

The Zen of Decision-Making to Spay or Neuter – Lesson Plan  
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### Goal of the Lesson

Students will be able to understand the different types of treatments used to spay or neuter a pet and provide information regarding choices and clinical conditions to enhance and promote a safe and stress-free environment for successful surgical outcomes; and by connecting personal experience to the ideas presented to open the minds and attitudes of others to several options not previously understood.

### Learning Objectives

Students can read the research on available options for spaying or neutering dogs and help shelters and families decide whether to spare reproductive organs when spaying or neutering a dog.

Students will explore professionalism, experience, and ambiance conducive to successful procedures and healing—lighting, music, and overall procedures, including intake and check-out/pick-up procedures and present as a presentation using visuals and research statistics.

Students will compare and contrast the various techniques for spaying and neutering and formulate a marketing piece to educate others on spaying and neutering choices. Demonstrate how the dog behaves and the health status matters.

Students will explore in groups the best practices for making decisions and choosing the best option to spay and neuter a pet, individualized for each family.

Students will not only list the breed-specific, size, and age considerations for spay and neuter options but also delve into the question “To Spare or Not to Spare?” - thereby emphasizing the need for a comprehensive understanding of these factors in making informed decisions.

Learn the 4-4-4 breath and sit still with animals to better observe them and their needs.

### Assessments

We will build a schema based on prior knowledge before moving forward into this phase in the FORMAL assessment

#### Formative Assessments

Exit tickets- Students will explain or describe using words and diagrams what they learned

Quizzes - short and sweet. Can be an in-class activity that leads to discussions to clarify information and any misunderstandings.

Reflections- are helpful because they allow the student to focus on what *they* learned and have integrated into their memory about a topic.

#### Formal Assessments

1. Traditional Tests, which use multiple-choice, short-answer, and True-and-False questions, are valuable in assessing a wide range of student knowledge.

2. Presentations are a great way for students to demonstrate understanding and explore creative outlets. There is a final Marketing Spay and Neuter options project due as a formal assessment.

3. PowerPoint, Google Slides, Wix, GoDaddy, or Canva are great mediums to show off knowledge in an organized and creative way.

## Learning Cycle and Experiential Learning

### 5Es

**Engage:** Activities that capture the students' attention, stimulate their thinking, and help them access prior knowledge. Students become engaged in the process of inquiry. The teacher can ask questions to find out what students already know, or think they know, about the topic and concepts to be covered. These questions typically start with "how" instead of with "why."

**Explore:** Enable students to explore their ideas, singly and in groups, in classroom or at a distance. Provides students time to think, plan, investigate, and organize collected information.

**Explain:** Students acquire opportunities to connect their previous experiences with current learning and to make conceptual sense of the main ideas of the topic being studied.

**Elaborate:** Students apply or extend previously introduced concepts and experiences to new situations. Students apply their knowledge to real world applications

**Evaluate:** Students, with their teachers, review and assess what they have learned and how they have learned it. Students can be given a summative assessment to demonstrate what they know and can do.

## Gardner's Intelligence Theory

### Logical/Mathematical:

After learning how to interpret the procedures used to spay or neuter an animal, students list the pros and cons of each and evaluate the statistical success of each according to breed, age, and size of the dog.

### Bodily/Kinesthetic:

Students will visit the local clinics and request interviews regarding the types of spay and neuter services they offer. They will request an SOP and document which procedure the interviewees would select and why.

### Spatial/Visual:

Students will divide into small groups (interpersonal) and create a short video on iMovie, Adobe Premiere, or some other software program compiling information that may increase consumers' knowledge about spay and neuter techniques and processes and the health risks involved if an animal isn't spayed/neutered. The lesson includes visuals of what pyometra, testicular cancer, and other diseases look like to help families understand the importance of

spaying and neutering their animals. Ultimately, families must contend with which is the best surgery for their family pet.

When developing the video, students must consider space design, ambiance, decision-making abilities, professionalism, and clinic procedures to address potential animal health concerns. They should also create a large poster board representing a billboard or commercial advertisement. They have the option of presenting this portion of the assignment as a video-recorded commercial advertisement.

Musical/Rhythmic:

The students will create a jingle to accompany their comparing and contrasting of techniques. This is meant to be fun. The jingle must incorporate health issues and reasons to keep sex organs intact or to eliminate them and use tube-tying methods instead.

Verbal/Linguistic:

Students will create a speech to “sell” their preferred procedure. Again, the procedure should attract people concerned about spaying and neutering, family needs, and pet health. The presentation should encourage others to become conscious of their choices.

Interpersonal:

Each group will present their presentations and videos and poll the rest of the class to gather input regarding whether the members prefer a particular spay and neuter technique over another. Then, they will summarize the results and share them with the class.

Intrapersonal: Writing reflections is a great way to help neuro pathways connect information from past to present.

Students will keep a journal of their discoveries and thoughts as they gather information and resources.

Natural: To help families make more informed decisions, they can be exposed to how nature works, the hormonal system, and the importance of enrichment. A video on the interconnectedness of all life may be a nice addition to the unit to promote the concept of Balance. This would be a great place to introduce Rocky Kanaka, who sits with dogs at shelters to help them calm, decompress, and regroup. A lesson could even show examples of his work to convey the power of presence with animals, demonstrating that space planning, ambiance, and enrichment truly matter in shelters, which can ultimately mean life or death to some dogs if they do not find homes.

Ultimately, this lesson plan aims to introduce spay and neuter options that offer the least amount of added stress and harm to the animal so that when they find or return to their homes, they are well-adjusted and live a healthy and long life.

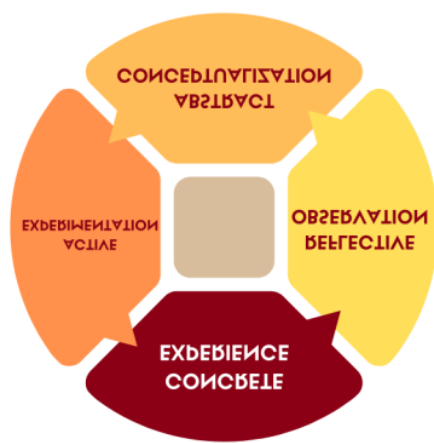
Sensory: Reduce distractions and create an ambiance for learning.

## Constructivist Viewpoint

Learning can be fun, engaging, and meaningful when the approach is guided as an exploration into new territory and respect for where we currently stand. Using the Kolb Learning model and a constructionist viewpoint and approach, spiral learning is not only respectable, but integrative, long-lasting, and substantial. Five major perspectives in good teaching and engagement reflect a “system” of education that best represents my student-centric approach and teaching style, which is centered on trust, caring, flexibility, improvement, social action, and encouragement. These five perspectives include transmission, apprenticeship, developmental, nurturing, and social reform.

Additionally, I am a *What if Learner*; therefore, as a teacher, I come with a strong preference for original thinking and trial-and-error problem-solving. I also look for patterns and relationships that connect my experiences to new information and allow me to explore multiple applications of ideas. Creativity is central to my teaching philosophy since my strengths come from somatic integration, or through what I feel in my body. Learning happens when we connect what is inside to what we have observed outside of ourselves and spirals as a staircase into knowledge.

## Kolb Cycle



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