

Stories with Happy Endings:
Preventing Pet Dog Attacks on Children

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for

The Child Accident Prevention
Foundation of New Zealand

2008

Appendum to CAPFNZ 2008 report
Stories With Happy Endings: Preventing Pet Dog Attacks on Children

Following completion of this report in March 2008, Waikato University sociology student Jennifer Carter and her supervisor Associate Professor David Swain researched and wrote three research-based educational resources that contain guidelines for safe interaction between children and pet dogs. An information booklet for parents, a safety booklet for older children and a leaflet for younger children will each provide the best age-appropriate level of understanding of how to avoid pet dog attacks which can injure, maim and even kill children.

These resources have been published through the University of Waikato's online "Research Commons", where they are available free for download and use. The links to these resources will be widely available through the websites of a variety of community organisations' and media organisations' websites.

Obtain a copy of the children's leaflet (about 5-6yrs) in English from <http://hdl.handle.net/10289/968>

Obtain a copy of the children's leaflet (about 5-6yrs) in Te Reo Maori from <http://hdl.handle.net/10289/975>

Obtain a copy of the children's booklet (about 8-9yrs) in English from <http://hdl.handle.net/10289/930>

Obtain a copy of the children's booklet (about 8-9yrs) in Te Reo Maori from

<http://hdl.handle.net/10289/984>

Obtain a copy of the parents'/caregivers' booklet in English from <http://hdl.handle.net/10289/931>

Obtain a copy of the parents'/caregivers' booklet in Te Reo Maori from <http://hdl.handle.net/10289/985>

We expect the Te Reo Maori version of the parents'/caregivers booklet to be available in early 2009.

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6 November 2008

Summary

This 2007-8 CAPFNZ *Summer Research Scholarship* project by Jennifer Carter, supervised by Dr David Swain (both of the Department of Societies and Cultures, Faculty of Arts and Social Sciences, University of Waikato), had as its objective the identification of valid and reliable guidelines for safe interaction between children and pet dogs in their homes or known to them and their incorporation in a range of age-appropriate educational resources.

The fieldwork comprised a New Zealand and international literature search and review, the discovery and collation of New Zealand statistics and extensive expert informant interviews. Three educational resources were developed (and are attached to this report): a story book for younger children (in early draft); a children's booklet (in final draft) for use in group and educational settings; and a parents' booklet (also in final draft). The project included initial steps in the dissemination of the educational resources and this will continue in post-project work by the researcher and supervisor.

The research-based guidelines used in these resources in various ways (by example in the story book and by direct statements in the two booklets) are *explained* and *illustrated* in the two booklets and are in summary: (a) always ask the owner for permission before you greet their dog; (b) don't pat a dog on the head; (c) even if you have met the dog before, still be careful; (d) don't pat a dog without letting it see and sniff you first; (e) remember that not all dogs are as friendly as your dog; (f) if a dog rushes at you, be a statue or a stone; (g) don't run and shout around dogs; (h) never run away from a dog; never tease or annoy a dog; (i) keep away from a dog that's eating; (j) feed the dog on the ground – not from your hand; (k) don't hug or kiss a dog; (l) stay away from a dog that's protecting something; (m) don't teach dogs to play rough games; (n) dogs on their own must be left alone; (o) don't meet puppies on your own; and (p) learn "dog language".

Some specific recommendations are made regarding the dissemination of these guidelines through means other than the story book and two booklets and some initial success in making these research-based guidelines available to government and community agencies is reported.

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Preface

David Swain

It has been a pleasure to supervise Jennifer Carter's Child Accident Prevention Foundation of New Zealand (CAPFNZ) *Summer Research Scholarship* (SRS) project. Although she is an undergraduate student she has demonstrated in this project both technical and sociological knowledge and skills *and* the personal attributes necessary to the successful completion of a substantial, quite complex and rather dynamic and open-ended applied research project.

I have been glad to contribute advice on the design of this project and its implementation as the supervisor required by CAPFNZ, and to share in some of the myriad tasks involved in its successful completion, but I wish to record that it has often felt more like a collaborative than a supervised project. I wish to record in particular Jeni Carter's mature capacity to drive this project to a successful conclusion, knowing when to work independently and when to touch base with me. We have exchanged a large number of e-mails in the course of this project, and met regularly for supervision sessions, but Jeni Carter's *Acknowledgements* section which is organised chronologically, based on the research diary she assiduously kept up-to-date during the project, shows just how broadly she networked to gain information, ideas and insights (not to mention further contacts) alongside her broad but focused literature search and review and statistics search.

I also wish to record my appreciation of the role of my colleague Dr Maxine Campbell in the CAPFNZ series of *Summer Research Scholarships* won by students in our Department almost every year over more than a decade. Maxine has on occasion taken the lead supervision role and on other occasions such as the present project has provided invaluable support and backup. I am confident that the Department's students will continue to put up worthwhile projects for future CAPFNZ *Summer Research Scholarships*.

It is also of note that this project builds on a previous CAPFNZ SRS project also located in the Department of Societies and Cultures, Faculty of Arts and Social Sciences, University of Waikato – and that one of the two researchers for that project was an expert informant for this one. The Department has been delighted that its students have won CAPFNZ Summer Research Scholarships in nine of the last ten years and looks forward to continuing to encourage students to engage in small-scale action research to achieve real improvements in child accident prevention and support them in doing so.

Acknowledgements

Jennifer Carter

Many people have contributed to the completion of this project. An enormous thank you goes to my supervisor, Associate Professor David Swain. Thank you, David, for accompanying me on this journey of professional and personal development. The learning I take from this project will be reflected in all future endeavours. I have especially appreciated your positive style of supervision and the 'little gems of wisdom' you so often share. I feel privileged to have worked with you.

Special thanks go to the Child Accident Prevention Foundation of New Zealand (CAPFNZ). Without your *Summer Research Scholarship* (SRS) funding I would not have had the opportunity to undertake this research and produce these resources.

A big 'thank you' goes to the University of Waikato's Department of Societies and Cultures for providing administrative and resource support and so much more. There are many more people to whom I would like to give a big thank you; I have listed you in chronological order drawn from my research diary.

- Holly Snape (former CAPFNZ SRS researcher) for discussion of the present project.
- Charles Willison and the New Zealand Collection staff at the University of Waikato Library for preliminary discussion about the story book component of this project.
- Bark Busters Waikato Bay of Plenty for sharing your knowledge about dog safety and providing hands-on experience with Kovu.
- Shelley Ryan at The Society for the Prevention of Cruelty to Animals Auckland (Inc) for the resources you provided.
- Nicola Grindle at the Department of Internal Affairs for the resources you provided and for your ongoing assistance with various queries.
- Michelle Goodin, Peter Crocker, Warrick Gibbs and Joesph Patuwai at Hamilton City Council's Animal Care and Control Unit for the information, statistics and contacts you provided – throughout the entire project I made good use of your standing offer of ongoing assistance!
- Helen McLean and Vickie Byford at Waipa District Council Animal Control for the information and resources you provided.
- Marilyn Blakeney-Williams at the University of Waikato's School of Education for preliminary discussion about the story book.
- Fred Ferla at Pawfect Puppy Pre-School for allowing me to attend one of the courses – and 'thank you' to all attendees for including me in the group.

- Cambridge Road Community Kindergarten for allowing me to attend a dog safety presentation conducted by the Hamilton City Council Dog Control Unit.
- Lee Exler at North Shore City Council Dog Control Services for the information and resources you provided.
- Mark Vincent at Christchurch City Council Animal Control for the information you provided.
- Claire Barlow at Mackenzie District Council Dog Control Services for identifying dog attacks on children as a predominantly urban issue.
- Tricia and Barry Gillingwater at Direct Service Solutions Animal Management for the information and contacts you provided.
- Kevin Coutts at Rotorua District Council Animal Control for the information and contacts you provided.
- Katie Jones for helping to identify the lack of dog safety information in early childhood resources.
- Staff on Ward 55 (Postnatal) at Waikato Hospital for providing the early childhood resources available there.
- Jan Quay at Animals in Schools Education Trust (AASET) for the information and contacts you provided.
- Tricia Thorpe at the New Zealand Veterinary Association for the information and resources you provided.
- Tracy Wilde at the Hamilton Dog Obedience Club for the information and contacts you provided.
- Tony Sasso, strategic analyst at the Waikato Police District Headquarters in Hamilton for assisting with enquiries about dog bite statistics.
- Stef Holmes at K9 Sense for the information, resources and contacts provided – and ‘thank you’ to all attendees of the Resthills Park walk and dog picnic for including me in the group.
- The Data Warehousing and Business Intelligence Section at Accident Compensation Corporation for assisting with my many enquiries about dog bite statistics.
- Glen West and Sunshine West for their practical perspective.
- Hemi Whaanga at the University of Waikato’s School of Maori and Pacific Development for your advice and assistance.
- Margaret Hall and Anne Barnett at Bounty Services Ltd for working with us on the dog safety content for page 98 of the 2008/2009 *Your Baby* Bounty book for new parents.

- Sue Campbell and Cathy Kern at the Royal New Zealand Plunket Society (Inc) for the resources you provided.
- Many different branches of Accident Compensation Corporation (ACC) for assisting me with my enquiries about dog safety information.
- The Children's Issues Centre at the University of Otago for assisting me with my enquiries about dog safety information.
- Dean Williams for providing a variety of drawings to use as sample illustrations for the booklets and story book envisaged as future outcomes of this project.
- Gail Cawkwell at the University of Waikato's School of Education for preliminary discussions about age-appropriate content for the children's booklet.
- Tauranga City Council Animal Services for assisting with enquiries about dog bite statistics.
- Leslie Gardner at Girl Guiding New Zealand for assisting with my enquiries about the Girl Guide education programme.
- Tony Hickmore at Scouting New Zealand for assisting with my enquiries about the Scouting New Zealand education programme.
- Jason McDowell at St John Youth Midland Region for assisting with my enquiries about the St John education programme.
- Peter Crocker at Detector Dog Systems for the information provided about dog behaviour.
- Lorraine Tarrant and Alison Hollis at the Ministry of Social Development for preliminary discussion about the future dissemination of child dog safety information from this project.
- Kylie van Delden from the Ministry of Health for preliminary discussion about the future dissemination of child dog safety information from this project.
- Simon Ross at the New Zealand Health Information Service for assisting with enquiries about dog bite statistics.
- Evonne Manders at the Waikato Hospital for assisting with my enquiries about dog bite statistics.
- Priscilla Agius at the Department of Internal Affairs for assisting with my enquiries about dog bite statistics.
- Frankton Kindergarten for allowing me to attend a dog safety presentation conducted by K9 Sense.
- John Payne, President of the New Zealand Institute of Animal Control Officers and Animal Services Manager at Tauranga City Council, for information and discussion of the practical implications of the concept of canine hierarchy.
- Gail Cawkwell at the University of Waikato's School of Education for reviewing the content in the children's booklet for age-appropriateness of content and language.

- Angela Mills, a Registered Nurse, for providing me with information on first aid and the treatment of dog bites.
- Dr Usha Shekar, a General Practitioner (GP) in private practice, for providing me with information on first aid and the treatment of dog bites.
- Tom Roa at the University of Waikato's School of Maori and Pacific Development for his kindness and expertise in translating the children's booklet and revision activities generated by this project into te reo – 'thank you' again Tom for making the time to do this when you were exceptionally busy.
- Takashi Aota, Jillene Bydder, David Foreman, Alistair Lamb, Jenny McGhee, Maria McGuire and Heather Morrell (in alphabetical order) at the University of Waikato Library for assisting with various enquiries. Thanks again Heather for helping me navigate my way around a large document in Microsoft Word. .
- Gail Cawkwell, Peter Crocker, Michelle Goodin, Stef Holmes, Cathy Kern, Ēnoka Murphy, John Payne, Lucy Smith, David Swain, Hemi Whaanga, Dean Williams, Rachel Williams, Julia Williams and Charles Willison (in alphabetical order) who, in their areas of knowledge and expertise, assisted with editing the content of the children's booklet.
- Maxine Campbell, Peter Crocker, Michelle Goodin, John Payne, David Swain and Rachel Williams (in alphabetical order) who, in their areas of knowledge and expertise, assisted with editing the content of the parents' booklet.
- Last but not least, thank you to the many other people I discussed this topic with informally throughout the course of the project. Although these conversations are not quoted in the report, they helped me to formulate my frame of reference and gain a broad understanding of the topic.

None of the above individuals and organisations should be held responsible for any of the content of this report or the three resources developed on the basis of a literature search and review, statistical analysis of dog bite data and interviews / interactions with these various expert informants.

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Introduction

Dog attacks on young children in New Zealand, some of the dogs being family pets or dogs known to the child, have long been seen as a source of horrific injuries and deaths and were the subject of a Child Accident Prevention Foundation of New Zealand (CAPFNZ) Summer Research Scholarship (SRS) research report in 2000 (Bennett and Snape, 2000). Incidents reported in the media prior to the 2000 CAPFNZ study included: Ruefa Tuisea aged three who suffered lacerations to her upper lip and nose after being attacked by the family pet dog (“Youngster Mauled by Family Pet Dog”, 1998), Brendan Boulton aged five who needed 40 stitches in his face after suffering serious facial lacerations and the loss of part of his bottom lip (Messervy, 1998) and Kyra Innes-Jones aged seven who nearly lost her arm when she was attacked by two Rottweiler dogs (“Girl Close to Losing Arm in Dog Attack”, 1998).

While individual media reports of children suffering horrific injuries and even death from dog attacks may be presumed to be generally accurate as to the specific details of such attacks, the overall pattern and trends may not be so accurately reflected in the media. Paulin, Searle and Knaggs (2003) report the significant differences between people’s accurate perceptions of violent crime rates and trends in their community and their grossly exaggerated perceptions of crime rates and mistaken beliefs as to trends nationally while McGregor and Comrie (2002) provide matching data on the growing proportion of all “hard” news in several major newspapers that is about violent crime. It may be that a similar situation holds for violent dog attacks on children. For this reason we made very considerable efforts to discover and obtain the latest and best available New Zealand statistical data for this project.

Ursula Bennett and Holly Snape (2000) undertook their CAPFNZ SRS in the summer of 1999/2000. This research examined dog behaviour and “investigated the issues involving dog attacks on children, specifically dogs known to the child” (Bennett and Snape, 2000, p.1). Dogs “known to the child” included those owned by a child’s own family and those owned by neighbours, relatives or friends – we use the term “pet dogs” to convey this meaning¹. Their report, *Child Safety and Dog Attacks* (2000), presented a number of research-based recommendations that would reduce the incidence and severity of family pet dog attacks on children. It was beyond the scope of that project to implement any of

¹ We recognise the problem of attacks by dogs not known to their child victims but have chosen to focus on recommendations all of which relate to pet dog attacks: many of them also apply, of course, to attacks by dogs not known to the child victims – such as the “statue” and “stone” self-protection tips.

the recommendations. In the years since their report the incidence of horrific pet dog attacks on children has remained high.

This 2007/2008 CAPFNZ SRS project centres on a research-based implementation of a major recommendation from that 2000 CAPFNZ *Child Safety and Dog Attacks* report (Bennett and Snape, 2000). The goals of this present project are thus to research, to produce and to seek to publish or otherwise disseminate three educational resources that could be of immediate practical benefit to the New Zealand community in reducing the incidence and severity of family pet dog attacks on children. These educational resources are:

- an illustrated story book for younger children;
- a companion informative booklet for their parents; and
- an information booklet for older children for use in educational contexts.

The overall strategy for these several resources was that their text and illustrations would deliver common research-based content but with the level of detail varying in an age-appropriate way. Given the recommendations in the earlier report (Bennett and Snape, 2000), people with relevant expertise in the University of Waikato's School of Education, School of Maori and Pacific Development, Education Library and Central Library were consulted so as to ensure that the style and content of these three prospective publications were age-appropriate, expressed in terms suitable to a bicultural population and likely to appeal to both children and adults.

The authors of the earlier CAPFNZ SRS project report (Bennett and Snape, 2000) undertook the project because they liked dogs and regarded them as great companions (and so they are) but also recognised that on some occasions and under some circumstances they can also be dangerous, especially to children, and wished to address this danger. The present authors' intentions are similar – in seeking to reduce or even eliminate major risks to children from pet dogs known to them we hope that the value of such pets to families can be enhanced.

The fieldwork for this 2007/2008 CAPFNZ SRS project has comprised an extensive international literature search and review together with a hopefully exhaustive search for historical and current New Zealand statistical data all integrated with numerous expert informant interviews. These have been used to establish a core set of guidelines for optimising the safety of children in the company of their own families' pet dogs and other dogs known to them. These well-founded safety guidelines were then used to prepare the

content for three resources: a first-draft children's story book for home use (which can also be used in group and educational settings); a children's booklet for use in group and educational settings; and a parents' booklet. The statistical data collated for this report were used to identify the target child age groups for the story book and the children's booklet.

The research and the production of these resources (and this report) meet the goals set for the CAPFNZ SRS project. However the researcher and the supervisor are committed to pursuing opportunities for the commercial publication of the story book and the production / dissemination of the two booklets and will continue to pursue these further goals *beyond* completion of the CAPFNZ SRS project using separate funding available to the supervisor for research, including action research, in 2008.

The literature search and review used the very extensive online databases available through the University of Waikato Library as well as specialised resources such as the IPLit [Injury Prevention Literature] Database at the University of Auckland Faculty of Medical and Health Sciences' School of Population Health at <http://iplit.fmhs.auckland.ac.nz/SearchIPLIT.htm>. Some of the expert informants also provided relevant materials.

The large group of expert informants was created using a combination of contact with relevant organisations and a "snow-ball" process of onward referrals. Although some individuals and organisations could be counted under more than one heading, the broad distribution of expert informant individuals and organisations / agencies was: academic / education – seventeen individuals and two organisations / agencies; dog training and control – sixteen individuals and two organisations / agencies; human health and veterinary services – eight individuals and one organisation / agency; government – nine individuals and two organisations / agencies; and "other" expert informants – eight individuals (see the Acknowledgements section above for the details).

Statistics

Bennett and Snape (2000) reported that they were unable to obtain any New Zealand dog bite statistics² from ACC records, New Zealand government statistics, territorial local

² Dog bite statistics include, of course, both attacks by "pet dogs" as defined and attacks by dogs unknown to their child victims. Official statistics of the sort identified for this report are unlikely ever to differentiate the status of the dogs involved in attacks *viz-a-viz* the child victims (whether they are "pet" dogs, other dogs known to the child or "strange" dogs) so the minimisation of pet and known dog attacks will not necessarily affect other dog attacks on children. However many of the

authority records, the Waikato Police or regional hospitals. There are now considerably more extensive statistics available about dog bites than apparently there were at the time of the 2000 report.

ACC RECORDS

ACC records predominantly list injury to parts of the body and cost of treatment. ACC began adopting the international Read Code system in 1999; this system uses codes to identify the type of injury. The Read Code system is comparable with the ICD-10 codes used by hospitals.

TERRITORIAL AUTHORITY RECORDS

There is a lack of clarity about what statistics need to be collected by each territorial authority. Section 10A of the Dog Control Act 1996 is not specific enough; territorial authorities often interpret it differently and report on different things. Section 10A(2)(f) of the Dog Control Act 1996 states that each territorial authority's annual report must include information relating to "the number of dog-related complaints received by the territorial authority in the previous year, and the nature of those complaints". It does not explicitly state that territorial authorities need to record the number of dog bites and dog attacks. While most territorial authorities do record this information, it can be recorded in different ways. As of December 2007, the Midland Branch of the New Zealand Institute of Animal Control Officers decided to keep a register of dog attacks on humans. The new dog attack record forms will specify: the breed, sex and age of the dog; whether or not the dog was desexed; whether or not the dog was registered; the victim's (or victims') age and sex; the injury site on the victim's body; and the location at which the incident occurred.

Section 10A of the Dog Control Act 1996 also states that each territorial authority's annual report must include information relating to "the number of registered dogs in the territorial authority district". This information is regularly uploaded to the National Dog Database. This database was created in July 2006; all territorial authorities are now contributing to it. The National Dog Database holds details of all registered³ dogs in New Zealand.

recommendations and safety tips in this report will contribute to improvements in the statistics across all three situations – pet dogs, other known dogs and strange dogs.

³ The recommendations and dog safety tips developed for this project are thought to be effective irrespective of the registration status of the dog in respect of which they are applied.

NEW ZEALAND POLICE

Police offence statistics capture those incidents where an offence occurs and charges are laid by Police. Two specific offences arise out of the Dog Control Act 1996, they are:

- Code 7654 Owns dog which attacks person / stock – s.57(1)(a)(2) and (b)(2)
- Code 7657 Owns dog which causes injury / death⁴ – s.58.

Police are involved in only a very small number of dog attack incidents (normally those of a more serious nature). This is evident through the relatively small number of code 7654 / 7657 offences recorded nationally on an annual basis.

REGIONAL HOSPITALS

Since the end of 1999 hospitals have used ICD-10 codes to record admissions resulting from dog bites and dog-related injuries. Prior to mid-2004 there was one combined category for 'bitten' or 'struck by dog'. The codes W540 'bitten' and W548 'struck by dog' now distinguish these categories. Generally, hospital admission statistics do not include patients who receive treatment in Accident and Emergency clinics without admission to hospital.

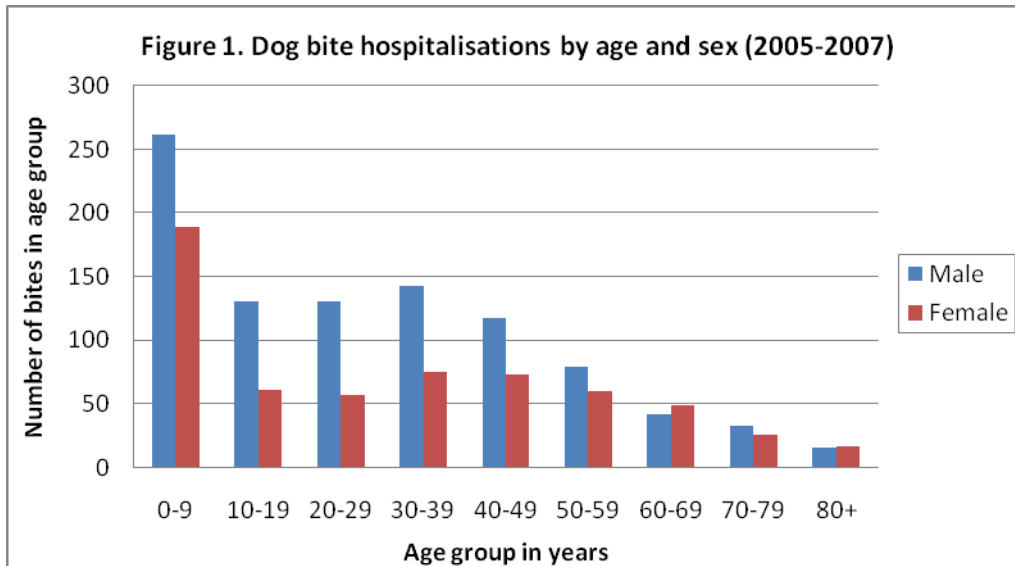
NEW ZEALAND HEALTH INFORMATION SERVICE (NZHIS)

The National Minimum Dataset (Hospital Events) is one of the many collections for which NZHIS collects data. Using the same coding system as hospitals, this collection gathers data from all public hospitals in New Zealand and has done so since 1999. This collection provides national statistics about the number of people admitted to hospitals as a result of dog bites and dog-related injuries. These data can be analysed to identify victims' gender and age.

While each of these organisations now collects statistics, there are still various problems and limitations involved with the data collection. The lack of consistency with labelling and coding of dog-related injuries means data gained are only superficially comparable (Healey, 2007). Each organisation may define 'dog bite' using different criteria and inconsistencies with coding mean it is not always possible to distinguish dog bites from other dog-related injuries. Nor is it possible to distinguish actual dog *attacks* from bites that occur when a dog has been injured or is playful or over-excited.

⁴ If a person is killed more serious charges will be laid.

Healey (2007) suggests that it is difficult to tell if the increase in the number of reported dog bites over the last ten years is real “or just an artefact of changed coding and reporting mechanisms” (p. 1). Similarly, Marsh, Langley and Gauld (2004) identify problems in determining whether an increase in the incidence of dog bites is real or just an artefact of coding.



Data obtained from NZHIS using the ICD-10 v.3 code: W540 Dog bite.

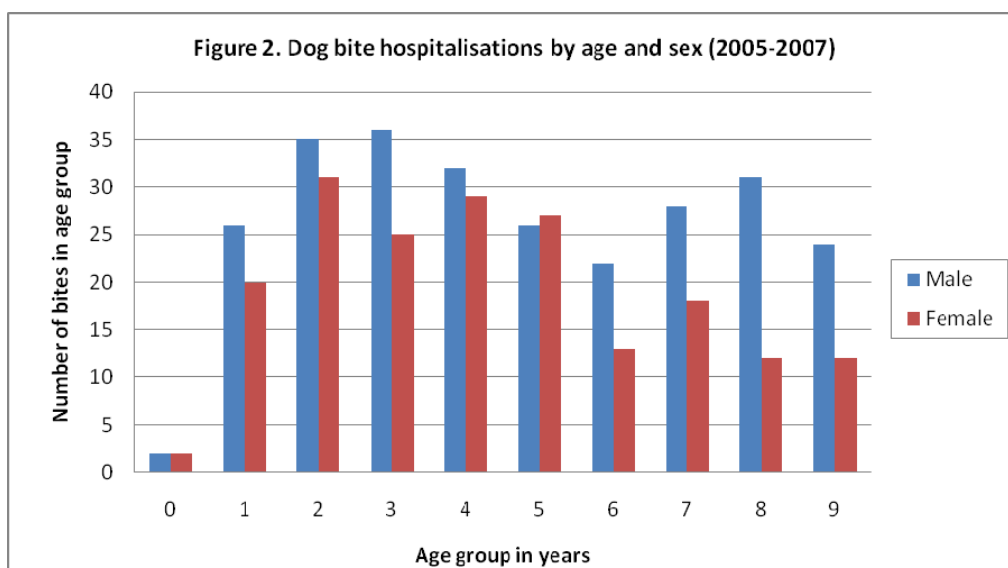
Kreisfeld and Harrison (2005) draw attention to the fact that hospital data may only reflect the most serious injuries. These data do not include the many less serious dog bites treated by General Practitioners (GPs) or at Accident and Emergency clinics. Moreover, there is no way of knowing how many dog bites occur but are untreated by either GPs or hospitals.

Although the available statistics probably only represent a portion of the total number of dog bites (and probably tend to reflect the more serious injuries), they consistently identify children as at risk. The general pattern that emerges from these statistics is shown in the figure above.

This figure (above) identifies the 0-9 age group as the most at risk across the lifespan. This age band had in absolute terms almost twice the *number* of hospitalisations as a result of dog bites as all age bands up to age 50 and more than three times as many hospitalisations as the older age bands⁵.

⁵ See Appendix 1 for the age/sex breakdown of the population of New Zealand at the 2006 Census.

When the 0-9 age band is examined (see below) it is clear that with the exception of newborn babies, children of all ages 1-9 are being hospitalised as a result of serious dog bites (which is why the parents' booklet produced in this project stresses the importance of supervision for children less than ten years of age). The data also show that boys are consistently more frequently hospitalised than girls in these age bands 1-9 years.



Data obtained from NZHIS using the ICD-10 v.3 code: W540 Dog bite.

Reisner, Shofer and Nance (2007) identify two distinct at-risk age bands and suggest there are different behaviours that place each group at risk: “Children <6 years old were most commonly bitten in association with resource guarding ... whereas older children were most commonly bitten in association with territory guarding”⁶. Resource guarding refers to a dog exhibiting possessive aggression; this is a dog’s inborn tendency to protect its food, bones and toys. From the age of about 3 years children are cognitively able to begin learning simple messages about safe behaviour around dogs (Bennett and Snape, 2000). Territory guarding refers to a dog exhibiting territorial aggression; this is a dog’s inborn tendency to protect its (*i.e.* its owner’s) territory – home, garden, yard, car, truck and its own bed or kennel (Papurt, 1999). The children’s booklet and the parents’ booklet (appended) provide further scenarios for territorial aggression. The importance of supervision cannot be stressed enough, especially for children under about 6 years of age, but for older children too. The risks of serious dog attacks differ somewhat according to age but across the 0-9 age range, at least, supervision is a key preventive strategy.

⁶ The text quoted is from the free online abstract; it was not possible to obtain the original full-text article within the timeframe available for completion of this report.

The decisions made about the target age ranges for the resources produced in this project (the story book, the children's booklet and the parents' booklet) were based *inter alia* on the New Zealand child dog attack statistics currently available – for all their limitations.

Educational Resources

STORY BOOK⁷

CONTENT

Given the available New Zealand statistics on dog attacks on children (see the above Statistics section) it was decided that an illustrated story book would be used to target the 1-5 year age group with the content being very simple messages⁸ about behaviours that should either be avoided or practiced so as to minimise the chances of pet dog attacks⁹. It is intended that parents and teachers will read the story book to younger pre-reading children and assist older children (envisaged as aged 6-7+ years) to read it on their own.

The illustrated story book for younger children is set within the context of the multi-cultural New Zealand population. It provides pet dog safety tips for younger children, specifically in regard to family pet dogs known to the child. In recognition of partnership under the Treaty of Waitangi, the text of this story book is in both English and te reo Māori.

It is envisaged that the children's story book will be published and distributed by a New Zealand book publisher, and the researcher and supervisor will seek the *pro bono* assistance of a literary agent in pursuit of this goal.

The story book text and illustrations are still in development at the date of this report. However there are draft text passages and sample illustrations appended to this report.

DISSEMINATION

In addition to commercial distribution if published, the story book could also be "bundled" with the companion informative booklet for parents; public funding to support such bundled publication will be sought.

⁷ See Appendix 2 for early draft of story book for young children.

⁸ For example, the "don't" tips (incorporated into the story) would include: don't take a dog's toy, grab a dog's food, hurt a dog, sneak up on a dog and yell and run away from a dog.

⁹ While supervision is the primary means of avoiding pet dog attacks the research literature review and expert informant interviews have identified both behaviours to be avoided and behaviours to be practiced that should together with supervision be most effective in preventing pet dog attacks.

CHILDREN'S BOOKLET^{10 11}

CONTENT

Given the available New Zealand statistics on dog attacks on children (see the above statistics section), the children's booklet is mainly targeted at children aged 8-9; the messages both increase in detail at an age appropriate level and change to reflect the nature of the risks and factors affecting risk for these older children. It is intended that this age group will be able to read the booklet on their own (while also using it in group contexts such as classes) and that younger children will be able to read it with assistance from an appropriate adult. The draft Children's booklet is appended to this report. The following discussion of its content assumes acquaintance with the appended draft.

The gathering of relevant pet dog safety information for the children's booklet began with Bark Busters Waikato Bay of Plenty, Waipa District Council Animal Control and Hamilton City Council Animal Care and Control Unit; it then snowballed from there (see acknowledgements section for a chronological time line of events). Time passed quickly while collecting information and a conscious decision had to be made to stop collecting information. Even while collating information it was tempting to call "just one more contact". Once content had been collated it was necessary to have it read by expert informants to ensure the messages conveyed were indeed considered best practice.

Discussion between supervisor and researcher identified that the children's activities not only needed to be fun, they also needed to revise and reinforce learning. Dean Williams, an artist and father of three children aged three to eight (and dog owner) was approached to provide sample illustrations¹². It was then time to organise translations of the booklet content into te reo. The children's booklet could also be printed in other languages that represent significant cultural groups in the community.

There was some discussion about whether children should be told to stand 'like a statue' or 'like a tree' when rushed by a dog. While 'a tree' is the idea widely used internationally, it was decided that 'a statue' would be used in these resources. This is because trees often have branches that move and make noises in the wind – and New Zealand children would be familiar with both trees and windy weather! It was thought that the majority of children would understand that statues remain still. In the end it's a question of which words to use to convey the point, which is that children need to understand that they have

¹⁰ See Appendix 3 and 5 for the Children's Booklet and Activities (English).

¹¹ See Appendix 4 and 6 for the Children's Booklet and Activities (Māori).

¹² The sample illustrations in the materials appended to this report were provided *gratis*.

to remain still when rushed by a dog to minimise the chances of the dog actually attacking them.

‘Burglar’ or ‘intruder’? There was some concern that children would not be familiar with the word ‘intruder’. It was decided however that ‘intruder’ would be used because ‘burglar’ can have negative stereotypes associated with the term and burglars are sometimes characterised in children’s literature as being funny-looking. In real life burglars are normal looking people.

While these resources have suggested *not* to play ‘tug-of-war’ with a pet dog, there are some experts who suggest that *done properly*, ‘tug-of-war’ is a very effective way of building rapport between owner and dog. It was thought here that the general public would not be readily aware of how to *do this properly* and that it was thus safer to suggest people play other games with pet dogs.

When meeting a dog for the first time¹³, these resources suggest that children stop a couple of steps away from the dog and let the dog approach them. This contrasts with the views of some experts who suggest that children approach the dog to pat it. The decision to suggest that dogs come and meet the child was a ‘safety first’ one; it was considered more important that children learned they should not just approach and pat dogs they were meeting for the first time.

These resources suggest that children meeting dogs should make one hand into a ball and let the dog sniff the back of their hand. It is worded this way because it was considered potentially too suggestive of aggression to say ‘make a fist’. The point is that children’s fingers are tucked out of the way should the dog bite even when making an appropriate approach to it.

The dog safety tips recommend that children ask the owner for permission before meeting their dog. This assumes that owners understand dog behaviour and basic dog safety and that they would indeed be able to identify unsafe situations and appropriately guide children’s behaviour. Feedback from expert informants indicates that many dog owners lack such knowledge and that problems arise when owners inaccurately believe that “my dog won’t bite”. This issue is beyond the scope of this project.

¹³ In the context of this report, this would be neighbours’, friends’ or relatives’ dogs but the information / advice also applies to meeting other dogs accompanied by their owners.

In the sample illustrations the dog is not wearing a collar displaying her current registration tag. The illustrations used in the publication/s will reflect current regulations regarding collars and tags.

A common point of discussion was how the safety tips could be worded in a way that encouraged safe behaviour around dogs while not creating fear of dogs.

There was much discussion around the ways in which these resources could address child safety in the greatest number of situations possible. The list of scenarios included in these resources is not exhaustive.

DISSEMINATION

Michelle Goodin at Hamilton City Council and Helen Mclean at Waipa District Council have both indicated that these safety tips may be used in their school safety education programme.

At the time of writing this report the Scouting New Zealand National Office is in the process of receiving feedback from the national section leaders, who in turn have asked for feedback from the wider Scouting movement. Dog safety information will be included if feedback indicates that people want it to be.

Pamela Galbraith, Programme Manager for Girl Guiding New Zealand, is currently evaluating the resources for use in their organisation. Information may be included in the Girl Guides' programme or the children's and parents' booklets could be distributed through their organisation.

St John have recently revised their curriculum but will consider the pet dog safety information generated by this project for future inclusion.

PARENTS' BOOKLET¹⁴

CONTENT

The parents' booklet covers the same dog safety matters as those conveyed in the story book and the children's booklet but framed so as to be useful to parents. It includes a very

¹⁴ See Appendix 7 for the Parents' Booklet.

basic outline of general dog behaviour and invites parents to consider a few practical suggestions about how to create a safe relationship between their children and dogs.

Much of the content for the parents' booklet was gathered at the same time and in the same manner as the pet dog safety information for the children's booklet. Once collated, the content for the parents' booklet was also distributed to key expert informants in order to check the accuracy and applicability of the content and to double-check for any possible risks that the information and advice might incur. It was at this point that two very different perspectives on the theorising of dog behaviour emerged.

One is the well known and widely accepted view that owners need to reinforce a hierarchy in the home and position their dog at the bottom of it. The other is the perspective advocated by John Payne, Manager of Animal Services at Tauranga City Council. John Payne's perspective is outlined below.

“Dog packs have a dominance hierarchy. However this social structure is never static. Displays of aggression are met by responses of submission. This ensures that interactions do not result in a physical confrontation and harmony is maintained in the pack. If this balance is not maintained it would have a high evolutionary impact on the success of the group. This would not be a good survival strategy.

This type of social structure only functions smoothly with animals of the same species because displays of aggression take several forms, vocal, postural and chemical. We do not understand many of the displays and can easily miss them or misinterpret them and respond inappropriately. The dog may then interpret this as a challenge to its position of dominance and attack as a result.

Promoting a dominance hierarchy between humans and dogs creates a dysfunctional relationship which contradicts nature and creates a frustrated and unpredictable animal.

For this reason we should promote a relationship based on our rules and not dog rules. Dogs need to understand that there is no hierarchy between them and humans. All humans are the leaders and dogs need to be treated as dogs” (John Payne, Personal communication, 3 March 2008).

Trying to combine both perspectives in the Parents' Booklet produced a draft learning resource with inherent underlying contradictions, which was unacceptable. We decided that the parents' booklet would represent what is *most widely* considered to be best practice and that the contrasting minority theory of animal behaviour would be presented in this report so that these contrasting views with their somewhat different implications for the rationale supporting safety tips can be discussed more broadly within the community of interested parties.

There has also been some discussion by researchers and expert informants of the current length of the draft Parents' Booklet, and consideration will be given to shortening the text (which means reducing the amount of information presented) prior to widespread dissemination.

Tom Roa from the University of Waikato's School of Māori and Pacific Development has offered to translate the Parents' Booklet into te reo prior to dissemination.

DISSEMINATION

The Ministry of Social Development (MSD) definitely intends to disseminate dog safety information. There are a variety of ways this could happen over the short and long term. At the time of writing this report MSD have received a final draft of the children's booklet but await the arrival of the information from the Parents' Booklet before beginning further discussion of dissemination options with the authors.

The Ministry of Health are interested in including dog safety information in their *Tamariki Ora / Well Child* booklet. They are at present discussing options as to how and when this will be achieved.

The Royal New Zealand Plunket Society (Inc) has agreed to include dog safety information in their *Thriving Under 5* booklet and at the time of writing this report discussions about content for inclusion have begun. Collaboration with the Royal New Zealand Plunket Society (Inc) in the search for funding for the dissemination of the Parents' Booklet may also be an option.

Dog safety information was provided by the authors for inclusion in the 2008/2009 *Your Baby* book produced by Bounty Services Limited¹⁵. It is also a possibility that Bounty

¹⁵ See Appendix 8 for the dog safety information on page 98 of the 2008/2009 *Your Baby* book by Bounty Services Ltd.

Services Ltd could distribute the parents' booklet in their "Bounty packs" at a reduced rate¹⁶. Bounty packs are given by hospitals to mothers of new born babies; Bounty Services Ltd now distributes 60,000 Bounty packs annually.

There may also be an opportunity for Sport Waikato to distribute the Parents' Booklet along with their Kiwi Preschooler book.

Recommendations

The main focus of this project has been the research to establish valid and reliable safety guidelines and the development of age-appropriate educational resources to deliver the research-based messages. However a number of recommendations do arise from the project.

There is clearly and demonstrably a need for accessible, high quality, consistent and research-based educational material¹⁷ on the minimisation of pet dog attacks on children. The dissemination of such safety information would be more effective if the Department of Internal Affairs and other government agencies, territorial local authority dog control officers, veterinarians, animal behaviourists, the SPCA and school education programmes were all delivering the same consistent high-quality, research-based message content. As is the case with one particular international organisation, dog safety information could be presented using an interactive website. Each territorial local authority could display this information on their website or at least provide a link to it. Midwives could provide a leaflet with suggestions about how dog owners could prepare for the arrival of their baby¹⁸. ACC could include dog safety information for parents in their injury prevention home safety section. They could also include dog safety information for children in their holiday activity books. Territorial authorities in multi-cultural urban areas could produce such material in languages that reflect significant cultural groups in their area.

There needs to be a minimum level of education-based and/or experience-based expertise required before someone can call themselves a 'dog behaviour expert'. There is

¹⁶ Contributors to these packs pay for the inclusion of their material / items.

¹⁷ For our purposes the children's story book is regarded as educational material as are the booklets – but of course their modes of delivery of the educational content are different.

¹⁸ The protection of babies and infants from dog attacks requires quite specific parental / caregiver knowledge and actions so it would be appropriate for midwives to provide such information and advice so that prospective parents can make appropriate preparations for babies returning to family homes with pet dogs.

nothing of this nature currently in place. Anyone can promote themselves as an animal behaviourist, whether or not they have the relevant knowledge and skills. The public need dog behaviour experts they can trust. This minimum level of education and experience would assist in ensuring the public receive information that is both correct and consistent¹⁹.

The appropriate agency could produce a DVD to show people how to train their dog in basic generic behaviours such as “sit”, “stay” and “lie down”. Role-plays of safe behaviour consistent with the safety tips developed in this project could be integrated with this material (e.g. a child adopting statue / tree and stone postures, asking permission before s/he meets or plays with a dog, and feeding a dog under supervision). This DVD would be particularly useful for visual learners; as with movies, there could be various language (sub-title) options.

Territorial local authorities could provide or encourage and support training courses for owners experiencing problem behaviour from their dogs. Such courses would need oversight support at a national level to ensure consistency of information provided. Funding would be needed to ensure the cost to the public made such courses accessible for all families with pet dogs and the agencies that bear the financial and resource cost of pet dog attacks on children could regard this as a useful investment in prevention of such events and consequent costs.

There is a need for comprehensive and appropriately-detailed statistics about dog attacks. Bennett and Snape (2000) suggested that a “reliable dog bite reporting system that is inclusive of local authorities, doctors, veterinarians, hospitals and police needs to be established” (as cited in Jennens, 1992, p.4). Without meaningful data on dog attacks it is difficult to determine their true cost to the health system or the effectiveness of educational programmes. The cost to the community is to some extent intangible and hard to measure (Journal of the American Veterinary Medical Association, 2001). It includes such intangibles as the deterioration of relationships with neighbours, concerns about child safety and time spent by volunteers working in animal shelters with unwanted pets.

One way of ensuring accurate statistics would be to make dog attacks notifiable by health practitioners. Statistics would then include dog bites treated by any doctor or nurse at a

¹⁹ We make no recommendation as to the desirable nature of such a provision. It could for example be a new association with voluntary membership or an accreditation provided by an existing professional or similar body.

GP practice, an Accident & Emergency clinic, a public or a private hospital. There are however both direct and opportunity costs (in health staff time for example) to such data collection and the data collection would need to be purposeful, integrated with action based on analysis of the data, to be worthwhile.

Dog safety information as developed in this project should be included in pre-school and primary-age school curricula, although again there are direct and opportunity costs in doing so. It is however essential that all children learn how to interact safely with dogs, not just the children who have a family pet dog at home, and the costs of pet (and other) dog attacks should be reduced in consequence of effective teaching of pet (and other) dog safety practices. The content could increase in complexity at age-appropriate levels.

It would be useful to have book-style materials emphasising illustrations with minimal text that could be used as a discussion tool in group contexts to explore dog safety tips. Such a book would be suitable for use by teachers and parents speaking a variety of languages to a variety of children's age groups. The messages delivered could be formulated at more than one age-appropriate level. The parents' booklet produced as one output of this project could provide the content to be rendered into pictures.

Among the expert informant suggestions was of holiday camps for older children at which they would learn safe interaction with and safe handling of a variety of animals. There is a growing sense of correlations between earlier animal abuse and later domestic and street violence, and camps such as this should promote children's empathy towards animals and thus encourage similar behaviour with others. Such animal-oriented educational camps could include activities such as: feeding, washing, grooming, safe play and basic health care (such as worming and flea treatment) of dogs; training in basic commands for dogs; feeding, grooming and basic health care of cats (as for dogs); correct gentle handling of small animals such as rabbits, guinea pigs, mice and birds; even short pony/horse rides followed by feeding and grooming of the animals. It could reasonably be expected that the knowledge, skills and insight gained by children at such camps would filter back to at least some parents and encourage discussion of the safe and considerate handling of animals in the home.

It is conventional in research reports to identify "further research" and in respect of the resources developed in this project such further research should address the accessibility of the core content across the diversity of our communities, taking in to account levels of education and indeed literacy, language and cultural diversity, socio-economic factors and

so forth. Such research should be done alongside evaluation of the effectiveness of the materials developed in this project.

Not The Last Word

We would like this to be a story with a happy ending. The research-based expert-informed pet dog safety information located and collated for this project is now well on the way to becoming more widely accessible. This report has been completed but the journey it describes continues. The project proposal was to research and create the resources appended to this report, but the authors, Jennifer Carter and David Swain, will continue working to achieve the optimum dissemination of these resources. The story book is in its early development phase; there is much work still to be done on it and this work will continue (the first draft is appended). The two booklets are much further developed (they too are appended) and the work still to be done, that the authors will continue to do, is enhancing their dissemination. This report indicates some degree of promise that this can be accomplished.

By providing children, their parents and schools with the research-based and expert-informed information and resources necessary to enhance the protection of children, the resources appended to this report have a real potential to reduce significantly the number of children who suffer severe physical injury and/or disfigurement and the number of children and parents who will suffer distress as a result of being attacked by a dog, especially a family pet dog.

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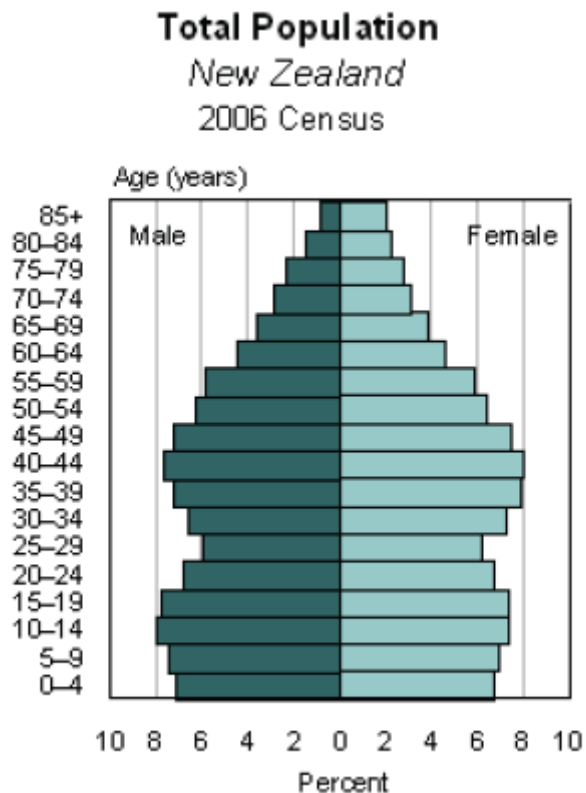
Appendices

Appendices 2-7 contain draft versions of the resources developed as outcomes of this project. The CAPFNZ *Summer Research Scholarship* recipient, Jennifer Carter, and the project supervisor, Dr David A Swain, will (on a *pro bono* basis) finalise these largely completed materials (and the children's story book which is at an earlier draft phase) and pursue their dissemination through government agencies, community organisations and/or commercial publishers.

The children's booklet and the parents' booklet are virtually in final form, requiring only some additional funding for the remaining illustrations and for their production as part of an ongoing programme of dissemination. The free use of the content by community agencies is another avenue of dissemination that will continue to be pursued as the timeframe for organisations' and agencies' decisions about the use of material extends beyond the completion of this project.

It did not prove possible to bring the proposed children's story book to the same point of development as the children's and parents' booklets. A first draft and list of points to be incorporated in the story is appended to this report, and the illustrations to the two booklets show the anticipated style of the story book pictures.

Appendix 1



Source: Statistics New Zealand, *QuickStats About New Zealand's Population and Dwellings* (Wellington: Statistics New Zealand, 2007 [revised 18 May 2007]), page 3 [unpaginated], downloaded on 9 March 2008 from <http://www.stats.govt.nz/census/2006-census-data/quickstats-about-nzs-pop-and-dwellings/quickstats-about-nzs-pop-and-dwellings-revised.htm>

Appendix 2: The Story Book – Draft Partial Text

The Birthday Present

It was less than a week until Jo's birthday and she wanted to be excited about her birthday party and the presents she was hoping to get. But she wasn't excited. She was scared.

And she couldn't tell her Mum, or her Dad, that she was scared. She just couldn't. She knew Mum had been shopping today for her birthday party food. She knew Dad and Mum had been talking about her present. She had overheard Dad on the telephone talking to their friends about her present. And she was scared.

She had been scared since yesterday, when she was doing some painting on the dining room table. She liked painting pictures. They were usually happy pictures, with flowers and butterflies and she even tried to paint children playing though that was more difficult than flowers and butterflies.

But she had seen a picture that scared her, a picture in the newspaper that Mum had spread on the table to keep it clean while she was painting. It was a picture of a boy about her age, he looked like one of Jo's friends at school, though it wasn't him of course, he wasn't hurt.

The boy in the picture had big cuts on his face, and it looked like somebody had done some sewing on his face like Mum did when she tried to make Jo a shirt last year. She couldn't read the small writing in the newspaper but she could read the big writing above the boy's picture. "Dog Attack Victim Aged Six". She wasn't sure what a "victim" was, but she knew the other words. The boy had been attacked by a dog.

And Jo knew that her birthday present was going to be a puppy! And Jo knew that puppies grew up, they grew up to become grown-up dogs. They grew up to be dogs just like the dog in the picture beside the boy with the sewn-up face and the bandages.

Jo was scared. She didn't want to be a dog attack victim. She wasn't sure what a victim was but she thought it must be something to do with being attacked by a dog and having a face that was cut and bandaged and had sewing done up the cuts. She felt like crying. She was scared about the puppy she was going to get as her big birthday present.

She couldn't tell Mum and she couldn't tell Dad because she knew they were excited about her birthday, they said so, and they were busy with the food for the birthday party, and with talking to their friends with a mother dog who had just had puppies about a puppy for Jo!

"Jo" called her Mum, "come and see your cake, I've finished decorating it". Jo went in to the kitchen and there was her birthday cake. It was a chocolate cake with seven candles on it – and a little toy puppy curled up among the candles! Her eyes filled with tears and her throat had a lump in it. "Darling" said her mother, "what's the matter?" Jo shook her



Statue

head. She couldn't tell her mother that she was scared of the puppy, scared that when it was grown-up it might hurt her. Mum had spent so long baking and icing and decorating the cake, how could she tell her?

The text may need modification depending on decisions about the specific age group envisaged as having the story book read to them and the older age group envisaged as reading it. The kinds of safety tips that will be built in to the story – leading to a happy ending of course – will be both positive “do” actions to take as appropriate (like being a statue or a stone, and safe places to touch / pat a dog) and “don't” tips such as don't take a dog's toy, grab its food, hurt it even in play, “sneak up” on it or yell and run.

The full list of safety guidelines and tips upon which the story book will draw is in the Summary on page 3. The full draft of the story book will be reviewed by appropriate expert informants before its dissemination is undertaken.

Appendix 3: Dog Safety Information

CHILDREN'S BOOKLET - English

University of Waikato

CAPFNZ Summer Research Project

Researcher: Jennifer Carter (jmc55@waikato.ac.nz)

Supervisor: Dr David Swain (dswain@waikato.ac.nz)

Department of Societies & Cultures, University of Waikato

1. ALWAYS ASK THE OWNER BEFORE YOU MEET THEIR DOG!

If you are meeting a dog for the first time you must ask the owner's permission first! Before approaching any dog, **even if it is not for the first time**, don't run up and try to hug or pat the dog. The owner will tell you if their dog likes to meet children or not. If the owner says "yes" you should:

- Stand still, stand up straight and have your hands down at your side.
- Leave a couple of steps between you and the dog, let the dog approach you first.
- You can talk quietly to the dog if you want to.
- When you feel comfortable, make one hand into a ball, gently raise your arm and let the dog sniff the back of your hand.
- It's important to be calm and confident at all times.

2. DON'T PAT A DOG ON THE HEAD!

After the dog has sniffed you, give it a gentle rub on the chin, chest or side of the neck. Keep your face away from the dog and don't look into its eyes.

- For very small dogs, you may need to squat or kneel down but keep the top half of your body straight, don't bend over the dog.
- Stroke the dog's chin, chest or side of the neck. Dogs don't really like being patted on their head by people.

3. EVEN IF YOU HAVE MET THE DOG BEFORE - BE CAREFUL!

Even if it's your neighbour's, friend's, nana's or auntie's dog that you see all the time, you still have to ask them for permission before you play with their dog. You might have met the dog before but it knows that you don't live at its house and it doesn't know you as well as it knows its owners. It could think you are a threat and may bite you to protect itself or its property. Be very careful of dogs that live with other people – even if you've met them before!

It is safer to have an adult watching you when you play with someone else's dog.

4. DON'T PAT A DOG WITHOUT LETTING IT SEE AND SNIFF YOU FIRST.

Never sneak up on a dog that is eating or sleeping and risk giving it a fright. Any dog could bite you if it is scared, confused or in pain – even your own dog.

5. NOT ALL DOGS ARE AS FRIENDLY AS YOUR DOG!

All dogs are different! If you have a dog at home, it is probably very friendly because it knows it is part of your family. You need to be careful of other dogs that don't live at your house because they don't know you as well. They could bite accidentally because they are not used to the games you want to play.

6. IF A DOG RUSHES AT YOU - BE A STATUE!

When a dog is bothering you, drop any food or toys you are holding and 'be a statue' (or a tree). Statues are boring for dogs – they will usually come and sniff you and then go away. Dogs are very good at smelling things and will sniff something to find out who or what it is. You will see dogs sniff each other when they meet. This is also why a dog will come and sniff us when we're being a statue. It's their way of meeting us and getting to know who we are. Remember not to stare a dog in the eyes when you are being a statue.

BEING A STATUE...

- **Stand still and straight**, with feet together, your fists held under your chin and elbows close against your chest. If you are holding food or a toy drop it on the ground
- **Don't scream and don't run away.** You might be feeling very scared but you have to be brave and **STAND STILL** – let the dog come and sniff you, usually it will sniff you and go away.
- **Don't stare into the dog's eyes** because it might think you want to fight. Look at the dog's paws, chest or over the top of its head.
- **If the dog moves, turn slowly so that you can always see where it is.** Never let the dog walk around behind you.
- **If the dog does attack, protect yourself** by putting something between you and the dog. This could be your jacket or jersey, lunch box, backpack, book, bicycle or anything you can put in between.
- **Stay like a statue until the dog leaves** or an adult comes to help you. Slowly move backwards while still facing the dog; remember not to stare into its eyes.
- **Never turn and run!**



Statue

BEING A STONE...

- **If you fall or are knocked to the ground 'be a stone'.** Curl into a ball, face down, with your hands over your head and neck. Protect your face. Try to stay still – do not scream or roll around.
- **Stay like a stone until the dog leaves** or an adult comes to help you. When you do move, you must move slowly. Slowly move backwards while still facing the dog, remember not to stare into its eyes.
- **Never turn and run!**

Illustration here of child being a stone

7. DON'T RUN AND SHOUT AROUND DOGS!

Do not run around or shout, ride your bike or skate close to a dog. Some dogs could feel scared because they are not used to children doing these things. Other dogs may chase and even bite you.

If you are at home or someone else's house and you want to run around and be noisy or play-fight with other children, it is best to ask an adult to put the dog away in a safe place. This is important because when children play-fight a dog could bite the visiting children if it thinks they are hurting the children that it lives with. If the dog is not put away and it gets too frisky or excited you and the other children need to 'be a statue'.

8. NEVER RUN AWAY FROM A DOG!

Even if you feel scared, never scream or run! If you want to get away from a dog back away slowly and quietly. If you need to, turn your body slowly so that you can always see the dog. Never let the dog walk around behind you because many children get bitten from behind! And remember, never stare into a dog's eyes – look at the dog's paws, chest or over the top of its head.

9. NEVER TEASE OR ANNOY A DOG!

Dogs may bite people who annoy them. Never pull its ears, tail or fur. Don't try and pull a toy, a stick, or any item from the dog's mouth. Don't piggy-back the dog: you might hurt it. There is no need to hit a dog or poke it with a stick. Remember *any dog* can bite you if it is scared, confused or in pain...and they will bite! You know you are not supposed to tease dogs....so don't!

10. KEEP AWAY FROM A DOG THAT'S EATING!

Dogs like being on their own when they eat or chew their bone. If you touch or play with a dog while it's eating it might think you are trying to take some of its food. The dog could bite to protect its food. It is best to stay away from a dog's food and bones, even when it is not eating them.

11. FEED THE DOG ON THE GROUND.

Don't let the dog take food out of your hands. A dog that learns to take food from children's hands may snatch food from a young child and accidentally bite him or her. If you feed the dog, it is safer to drop the food on the ground. Don't ever feed it any food off your plate.

12. DON'T HUG AND KISS DOGS.

Dogs don't like to be hugged around the neck and kissed; it is not how they meet each other. Even with your own dog it is best not to kiss it, hug it around the neck or put your face down close to its teeth. It's gross to let dogs lick your face because they have bad breath, they smell other dog's bottoms, and they can give you worms and parasites.

13. STAY AWAY FROM A DOG THAT IS PROTECTING SOMETHING!

Dogs are territorial animals which means they will naturally protect their property and home. This could be their owner's home, yard, car and the dog's bed or kennel. Even if you've met the dog before and it seems friendly, you must stay away from it. This means:

- Never reach through a fence to pat a dog – it is protecting the owner's property.
- Don't pat a dog through a car window – it is protecting the car.
- Don't pat a dog sitting on the back of a truck – it is protecting the truck.
- Don't pat or play with a dog when it's on its bed. It is better to stand back and call the dog out of its bed if you want to pat it.
- If your ball or toy accidentally goes over someone's fence don't go and get it yourself, ask an adult for help.

If you go near a dog that is protecting its property it could think you are an intruder and may bite you to protect its space.

14. DON'T TEACH DOGS TO PLAY ROUGH

It can be dangerous to play chasing games or tug-of-war with a dog. These games teach dogs to bite hard and be rough with people – we don't want to teach them that! It's better to play *hide and seek* where the dog has to find you or something you hide, and *fetch* where you swap the thing for a treat so the dog learns to give it back. You can also teach your dog tricks like sit, lie down, roll over and play dead. Get an adult to show you how to do this safely. It is better to pat dogs gently.

15. DOGS ON THEIR OWN MUST BE LEFT ALONE!

- If you see a stray dog running around on its own, turn and go the other way. Never call a stray dog over to you – it is not safe! If this dog has been teased or annoyed by other kids, it might think you are going to hurt it and bite to protect itself.
- If you see a strange dog tied up leave it alone! It could be outside a shop, a supermarket or even in your own backyard if someone is visiting your house. If strange dogs are tied up, you must leave them alone because they can't get away from you and may bite to protect their space.

16. DON'T MEET PUPPIES ON YOUR OWN!

A mother dog will be very protective of her puppies. This means that she may bite anyone or anything that she thinks will hurt them. It is safer if an adult picks up the puppy and then lets you hold it. Be extra careful if the mother dog does not live at your house because she doesn't know you very well and might think you are a threat. Puppies are very cute but remember they have sharp teeth too!

17. LEARN 'DOG LANGUAGE'

People use words to talk to each other. Dogs can't use words so it is important you learn to understand 'dog language'. Understanding 'dog language' will help keep you safe because you will know when a dog wants to be left alone.

When dogs speak they use their whole bodies to tell us how they are feeling. We need to look at a dog's ears, lips, tail and whether their body is tall and stiff or crouched down low. Barking and growling are only part of the way that dogs talk to us. When we understand dog language we know if the dog is feeling relaxed, playful, scared or very angry. The drawings below will show you how to work out what they are saying.

Dogs could bite by accident if they are very playful and they will often warn us they are feeling scared or angry before they bite. Keep away from *any dog* that tells you it is feeling scared or very angry!

RELAXED

Here Bella²⁰ is telling you that she is relaxed. She has a relaxed body position, and all her hair is lying flat on her body. She is panting with her tongue out and has a happy expression on her face.



Relaxed

PLAYFUL

Here Bella is telling you she feels playful. The front of her body is low down and the back half of her body is still up in the air. Her tail is up and might wag slowly. Her ears are up and she could bark a little bit.



Playful

²⁰ Some sample illustrations of "Bella" have been drawn *gratis* by Dean Williams.

SCARED²¹

Here Bella is telling you to leave her alone because she is scared!

She is trying to make herself look as small as possible.

Her whole body is lowered to the ground and it could be shaking.

Her tail is tucked under her body. Her ears are low or laid back against her head. The hair on her back is standing up on end. She will not want to look at you, she will keep turning her head away.

Remember not to stare into a dog's eyes, especially when it is telling you it feels scared!

A scared dog will bite you if it is cornered!

Illustration of "scared" Bella here

VERY ANGRY

Here Bella is telling you to keep away and leave her alone! She is angry! She is trying to make herself look as big and scary as possible. She is standing tall and stiff and slightly leaning forward. Her tail is stiff and it pokes out or up, it may even be wagging a little bit too. The hair on her back is standing up on end. Her ears are forward, her nose is wrinkled and she is showing you her teeth! She will stare straight at you while snarling, growling or barking at you.

Remember not to stare into a dog's eyes, especially when it is telling you it feels very angry!



Very Angry

Now you have learned some dog language. You know how to look at all the parts of the body together to see what a dog is feeling. It is important to pay attention to dog language so you know when a dog wants to be left alone. **Remember that a dog wagging its tail is not always friendly.**

WHEN YOU'RE OUT AND ABOUT...

- If you are walking past someone's house and a dog rushes out at you, 'be a statue'. Remember not to stare into a dog's eyes.
- If you are riding your bike past someone's house and a dog starts to chase you STOP, jump off your bike and use it as a shield between you and the dog. Don't keep riding because dogs can run faster; they will chase you and might attack you. If the bike falls over, 'be a statue'.
- Stay like a statue until the dog leaves or an adult comes to help you. When you do move, slowly back away from the property with the dog still in view. Never turn and run.
- Don't back the dog into a corner, always give it plenty of room to get away from you. If the dog cannot get away from you, it may bite because it feels threatened.
- Remember these dogs don't know you. They are protecting their property because they think you are an intruder.

²¹ There seems to be no conclusive scientific evidence that dogs either do or do not experience the human emotions *scared* or *angry*. These words have been used here because they help explain dog body language and its likely consequences in a way that should make sense to children. No conclusion about emotions experienced by dogs is intended.

IN SUMMARY:

1. ALWAYS ASK THE OWNER BEFORE YOU MEET THEIR DOG!
2. DON'T PAT A DOG ON THE HEAD!
3. EVEN IF YOU HAVE MET THE DOG BEFORE - BE CAREFUL!
4. DON'T PAT A DOG WITHOUT LETTING IT SEE AND SNIFF YOU FIRST.
5. NOT ALL DOGS ARE AS FRIENDLY AS YOUR DOG!
6. IF A DOG RUSHES AT YOU - BE A STATUE!
7. DON'T RUN AND SHOUT AROUND DOGS!
8. NEVER RUN AWAY FROM A DOG!
9. NEVER TEASE OR ANNOY A DOG!
10. KEEP AWAY FROM A DOG THAT'S EATING!
11. FEED THE DOG ON THE GROUND.
12. DON'T HUG AND KISS DOGS.
13. STAY AWAY FROM A DOG THAT IS PROTECTING SOMETHING!
14. DON'T TEACH DOGS TO PLAY ROUGH!
15. DOGS ON THEIR OWN MUST BE LEFT ALONE!
16. DON'T MEET PUPPIES ON YOUR OWN!
17. LEARN DOG LANGUAGE.
 - Never approach a dog that is scared, confused or in pain.
 - If you see a strange dog tied up leave it alone!

There is no ONE rule that fits all situations all the time to prevent dogs from attacking. These tips can help reduce the chances of being bitten.

In considering the use of these safety tips please be aware they are based on a literature review and key informant interviews conducted in good faith and with care under supervision. Refer to *Stories With Happy Endings: Preventing Pet Dog Attacks on Children – A report for The Child Accident Prevention Foundation of New Zealand, 2008.*

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Appendix 4: Dog Safety Information

CHILDREN'S BOOKLET – Māori

Whakamārama Taumaruru Kurī

PUKAPUKA HUNGA TAMARIKI

University of Waikato

CAPFNZ Summer Research Project

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- 1. WHAKAPĀ ATU KI TE RANGATIRA MŌ MUA NOA O TE TŪTAKITANGA KI TĀNA KURĪ!!**
Me whakapā atu e koe te rangatira mō mua noa atu o te tūtakitanga tuatahi i te kurī! Mō mua noa o te whakapā atu ki tētahi kurī, **he ahakoa pēhea ngā pātanga atu**, kua e oma atu ki te awhi, ki te pōpō rānei i a ia. Mā te rangatira e kī mai he pai te kurī ki te hunga tamariki, kāore rānei. Ki te kī mai 'Ae, he pai':
 - Me tū mārire, tū tōtika, ō ringa ki ō taha.
 - Tukua kia rua pea ngā ūpane ki waenga i a kōrua ko te kurī, ā, mā te kurī e haere mai ki a koe.
 - Me ngāwari te tangi o tō reo ki te kurī.
 - Ka tau ana, whakapāorohia tētahi o ō ringa, ko ngā matimati e koropiko ana ki raro, kia hongingia e te kurī.
 - Mea nui, me hūmārie, me tau i ngā wā katoa.
- 2. KAUA TE MĀHUNGA O TE KURĪ E PŌPŌNGIA!**
Ka mutu te hōngi mai a te kurī, āta miria te kauwae, te uma, te taha rānei o te kakī. Kua rā tō kanohi e pātata atu, kua hoki e titiro māku ki ōna karu.
 - Mō te kurī pakupaku, me tūturi pea, ēngari me tōtika tonu tō tuarā, kua e koropiko ki runga i a ia.
 - Āta pāngia te kauwae o te kurī, te uma, te taha rānei o te kakī. Kāore te kurī e pai kia pōpōngia te māhunga e te tangata.
- 3. HE AHAKOA TŌ PĀTANGA ATU KI TE KURĪ I MUA - KIA TŪPATO!!**
He aha ahakoa nā tō hoa noho tata, nā tō hoa, nā tō nana, nā tō whaea kēkē rānei he mea kitekite e koe, me tono tonu mō mua noa o te tākaro me tana kurī. Tēnā pea kua pā kē atu ēngari, kei te mōhio ia kāore koe i te noho ki tōna whare, kāore hoki i te rite tana mōhio ki a koe, pērā i tana mōhio ki ōna rangatira. Kei pōhēhē mai he kino nōu, ka ngaua koe, he tiakitanga i a ia anō, i ōna rawa rānei. Kia tūpato ki ngā kurī e noho ana me ētahi atu tāngata, ahakoa tō pātanga atu i tētahi wā o mua!
He maru anō o te mātakitaki mai o tētahi pakeke ina tākaro ana koe me te kurī a tētahi atu.
- 4. MŌ MURI KĒ O TĀNA KITE ME TĀNA HŌNGI MAI I A KOE TE PĀTANGA ATU.**
Kua rawa e haere huna atu ki te kurī e kai ana, e moe ana, kei ohore mai! Kei ngaua koe e te kurī, kua ara ohore, kua matakū, kua pōauau mai, kei te mamae rānei – he ahakoa nāu anō ia.
- 5. KĀORE TE NUINGA O NGĀ KURĪ E HOAHOA MAI PĒRĀ ME TĀU!**
He rerekē ngā kurī katoa! Mēnā he kurī tāu i tō kāinga, kāore e kore he hoahoa mai, te take e mōhio ana ia nō tō whānau ia. Me tūpato koe ki te kurī kāore i te noho ki tō whare, te take kāore ia i te tino mōhio ki a koe. Kei ngau kau mai, te take kāore i te taunga ki ō hiahia tākaro.

6. KI TE TERE MAI TE KURĪ KI A KOE ME RITE KI TE PAKOKO!

Ki te whakapōrearea mai te kurī ki a koe, tukua ngā mea ki ō ringa kia taka, ka 'tū whakapakoko ai' koe (whakarākau rānei). He mea hōhā te pakoko ki te kurī – ko tāna he haere noa mai ki te hongihongi, ka haere noa atu. He pai te kurī ki te hongihongi mea kia rongohia he aha taua mea, ko wai rānei. Ka kite koe i te hunga kurī e hongihongi ana tētahi i tētahi. Ko ia rā anō te take e hongihongi mai ai te kurī i a koe e tū pakoko ana. Ko ia tāna mō te pā atu, me te kimi māramatanga mōu. Kia mau mahara mai, kua ngā karu o te kurī e titiro mākutuhia i a koe e tū pakoko ana.

TE TŪ PAKOKO...

- **Me tū mārire, tū tōtika,** kia kotahi o waewae, ō ringaki raro o tō kauwae, ō whatianga ki tō uma. Mē he kai, he toi, he aha rānei kei ō ringa, tukua kia taka ki raro.
- **Kaua e hāpārangi, kaua hoki e oma.** He mataku pea Nōu ēngari me māia koe, ME TŪ MĀRIRE – tukua te kurī kia haere mai ki te hongihongi i a koe, tōna tikanga ka hongihongi mai, ka haere atu.
- **Kaua e titiro māku atu ki ngā karu o te kurī** kei pōhēhē mai he hiahia nōu ki te whawhai. Tirohia ana wae, tana uma, te tihi rānei o tana māhunga.
- **Ki te oreore mai te kurī, āta huri atu kia kitea e koe kei whea rā ia i ngā wā katoa.** Kaua rā ia e tukua kia haere ki muri i a koe.
- **Ki te whakaekea koe e te kurī, tiaki i a koe mā te waiho i tētahi mea ki waenga i a kōrua me te kurī.** He koti pea, he pouaka kai, he pēke, he pukapuka, he paihikara, ahakoa te aha, ko tētahi mea hei maru mōu.
- **Me tū pakoko kia haere atu te kurī** okia tae rawa mai rānei tētahi pakeke hei āwhina i a koe. Ka neke koe, me āta haere. Āta haere whakamuri, me te anga tonu atu ki te kurī; kia mau mahara mai, kua e titiro māku atu ki ana karu.
- **Kaua rawa e tahuri atu ka oma!**



Statue

TE TOKA TŪ...

- **Ki te taka koe, ki te pāorongia rānei 'me toka tū'.** Me koromeke, tō kanohi ki raro, ō ringa ki runga o tō kakī, tō ūpoko rānei. Tiakina tō kanohi. Me takoto kau – kaua e ngangā te waha, e takahurihuri rānei.
- **Me toka tū kia oma atu te kurī** kia tae rawa mai rānei tētahi pakeke ki te āwhina i a koe. Ka neke koe, me āta haere. Me āta nuku whakamuri, me te anga tonu atu ki te kurī, kia mau mahara mai, kua e titiro māku ki ana karu.
- **Kaua rawa e tahuri atu ka oma!**

Illustration here of child being a stone

7. KAUA E OMAOMA HĀPĀRANGI I WAENGA O TE HUNGA KURĪ!

Kaua rawa e omaoma, e hāpārangi, e eke pahikara, e retireti pātata atu ki te kurī. Kei mataku mai ētahi kurī i te mea kāore i te taunga ki te hunga tamariki me ēnei tūmomo mahi. Kei whāia mai koe, kei ngaua mai rānei e ētahi kurī.

Mēnā koe i tō kāinga, i tō tētahi atu rānei e hiahia ana ki te omaoma, ki te hāpārangi, ki te tākaro whawhai me ētahi atu tamariki, me tono wawe pea ki tētahi pakeke kia puta atu te kurī kia whai wāhi maru atu anō. He mea nui, nō te mea ka tākaro whawhai te hunga tamariki, kei ngaua te tamariki tauhou i te pōhēhē kei te tūkinongia āna tamariki ake. Ki te kore te kurī e puta atu, ka tū ihiihi rawa, me 'tū pakoko' koutou ko ō hoa tamariki.

8. **KAUA RAWA E OMA ATU I TE KURĪ!**

He aha koa tō tino matakū, kua rawa e ngangā te waha, e oma rānei! Ki te hiahia koe ki te puta atu i tētahi kurī, me āta nuku whakamuri atu, me hū hoki. Me hiahia nui ki te tahuri, āta huri atu kia kitea te kurī i ngā wā katoa. Kua rawa e tuku i te kurī kia neke ki muri i a koe, te tini o te tamariki e ngaua whakamuri mai ana e te kurī! Kia mau mahara mai anō, kua rawa e titiro māku ki ngā karu o te kurī – tirohia ōna matimati, tōna uma rānei, te tihi rānei o tana māhunga.

9. **KAUA RAWA E WHAKANEHE, E WHAKATOI I TE KURĪ!**

Ka ngaua pea e te kurī te hunga whakahōhā i a ia. Kua rawa ōna taringa, tōna waero, ōna huruhuru e kukumea. Kua hoki e kukume i tētahi toj, rākau rānei, mea noa iho rānei i tana waha. Kua te kurī e waha ki tō tuarā, kei whara ia. Kāore rawa he take o te wero, te patu rānei i te kurī ki te rākau. Kia mau mahara mai, ka ngaua koe e tētahi kurī mēnā e matakū ana, e pōauau ana, e mamae ana ... ā, ka ngau tūturu i a koe! E mōhio ana koe kāore koe e whakaea kia whakahōhā i te kurī ... nō reira, kua!

10. **ME NOHO MATARA ATU I TE KURĪ E KAI ANA!**

He pai ki te kurī te kai, te ngau wheua rānei me tōna kotahi. Ki te pā atu koe i te kurī i a ia e kai ana, kei pōhēhē mai ia kei te tango atu koe i āna kai. Kei ngaua koe e ia, he tiaki noa tāna i āna kai. He pai kē atu, me noho matara atu koe i ngā kai me ngā wheua a te kurī, mē i te kai ia, kāore rānei.

11. **WAIHOTIA NGĀ KAI A TE KURĪ I A KOE E WHĀNGAI ANA I A IA.**

Kua e tukua te kurī kia tango atu i te kai mai i ō ringa. Ko te kurī ako i te tango kai mai i te ringa o te hunga tamariki he mea kapo pea i te kai mai i te kōhungahunga, he ngau hoki pea i a ia. Whāngai ana koe i te kurī, he pai kē atu te tuku i te kai kia taka. Kua rawa e whāngai ki ngā kai mai i tō pereti.

12. **KAUA TE KURĪ E AWHIAWHI, E KIHIKIHI RĀNEI.**

Kāore te kurī e pai kia awhitia ki te kakī, kia kihia rānei; kāore i te pērā te tikanga ki a rātou.

Tae atu ki tāu kurī ake, kāore e pai te kihi i a ia, te awahi ki te kakī, te whakatata rānei i tō kanohi ki ana niho. He kiriweti te tuku i te kurī kia mitimiti i tō kanohi, he piro nō tana hā, he hongiri rā anō i ngā nono o ētahi atu kurī, kei mau hoki i a koe ōna noke, ōna pirinoa hoki.

13. **ME NOHO MATARA MAI I TE KURĪ TIAKI MEA!**

He kararehe tiaki rohe te kurī, i āna rawa, i tōna kāinga. Tēnā pea nāna, nā tana rangatira aua rawa, te kāinga, te iāri, te motukā, te moenga, te whare kurī rānei. He aha koa kua pā kē atu koe i te kurī, he whakahoahoa tonu tōna āhua, kua e pātata atu. Arā:

- Kua rawa e whātoro atu i tētahi taiapa ki te pōpō i te kurī – e tiaki ana ia i te kāinga o tana rangatira.
- Kua te kurī e pōpōhia mā te wini – e tiaki ana ia i te motukā.
- Kua te kurī kei muri o te taraka e pōpōhia – e tiakia ana ia i te taraka.
- Kua te kurī e pōpōhia, e tākarohia rānei i a ia i runga i tana moenga. He pai kē te karanga atu ki puta mai i reira mēnā e pīrangi ana koe ki te pōpō i a ia.
- Kei tūpono ngaro atu tō pāoro ki kō o tētahi taiapa, kua koe e haere tika atu ki te tiki, tonoa atu tētahi pakeke kia āwhina mai.

Ki te pātata atu koe ki tētahi kurī e tiaki ana i āna rawa, kei pōhēhē mai he maoho koe, ka ngaua koe, ko tāna he tiaki noa i tōna rohe.

14. KAUA TE KURĪ E WHAKAAKONA KIA MĀNGONGE TE TĀKARO

He mōrearea nō te tākaro whaiwhai, tauronarona hoki me te kurī. He whakaako ēnei tākaro i te kurī ki te ngau, kia māngonge hoki me te tangata – kāore tātou e pīrangi ki tērā! He pai kē atu te *‘Huna me te Kimi*, kia kimihia koe, tētahi mea rānei e te kurī ka tīkina atu, ka utua te whakahoki mai ki tētahi mea hari ka whakaakona ai te kurī ki te whakahoki mai. Ka taea hoki e koe te whakaako i tō kurī ki te noho, te takoto, te takahuri, me te tākaro tīraha kau. Ko tētahi pakeke hei maru mōu, hei āwhina hoki i a koe. He pai kē hoki te āta pōpō, āta pā atu i te kurī.

15. ME WAIHO TE KURĪ KOTAHĪ KI TŌNA KOTAHĪ!

- Ka kite atu ana koe i tētahi kurī poka noa e omaoma ana me tōna kotahi, huri atu, me whai huarahi kē atu i a ia. Kaua rawa e karanga kia haere mai te kurī poka noa – he mea mōrearea tērā! Mēnā kua rawekengia, kua whakanehea e ētahi atu tamariki, kei pōhēhē mai ka whara ia i a koe ka ngau i a koe, he tiaki noa tāna i a ia anō.
- Ka kite atu ana koe i tētahi kurī kua herea ki tōna kotahi, waihotia atu! Kei waho pea o tētahi toa, i tētahi mākete nui, kei tō iāri ake rā anō pea, he manuwhiri ki tō whare. Ko te kurī tauhou kua herea, waihotia atu, te take, ka kore e taea te oma atu i a koe, ka ngau i a koe, ko tāna he tiaki noa i tōna rohenga.

16. KAUA E WHAKAPĀ ATU KI TE PAPI KURĪ ME TŌ KOTAHĪ!

He pai atu mā te pakeke te papi kurī e hiki, ka tukua atu ki a koe. He kaha te whāereere kurī ki te tiaki i āna papi. Nō reira ia ka ngau ai i tētahi ki tāna whakapono he mōrearea ki āna papi. Me tino tūpato mēnā kāore te whāereere i te noho ki tō kāinga, te take kāore pea ia e mōhio mai ki a koe ka pōhēhē he mōrearea anō koā. Ahakoa te rawe noa o te papi kurī, kia mau mahara mai he koi anō ana niho!

17. ĀKONA TE 'REO KURĪ'

He whakamahi kupu tā te tangata kōrerorero. Kāore te kurī e whakamahi i te kupu, nō reira he mea nui me mārama ki a koe te 'reo kurī'. Mā taua mārama nei koe e maru ai, ka mōhio ai koe i te wā e pīrangi ana te kurī kia waihotia ia ki tōna kotahi.

Ka kōrero ana te kurī, mā te tinana katoa e mārama ai e pēhea ana ia. Me titiro e tātou ngā taringa, ngā ngutu, te whiore; e tū mārō ana te tinana, e tuohu kau ana rānei. Ko te pahupahu me te ngenere tētahi wāhanga iti noa o tōna reo. Ki te mārama tātou ki te reo kurī, ka mōhio tātou he ngāwari te kurī, he hiahia tākaro rānei, he matakū rānei, he nui rānei te riri. Kei ngā whakaahua o raro ake nei ētahi whakamārama he aha ā rātou kōrero.

He ngau kau mai mēnā he nui te tākaro, ā, kei te reo o te kurī ngā whakatūpatotanga kia mōhio ai tātou he matakū nōna, he riri rānei mō mua noa o te ngau mai. Kaua e pātata atu ki te kurī e mea mai ana he matakū nōna, he nui rānei tōna riri!

E WHAKANGĀ ANA

Ki konei, ko tā Bella ki a koe, kei te whakangā ia. He ngāwari te āhua o tana tinana, he whakapapatahi te takoto o ana huruhuru. He whētero nō tana arero ki tana hotuhotu, he koanga te āhua o tōna kanohi.



Relaxed

E HIA TĀKARO ANA

Ki konei ko tā Bella ki a koe, kei te hia tākaro ia. Ko ā mua o tōna tinana kei raro, ko ā muri kei runga. Kei runga tana whiore, kei te piu hoki. Kei runga ana taringa, ā tērā pea kei te mārīre te auau.



Playful

E MATAKU ANA²²

Ki konei ko tā Bella ki a koe, kei te mataku ia nō reira waihotia atu! He ngana nōna kia moroititi kau ia. Kei raro katoa tana tinana, kei te rūrū pea. Kei raro rā anō tana whiore i tana tinana. Kei raro ana taringa, kua tōia rānei ki muri ki tana mähunga. Ko ngā huruhuru ki tana tuarā kei te tu. Kāore ia e titiro ki a koe, ka tahuri kau tana mähunga atu i a koe.

Kia mau mahora mai, kua rawa e titiro māku ki ngā karu o te kurī e mea ana he mataku nōna!

Ka ngaua koe e te kurī mataku e whakapono ana kua konanga ia!

Illustration of "scared" Bella here

E TINO RIRI ANA

Ki konei ko tā Bella waihotia ia, kua rā e nuku atu! Kua nui te riri! Kua tū whakahihī, whakamataku atu. Kua tū mārō, kua āhua tītaha whakamua. Kua mārō te whiore, ki waho, ki runga rānei, me te piu rā pea. Kua tū tōtika ake ngā huruhuru o muri o tana mähunga. Kei mua ana taringa, kua kurehe tana ihu, kei te whakaaturia mai ana niho! Kei te titiro māku ki a koe, me te ngara, te ngengere, te pahupahu mai rānei ki a koe.

Kia mau mahora mai, kua rawa e titiro māku atu ki te kurī e mea ana he riri nōna!

Kei te mau mahara mai koe me titiro koe ki hea?



Very Angry

Kua ākona koe ināianei ki ētahi wāhanga o te reo kurī. Kua mōhio koe me titiro e koe ki ngā wāhanga katoa o te tinana o te kurī kia kitea atu e pēhea ana ia. He mea nui, me aro atu ki te reo kurī kia mōhio ai ki tana hiahia kia waihotia atu ia.

Kia mau mahara mai, e hara te whiore piu i te tohu whakahoahoa i ngā wā katoa.

I A KOE E HAEREERE NOA ANA...

- Mēnā e hīkoi haere atu ana koe i tētahi kāinga, ka oma mai tētahi kurī ki a koe, me 'tū pakoko' 'toka tū rānei'. Kia mau mahara, kua e titiro māku ki ngā karu o te kurī.
- Mēnā e haere pahikara ana i tētahi kāinga, ka oma mai tētahi kurī ki a koe, ME TŪ, e heke i tō pahikara, whakamahia hei maru i waenga i a koe me te kurī. Kua e haere tonu atu, he tere ake te oma a te kurī; kei whai mai ka ngaua mai ai koe.
- Me tū pakoko toka tū rānei kia haere atu te kurī, kia tae rawa mai rānei tētahi pakeke ki te āwhina mai. Ka haere koe, me āta nuku atu i te kāinga rā, me te mātakitaki tonu i te kurī. Kua rawa e tahuri ka oma atu.
- Kua te kurī e mau ki te konanga, tukua te wāhi kia oma atu. Ki te kore e taea e te kurī te oma atu i a koe, kei ngaua pea koe, he pōhehē pea he whakawehi nōu i a ia.
- Kia mau mahara mai kāore tēnei kurī i te mōhio ki a koe. E tiaki ana ia i ōna rawa, he whakapono nōna he maoho koe.

²² Kāore he taunakitanga pūtaiao he pānga, kāore rānei o te mataku, o te takariri rānei o te tangata ki te kurī. Kua whakamahia noa ēnei kupu hei āwhina mai i te whakamāramatanga o te reo ā-tinana o te kurī me ngā pānga mai pea, kia mārāma ai te āhua nei ki te hunga tamariki. Kāore kau he aronga ki ngā aronui tūturu o te kurī.

HEI WHAKARĀPOPOTO:

1. PĀTAITIA TE RANGATIRA MŌ MUA O TE PĀTANGA KI TANA KURĪ!
2. KAUA TE MĀHUNGA O TE KURĪ E PŌPŌNGIA!
3. AHAKOA NGĀ PĀTANGA ATU O MUA - ME TŪPATO TONU!
4. TAIHOATE KURĪ E PŌPŌNGIA, TUKUA IA KIA KITE, KIA HONGI MAI.
5. KĀORE NGĀ KURĪ KATOA I TE RITE KI TĀU MŌ TE WHAKAHOAHOA!
6. KI TE OMA MAI TE KURĪ - ME TŪ PAKOKO!
7. KAUA E OMA, E HĀPĀRANGI ME TE KURĪ!
8. KAUA RAWA E OMA ATU I TE KURĪ!
9. KAUA RAWA E WHAKANENEHE, E RAWEKE RĀNEI I TE KURĪ!
10. ME NOHO MATARA ATU I TE KURĪ E KAI ANA!
11. WAIHOTIA NGĀ KAI A TE KURĪ KI RARO.
12. KAUA TE KURĪ E AWHITIA, E KIHIKIHIA.
13. ME NOHO MATARA MAI I TE KURĪ TIAKI MEA!
14. KAUA TE KURĪ E WHAKAAKONA KIA MĀNGONGE TE TĀKARO!
15. WAIHOTIA TE KURĪ KOTAHI KI TŌNA KOTAHI!
16. KAUA E PĀ ATU KI TE PAPI KURĪ ME TŌ KOTAHI !
17. ĀKONA TE REO KURĪ.
 - Kaua rawa e whakatata atu ki te kuri e mākutu ana, e maemae rānei ana.
 - Ka kite atu ana koe i tētahi kurī kua herea ki tōna kotahi, waihotia atu!

Kāore kau te ture KOTAHI mō ngā take katoa, i ngā wā katoa, ka kore ai te kurī e ngau mai. Ko ēnei pitopito whakamārama hei whakaheke pea i ngā ngauranga mai.

Takea mai ēnei tohu taumaruru i tetahi arotake tuhinga me te uiui anō i ngā tohunga ki ēnei mahi. Ka kitea Stories With Happy Endings: Preventing Pet Dog Attacks on Children – A report for The Child Accident Prevention Foundation of New Zealand, 2008.

E whakaaetia ana te tārua i ēnei rauemi, ēngari kia kaua e whakarerekēngia; kia whakamihia te mātāpuna; kia whakamōhiotia te kaituhi ki ngā whakamahinga mā David Swain. Kua whai mana pupuri ngā tānga ki a © Dean Williams 2008, ā, e whakaaea noatia ana te tārua mā te whakaae ā tuhi a te tohungatā.

Appendix 5: Dog Safety Activities
CHILDREN'S BOOKLET - English
University of Waikato
CAPFNZ Summer Research Project
Researcher: Jennifer Carter (jmc55@waikato.ac.nz)
Supervisor: Dr David Swain (dswain@waikato.ac.nz)
Department of Societies & Cultures, University of Waikato

FIND THE BONES...

See how many bones you can find...and then colour the picture in.

Illustration to be done later

If you find 6 bones → Good work!

If you find 9 bones → Great work!

If you find 12 bones → Excellent!!

DOG LANGUAGE...

Draw a line from each picture of Bella to the matching word.



PLAYFUL

Illustration of "scared" Bella here

VERY ANGRY



RELAXED



SCARED

TRUE or FALSE

How many of the safety tips do you remember? Circle TRUE or FALSE next to each question...

- ❖ Don't meet puppies on your own. TRUE / FALSE
- ❖ Never stare into a dog's eyes. TRUE / FALSE
- ❖ If a dog rushes at you - be a statue. TRUE / FALSE
- ❖ Remember a dog wagging its tail is not always friendly. TRUE/FALSE
- ❖ Never turn and run. TRUE / FALSE
- ❖ Keep away from a dog that is eating. TRUE / FALSE
- ❖ Never call a stray dog over to you. TRUE / FALSE
- ❖ Don't run and shout around dogs. TRUE / FALSE
- ❖ Never tease or annoy a dog. TRUE / FALSE
- ❖ Don't teach dogs to play rough. TRUE / FALSE

STAYING SAFE...

Choose the best word from the box below to complete each sentence.

- ❖ If you are meeting a dog for the first time you must ask the owner's _____ first!
- ❖ After a dog has sniffed the back of your hand give it a gentle rub on the chin, _____ or side of the neck.
- ❖ Dogs don't like to be _____ around the neck and kissed; it's not how they meet each other.
- ❖ Be very _____ of dogs that live with other people - even if you have met them before.
- ❖ Don't let a dog take food out of your _____. It is safer to drop the food on the ground.
- ❖ If you see a strange dog _____ leave it alone!
- ❖ Any dog could bite you if it is _____, confused or in pain - even your own dog.
- ❖ If you fall or are knocked to the ground be a _____.
- ❖ Don't back a dog into a _____, always give it plenty of room to get away from you.
- ❖ If your _____ or toy accidentally goes over someone's fence don't go and get it yourself, ask an adult for help.
- ❖ Never reach through a fence to pat a dog - it is _____ the owner's property.

chest	tied up	stone	hugged	hand	scared
careful	permission	protecting	corner	ball	

WORD FIND...

Find as many of the dog safety words in the puzzle as you can.

G C M K Y N N L H V S U O S I
Q P F B K X W P R O T E C T R
J B I T E M O P G A T O N P P
T N A A Z F J M S I T N P E Q
O I O R B A A V F R U B S D J
H Z H I K Y M P W Q E N H I O
Y L S X S I S X L D G E M F J
K U C L E S N E X E F I P N N
R F A D W T I G Y X D Q L O K
G E R V K O T M M A T T A C K
J R E W Y N U L R L Z E Y L H
E A D U A E V C H E D R F G G
S C B J C B Z S I R P E U Q M
F D G R O W L I N G D K L F A
V A U D X Y R G N A Y R E V Z

stone

statue

protect

confident

permission

barking

relaxed

scared

playful

very angry

growling

careful

Appendix 6: Dog Safety Activities
CHILDREN'S BOOKLET – Māori
Ngā Korikori Taumaruru Kurī
PUKAPUKA HUNGA TAMARIKI
University of Waikato
CAPFNZ Summer Research Project
Researcher: Jennifer Carter (jmc55@waikato.ac.nz)
Supervisor: Dr David Swain (dswain@waikato.ac.nz)
Department of Societies & Cultures, University of Waikato

KIMIHIHA NGĀ WHEUA...

Kia kitea e koe ngā wheua ... kātahi ka whakakīia ai ki te tae.

Illustration to be done later

Kia kitea e koe ngā wheua e 6 →Ka pai!!

Kia kitea e koe ngā wheua e 9 →Pai rawa!!!

Kia kitea e koe ngā wheua e 12 →Tino pai!!

TE REO KURI...

Tuhia tētahi rārangi mai i te pikitia o Bella ki ngā kupu mō taua pikitia.



E HIA TĀKARO ANA

Illustration of "scared" Bella here

E TINO RIRI ANA



E WHAKANGĀ ANA



E MATAKU ANA

TIKA, HĒ RĀNEI

E hia o ngā tohutohu kei te maumaharatia? Porowhitatia te TIKĀ, te HĒ rānei ki te taha o ia pātai ...

- ❖ Kaua e whakapā atu ki te papi kurī me tō kotahi! TIKĀ / HĒ
- ❖ Kaua rawa e titiro mākutū ki ngā karu o te kurī TIKĀ / HĒ
- ❖ Ki te tere mai te kurī ki a koe me rite ki te pakoko TIKĀ / HĒ
- ❖ Ehara te whiore pui i te tohu whakahoahoa i ngā wā katoa. TIKĀ / HĒ
- ❖ Kaua rawa e tahuri atu ka oma! TIKĀ / HĒ
- ❖ Me noho matara atu i te kurī e kai ana! TIKĀ / HĒ
- ❖ Kaua rawa e karanga kia haere mai te kurī poka noa TIKĀ / HĒ
- ❖ Kaua e omaoma hāpārangi i waenga o te hunga kurī! TIKĀ / HĒ
- ❖ Kaua rawa e whakanehe, e whakato i te kurī! TIKĀ / HĒ
- ❖ Kaua te kurī e whakaakona kia māngonge te tākaro TIKĀ / HĒ

TE NOHO TAUMARU ...

Whiria te kupu pai ake mai i te pouaka o raro ake nei hei whakaea i ia rerenga kōrero.

- ❖ Me _____ atu e koe te rangatira mō mua noa atu o te tūtakitanga tuatahi i te kurī!
- ❖ Ka mutu te hōngi mai a te kurī, āta miria te kauwae, te _____ te taha rānei o te kakī.
- ❖ Kāore te kurī e pai kia _____ ki te kakī, kia kihia rānei; kāore i te pērā te tikanga ki a rātou.
- ❖ Kia _____ ki ngā kurī e noho ana me ētahi atu tāngata, ahakoa tō pātanga atu i tētahi wā o mua!
- ❖ Kaua e tukua te kurī kia tango atu i te kai mai i ō _____ . Whāngai ana koe i te kurī, he pai kē atu te tuku i te kai kia taka.
- ❖ Ka kite atu ana koe i tētahi kurī kua _____ ki tōna kotahi, waihotia atu!
- ❖ Kei ngaua koe e te kurī, kua ara ohorere, kua _____, kua pōauau mai, kei te mamae rānei - he ahakoa nāu anō ia.
- ❖ Ki te taka koe, ki te pāorongia rānei 'me _____ tū'.
- ❖ Kaua te kurī e mau ki te _____, tukua te wāhi kia oma atu.
- ❖ Kei tūpono ngaro atu tō _____ ki kō o tētahi taiapa, kaua koe e haere tika atu ki te tiki, tonoa atu tētahi pakeke kia āwhina mai.
- ❖ Kaua rawa e whātoro atu i tētahi taiapa ki te pōpō i te kurī - e _____ ana ia i te kāinga o tana rangatira.

uma

herea

toka

awhitia

ringa

mataku

tupato

whakapa

tiaki

konanga

paoro

KIMI KUPU...

Kimihia ngā kupu o te taumaru kuri mai i te panga.

M H O I H P R W N T T R A O E
T I A K I R O H E R K E H W T
O E K N P K M N R I W M T U P
K W T E A E I Ā P A K A H W E
A H W I M O O T A P Ū T E M R
U A A I N M R A T A T A N P E
R K R N P O E A W H O K A I G
O A H W W H R T K M E U U N N
U N N T I P M I P A M A K G E
N G N E N U W H R N T N W N G
P A H U P A H U W I H A R I N
T A H W I T K P A K A O I A U
K N K H O E R A U A G N K H T
M A U N G M K P T H W W A W E
W H K W H K O K O K A P R O M

toka

pakoko

tiaki rohe

me tau

whakapā

pahupahu

e whaka nga ana

e matakū ana

e hia takaro ana

e tino riri ana

ngengere

tūpato

Appendix 7: Dog Safety Information

PARENTS' BOOKLET

University of Waikato

CAPFNZ Summer Research Project

Researcher: Jennifer Carter (jmc55@waikato.ac.nz)

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Department of Societies & Cultures, University of Waikato

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INTRODUCTION

Dear parents,

Welcome to the parents booklet. This booklet offers you a very basic understanding of dog behaviour and invites you to consider a few practical suggestions about how you can create a safe relationship between children and dogs. Children will encounter dogs in a variety of situations; this could be at their home, the home of someone they know or even just walking to and from school. Statistics reveal that most children are bitten or attacked by dogs known to them so it is vitally important they learn why dogs bite and how to behave safely around them.

Unfortunately there is no ONE simple rule that fits all situations all of the time. Kids will be kids so parental supervision is the most important thing for children under 10 years of age. As soon as they are old enough children must be taught how to interact safely with dogs. Children have to be reminded that extra care is needed around dogs living with other people because those dogs don't know them as well as they know their owners.

In an ideal world all dogs would trust children and all children would be respectful and kind to dogs. The reality is that some dogs are used to being around children and the games they play, others are not. Some dogs have learned that children tease, annoy and hurt them. While most dogs are friendly, **no one can guarantee their dog won't bite!** It is intended that the tips in this booklet will significantly reduce the risk.

ABOUT DOGS

ANCESTRY

Dogs are part of the canine family which includes wolves, coyotes, foxes and jackals. Fossil evidence reveals that humans first began to live with tamed wolves over 14,000 years ago. All dogs today are descended from wolves.

- Wolves live in groups called packs. A 'pack' is a group of the same kind of animals that live and hunt together. A pack of wolves has a definite hierarchy. Each wolf knows which of the other pack members are above or below it. There is always a pack leader and the other wolves know they have to follow their leader's orders. Wolves will also lie on their backs and look away to show their leader that they know it's the boss. The pack leader walks in front, sits somewhere physically higher than other wolves if possible and eats before the other wolves. Wolves know that they can challenge anyone above them in the pack and that they have to defend their position from wolves lower in the pack that challenge them.
- When a wolf pack has young cubs all the wolves will put up with cubs' playful and mischievous behaviour. As the cubs get older, wolves may firmly retaliate to behaviour that is no longer acceptable. This is how the cub learns about pack hierarchy and where its place in the pack is. Wolves higher up in the pack may have to bite to defend their position when the cubs are old enough to challenge or fight them.
- Wolves have an inborn tendency to protect their pack from other wolves and animals.

FAMILY PET DOGS

In many ways our family pet dogs still behave like their ancestors. Although they don't need to hunt in packs anymore because humans feed them, they are still very much social animals that enjoy living with people. Dogs like to live in a social group in order to feel safe and secure.

DOGS ARE PACK ANIMALS

Similar to wolves, dogs are pack animals; they need to know their place in the hierarchy and who is above or below them. Dogs need a leader so they know what orders to follow. If dogs don't have a leader they

will step up and attempt to do the job themselves. Dogs will naturally try to boss or dominate those that are smaller or less powerful than them until they are trained not to.

- Dogs consider the family they live with to be their pack. Just like wolves, dogs will often guard and protect those who are part of their pack. Dogs are one of the few species that will risk their lives for a member of a different species.

HUMANS AND DOGS LIVING TOGETHER

Although there are many advantages to humans and dogs living together, there is also a lot of confusion. Even though dogs consider humans to be part of their pack, they know humans are different from them. Dogs know that humans are not dogs. While we need to respect dogs and the way they operate in the world, owners must assume leadership and train dogs to fit into human households.

HUMANS IN CHARGE

The point is that pet dogs must integrate into human lives. Within a family hierarchy adults are positioned “above” children. Dogs need to learn that their place in the hierarchy is below adults and children. Unless they are taught otherwise, dogs may consider children to be equal or “lower” than them in the family hierarchy; this is potentially very dangerous. Dogs are great pets and good company but they are not people. It is always a dog’s place to co-operate with humans but people need to understand dogs too!

MAIN TYPES OF AGGRESSION

In a dog’s world aggression is not always a bad thing provided it is in context with the situation i.e. a threat or a challenge. There are many different types of aggression and animals in the wild use them to make sure they have food, shelter and survive as a species. When faced with a new situation their preferred option is to flee. Our domesticated dogs still show many of these aggressive tendencies even though our family pet dogs now live in a very different environment. The main types of aggression are:

- **DOMINANCE OR COMPETITIVE AGGRESSION** describes a dog’s inborn tendency to keep raising or at least maintaining the position it has in the hierarchy. Some dogs have a more dominant personality than others.
- **FEAR INDUCED AGGRESSION** can be the common result from poor breeding or when puppies or dogs are not socialised properly. When a dog is not used to being around people, has been abused by people or is not familiar with normal social circumstances, many environments become scary. *Scared Bella* in the dog language section is displaying fear aggression.
- **TERRITORIAL AGGRESSION** is a dog’s inborn tendency to protect its territory. This is when dogs protect their owner’s home, yard, car, truck and their own bed or kennel. This sort of aggression is encouraged in dogs for guarding purposes.
- **POSSESSIVE AGGRESSION** is a dog’s inborn tendency to protect its food, bones and toys etc.
- **PAIN INDUCED AGGRESSION** is a natural type of aggression that occurs when dogs are experiencing or anticipating pain. This is why it is important for children to leave injured dogs alone.
- **PUNISHMENT INDUCED AGGRESSION** describes how dogs try to defend themselves from being hurt. A dog that is regularly hit, abused or attacked can redirect its aggression onto a lower pack member instead of being aggressive towards the person or dog that is hurting it. It also teaches the dog that physical force succeeds.
- **MATERNAL AGGRESSION** is displayed by a bitch that aggressively protects her pups from harm. Sometimes a bitch in season can become maternally motivated, show nesting behaviours and become more wary of strangers.
- **SEXUAL-RELATED AGGRESSION** is caused by female dogs on heat. There can be aggression between a male dog and a female dog or between two male dogs that are hanging around looking for a female sexual partner.

Human leadership and training may shape a dog’s behaviour but dogs still carry the genetic blue print as pack animals. Dogs will continue to show natural instincts and inborn aggressive tendencies in their behaviour sometimes. Dogs meeting other dogs will always need to establish themselves within the pack hierarchy. Dogs meeting new people will need to follow their leader’s orders.

The 'Being in Charge' section will offer a few practical suggestions about how people can establish themselves above dogs in the family hierarchy.

BEING IN CHARGE

The 'About Dogs' section identified that dogs need leadership. This section offers practical suggestions about how people can establish themselves above dogs in the hierarchy. Contact your local Dog Control Unit for more information. They have a wealth of knowledge about dog behaviour and they are happy to share it with you. They often visit people in the community so you can approach them in person too.

TRAIN YOUR DOG

Training your dog with basic commands can affirm human leadership and build a bond of obedience and trust between people and their dog. An obedient dog is also more enjoyable to be around. However, don't rely on obedience training as being a 'safeguard'. Obedience training teaches behaviour; it doesn't always deal with misbehaviour.

- **Basic obedience should include verbal commands like sit, stay, down (lie down), no and come.**
- **Training sessions are more fun and more effective when they are short and often.** Depending on the age and attention span of the dog you could do two or more sessions a day and make each one 5 minutes long.
- **Reward your dog with verbal praise, physical touch and the odd healthy treat.**
- **Praise or reward the behaviour you want** rather than punishing the behaviour you don't want. When you discipline for the wrong behaviour the dog still doesn't know what the right behaviour is. Distract or ignore the wrong behaviour.
- **If you want to praise or verbally reprimand a dog's behaviour you must catch the dog in the act** so to speak. If you wait longer than 2 or 3 seconds a dog won't know what it was doing right or wrong. It's pointless reprimanding a dog for something it did 1 minute, one hour or one day ago because there is too much time in between the behaviour and the praise/reprimand.
- **Start your obedience training early.** Puppies can begin learning basic commands from the time you get it at 8 weeks of age.
- **Don't lose your temper or yell at your dog if it does something wrong.** Dogs have very good hearing and a firm voice is all that is needed. Remember that obedience training can take time; be persistent until the dog learns what you teach it.
- **Children can also learn and use basic verbal commands.** Don't allow children or adults to pull at a dog's leash or physically force it to do anything. It is better and safer to teach the dog to respond to verbal commands.
- **Train dogs to walk properly on a leash.** They need to walk at your side; it's you that takes them for a walk not them that takes you for a walk.
- **Train your dog to behave appropriately around visitors.** Examples of undesirable behaviour are: uncontrolled jumping, mounting, excessive sniffing or general unruliness.
- **Dogs don't know right from wrong.** Their behaviour is guided by instinct and what they learn to do. They will repeat things that give them pleasure and avoid things that cause discomfort.

Again, **the importance of consistency cannot be stressed enough.** Make sure everyone in the family follows the same rules because it's very confusing for the dog if everyone teaches it something different. Dogs are much happier when they know what good behaviour or bad behaviour is. Dogs need to be clear about what we expect of them.

ABUSE DOES MORE HARM THAN GOOD

Humans can establish their leadership without the use of physical punishment! Physical abuse makes a dog fearful and it does nothing to build a respectful and trusting relationship between an owner and their dog. A dog fearful of its owner may end up being fearful of people in general and this creates many potentially dangerous situations. For example, imagine a dog that is hit by its owner's hands. This dog will learn that people's hands hurt it. It is never OK for dogs to bite, but we can understand why this dog would try to will

defend itself by biting anyone else who tries to pat it - it thinks other hands will hurt it too. We cannot hit dogs and then expect them to trust and respect people. Fear is not respect.

In the long run it's no good if your dog is scared of your hands. It will be hard to check the dog's teeth or ears and it won't like being handled by a vet.

PRACTICAL SUGGESTIONS:

- **You decide when, and if you pat your dog.** Don't pat a dog that nudges and demands attention from you.
- **If you are interacting with your dog you decide when playtime starts and finishes, and what the rules are.** You must keep the toy at the end of the game.
- **You decide when, and if your dog greets friends, strangers and other dogs.**
- **Make sure the dog obeys your commands immediately.** Don't keep repeating commands you can't enforce such as "sit, sit, sit, sit, sit, sit" because this teaches the dog disobedience. It's better to give fewer commands and praise or reward the dog each time it does what you say. Start with simple commands so the dog learns easily that it will be rewarded for doing what you say.
- **Reward submissive behaviour.** Use the "down" or "lie down" command often because this teaches the dog that you are the leader and that it has to follow your orders.
- **Don't carry your puppy or dog too often.** It needs to learn that it is safe on its own and down on the ground. It is hard for a dog to meet other dogs properly when it's being carried.
- **Don't make a big fuss over departures or arrivals.** Give the dog its toy, put the radio on if you like so the dog has company, and then leave. Don't make a big fuss when you arrive back home. A big fuss at departures or arrivals may teach the dog that it is not OK for it to be on its own.
- **Feed dogs at regular times.** Leave the food bowl down for 20 minutes and then remove it. Humans control the food.
- **If your dog barks or growls to protect food its behaviour needs to be corrected.** A dog like this could be very dangerous and its behaviour needs to be changed before a child is bitten. Consult your local Dog Control Unit or a good animal behaviourist for expert advice.
- **Start out as you mean to go on.** Decide if your dog is sleeping inside or outside and stick to it. Don't encourage a puppy to do things that it will be told off for when it grows up – it doesn't know the difference between old shoes and new shoes, or whether it's pulling an old towel or a new blouse off the clothes line.

A DOG SHOWING SOME OR ALL OF THE FOLLOWING BEHAVIOURS may think it's "above" humans in the hierarchy.

- Biting members of the family,
- Responding aggressively to children who stare into the dog's eyes,
- Guarding a member of the family and responding aggressively when anyone else goes near them,
- Refusing to obey known commands,
- Claiming items of furniture as their own and growling or snarling when told to move,
- Wetting in the house to leave their smell behind.

PREVENTING DOG BITES

THINK CAREFULLY BEFORE GETTING A DOG

Owning and caring for a dog is a big responsibility and it needs to be a carefully considered decision. A dog is not an impulse buy so never give or receive a puppy as a gift. It is important to choose a dog that will suit your family and your lifestyle. Your local Animal Control Unit or vet will also provide a wealth of information to help you make the best choices. Before getting a dog you need to consider:

1. **WHAT SORT OF DOG?** The breed you choose will depend on what you want a dog for e.g. family pet, farm dog, hunting dog or guard dog. The type of property you live in will also determine what size of dog is suitable. Pure breed or cross breed? Long hair or short hair? Male or female? Puppy or adult?
2. **COST?** Can you afford food, housing, annual registration, vaccinations, neutering, vet bills, worming and flea treatments? Perhaps also the cost of puppy pre-school, dog obedience classes and holiday boarding kennels?
3. **DO YOU HAVE THE TIME AND ENERGY?** Dogs need company. They need to be walked and played with every day. They need to be trained and they need leadership. If you don't understand dog behaviour, will you realistically have the time to find out?

BE A RESPONSIBLE DOG OWNER

1. **BE IN CONTROL OF YOUR DOG.** The law requires dog owners to keep control of their dogs at all times. Many problems arise because people do not manage their dogs properly. If at home the dog must be confined to your property. There are many reasons why this is important; your local Dog Control Unit will be able to tell you what they are. One of those reasons is territorial aggression. Dogs not confined to their property might think they 'own' the footpath in front of their house or the street they live in and will defend this area accordingly. This means that a child riding past a gateway or a person walking up the street could be rushed at by an aggressive dog; this is not safe. We know dogs naturally defend their territory so we need to make sure they know where their territory stops!

If you are out walking your dog it must be leashed in most public places. There are some areas designated for off lead exercise. In these areas you must still carry a leash and your dog must be under verbal control (comes when you call it).

2. **KEEP YOUR DOG HEALTHY.** It's important you make sure your dog is healthy. Dogs that are sick, injured or in pain are more likely to bite.
 - **Feed your dog properly.** Dogs need to be fed in a way that meets their nutritional requirements. They don't need to eat what we eat or when we eat. Make sure they always have fresh clean water.
 - **Ensure it has adequate shelter.** Make sure your dog's bed or kennel is clean, dry, warm and draught free.
 - **Physical exercise.** Dogs need to be exercised daily and there are many benefits to this. It keeps both you and your dog fit, it allows you to meet and chat with people you know and it helps your dog to become socialised. Socialisation is explained in the next section. Remember if your dog has been classified as dangerous or menacing it needs to wear a muzzle in public places.
 - **Mental exercise.** Your dog's mind also needs to be exercised so it doesn't get bored. Try to give it a different toy or bone everyday and consider buying it food toys. Food toys are great because the dog has to think about how to get the food out of them. Talk to your local Animal Control Unit or vet for other ideas. Sooner or later, dogs that are physically and/or mentally bored will start to bark, dig holes and 'play up'.
 - **Regular health care.** Your dog needs regular vaccinations, worming and fleaing. A dog scratching its ears all the time could have mites. Your veterinarian will be able to offer helpful advice.
3. **REGISTER YOUR DOG.** This is a legal requirement and may help your dog be returned to you if it gets lost.

4. **SPAYING AND NEUTERING.** If you don't intend to breed from your dog there are many benefits to getting it spayed or neutered. It reduces your dog's desire to roam and fight with other dogs because they are not looking for a sexual partner. This in turn will avoid many unwanted pregnancies. It will not take away your dog's natural tendency to guard things and it will not stop your dog from working. Your vet is qualified to explain other health aspects.

5. **TEACHING YOUR DOG APPROPRIATE BEHAVIOUR.**

Understand that your dog doesn't know the difference between play and serious. If you teach your puppy or dog to run after children in fun it may think it's allowed to chase children all the time. While it is cute for puppies to chase children it can become dangerous when the puppy grows up. For many dogs chasing will be harmless, for others it will not. Children need to learn safe habits around family pets because they often treat other dogs the same way.

Puppies need to be taught not to bite. Your local Animal Control Unit can offer helpful advice.

6. **KNOW THAT IT'S NOT OKAY FOR YOUR DOG TO BITE.** It's not okay for you or your children to be bitten by someone else's dog, nor is it okay for your dog to bite you, your children or anyone else. If you notice your dog is becoming aggressive towards people, do something about it before a bite occurs. Consult your local Dog Control Unit or a good animal behaviourist for expert advice.

Whether you own a dog or not, people must be able to enter your property for lawful purposes. Members of your extended family, visitors, Plunket nurses or midwives and meter readers all need to be able to enter your property safely. The risks are too high to own an attack-trained vicious guard dog which is not under your control. These dogs don't know the difference between an intruder and someone lawfully entering your property. The owner of a dog that attacks could face fines, criminal convictions and maybe the loss of their dog. The unintended trauma of an attack affects all concerned; it's a price that no one should have to pay. Remember most dogs will naturally protect themselves, their owners and their owner's property. You don't need a vicious attack-trained guard dog for it to guard your property.

SOCIALISE YOUR DOG

Socialisation happens in the first 16 weeks of a puppy's life and this exposure needs to continue throughout the dog's life. Socialisation describes the process of gradually exposing a puppy to as many different things as possible so it learns to feel at ease under normal social circumstances. For example: different accessories (umbrellas, hats), different situations (riding in the car, shopping centres, streets, off lead and on lead), different sounds, different people (ethnicity, size, children and adults, long and short hair) and different animals. Attending a good puppy pre-school is a great way to socialise dogs with each other. Dogs that have been well socialised from an early age are less likely to bite people or fight with other dogs. Dogs that are not correctly socialised with people, especially children, will often fear them and become nervous or frightened of them in everyday situations. This fear could lead to aggressive behaviour towards humans. Puppies that are not socialised properly will never be entirely comfortable in human society as adult dogs.

Include family pet dogs in everyday activities. This socialises children and dogs to be comfortable around and respect each other. Socialising children and dogs *together* is important - it's pointless socialising dogs if the children are out of control.

RE-HOMING DOGS

- **GIVING YOUR DOG AWAY.** The Animal Welfare Act requires you to be responsible for the physical health and behavioural needs of your animal. This is why it's so important to think carefully before you get a dog. If for some reason your circumstances have changed so much that you are no longer able to care properly for your dog it's best to re-home it. It is cruel to keep a dog constantly tied up or locked in a kennel on its own. If you know your dog is aggressive don't re-home it,

especially to a home with children. It could bite someone! Talk over your options with your local Animal Control Unit or a vet.

- **ADOPTING AN ADULT DOG.** You don't want to adopt an aggressive dog – especially if you have children! If you are unable to adopt a dog from a place that does *behavioural assessments* (a test that checks the dog's temperament), talk to your local Animal Control Unit to find out how you can tell the difference between an aggressive dog and a good tempered dog. It is safer to adopt a dog that is socialised and used to being around children.

CHILDREN'S SAFETY TIPS

This segment in the booklet offers practical safety tips that can be incorporated into every day activities to create a safe environment for children and dogs. These tips will teach children and adults how to behave safely around dogs.

The 'At Home' tips will be immediately useful for parents who own their own dog. These tips are based upon an assumption that the dog is included in the daily life of the family and reasonably well socialised. This information is also relevant to parents who do not own their own dog, but wish to learn and teach their children about safe behaviour around dogs. Whether you own a dog or not, it is important to understand dog behaviour, dog language and why dogs bite. Parents must be alert to the signs that a dog is beginning to feel uncomfortable or aggressive and separate the children from the dog straight away. Parents need to protect a dog from having to bite and children from being bitten.

The 'Out and About' tips build upon the information learned 'At Home' and make further suggestions about how children can interact safely with dogs belonging to someone they know. These dogs could be owned by a friend, neighbour, auntie/uncle or nana. 'Out and About' also suggests how children can safely interact with dogs they have never met before.

AT HOME...

The importance of supervision cannot be stressed enough! No matter how well we think we know our family pet dog we must remember dogs are a different species and they think differently to people. It's hard to predict what people will do sometimes, harder still to predict people and dogs together!

Consistency is also very important so dogs don't get confused. If you decide that dogs are not allowed to sleep on beds make sure all family members follow this rule. Children too will be confused if their parent says one thing and then does the exact opposite. Remember children learn from what they see you doing, so follow the rules yourself.

NEVER LEAVE A BABY OR SMALL CHILD ALONE WITH A DOG

It is dangerous to leave a baby or small child alone with a dog unsupervised, even for a few minutes! If you need to make a drink, answer the door or go to the bathroom take either the child or the dog with you or contain the dog in a separate room while you are gone.

SUPERVISE CHILDREN AND DOGS WHEN THEY ARE TOGETHER

Children up to 10 years old must be supervised at all times when a dog is nearby. This means actually being there and watching them. You may think that your dog won't bite but dog bite statistics reveal the opposite. Supervision is particularly important with visiting children. There have been many instances where a dog has bitten visiting children because it thought the play-fighting was hurting the children from its own family. Remember, most dogs will naturally protect the family they live with. If you are unable to supervise the play between children and dogs, put the dog away safely.

TAKE CARE WHEN TYING A DOG UP

When dogs are tied up they can't get away from approaching children and may bite to defend their space if they feel threatened. Children, especially visiting children, must learn not to go near the dog when it is tied up. If we tie a dog up knowing it could be approached by unknown children we have just created a problem ourselves. In this situation it may be safer to confine the dog to a room inside. Over time a tethered dog could become more aggressive.

DISCOURAGE YOUNG CHILDREN FROM DISCIPLINING A DOG²³

This is potentially very dangerous. When a child disciplines a dog that considers itself equal to or above the child in the family hierarchy, the dog could perceive it as a challenge and bite or nip to defend its position.

DOGS SHOULD HAVE THEIR OWN TOYS

Don't give old children's toys to the dog. Children could attempt to retrieve an old toy from the dog and may get bitten by a dog that protects it. This is a dangerous situation that can be avoided by giving dogs their own toys.

TEACH OTHERS HOW TO BEHAVE SAFELY AROUND DOGS

There are many people without dogs at home; they may not have had the opportunity to learn safe behaviour around dogs. If you are concerned by a visiting child's unsafe behaviour talk to their parent or caregiver. Where possible, teach other adults and children how to behave safely around dogs. Never force people to approach or pat a dog they are scared of; dogs appear to respond to people acting scared around them and may be more likely to bite.

REWARD THE DOG FOR DOING THE RIGHT THING

Reward the dog with treats when it is well behaved around children – this way the dog learns to associate good things with children. You could reward the dog for lying down when you change the baby and staying out of the baby's room, for example.

KEEP DOGS OFF FURNITURE AND BEDS²⁴

Of course the final choice is yours but it's better in the long run if dogs are kept off furniture and beds. Dogs allowed on furniture and beds could learn by mistake that they have equal status. Keeping your dog on the ground is one way of raising your children physically higher and affirming their status above the dog.

It's good for dogs to have their own bed on the floor so they get used to being on their own sometimes. Dogs that get smothered with constant attention from people, never spending any time on their own, can sometimes get very anxious when their owners go out. This is called separation anxiety and it's not very nice for the dog.

TEACH CHILDREN:

1. **DON'T HUG AND KISS DOGS.** Dogs don't like to be hugged around the neck and kissed; it is not how they meet each other. Your own family pet dog probably won't enjoy this from the children it lives with and certainly not from visiting children. Teach children it's gross to let dogs lick their face because they have bad breath, they smell other dog's bottoms and they could get worms and parasites off dogs. Face-to-face contact is a common cause of bites to the face; thought to be in part because of close eye contact.
2. **IF A DOG RUSHES AT YOU - BE A STATUE!** Teach children that when a dog is bothering them they need to drop any food or toys they are holding and 'be a statue' (or a tree). Statues are boring for dogs – they will usually come and sniff, and then go away. You will see dogs sniff each

²³ This dog safety point is consistent with the well known and widely accepted view that dog owners need to reinforce a hierarchy in the home and position their dog at the bottom of it. This dog safety point contrasts with John Payne's perspective.

²⁴ This dog safety point is consistent with the well known and widely accepted view that dog owners need to reinforce a hierarchy in the home and position their dog at the bottom of it. This dog safety point contrasts with John Payne's perspective.

other when they meet; dogs sniff things to find out who or what they are. The explanations below teach children how to be a statue and a stone. You can practise this in advance so children know exactly what they need to do when a dog rushes at them.

BEING A STATUE...

- **Stand still and straight**, with feet together, your fists held under your chin and elbows close against your chest. If you are holding food or a toy drop it on the ground
- **Don't scream and don't run away.** You might be feeling very scared but you have to be brave and **STAND STILL** – let the dog come and sniff you, usually it will sniff you and go away.
- **Don't stare into the dog's eyes** because it might think you want to fight. Look at the dog's paws, chest or over the top of its head.
- **If the dog moves, turn slowly so that you can always see where it is.** Never let the dog walk around behind you.
- **If the dog does attack, protect yourself** by putting something between you and the dog. This could be your jacket or jersey, lunch box, backpack, book, bicycle or anything you can put in between.
- **Stay like a statue until the dog leaves** or an adult comes to help you. Slowly move backwards while still facing the dog; remember not to stare into its eyes.
- **Never turn and run!**



Statue

BEING A STONE...

- **If your fall or are knocked to the ground 'be a stone'.** Curl into a ball, face down, with your hands over your head and neck. Protect your face. Try to stay still – do not scream or roll around.
- **Stay like a stone until the dog leaves** or an adult comes to help you. When you do move, you must move slowly. Slowly move backwards while still facing the dog, remember not to stare into its eyes.
- **Never turn and run!**

Illustration here of child being a stone

3. **DON'T RUN AND SHOUT AROUND DOGS!** Teach children not to run around, shout, ride their bike or skate close to a dog. Some dogs could feel scared because they are not used to children doing these things, other dogs may chase and even bite because this behaviour can trigger a dog's prey instinct. If you are supervising play and a dog gets too frisky or excited teach children to 'be a statue'. If you are unable to supervise children's play put the dog away in a safe place.

Don't be offended if another parent asks you to lock the dog away while their children visit. This protects your dog as well as the children. Children play-fighting can be a potentially dangerous situation. Family pet dogs have been known to bite visiting children when they've thought the children they live with are getting hurt. It is necessary to protect both the children and the dog in this situation. It seems unfair that dogs suffer for trying to protect the family they live with.

4. **NEVER RUN AWAY FROM A DOG!** Teach children that even if they are feeling scared, they should never scream or run away from a dog. To move away from a dog they need to turn their body slowly so they can always see where the dog is and then back away slowly and quietly while still facing the dog. Remind children not to stare into a dog's eyes – they need to look at the dog's paws, chest or over the top of its head. They should never let the dog come around behind them

because many children are bitten from behind! Practise backing away slowly at home where possible, even if it's only with a toy dog.

- 5. NEVER TEASE OR ANNOY DOGS.** Teach children that dogs may bite people who annoy them. Dogs are not toys and children should never pull their ears, tail or fur. Teach children it's not safe to pull a toy, a stick or any item from the dog's mouth. There is no need for children to piggy-back dogs, they could hurt them. Explain to children that *any dog* can bite if it is scared, confused or in pain – even their own family pet. Many dogs that bite have been teased or annoyed by children in the past.

Teach children of all ages to respect animals and handle them gently. Explain to children that most dogs are our friends and that they like to spend time with us and be part of our family.

- 6. DON'T PAT A DOG WITHOUT LETTING IT SEE AND SNIFF YOU FIRST.** Children must never sneak up on a dog that is eating or sleeping and give it a fright. If the dog is eating children must wait until the dog has moved away from the feed area before approaching it. If the dog is sleeping children need to stand back and call the dog out of bed if they want to give it a pat.
- 7. DON'T TEACH DOGS TO PLAY ROUGH!** It can be dangerous to play chasing games or tug-of-war with a dog. These games teach dogs to bite hard and be rough with people – we don't want to teach dogs that! If a dog overpowers a child when playing tug-of-war it could think it has won the challenge and therefore raised its own position in the hierarchy. Don't encourage children to lie on the floor and wrestle with dogs.

Teach children to play *hide and seek* where the dog has to find them or something they hide, and *fetch* where the child swaps the thing for a treat so the dog learns to give it back. Show children how to teach the dog tricks like sit, down, roll over and play dead. If you are not sure how to do this contact your local Animal Control Unit for advice.

- 8. KEEP AWAY FROM A DOG THAT IS EATING!** Dogs like being on their own when they eat or chew a bone. Explain to children that if they touch or play with a dog while it's eating the dog might think they are trying to take some of its food. A dog protecting its food could bite. Teach children to stay away from a dog's food or bones, even when it is not eating them.
- 9. FEED THE DOG ON THE GROUND.** It's good practice for the dog to learn that it only eats from the ground, never from children's hands or plates. This is important because a dog that is excited could snatch food from children's hands and accidentally bite him or her. Dogs can get protective over their food so it is safer to feed the dog away from where children play.

Children can feed the dog under supervision once your dog has learnt basic verbal commands. Teach your children to make the dog "sit" and "stay" while they put food down. The dog must not touch its food until the child says "OK" or "Eat". It is not safe for children to feed puppies or dogs unsupervised.

- 10. NOT ALL DOGS ARE AS FRIENDLY AS THEIR OWN DOG.** All dogs are different! If children have a dog at home it is probably very friendly because it is used to having children around and used to the games they want to play. Many children get bitten finding out that they can't treat dogs living with other people the way they treat their own dog.
 - Children must be taught not to go near strange dogs tied up in their own backyard.
 - As a general rule teach children not to stare into any dog's eyes. Family pet or not, dogs with a dominant personality may perceive this as a challenge; it's safer to avoid the risk of a bite. Fearful dogs may feel they are being 'sized up'.
- 11. TEACH CHILDREN 'DOG LANGUAGE'.** People use words to talk to each other. Dogs can't use words so it's important adults and children learn to understand 'dog language'. Understanding 'dog language' will help keep us safe because we will know when a dog wants to be left alone.

When dogs speak they use their whole bodies to tell us how they're feeling. We need to look at a dog's ears, lips, tail and whether their body is tall and stiff or crouched down low. Barking and growling are only part of the way that dogs talk to us. When we understand dog language we know if the dog is feeling relaxed, playful, scared or very angry. The drawings below will show you how to work out what they are saying.

Dogs could bite by accident if they are very playful and they will often warn us they are feeling scared or angry before they bite. Keep away from *any dog* that tells you it is feeling scared or very angry!

DOG LANGUAGE...

RELAXED

Here Bella is telling you that she is relaxed. She has a relaxed body position, and all her hair is lying flat on her body. She is panting with her tongue out and has a happy expression on her face.



Relaxed

PLAYFUL²⁵

Here Bella is telling you she feels playful. The front of her body is low down and the back half of her body is still in the air. Her tail is up and might wag slowly. Her ears are up and she could bark a little bit.



Playful

SCARED

Here Bella is telling you to leave her alone because she is scared! She is trying to make herself look as small as possible. Her whole body is lowered to the ground and it could be shaking. Her tail is tucked under her body. Her ears are low or lay back against her head. The hair on her back is standing up on end. She will not want to look at you, she will keep turning her head away.

Remember not to stare into a dog's eyes, especially when it is telling you it feels scared!

Give scared dogs plenty of room to get away from you; **they will bite you if they're cornered.**

Illustration of "scared" Bella here

VERY ANGRY

Here Bella is telling you to keep away and leave her alone! She is angry! She is trying to make herself look as big and scary as possible. She is standing tall and stiff and slightly leaning forward. Her tail is stiff and it pokes out or up, it may even be wagging a little bit too. The hair on her back is standing up on end. Her ears are forward, her nose is wrinkled and she is showing you her teeth! She will stare straight at you while snarling, growling or barking at you.

Remember not to stare into a dog's eyes, especially when it is telling you it feels very angry!



Very angry

²⁵ There seems to be no conclusive evidence that dogs do or do not experience the human emotions of scared or very angry. These words have been used here because they help explain dog body language and its likely consequences in a way that should make sense to children. No conclusion about emotions experienced by dogs is intended.

Explain to children that they have learned some dog language. They now know how to look at all the parts of a dog's body together to see what it is feeling. **It's important they pay attention to dog language; they must keep away from any dog that is telling them it feels scared or very angry.** Remind children that a dog wagging its tail is not always friendly.

OUT AND ABOUT ...

'Out and About' builds upon the information learned 'At Home'. Again, the importance of supervision and consistency cannot be stressed enough!

IF YOU OWN A DOG -KEEP IT UNDER CONTROL AT ALL TIMES.

Do not let your dog approach adults or children without their permission. Don't let children on their own walk a dog unless they can physically control it. This will depend upon the size of the dog and your child's strength. Your dog could chase after another animal and a child needs to be strong enough to hold the dog back. Talk to your local Dog Control Unit to find out the legal requirement for being in control of a dog.

WHEN YOU DON'T HAVE A DOG AT HOME.

Even if you don't have a dog at home your children will still benefit from being socialised with dogs. It is very likely children will interact with a dog somewhere and it is important they know how to behave safely. Safe exposure could be visiting people that you know with dogs or even a visit to an *on lead* or *off lead* dog exercise park. If you wish to avoid dogs it may be best to keep away from designated dog exercise areas. Your local Animal Control Unit can inform you where these areas are.

WHEN YOU ARE OUT AND ABOUT:

- **WHEN A DOG RUSHES AT YOU BE A STATUE.** You or your children may need to be a statue if you are rushed by a dog while you are out and about. Refer back to the explanation of being a statue in the 'At Home' tips. To be a statue you must:
 - Stand still and quiet,
 - Don't scream or run away,
 - Never stare into the dog's eyes,
 - Allow the dog to come and sniff you,
 - Keep the dog in view; never let it approach you from behind,
 - Back away slowly while still facing the dog.

- **NEVER TIE A DOG'S LEASH TO THE BABY'S PRAM.** If the dog chases after something it will pull the pram over and possibly injure the child. It's safer to hold the leash in your hand. If another dog rushes at your dog stand still and let them meet each other. If one dog attacks the other, let the leash go! NEVER leave your baby or any child unattended to stop dogs fighting. NEVER permit an older child to try and break up a dog fight. If you have a mobile call someone for help.

- **DON'T LET CHILDREN RUN, RIDE OR SKATE TOO FAR AHEAD OF YOU.** If children are too far ahead and a dog rushes out of a driveway you have no control over the situation.

- **WHEN APPROACHING AN UNFAMILIAR PROPERTY** check for signs of a dog before entering eg. bones, chew toys, dog poo or a kennel. Whistle, yell out or make a noise to announce your arrival. If you feel at all threatened by a dog do not enter the property.

- **IF YOU VISIT SOMEONE WHO OWNS A DOG** greet the people before you show the dog any attention. This also affirms the owner's status above the dog. You may appear less threatening to a dog if you:
 - Avoid staring into its eyes,
 - Move slowly,
 - Stand side on to the dog so you look smaller,
 - Don't bend over the dog,
 - Don't pat the dog on the head,

- Speak softly or not at all.
- **ALWAYS BE ON THE LOOKOUT FOR POTENTIALLY DANGEROUS SITUATIONS.**
 - Dog chains and ropes can be longer than you think and they have been known to snap.
 - Never back a dog into a corner; always allow it plenty of room to move away from you.
 - If you see a dog roaming without its owner report it to your local Animal Control Unit straight away.
- **CONSIDER PUTTING A MUZZLE ON YOUR DOG IF IT'S TIED UP IN PUBLIC PLACES.** Ideally dog owners would avoid leaving their dog tied up and unattended in public places where there are children. Sometimes this is unavoidable. If you have to leave your dog unattended outside early learning centres, schools or supermarkets consider putting a muzzle on your dog – just to be safe. This protects your dog as much as it protects children.

TEACH CHILDREN:

1. **ALWAYS ASK THE OWNER BEFORE YOU MEET THEIR DOG!** If children are meeting a dog for the first time they must ask the owner for permission first! Before approaching any dog, **even if it is not for the first time**, children must be taught never to run up and hug or pat the dog. The owner will tell you if their dog likes to meet children or not. If the owner says “yes”, teach children to:
 - Stand still, stand up straight and have their hands down by their side.
 - Leave a couple of steps between them and the dog, the dog needs to approach and sniff them first.
 - They can talk quietly to the dog if they want to.
 - When they feel comfortable, they can make one hand into a ball, gently raise their arm and let the dog sniff the back of their hand.
 - It is important they are calm, confident and move slowly.
2. **DON'T PAT A DOG ON THE HEAD!** After the dog has sniffed them they can give it a gentle rub on the chin, chest or side of the neck. Remind them to keep their face away from the dog and never stare into its eyes.
 - For very small dogs they may need to squat or kneel down. They must keep the top half of their body straight and not bend over the dog.
 - Teach children to stroke the dog's chin, chest or side of the neck. Dogs don't really like being patted on their head by people.
3. **EVEN IF THEY HAVE MET THE DOG BEFORE - BE CAREFUL! Even if the dog belongs to the child's neighbour, friend, auntie/uncle or nana and they see it all the time they must ask for permission before they play with the dog!** This dog knows the children don't live at its house and it doesn't know them as well as it knows its owners. This dog may think they are a threat and bite to defend itself or its property. Children must be supervised when playing with this dog. If that's not possible put the dog away in a safe place.
4. **STAY AWAY FROM A DOG THAT IS PROTECTING SOMETHING!** Dogs are territorial animals, which means they will naturally protect their property and home. This could be the dog owner's home, yard, car or the dog's own bed or kennel. Explain to children that even if they have met the dog before and it seems friendly, they must stay away! This means:
 - Never reach through a fence to pat a dog – it is protecting the owner's property.
 - Don't pat a dog through a car window – it is protecting the car.
 - Don't pat a dog sitting on the back of a truck – it is protecting the truck.
 - Don't pat or play with a dog when it's on its bed.
 - If their ball or toy accidentally goes over someone's fence they must not go and get it themselves, they must ask an adult for help.

If they go near a dog that is protecting its property it could think they are an intruder; it may bite them to protect its space.

5. **DON'T MEET PUPPIES ON YOUR OWN!** Explain to children that a mother dog will be very protective of her puppies. This means that she may bite anyone or anything that she thinks will hurt them. Teach children that an adult must pick up the puppy and pass it to them. Remind children to be extra careful of a mother dog that doesn't live at their house. Remind children that puppies have sharp teeth too!
6. **TO TELL YOU IF THEY VISIT SOMEONE'S PLACE AND A DOG GROWLS AT THEM.** Dogs growling at children is a warning that cannot be ignored! Talk to the dog owner and make sure the children's play around the dog will be supervised or the dog put away in a safe place.
7. **DOGS ON THEIR OWN MUST BE LEFT ALONE!** Teach children to stay away from strange dogs running around on their own. They must never call stray dogs over to them – it is not safe! Explain to children that if a dog has been teased or annoyed by other children it might think they are going to hurt it too. This dog may bite to protect itself.
8. **IF THEY ARE RIDING PAST SOMEONE'S PLACE AND A DOG RUSHES OUT AT THEM** they must STOP, jump off their bike and use it as a shield between them and the dog. They must not keep riding because dogs can run faster; the dog might chase and attack them. If the bike falls over, 'be a statue' or 'a stone'. Teach children to stay like a statue or stone until the dog leaves or an adult comes to help them. When they do move, they must slowly back away from the property with the dog still in view. Never turn and run. Remind children that these dogs don't know them, they are just protecting their property.

SUMMARY OF CHILD SAFETY TIPS

AT HOME:

1. DON'T HUG AND KISS DOGS.
2. IF A DOG RUSHES AT YOU - BE A STATUE.
3. DON'T RUN AND SHOUT AROUND DOGS!
4. NEVER RUN AWAY FROM A DOG!
5. NEVER TEASE OR ANNOY DOGS
6. DON'T PAT A DOG WITHOUT LETTING IT SEE AND SNIFF YOU FIRST.
7. DON'T TEACH DOGS TO PLAY ROUGH!
8. KEEP AWAY FROM A DOG THAT'S EATING!
9. FEED THE DOG ON THE GROUND.
10. NOT ALL DOGS ARE AS FRIENDLY AS THEIR OWN DOG.
11. TEACH CHILDREN 'DOG LANGUAGE'.

OUT AND ABOUT

1. ALWAYS ASK THE OWNER BEFORE YOU MEET THEIR DOG!
2. DON'T PAT A DOG ON THE HEAD!
3. EVEN IF THEY'VE MET THE DOG BEFORE - BE CAREFUL!
4. STAY AWAY FROM A DOG THAT IS PROTECTING SOMETHING!
5. DON'T MEET PUPPIES ON THEIR OWN!
6. TELL YOU IF THEY VISIT SOMEONE'S PLACE AND A DOG GROWLS AT THEM.
7. DOGS ON THEIR OWN MUST BE LEFT ALONE!
8. USE THEIR BIKE AS A SHIELD.
 - NEVER BACK A DOG INTO A CORNER!
 - NEVER APPROACH A DOG THAT IS SCARED CONFUSED OR IN PAIN!
 - IF THEY SEE A STRANGE DOG TIED UP LEAVE IT ALONE!

In considering the use of these safety tips please be aware they are based on a literature review and key informant interviews conducted in good faith and with care under supervision. Refer to Stories With Happy Endings: Preventing Pet Dog Attacks on Children – A report for The Child Accident Prevention Foundation of New Zealand, 2008.

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WHEN SOMEONE IS BITTEN

- Confine the dog or move the person who has been bitten to a safe area.
- Stay calm, try not to panic.
- Minor wounds can be washed thoroughly with warm soapy water and covered with a plaster – even if the wound is small seek medical advice because dog bites often become infected. Doctors will normally prescribe a course of antibiotics and give a protective tetanus injection if yours is not current.
- For serious wounds, apply pressure with a clean towel to control bleeding and seek urgent medical advice and treatment.
- If possible, keep the injury site elevated above the level of the heart; this also helps stop bleeding and slows swelling.
- Return to your doctor if you develop a fever or if the wound becomes more red and/or swollen, warm and tender to touch, or if there is any pus oozing from the wound.
- Report the incident to your local Animal Control Unit. They will need the following information:
 - Where the attack occurred,
 - Time and date of the attack,
 - Description of dog – colour, breed, size, distinct markings, collar etc.
 - Owner's response if any.
 - If the dog is a stray, they will need to know if you have seen it before and in which direction it went.

The information comprising this section was gathered from:

- St John *First Aid Emergency Handbook* (1st ed.). (2006). Australia: Tyrrells Administration Trust.
- A Registered Nurse with Accident and Emergency experience,
- A Hamilton GP in sole charge of a general practice.

USEFUL RESOURCES

BOOKS

- Clutton-Brock, J. (2004). *Dog*. London: Dorling Kindersley.
DK Eyewitness books.
- Coile, D.C. (2003). *How smart is your dog?: 30 fun science activities with your pet*. New York: Sterling Publishing Co.
- Hellbrough, E. (2003). *Dogs*. London: Usborne.
Usborne beginners books.
- McLaine, S. (2004). *Can i pat that dog?* Pymble, N.S.W.: Angus & Robertson.
- Papurt, M.L. (1999). *Compatible canines: Keeping the peace among your pets*. N.Y.: Barron's.
- Rayner, M. (2004). *I am your pet dog – best friend's care guides*. Strand: Pangolin.
- Starke, K. (2004). *Dogs and puppies*. London: Usborne.
Usborne first pets book.
- Weston, R., and Ross, C. (2004). *Kids & dogs: Teaching them to live, play and learn together*. Crows Nest, N.S.W.: Allen & Unwin.

WEBSITES

The American Veterinary Medical Association.

http://www.avma.org/communications/brochures/dog_owners.asp

Christchurch City Council.

<http://www.ccc.govt.nz/animals>

Doggone Safe.

<http://www.doggonesafe.com>

The Department of Internal Affairs.

<http://www.dogsafety.govt.nz>

The Humane Society of the United States.

<http://www.hsus.org>

The Kennel Club Safe and Sound Scheme.

- **The 20 Safety Tips.** http://www2.the-kennel-club.org.uk/sashi_code
- **The interactive website for learning.** http://www2.the-kennel-club.org.uk/safe_and_sound.html

DVD

DSS Animal Management: Dogs and Young Children Education Programme.

This can be purchased directly from the producer. Visit and order from the website

<http://www.animalmanagement.co.nz> or call Tricia Gillingwater 027- 429 8007.

The above are useful resources but may not be entirely consistent in every detail with the content we have selected for this resource.

Appendix 8: Dog Safety Information in *Your Baby* Bounty Book 2008/2009

your **baby**

Keep your child safe

Dog Safety

At home:

- Never leave your baby (or young child) and dog alone together even to answer the door or go to the toilet – take either one of them with you.
- Supervise children at all times when interacting with a dog – especially visiting children.
- Teach children:
 - not to approach a dog that is eating, sleeping, has puppies or is hurt.
 - not to hug or kiss dogs, face to face contact is a common cause of bites to the face.
 - never to tease or annoy dogs – they are not toys!

Out and about:

- Never tie a dog leash to the baby's pram – hold it in your hand.
- Always ask the owner's permission before patting their dog.
- Keep away from stray dogs.
- Stay as still as a statue if a strange dog approaches – don't scream and run away or stare a dog in the eyes (dogs will usually sniff you and go away).

Source:

University of Waikato/CAPFNZ researcher: Jennifer Carter.

Keeping your baby safe

As your baby progresses from newborn to toddler you will need to be one step ahead in providing protection from hazards in the environment. Children need constant supervision.

Expanding horizons

- Everyone in your house, including young children should know how to dial 111 in an emergency
- Don't leave your baby alone on any surface such as a changing table, kitchen bench or sofa.
- Never leave your baby unattended for even a few seconds when he is in water, he can drown in a few centimeters of water.
- Never carry your baby whilst you are also holding a hot drink.
- Watch for small objects, pieces of leggo, bits from older children's toys that may be within reach of your baby.
- Keep your baby out of walkers-they have been responsible for many accident
- Keep your baby out of direct sunlight in the middle of the day

Car safety

- Always buckle your baby into the car seat, no matter how short the journey
- The safest place is in the back seat
- Never leave your baby unattended in a car; a child left in a car on a warm summer day can rapidly develop heatstroke and could die.
- Never leave matches or anything dangerous in the glove box.
- Second hand car seats need checking in case there has been damage in an accident.

- Seek professional advice regarding upgrading the seat as your child grows.

Explorers on the move

Time to cruise round the house at child level.

- Check for top heavy items like table lamps, bookshelves, chairs that might fall if pulled by your baby.
- Any electrical cords or outlets within reach? Install plastic plug fillers to keep prying fingers out.
- Check there are no electric jug, or iron cords dangling.
- Cords attached to drapes and blinds? Hook them up out of reach of your baby.
- Time to dispense with table cloths and use table mats instead.
- Fireguards need to be in place.
- Use safety gates on stairways.
- Fit safety glass in low level glass doors.
- Your bedroom, are there any pills lying around?

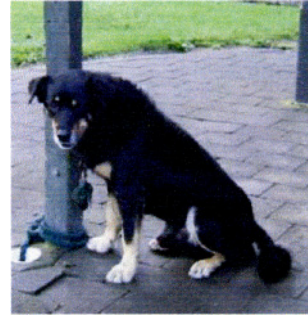
In the kitchen

- Cleaning materials, bleach, dishwasher powder-all need to be in a cupboard out of reach
- Keep sharp objects such as knives and glass out of reach.
- Never leave pots with the handles extending over the edge of the stove.
- Never allow young children to play with matches.

Bathrooms

- Medicines should be in a high, locked cupboard.
- Cleaning materials need storing well out of reach.
- Always empty the bath immediately after use.
- Unplug hairdryers in the bathroom.

Appendix 9: From A Lonely Dog



FROM A LONELY DOG

I wish someone would tell me what it is I have done wrong. Why do I have to stay chained up and left alone so long?

They seemed so glad to have me when I came here as a pup. There were so many things we'd do when I was growing up.

The master said he'd train me as a companion and a friend. The mistress said she'd never fear to be alone again.

The children said they'd feed me and brush me every day, They'd play with me and walk me if I would only stay.

But now the master hasn't time, the mistress says I shed, She doesn't want me in the house - not even to be fed.

The children never walk me - they always say "Not now", I wish that I could please them - won't someone tell me how?

All I had, you see, was love. I wish they would explain Why they said they wanted mine and then left it on the chain.

Edith Laden Johnson

Source: Animal Management website <http://www.animalmanagement.co.nz> . Retrieved 6 February, 2008.