoise
<b>Key goals:</b>	1.Practicing skills-improvement of the motor skills while the students are in contact with the tortoise 2.Psychologic benefit-to encourage and respect your own abilities 3.Social benefit-cooperation,team work 4.Emotional-educational benefit-to use their previous knowledge and nurture the macedonian language in all forms
<b>Date:</b>	18.05.2018

Time	Activity, Animal, Equipment	Key goals	Evaluation (measure/comment)
2 min	Introduce the tortoise: Simona our student introduce her pet - Torta the tortoise	1	The students are introduced with tortoise. Observation of the tortoise
3 min	The students are divided into groups and the teacher gives them work assignment	1,2,3,4,	Evaluate the students group work and cooperation
20 min	-acrostic-tortoise -description of the tortoise in a song or prose using different kind of methods and techniques -drawing a tortoise	1,2,3,4,	We follow the team work,if they give a correct description and correct answers,if the drawings are correct,the process of writing the songs and prose
8 min	Presentation Was the presentation fine? Would you change anything? Were the answers correct?	1,2,3,4	Evaluation of the given presentation
2 min	Conclusion-what is the symbolic meaning of the tortoise	2,3,4	Evaluation of the conclusion
5 min	Questions and answers about what the students learnt, was it more interesting and how they felt during the activities with the tortoise.	5	To evaluate how the students felt, and if they learnt better during the activities with the pet.

## School Session Plan 16

<b>Grade/group:</b>	6-th grade (11 years)
<b>Teacher:</b>	Teacher: Jasminka Mircheska
<b>Subject/educational area:</b>	Mathematics – Mode, Median, Mean and Range
<b>Key goals:</b>	<ol style="list-style-type: none"> <li>1. To practise measurement of length, mass and volume in proper units (Math skills)</li> <li>2. To learn how to find mode, median, mean and range of a data set (Math skills)</li> <li>3. To increase interest for mathematics (Cognitive benefit)</li> <li>4. To encourage co-operation and team work (Social benefits)</li> <li>5. To increase empathy and positive emotional reactions (Emotional benefits)</li> </ol>
<b>Date:</b>	11.05.2018

Time	Activity, Animal, Equipment	Key goals	Evaluation, measure, comment
5 min	Activity: What kind of animal we will have in class? The correct answers from the exercises (about conversion of metric units) define the letters of the pet.	1,3	To determine if the students know how to convert metric units.
2 min	Introducing tortoise Torta (Cake) to the class. Explaining and showing how to say hello to Cake.	5	To approach the tortoise gently.
10 min	11 Students are divided in three groups. One group measures and writes Torta's mass, other group measures and writes the volume of Torta's water container, and another group makes salad for Torta. Then the groups change the places. (Equipment: scale, measuring cup, lettuce)	1,3,4,5	To evaluate how successfully the students measure mass and volume and if they are more motivated by working with a pet.
5 min	All students, one by one, measure the length of Torta's carapace and write the measurements. (Equipment: ruler)	1,3,4,5	To evaluate how successfully the students measure length and if they are more motivated by working with a pet.
15 min	While Torta is resting and eating salad, each of the three groups finds mode, median, mean and range of the measurement data.	2,4	To determine if the students correctly find the mode, median, mean and range of a measurement data.

3 min	Questions and answers about what the students learnt, was it more interesting and how they felt during the activities with the tortoise.	5	To evaluate how the students felt, and if they learnt better during the activities with the pet.
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## READ Programme

Humans and animals have interacted with each other since ancient times; and only their relations assumed different forms throughout history. Today they are therapists, associates, family members, friends...

Animal integration in the educational programme are scientifically founded forms of activities which may contribute towards realization of numerous benefits through interaction of students and animals along with teachers as facilitators. The benefits are physical, psychological, social, emotional, behavioral and cognitive.

The introduction of animals may be conducted individually, for a group of students or for the whole class during one or several sessions. It is important to define key goals and the area of activities and tasks to achieve the goals. It is necessary to acquire objective (measurable) data during the sessions to evaluate the outcomes of the sessions and the programme as a whole. Additionally, it is necessary to assess the animal to be introduced and appropriately prepare it as well as the students before the beginning of the programme, because good preparations will prevent possible difficulties during the conduct of the programme.

The **READ** program belongs to the "Animal Integration Programs" designed to provide different benefits through interactions between people and animals. READ program (Reading Education Assistance Dogs) is designed to improve reading and communication skills, and is provided by educated therapeutic dogs with his facilitator in collaboration with an expert (teacher) if it is implemented at school. In Croatia, it is being implemented since 2014 thanks to various associations that works with animals, and since 2016 has been approved by the Ministry of Education and a positive professional opinion of the Education Agency.

The **READ** program that is used since 2016. in Josip Matos PS school is actually a version of the READ program because we use a guinea pig and we call the programme "Read with Gricko" (guinea pig). During the program, we conducted a research in which we wanted to see if the reading skills level is higher after programme by students who read with the guinea pig, compared to the group of students who read without the animal. The program was provided for 9 pupils of 7<sup>th</sup> and 8<sup>th</sup> grades in Josip Matoš PS (students with intellectual disabilities,

speech disorders, specific learning disorders and autism) who were divided into two groups. The groups are equal by age, gender, and literacy skills. One group read with the guinea pig and the other without the animal (control group). As the reading program primarily focuses on the development of reading skills, for statistical analysis we used the results the students achieved before (1<sup>st</sup> measurement), after the programme (2<sup>nd</sup> measurement) and 6<sup>th</sup> months after programme in fifty words reading speed and reading a row of words in two minutes' time with notation of the numbers of misread words.

We made 10 sessions of reading the same texts two times a week, at the same time in both groups. Each student read the text of the same length, which was pre-determined by the teachers before the session. A group of students with a guinea pig read sitting in a circle on a carpet on the floor of the classroom, while the guinea pig was on their lap or in the front of them in his cage. The group without the guinea pig read sitting in a circle on the carpet on the floor in the other classroom. Considering the small groups of students during the statistical analysis, nonparametric statistical tests were used for comparison between groups, The Mann-Whitney test and for comparison within the group Wilcoxon test.

A statistically significant difference was found at the level of reading skills before and after the implementation of the program only in the group that read with the guinea pig. After the program, this group had statistical significant improvement of reading skills, with the exception of the number of errors, which was reduced but not statistically significant. The average time needed to read a text, the average number of words read in 2 minutes increased and the average number of errors dropped. In the group that read without a guinea pig, there was also progress in reading skills, but not statistically significant.

Six months after the implementation of the program, we made statistical analysis of the results in third measuring on fifty-word reading speed task and reading words in two minutes. Statistical analysis has shown that students have retained the existing level of reading skills, indicating that the positive impact of the READ program is persistent.

After all we can say that once again we have confirmed the results of the previous researches. Animal Integration Programs in Education have a positive impact on the students' achievement at school, primarily on approving academic skills, but also in all other areas which

are often neglected (emotions, motivation, socialization, etc.). Simple programs, like READ programs, can contribute to the success of students, especially students with various disabilities, and this will further positively effect on their overall development.



## Social Stories with Animals

Pupils with special needs often have difficulties in communicating and social interaction. The mentioned difficulties occur because of their misunderstanding of certain events, their own and others emotions and behaviors as well as the expectations of the environment.

Social Stories is a tool to help individuals on the [autism spectrum](#) better understand the nuances of [interpersonal communication](#) so that they could interact in an effective and appropriate manner. Social stories can help autistic people develop greater social understanding and stay safe. Social stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

Social stories can be used to:

- ✓ develop self-care and academic abilities
- ✓ help someone to understand how others might behave or respond in a particular situation
- ✓ help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- ✓ help a person to deal with changes to routine and unexpected or distressing events
- ✓ provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- ✓ as a behavioural strategy (eg what to do when angry, how to cope with obsessions)

Through the Erasmus + project "A magical dream: Animal assisted therapy for disabled students" we made a simple Internet application for making „Personalized educational pictures“. By creating personalized educational picture books, we can make a simple, student interesting and customized mode to prevent unwanted behavior or modify existing unwanted behaviors, or use them as a medium for acquiring new knowledge and skills.

Personalized educational picture books are made of photographs of students in certain situations, photographs of the sequence of actions or student drawings. In addition to photographs or drawings, the supporting text can be also written in a simple and understandable way for a student, or can be sounded. By reading these picture books, the student will better understand his / her emotions and behaviors and the consequences of undesirable behaviors, and can acquire new knowledge and skills in easier way.

## Social Story with Animal for Students with Autism Spectrum Disorders - an Example

What to do when there is a  
difficult  
task?  
My teacher  
can help me.

Sometimes when I can't work out a  
task, I get really angry!



Then I throw things and thump table with my fists.



When I behave like that, my classmates get scared.



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Our classroom pet Gricko also gets scared and hides in his house.



■ And my teacher becomes sad.



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If I can't work out a task, I just need to ask teacher for help.



She is always happy to help.



We are all happy when we solve a problem.



And our Gricko is happy too!



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