

Humane Education Resource Guide



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Humane Education Resource Guide

This humane education resource guide is intended for not only educators, but also concerned citizens who do not have a formal background in teaching. The guide consists of a total of 40 lessons and activities for youth in grades K-12. The material is grouped in four grade ranges: K-2; 3-5; 6-8; and 9-12. For each of these levels, we have provided a combination of 10 lessons (aligned to Common Core Standards) and activities that can be conducted both in school settings as well as more nontraditional out-of-school venues like community centers, libraries or camps. Summarized in the table of contents is an outline of the content of the guide, which includes, as indicated, material from Humane Education Advocates Reaching Teachers (HEART) and the International Fund for Animal Welfare (IFAW).

Some materials in this manual have been derived, in whole or in part, from the ASPCA's Resource Guide for Teachers, ©2008, American Society for the Prevention of Cruelty to Animals. Unless otherwise indicated, all photographs contained herein are from IFAW, HEART or the ASPCA.



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Grades K–2



Activities

Circle of Caring	Source: HEART	1
<i>Each student will share something s/he has done to help someone else or to protect nature and the students will create a symbolic circle of caring to show how we are all connected by our care for others.</i>		
Make A Puppy Face	Source: IFAW	2
<i>Using various materials, students will create puppy masks and draw puppies' needs on the back of the masks.</i>		
Happy Pet Environments	Source: HEART	3
<i>Students will create dioramas of indoor or outdoor scenes with companion animals and provide all the necessary items that need to be included for the animals to be safe and happy.</i>		
Catnip Toy and Dog Kong	Source: ASPCA and HEART	4
<i>Students create cat toys and dog treats to either keep for their own animals (or animals they know) or donate to a local animal adoption center.</i>		
Nonfiction Stories	Source: IFAW	6
<i>Students will examine the interactions human beings have with wild animals and the consequences of such interactions. Through a nonfiction passage, students will learn about sanctuaries and the life of a tiger who was saved from a roadside zoo.</i>		

Lessons

Communication and Empathy	Source: IFAW and HEART	8
<i>Students will analyze how dogs communicate. Students will develop the social skill of empathy by learning how to identify nonverbal cues of dogs and how to appreciate an animal's perspective.</i>		
Companion Animal Advocates	Source: HEART	11
<i>Using role-play and engaging in pair and group discussions, students will learn that although all animals have similar general needs, companion animals need specific things in order to be happy and healthy.</i>		
Help Me Find a Home	Source: HEART and ASPCA	24
<i>Students learn that not all companion animals have homes, but that animal adoption centers and rescue organizations take care of homeless animals and work hard to find animals their forever homes.</i>		
Moo, Oink, Cluck	Source: HEART	27
<i>Students develop respect for farm animals by learning fun and interesting facts about them.</i>		
Urban Wildlife	Source: HEART	32
<i>Students will think about the wild animals who live in their own neighborhoods and consider some of the dangers that those animals experience every day. They will brainstorm ways to create safer habitats for urban wildlife.</i>		

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Grades 3–5



Activities

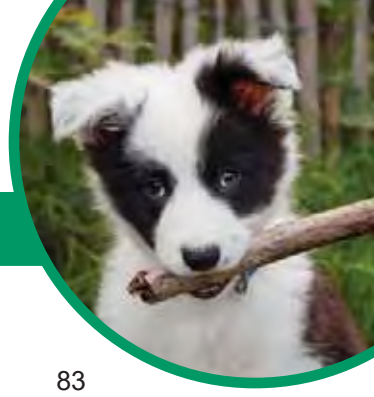
Circle of Compassion	Source: HEART	39
<i>Students create their own circles of compassion, using construction paper. Inside the circle they write and draw who or what they most care about and would stand up for if they were in need.</i>		
Helping Homeless Animals	Source: HEART	41
<i>Students read stories about animals who have lost their homes and consider what could have been done differently to prevent them from becoming homeless.</i>		
Clean It Up!	Source: IFAW	48
<i>Students will be exposed to the detrimental impact of human beings on the ocean and its inhabitants. Students will participate in a service-learning project, cleaning up and logging the amount of plastic and non-plastic litter they find in a designated area.</i>		
Humane Message Stickers	Source: HEART	51
<i>Students brainstorm humane messages about kindness toward people, animals, and the planet. They choose a message and write/draw it on a sticky label to wear and promote their humane message.</i>		

Lessons

Animals: It's Their World Too	Source: HEART & IFAW	52
<i>Students are presented with information (text, pictures, and video) about the lives of wild animals in their natural habitats and compare and contrast that with information about their lives in the circus.</i>		
Animal Communication	Source: HEART	56
<i>Students learn about the vocal expressions and body movements of wild animals and how they use them to communicate and express their feelings. The instructor will read a pre-written story and the students act out the appropriate vocalizations and body movements of the animals that correspond with various parts of the story.</i>		
Animal Investigators	Source: IFAW	62
<i>Through discussion and participation in a role-play that involves investigating an animal neglect case, students will understand the importance of providing for an animal's needs.</i>		
A Happy Home for Every Dog and Cat	Source: HEART	66
<i>Students will learn about companion animal overpopulation and homelessness as well as puppy mills and the conditions in which dogs are raised. Students will use a wide variety of resources to learn about these topics, including video, a math worksheet and discussing an individual dog's story from homelessness to adoption.</i>		
Friends on the Farm	Source: HEART	71
<i>Students learn about the basic needs and natural behaviors of farm animals and compare that to what their lives are like on factory farms.</i>		
Wildlife Under Fire	Source: HEART	76
<i>Students work in small groups and each group reads a story about a specific animal and how the animal is affected by a specific environmental issue. The issues that are covered are: habitat destruction; pollution; climate change; poaching; and endangered species. Students consider ways to help protect these animals.</i>		

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Grades 6–8



Activities

Puppy Mills: Exposed	Source: HEART	83
<i>After being introduced to the topic of puppy mills through an educational video, students will dig deeper into the issue by comparing and contrasting various state laws as they relate to animal breeding.</i>		
My Story: How Did I Get Here?	Source: HEART	85
<i>Students will examine some of the many ways companion animals end up homeless and in animal shelters. Students will translate this new knowledge into creating a first-person point of view piece, which they will scaffold prior to completing.</i>		
Finding Your Match	Source: HEART	87
<i>After filling out a questionnaire about their lifestyles and the qualities they are looking for in their perfect companion animal, students will consider what animal they think would be a good match for them to adopt.</i>		
Humane Map	Source: HEART	91
<i>Students research different humane aspects of their neighborhoods (e.g., animal shelters, pet food stores, dog parks, veterinarians). Then they create local neighborhood maps to distribute with this information.</i>		
Humane Movie Review	Source: HEART	92
<i>Students review one of their favorite movies under the lens of whether the movie is “humane” or not. Using a guideline for what makes a “humane movie,” the students answer questions and write a movie review.</i>		

Lessons

How Much is that Doggie in the Window?	Source: HEART	96
<i>Students will consider the differences between buying animals sold for profit and adopting animals from adoption centers by comparing descriptions of dogs up for adoption to ads of dogs for sale.</i>		
Don’t Test on Me	Source: HEART	99
<i>Students learn about animal testing, the types of tests that are conducted, and the animals who are tested on. They discuss how they feel about animal testing and then they learn about some specific products that are not tested on animals. Students work in groups and make commercials about their cruelty-free products.</i>		
Behind Closed Doors	Source: HEART	105
<i>Students learn about the basic needs, emotions, and natural behaviors of farm animals. Then they learn about what their lives are like on factory farms. Students imagine they are members of their state legislature and they have to decide how they will vote on a bill that will improve conditions for battery caged hens. They also have to write persuasive paragraphs defending their positions.</i>		
What’s Your View?	Source: IFAW	110
<i>Students learn about animals and their natural habitats. They also discuss the human/animal relationship and decide how they feel about specific questions related to our treatment of animals. They consider ways to make the world a better place for animals.</i>		

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Grades 9–12



Activities

A Day in the Life	Source: ASPCA & HEART	113
<i>Students research a career that helps or involves animals and then they write a story about what someone's life is like who has that career.</i>		
Attitudes Toward Animals	Source: HEART	115
<i>By examining and interpreting famous quotations about animals, students will consider how those perspectives have affected our attitudes toward animals. They will consider what their own philosophy is on the human/animal relationship.</i>		
Letter Writing	Source: HEART	118
<i>Students will learn that letter writing is a simple but effective tactic that can influence politicians and policy-makers to make desirable choices. It has been used in almost every modern social justice movement and can reap tremendous results.</i>		

Lessons

Can Anyone Be a Hero?	Source: HEART	123
<i>Students examine what it means to be a hero. They are then asked if being a hero is exclusive to human beings and consider possible animal heroes. Finally, students are presented with a number of scenarios and asked how a hero would react to such situations.</i>		
Understanding Habitats	Source: IFAW	127
<i>Students learn about the delicate balance of the combination of resources within a habitat and how wildlife becomes threatened if that balance becomes disrupted.</i>		
The Omnivore's Debate	Source: HEART	131
<i>Students examine modern day animal agriculture (factory farming) and, after some reflection, debate the question "Should we be vegetarian?"</i>		
Clothing: The Tough Choices	Source: HEART & IFAW	135
<i>Students examine the ethics behind the fur trade and the rationale for different attitudes toward the issue. To do so, students will begin by matching animals to the products for which they are used. This activity is followed by students taking on different personas and coming to a decision centered around the fur trade based on those personas.</i>		
When Does Animal Use Become Animal Abuse?	Source: HEART	143
<i>While examining the range of how humans use (and abuse) animals, students will consider which behaviors they deem acceptable, and "draw the line" at those they don't.</i>		
Standing Up for Animal Rights	Source: HEART	146
<i>Students discuss what it means to be an activist. Then students are presented with an animal welfare problem and consider an approach to creating a solution for the problem.</i>		



Objectives

Students will be able to...

- Define caring.
- Identify ways to help others.

Time Needed

20–45 minutes

Materials

- Pictures of the living beings and natural environment that you care about
- Yarn
- Picture of cat at an adoption center

Insider Tips

- If you have more time, you can ask the students to share with the whole class how they helped, or want to help, the individuals or places they care about.
- Given the young age of these children, avoid discussing the topic of euthanasia of homeless animals.

Classroom Teachers

- As an extension activity, have students draw who or what they care about and make a Circle of Caring poster.

Outside Humane Educators

- Be prepared to share some examples of what students could do in the future to help the people, animals or places they care about.

Activity 1: Circle of Caring

Overview: Students will think about the people, animals, and places they care about as well as ways in which they have helped care for them in the past or could care for them in the future. They will also learn that we do not have to know individuals personally to care about them.

Procedure:

Introduction

Introduce the topic of the activity by asking students what it means to care for others. Let them know that we can care for people, animals, and the planet.

Getting Started

1. First start by sharing pictures of a person, animal, and part of nature that you care about and let the students know why you care about them.
2. Show a picture of a cat at an adoption center. Let the students know that the cat is waiting for his/her forever home. Ask them how they feel about the cat. Allow students to respond.

Note: We care about this cat and we want her/him to find a home even though we do not know her/him. Take home point: we do not have to know individuals personally to care about them.

Circle of Caring

1. Ask the students to think about a person, animal, or part of nature that they care about and have helped in the past. If they have trouble thinking of something, ask them to identify some people they care about and how they would help them in the future.
2. Then ask them to share with a partner who or what they helped. For example, playing with their dogs or cats, helping their parents around the house, or protecting the ocean by picking up litter.
3. Ask the students to stand in a circle and to share who they care about and then give them a piece of yarn to hold on to and ask them to pass it to the next person to share.

Wrap Up:

Let them know that they are all connected because of their caring for others.



Objectives

Students will be able to...

- Examine the needs and wants of a puppy.
- Practice empathy for another living being.

Time Needed

20–45 minutes

Materials

- Construction paper / computer paper
- Markers / colored pencils / crayons
- Tape (optional)

Insider Tips

- Come to class with an example of the Puppy Mask to show the students prior to giving instructions.
- While instructing students on the steps to make the Puppy Mask, model the steps for them.
- When brainstorming the needs and wants of a puppy, write them down so children may revisit them at the end of the activity.

Classroom Teachers

- As an extension activity, have students write a short story from the perspective of their puppy.

Outside Humane Educators

- Be prepared to offer suggestions of what puppies need and want (e.g., food, water, shelter, love, companionship).

Activity 2: Make a Puppy Face

Overview: Students will make a puppy-face mask. Students will also examine the needs and wants of a puppy by taking the point of view of a puppy.

Procedure:

Introduction

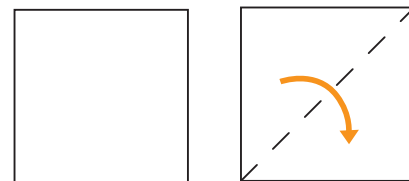
Introduce the topic of the activity, asking students what they think life is like for a puppy.

Puppy Mask - Introduction

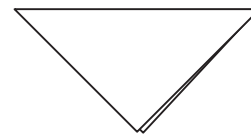
1. Introduce students to the word “empathy.” Emphasize that people can have empathy for other people as well as animals. Consider using the phrase: “Walk in someone else’s paws.”
2. Inform students that they will be making Puppy Masks.

Make A Puppy Face

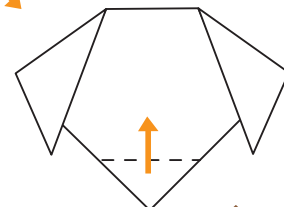
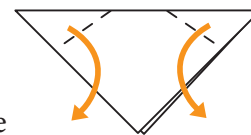
1. Start with a square sheet of paper. Fold the square in half, along the diagonal. Now you have a triangle.



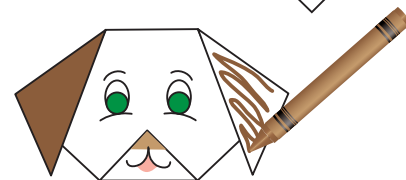
2. Turn your triangle so the long side is at the top. Fold down the two top points to make ears.



3. Fold the bottom point up to make the mouth and nose. If you have tape, tape the fold down.



4. Draw the eyes, mouth, and nose. You can also color the fur.



Puppy Needs/Wants & Wrap Up

1. Once the students have completed their puppy-face masks, ask the students to name their puppy and write down the needs and wants on the back of the puppy mask. Kindergarten students should draw a picture of one or more of the puppy’s needs.
2. Ask students to share their answers with the class and include any needs or wants the students might have missed.



Objectives

Students will be able to...

- Define the word “research” and practice researching a topic.
- Describe the proper environment for a chosen companion animal.

Time Needed

Several sessions of 20–45 minutes

Materials

- Internet access or reference books with pictures
- 1 small box for each student
- Construction paper, paste, scissors
- Markers, colored pencils, crayons

Insider Tips

- Instead of the students drawing, give students magazines from which they may cut out objects and backgrounds for their dioramas.
- If you are unable to get enough boxes, pair students or have them work in small groups.

Classroom Teachers

- As an extension, have students write descriptions of their dioramas.
- As an extension, have students write a brief story about the companion animal they created.

Outside Humane Educators

- If you will not have Internet access, come prepared with a variety of books, articles, and magazines that feature the proper living environment for a variety of companion animals.
- A “gallery walk” is an effective way for students to share their work with peers. Since this requires that children physically move around the room, it can be especially engaging for young and kinesthetic learners.

Activity 3: Happy Pet Environments

Overview: By creating positive dioramas out of shoeboxes and construction paper, students will review how to take care of companion animals.

Procedure:

Introduction

Review the term *research* and remind the students of the many ways that research on a topic can be done. Examples: Internet; interviewing people with experience; looking up information in non-fiction books in the library.

Getting Started

1. Instruct the students to each choose a companion animal that s/he would like to learn more about.
2. Once each student has chosen an animal, ask the students to research facts about the animal as well as what the animal needs to be happy and healthy.
3. Ask the students to write down three facts about their animal and to list the ways to properly take care of their animal.

Creating the Diorama

1. Explain to the children that they are going to create shoebox environments (dioramas) to show their pets in their healthy environments. Explain that they will make their companion animals out of paper and put them inside the environments. Add that it is important that their environments are safe for the animals.
2. Share a completed diorama with the students as an example. Point out what you have added for the animal (e.g., scratching post/litter box for a cat or a fenced yard/collar for a dog). If students want to work on the project at home and have small figurines of their animals, they can use those objects as well.
3. Go over some of the construction techniques to make the paper shapes stand up inside the box.
4. Remind the students that they are focusing on making the environment happy for their chosen animal.

Tips: Fold a bottom flap to glue to the base; fold paper to create an accordion strip.

Wrap Up:

Once the students complete their projects, have the students do a gallery walk.



Objectives

Students will be able to...

- Identify and describe an animal shelter.
- Explain the importance of supporting local animal shelters as a way to help needy animals.

Time Needed

Catnip Toy

- 20–45 minutes

Dog Treat Kong

- 20 minutes
- Extra day to freeze

Materials

Catnip Toy

- Plain white crew sock
- Dried catnip (preferably organic)
- Non-toxic fabric markers
- Cellophane or cotton balls or craft stuffing
- Paper shaped as cone
- Cardboard squares

Dog Treat Kong

- Cardboard toilet paper rolls
- Dog biscuits
- Wet dog food
- Organic peanut butter*
- Large mixing bowls
- Old newspapers or plastic sheeting
- Latex or non-latex gloves
- Plastic sandwich bags
- Markers

Activity 4: Catnip Toy and Dog Kong

Overview: Students will be introduced to animal shelters and service learning. Students will create toys for both cats and dogs that can be either donated to a local animal shelter or given to the students' companion animals.

Procedure:

Introduction

Ask the students if they like to play with toys. Follow up by asking students if they think cats and dogs also like to play with toys. Reveal, if answered otherwise, that cats and dogs also love to play.

Animal Shelters

1. Explain to the students the role of an animal shelter.
2. Describe the adoption process to the students. Emphasize that dogs and cats need something to do while they are waiting to be adopted and that the students can help the animal shelters and the animals by donating, among other things, toys.

Happy Socks

1. Introduce the Catnip Toy activity to the students. Explain that they are going to make cat toys to either give their own cats at home or donate to a local animal shelter.
2. Model how to complete the Catnip Toy activity for the students.
3. Catnip Toy Steps:
 - Step 1: Place a piece of cardboard in the sock. This makes it easier to draw on the sock.
 - Step 2: Decorate the sock with markers.
 - Step 3: Pull the cardboard out of the sock.
 - Step 4: Crinkle up two pieces of cellophane (or cotton balls or craft stuffing) and put inside the sock.
 - Step 5: Pour two tablespoons of catnip into the sock. (Paper shaped as a cone and placed deep into the opening of the sock helps pour in the catnip.)
 - Step 6: Tie a knot at the top of the sock.
 - Step 7: Give to a cat and watch him/her play with it.
4. Give each student a sock and pass out the markers for the students to decorate their socks. Upon completion, instruct students to stuff their socks with the cellophane, cotton balls, or craft stuffing.
5. Instruct students to hold open their socks and pour in the catnip. Then have students re-tie their socks.

Insider Tips

- **Warning:** Macadamia nuts and walnuts are dangerous for dogs so do not use any butter that contains these nuts.
- When students are decorating their Catnip Toys, make sure that they draw designs and write phrases. If a sock is completely covered in marker, it is more likely that some of the color will rub off on the cat playing with the toy.
- Kids pouring catnip could get messy and they may put in too much, so you can pour the catnip in their socks as they hold them open. They could also use paper cones or cardboard toilet paper rolls to prevent a mess.
- Always check with your local shelter before donating the Catnip Toys and especially any food items like the Homemade Dog Treat Kongs.

Classroom Teachers

- As an extension activity, set up a field trip to a local animal shelter where the students can personally deliver their Catnip Toys to the resident cats.
- This activity can also be tied into a lesson on companion animal needs. Have students brainstorm all the things that they need to be healthy and happy, followed by what companion animals need to be healthy and happy, and compare the two lists. Emphasize the importance of play and introduce these activities.

Outside Humane Educators

- If you are entering a school or other location without knowing if peanut butter is allowed, play it safe and do not include it in your materials.
- Bringing in a guest speaker with you, such as an animal shelter employee or volunteer who can share a specific adoption story, can be a great way to engage the students.

Activity 4: Catnip Toy and Dog Kong (continued)

Homemade Dog Treat Kong

1. Introduce the Dog Treat Kong activity to the students. Explain that since the treat needs to be frozen, it will take an extra day before the treat can be given to a dog.
2. Divide students into groups giving each group a large mixing bowl and some newspapers or plastic sheeting to place under the bowl to avoid making a mess. Each student should be given a pair of gloves, a plastic sandwich bag and a cardboard toilet paper roll.
3. Place some wet food, broken up dog biscuits, and peanut butter* into each group's mixing bowl. Instruct the students to put on their gloves and mix the materials together.
 - * **Note:** Peanut butter should not be used unless you are certain that no student has a nut allergy.
 - Peanut butter can be left out of the mixture if a student has an allergy or the school/setting is a nut-free zone.
4. Once the groups have mixed the materials together, instruct the students to pack the toilet paper rolls with the dog food/peanut butter mixture. When completed, the students are then to place the filled toilet paper roll inside the plastic sandwich bags and write their names on the outside.
 - Collect all the bags and freeze overnight.



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Objectives

Students will be able to...

- Define the word “sanctuary.”
- Identify different ways people are trying to protect wildlife.
- Examine the differences between wild and companion animals.

Time Needed

20–45 minutes

Materials

- “Nikita’s New Home” worksheet
- Pictures of tigers in their natural habitat and in enclosures (optional)

Insider Tips

- When discussing animals and their reliance on their natural habitat, show photographs of wild animals in captivity versus in the wild.
- Before reading the story, show pictures of Nikita or another tiger. For older students, show pictures of the types of confinement faced by wild animals in roadside zoos.

Classroom Teachers

- Following the activity, arrange a field trip to an animal sanctuary where students can see how people who respect animals’ natural way of life treat the animals.

Outside Humane Educators

- Bring a list of local animal sanctuaries that students can visit with their schools or families.
- When students are comparing wild animals and companion animals, create a two-column chart with headings “Wild Animals” and “Companion Animals,” then add students’ answers in the appropriate columns.

Activity 5: Nonfiction Stories

Overview: Students will examine the interactions human beings have with wild animals and the consequences of such interactions. Through a nonfiction passage, students will learn about sanctuaries and the life of a tiger who was saved from a roadside zoo.

Procedure:

Introduction

Ask the students what the difference is between companion animals [*pets*] and wild animals. Then ask the students to list as many wild animals as they can.

- Highlight to the students that they will be learning about tigers.
- Emphasize that wild animals have many needs that are taken care of by their habitat, or home. This is different from companion animals who rely on people for their needs.

Nikita’s New Home

1. Read “Nikita’s New Home” story. Determine if reading the story individually, in pairs, in small groups, or together as an entire class will work best with your group of students.

Note: Nikita’s New Home is a true story.

2. As a group, answer the five “True/False” questions about the reading.

Sanctuaries

1. After answering all the questions, refocus the students’ attention to the word *sanctuary*. Ask the students if they think a *sanctuary* would be a nice place to live if they were animals.
2. Recall Nikita’s story and how she found a home at a sanctuary. Ask the students if they can think of other types of sanctuaries for animals. (Possible answers: chimpanzee sanctuaries; wolf sanctuaries; elephant sanctuaries; farm animal sanctuaries.)

Wrap Up:

1. Ask students what they think is the best place for a wild animal to live. (The wild)
2. Then ask the students if an animal is not living in the wild, what is the next best thing. (Sanctuary)



Nikita's New Home

Read.



Nikita did not grow up like a lot of tigers. She has never lived in a forest. She has never roamed free. For seven years she was owned by a man. This man used Nikita to make money. He let people take pictures with her. To keep Nikita still, he put chains on her. Nikita was very mistreated. Happily, Nikita was rescued by a group of people who care about animals.

Today Nikita has a new home. She lives in a place just for big cats. It is called a wildcat sanctuary. Nikita is safe there. She has room to roam. She is well cared for. Nikita will live there for the rest of her life.



IFAW and its members raised money to move Nikita to the The Wildcat Sanctuary in Minnesota. IFAW also moved another big cat, Tasha, who is a cougar.

Circle **true** or **false**.

- | | |
|--|------------|
| 1. Nikita grew up in the wild. | true false |
| 2. The wild is the best home for a tiger. | true false |
| 3. People who care about animals helped Nikita. | true false |
| 4. It is better to put chains on an animal than to let him or her roam free. | true false |
| 5. A wildcat sanctuary is a place for big cats to live. | true false |



Objectives

Students will be able to...

- Identify behavioral attributes of dogs.
- Analyze the impact of respectful behavior toward dogs and cats.

Time Needed

45–60 minutes
1 class period

Materials

- “What Are You Saying” worksheet
- Stuffed dog toy

Insider Tips

- Prior to the “Approaching a Dog” role-play activity, have the students warm up by demonstrating various emotions (e.g., happy, sad, fearful, nervous) nonverbally.
- As an extension activity, have the students draw pictures of animals showcasing different emotions.
- When teaching about the proper steps to take to pet an unfamiliar dog, you can teach your students the acronym “A.S.P.” which stands for Ask – Sniff – Pet.

Classroom Teachers

- When presenting the “What Are You Saying” worksheet’s photographs and illustrations, consider using poster board or a PowerPoint or Keynote presentation to help students follow along.
- This activity aligns to Common Core Speaking & Listening Standards 1, 3, and 6.

Lesson 1: Communication and Empathy

Overview: Students will analyze how dogs communicate. Students will develop the social skill of empathy by learning how to identify nonverbal cues of dogs and how to appreciate an animal’s perspective. They will engage in critical discussion, role-play and observation activities.

Procedure:

Warm-Up: Guess What I’m Saying!

1. Play a nonverbal game of “telephone.” Think of a message that a dog or cat might want to send, such as “I’m nervous” or “I’m hot and would like a drink of water.” Communicate the message to the first student, using only gestures.
2. Have students pass the message along to each other, using only gestures. Continue until the message reaches the last student. Ask the last student to say aloud what he or she thinks the message is.
3. Discuss how it felt to communicate nonverbally.
 - Ask the students how they feel when someone doesn’t understand what they are saying.
 - Ask the students how they think dogs or cats feel when we don’t understand them.

Understanding Dogs

1. Have students turn to the “What Are You Saying” worksheet. Discuss the body language in each illustration and why it’s okay or not okay to approach a dog who looks like this.
2. Have pairs of students look at each photograph on the “What Are You Saying” worksheet and identify how the dog feels and what signals the dog is giving to show those feelings. Then discuss as a whole group.
3. Discuss why it’s important for people to understand what a dog is saying through body language. Go through each photograph with the following questions:
 - “If you saw a dog who looked like [identify photo], what would you do? Why?”
 - “What could be making the dog feel this way? Why is it important we know that?”
4. Explain that dogs depend on us to fulfill their needs. Guide students to understand that reading dogs’ body language and thinking about how they are feeling is one way to meet those needs and show we care about them.

Insider Tips (continued)

Outside Humane Educators

- To make sure all the students understand the game “telephone,” try playing a traditional round first using a humane message phrase like “adopt, don’t shop” or “animals have feelings too.”
- If you are concerned about not having enough time for this lesson, bring in extra stuffed dog toys and have students practice “A.S.P.” in small groups.

Resource Links

Dog Body Language

<http://www.asPCA.org/Pet-care/virtual-pet-behaviorist/dog-articles/canine-body-language>

Cat Body Language

- <http://www.petfinder.com/cats/bringing-a-cat-home/how-to-read-cats-body-language/>
- http://www.humanesociety.org/animals/cats/tips/cat_communication.html

Dog Care & Needs

<http://www.asPCA.org/pet-care/dog-care/dog-care-general.aspx>

Cat Care & Needs

<http://www.asPCA.org/aspcakids/pet-care/cat-care.aspx>

Lesson 1: Communication and Empathy (continued)

Approaching a Dog

1. Ask the students what is the first thing they should do if they want to pet an unfamiliar dog.
 - Answer: Ask your parent or guardian and then ask the dog’s guardian if it is okay to pet his or her dog.
2. Ask the students what is the second thing they should do.
 - Answer: Hold your hand up to the dog’s nose so he or she may sniff your hand. Your fingers should be tucked in so that if the dog did get startled he or she could not bite your fingers.
3. Ask the students what is the final step.
 - Pet the dog behind the ears or under the chin.

Note: Do not pet on top of a dog’s head because some dogs may become nervous when approached from above.
4. Bring out the stuffed dog toy and demonstrate the proper steps involved with petting an unfamiliar dog.
5. While you pretend to be the stuffed toy dog’s guardian, have each student individually come up and practice the 3 steps to properly pet an unfamiliar dog.

Wrap Up:

Ask students to notice dog and cat behaviors and to report back next time you see them. Also, remind the students that they are not to approach a dog or cat they do not know without permission from the animal’s guardian.

What Are You Saying?

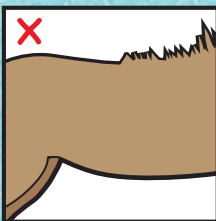
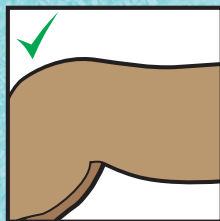
You can tell what a dog is trying to say by his or her body language. Look at the dog's tail, fur, ears, mouth, eyes, and posture.



Safe to approach



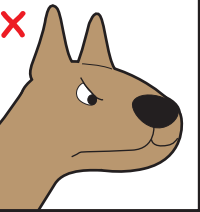
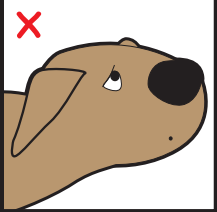
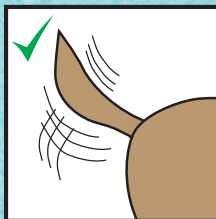
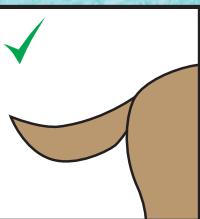
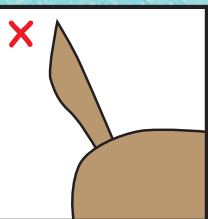
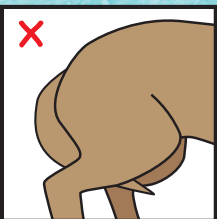
Not safe to approach



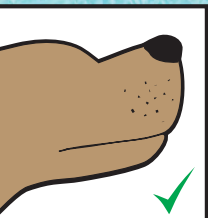
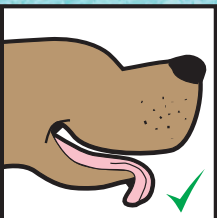
Just chilling.



Nice to meet you!



Back off!



Let's play!



I'm nervous.





Objectives

Students will be able to...

- Explain how to take care of different companion animals.
- Describe the kind of care different animals need in order to be happy and healthy.
- Apply learned knowledge to be a responsible companion animal guardian at home.

Time Needed

45–60 minutes

1 class period

Materials

- “Companion Animal” handout
- “Pet Name: Companion Animal Handout”:
 - Tom—the turtle
 - Harry—the hamster
 - Rebecca—the rabbit
 - Denise—the dog
 - Carl—the cat
- Optional:
 - Hamster wheel
 - Catnip
 - Carrots
 - Turtle tank

Lesson 2: Companion Animal Advocates

Overview: Using role-play and engaging in pair and group discussions, students will learn that although all animals have similar general needs, companion animals need specific things in order to be happy and healthy.

Procedure:

Introduction

Introduce the lesson’s major themes of animals’ unique needs/wants and what it means to be a responsible guardian for our companion animals.

Learning Pet Facts

1. Divide students into pairs and give each pair the “Companion Animal” handout. Instruct students to discuss everything they know about each animal.
 - Animals covered in the “Companion Animal” handout: cats, dogs, rabbits, hamsters, and turtles.
2. Ask students to share with the whole group something that s/he discussed with her/his partner.
3. Offer the class a few facts about each animal that the children might not have covered or known.
 - The facts should cover topics like what the animal eats, what type of habitat the animal lives in, how social the animal is, etc.

Small Group Activity on Pet Facts

1. Divide the students into groups of four and explain that they are going to become one of the animals that we have discussed. Hand each group a “Pet Name: Companion Animal Handout.”
2. First ask the students to discuss in their groups what they know about their animal. Then fill in the back of the “Pet Name: Companion Animal Handout.”
 - Model how to answer the “Pet Name: Companion Animal Handout” for students prior to having them answer the questions on their own.

Poor Puppy Role Play

1. Tell the ‘animals’ that they are going to help you (the instructor). Explain to the students that you adopted a puppy and she’s the first companion animal you have ever had. You really love your puppy but were never taught how to take care of animals, so the ‘animals’ are going to have to help you understand what puppies need.
2. Go through the following scenarios with the students. After each scenario, ask the students if there is a better way.

Insider Tips

- For a more interactive lesson you can bring in the optional materials. Additionally, you can bring some candy, dog food, a dog's water bowl, tennis racket, or football to make the Poor Puppy Role Play activity more engaging. (Pictures of these items can also be used as substitutes.)
- To save time in the lesson, instead of students talking in pairs during the Learning Pet Facts activity, the students can engage in a whole group discussion.

Classroom Teachers

- As an extension activity, have students observe and report back on a companion animal in their lives and all the things that that animal's guardian does to make sure the animal is happy and healthy.
- To add a theatrical element to the Poor Puppy Role Play activity, have students act as their companion animal before starting the activity, allowing them to identify more with their animal prior to being asked questions.
- This activity aligns to Common Core Speaking & Listening Standards 1, 4, and 6; and Writing Standards 4 and 8.

Outside Humane Educators

- Remember to define the term "companion animal" as students might not know what the term means.
- This lesson may need to be modified depending upon the students' reading and writing levels.

Lesson 2: Companion Animal Advocates (continued)

- *I love my puppy so much! I'm going to feed her 20 times a day! And I'm going to give her all my favorite foods, like pizza, candy and chocolate! This is good, right?*
 - *I know my puppy is going to get thirsty after eating so much, so I'm going to make sure I give her water once a month! Sound good?*
 - *My puppy and I will do everything together. I'm even going to play tennis with her, and tackle football because we're best pals! I can be as rough as I want, right?*
 - *Puppies need a lot of sunshine so I'm going to make sure she's outside all the time! Plus she's tough, so she can stay out in the rain, or snow, or storms! Puppies don't need shelter, right?*
3. Introduce a number of items to the students that you bought for your puppy (but in fact, these items are for the other companion animals). Have students identify which animal should be given the object.

When I can't be with her, I'll make sure she has plenty of good stuff like this... (Display to students):

- Hamster wheel
- Catnip
- Carrots
- Turtle tank

Wrap Up:

1. Explain to the students that they taught you well and now you know how to be a good pet guardian.
2. Ask them to raise their hands if they learned one new thing that they did not know about a pet today. Allow students to share.

Resource Links

Dog Care & Needs

<http://www.aspc.org/pet-care/dog-care/dog-care-general.aspx>

Cat Care & Needs

<http://www.aspc.org/aspcakids/pet-care/cat-care.aspx>

Turtle Care & Needs

<http://petturtle.com/care.htm>

Hamster Care & Needs

<http://hamsterific.com/>

Rabbit Care & Needs

<http://www.petfinder.com/pet-care/rabbit-care/basic-rabbit-care/>

What do you know about me?



Puppy



Kitten



Rabbit



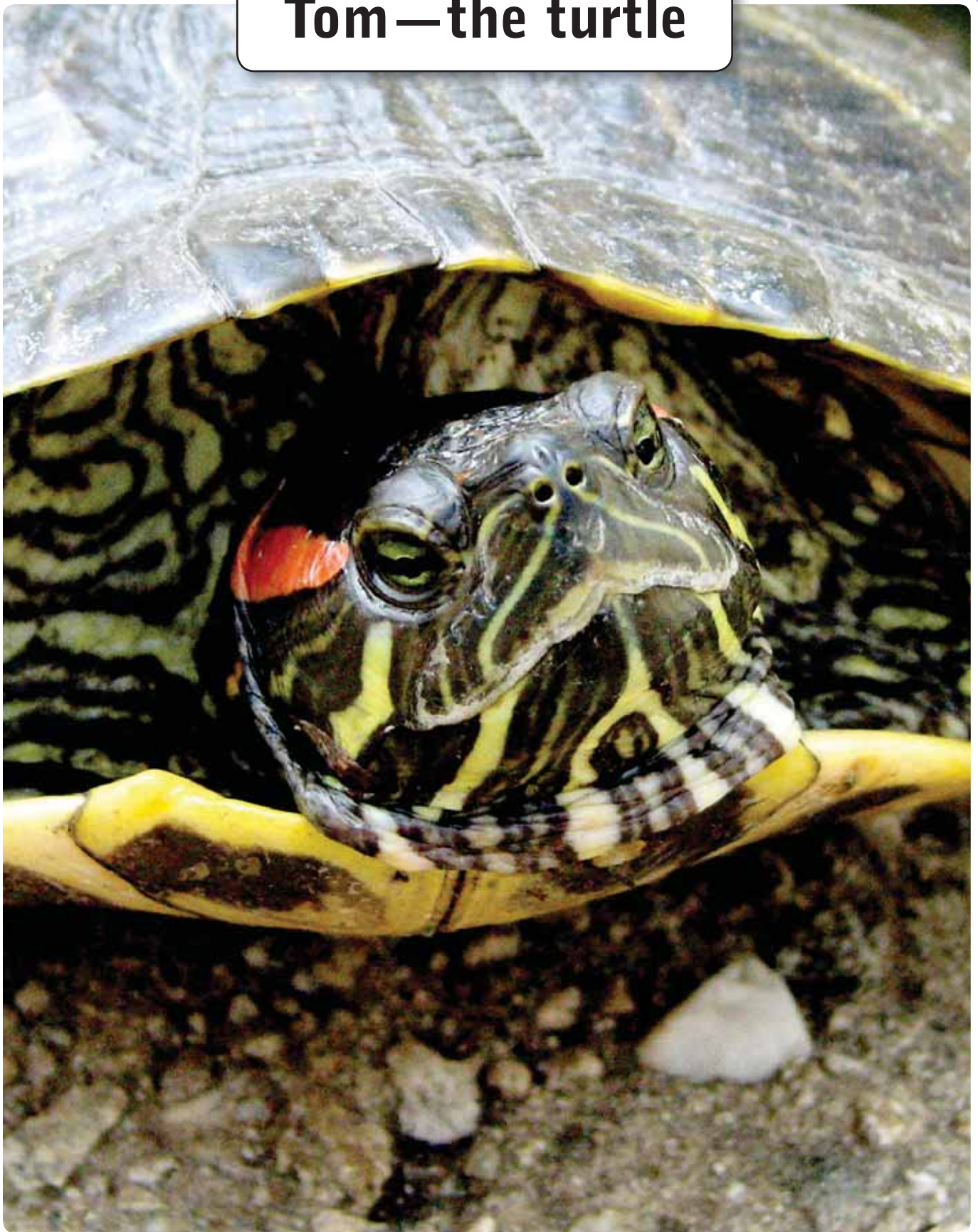
Hamster



Turtle

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Tom—the turtle



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Tom—the turtle

I am Tom. I am a pet _____.

I eat _____.

I live _____.

Add any facts you remember.

I _____

_____.

Harry—the hamster



Harry—the hamster

I am Harry. I am a pet _____.

I eat _____.

I live _____.

Add any facts you remember.

I _____

_____.

Rebecca—the rabbit



Rebecca—the rabbit

I am Rebecca. I am a pet _____.

I eat _____.

I live _____.

Add any facts you remember.

I _____

_____.

Denise—the dog



Denise—the dog

I am Denise. I am a pet _____.

I eat _____.

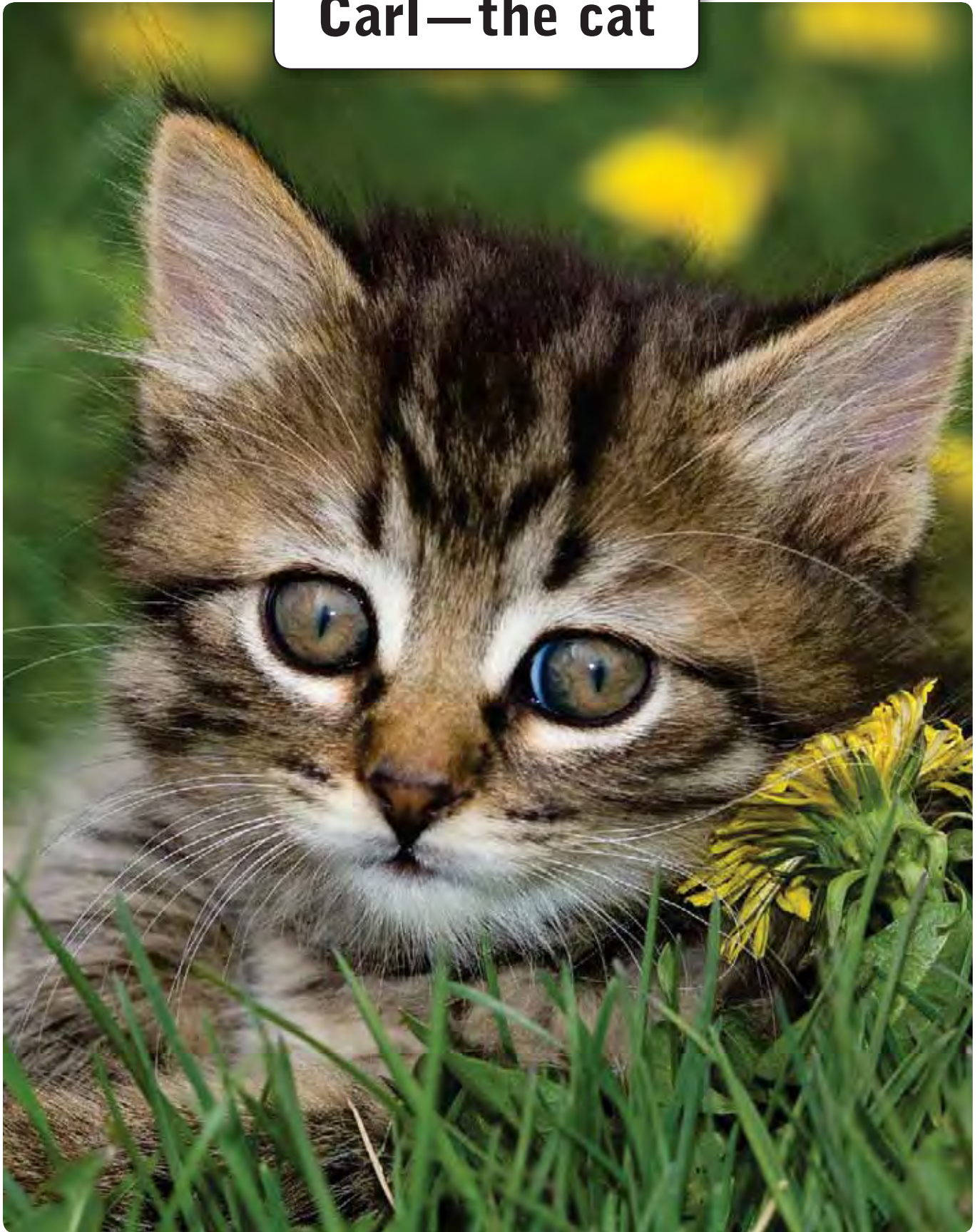
I live _____.

Add any facts you remember.

I _____

_____.

Carl—the cat



Carl—the cat

I am Carl. I am a pet _____.

I eat _____.

I live _____.

Add any facts you remember.

I _____

_____.

Photo by Glen K. Peterson



Objectives

Students will be able to...

- Define animal shelter.
- Identify at least one reason for animal homelessness and one way to help reduce animal homelessness.
- Add up to ten.

Time Needed

45–60 minutes

1 class period

Materials

- “Help Me Find a Home” worksheet
- Poster board paper or construction paper
- Markers
- Optional: pictures of adoptable animals

Lesson 3: Help Me Find a Home

Overview: Students will learn that there are not always enough homes for all companion animals, but that animal adoption centers and rescue organizations will take care of homeless animals and try to find them forever homes.

Procedure:

Introduction

1. Tell the students what an animal shelter is.
 - a. An animal shelter, or animal adoption center, is a place that takes care of animals.
 - b. The animals come to them because the guardian (or pet parent) can no longer care for them.
 - c. The animal shelter tries to find families or individuals who can adopt them and love them forever.
 - d. Animal rescue groups do similar work and sometimes they specialize in caring for specific breeds of cats or dogs.

Note: You may need to explain what “adopt” means to your students. Also write the words “animal shelter” and “animal rescue groups” on the board or have them already written on a poster.

2. Ask the students if they have ever been to an animal shelter or an animal rescue group. Allow students to respond and share if they have ever adopted an animal from a shelter or rescue group.

Homeless Animals

1. Pass out the Help Me Find a Home worksheet. Ask the students to complete the worksheet and then let them know you will go over the questions together.

Answers:

- *Did all of the animals find a home?* No
 - *How many cats found a home?* 3
 - *How many dogs found a home?* 3
 - *How many cats did not find a home?* 2
 - *How many dogs did not find a home?* 2
 - *Where can the animals who did not find a home be taken care of until they find a home?* An animal shelter or animal rescue organization
2. Ask the students how many animals at the shelter need a home. (Answer: 4)
 3. What will happen if someone’s dog or cat has puppies or kittens and the person cannot find homes for them? (Answer: The puppies and kittens will be brought to the animal shelter and even more dogs and cats will need homes.)

Insider Tips

- If the students are having difficulty with the math on the Help Me Find a Home worksheet you may need the class to do the activity together as a whole group, instead of individually.
- If there is time the students can color the Help Me Find a Home worksheet.
- For the PSA, instead of, or in addition to, using illustrations, you can print out pictures of animals who are up for adoption at local animal adoption centers or rescue groups. You can also have the students include the name and phone number of the adoption center/rescue group so that people would know where to go if they wanted to adopt.
- You can also create PSAs about local organizations that offer low-cost spay/neuter services.
- Given the young age of these children, avoid discussing the topic of euthanasia of homeless animals.

Classroom Teachers

- This activity aligns to Common Core Speaking & Listening Standards SL.K.1b, SL.K.5, SL.1.1b, and SL.2.1b.

Outside Humane Educators

- If you are not able to post the PSAs at a school, you can contact local businesses in the area to see if they will post them.

Resource Links

Animal Homelessness:

<http://www.asPCA.org/about-us/faq/pet-statistics.aspx>

Finding Adoptable Animals:

<http://www.petfinder.com/>

Lesson 3: Help Me Find a Home (continued)

4. Ask the students if they have ever heard the words “spay” or “neuter” and write the words on the board. Allow time to discuss.
5. Explain to the students that spaying is a surgery for female dogs or cats and neutering is a simple operation for male dogs or cats to prevent them from having more puppies and kittens. Ask the students why people would not want their dogs or cats to have puppies or kittens. (Possible answers: they do not want more animals to be homeless; they do not want to take a home away from an animal already at the animal shelter.)
6. Ask the students on the count of three to say “Spay and Neuter” out loud and then count, one, two, three, and the whole class will say, “Spay and Neuter.”

Service Project

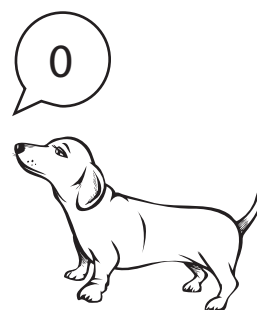
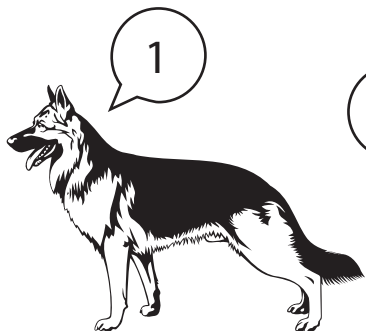
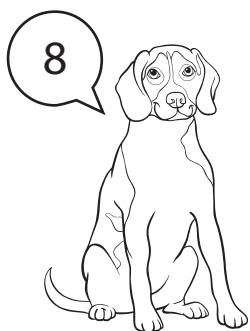
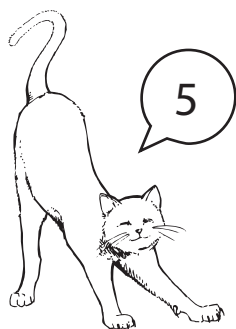
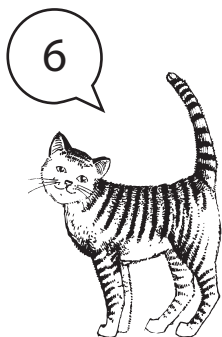
1. Explain to the students that sometimes non-profit organizations or the government create public service announcements (PSAs), which are messages to help make people aware of important problems. Explain that we might see the messages on a billboard, TV, or hear them on the radio.
 2. Show a few PSAs as examples.
 3. Review what the class has learned about animal homelessness and animal adoption centers.
 4. Ask the students to think of sentences that help people understand the need to adopt an animal and/or the importance of spaying and neutering.
- Note:** Students may have difficulty thinking of PSA messages, so you might want to give them a few suggestions to start like, “Adopt, Don’t Shop,” “Pets are for Life,” and “Every Animal Needs a Home.”
5. Ask them to write their messages on a poster board along with pictures that illustrate what the sentences are asking people to do.
 6. Post the PSAs around the school.

Wrap Up:

1. Ask students what they learned today. Possible answers:
 - There are too many homeless animals.
 - People can help animals by adopting them from an animal shelter or rescue group and giving them a good home.
 - If people spay/neuter their animals, it can reduce the number of homeless animals.
 - When there is an important problem, people can make a difference by educating others about the issue and letting them know what they can do.

Help Me Find a Home

Match the animal to the house so that the two numbers sum to 10.



10



5



7



3



6



2

Did all the animals find a home? _____

How many cats found a home? _____

How many cats did not find a home? _____

How many dogs found a home? _____

How many dogs did not find a home? _____

Where can the animals who did not find a home be taken care of until they find a home?



Objectives

Students will be able to...

- Identify some unique traits of cows, pigs, and chickens.
- Describe natural behaviors of cows, pigs and chickens.

Time Needed

45–60 minutes
1 class period

Materials

- “Who Am I” cards
- “Fascinating Facts” cards
- Paper
- Markers / crayons

Insider Tips

- If you are able to gather pictures to represent each farm animal and some or all of the fascinating facts, you should show them to the class as they learn about each animal.

Classroom Teachers

- If time permits, look up stories about individual animals at farm animal sanctuary sites and share stories about real animals.
- Consider taking the class on a field trip to a farm animal sanctuary.
- This activity aligns to Common Core Literacy Standard 1 and Speaking and Listening Standard 2.

Outside Humane Educators

- In case the classroom does not have a chalk board or dry erase board for you to use, bring your own chart paper for the note taking about cows, pigs, and chickens.

Resource Links

Farm Sanctuary

<http://www.farmsanctuary.org/learn/someone-not-something/110-2/>

Lesson 4: Moo, Oink, Cluck

Overview: Students will learn about the unique traits of farm animals and build an appreciation for them by understanding their natural behaviors and their close relationships with people.

Procedure:

Introduction

1. Introduce students to farm animals. Ask them what animals they think of when they think of farm animals and let them know that you will be focusing on cows, pigs, and chickens.
2. Ask what sound cows make. Have students “moo” at the same time.
3. Ask what sound pigs make. Have students “oink” at the same time.
4. Ask what sound chickens make. Have students “cluck” at the same time.
5. Tell students that farm animals have feelings, just like dogs and cats, and that today they are going to learn some amazing facts about cows, pigs, and chickens.

“Who Am I” and “Fascinating Facts”

1. Make three columns on the board entitled Cows, Pigs, and Chickens.
2. Read the first “Who am I?” card and ask students to use the clues to determine which farm animal you are talking about. Then ask them what they learned about the animal and write that down under the corresponding column.
3. Read the “Fascinating Facts” card about the same animal. Then ask the students what else they learned about the animal and write the information in the corresponding column.
4. Repeat Steps 2 and 3 with the additional cards.
5. Ask the students what they were most surprised to learn.
6. Ask the students what farm animals have in common with people.
7. Ask students to draw a picture that represents one of the facts about pigs, chickens, or cows that is on the board.

Wrap Up:

1. Ask students to share their pictures.
2. Ask students how they think farm animals should be treated.

“Who Am I?” Cards

(front)

Some people say that I am really smart. I love my family and my mother will raise me for at least 4 months teaching me everything that I need to know. I really love to eat. When it is hot I like to bathe in the mud because it helps to keep me cool and protects my sensitive skin from sunburn. I really love belly rubs, and if you treat me nicely I'll come when I am called. Who am I?

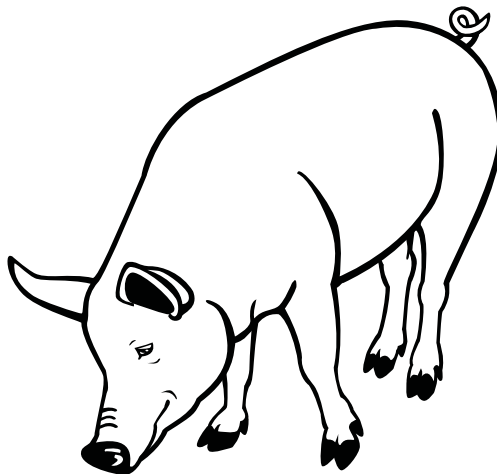
I really like to investigate my surroundings. For fun, I like to bathe in the sun and explore. To feel safe I like to perch in high places, sometimes even trees, even though most people do not know that about me. To clean myself I dig up and bathe in dust since it helps to remove any mites (or small bugs) from my feathers. My mother really cares about me and will protect me and my brothers and sisters by stretching her wings over us to hide us from danger. When I feel close to someone, I like being held. Who am I?

I love hanging out in the fields, grazing on grass. Even though I am a very large animal, I am very gentle, and enjoy being pet. My mother nurses me when I am young and is very loving. I have hooves that help me to walk through deep mud. On average, I drink about 30 gallons of water a day. In the wild I can live up to about 25 years. I have a long tongue, and if we are friends, I'll lick your face, just like a dog. Who am I?

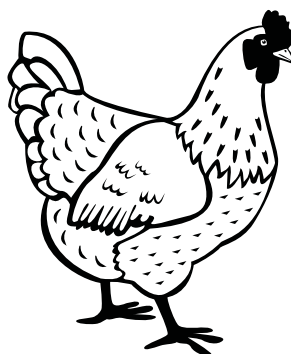
“Who Am I?” Cards

(back)

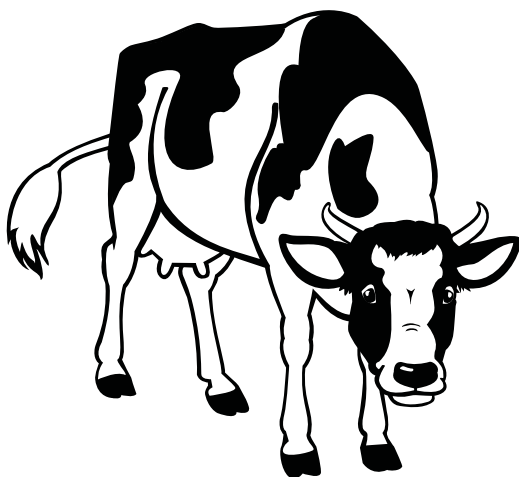
Pig



Chicken



Cow



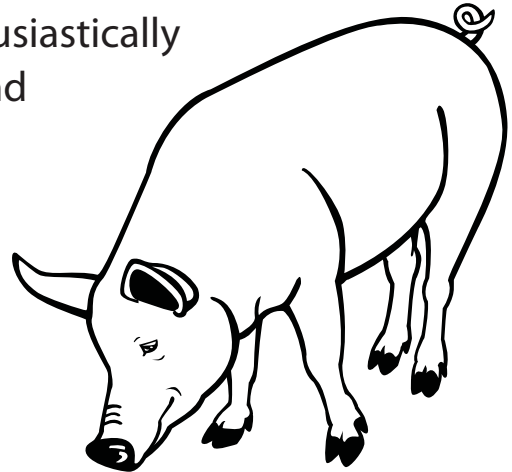
“Fascinating Facts” Cards

Pigs

Pigs are much happier when they can spend time with other pigs they know. They like to play fight, run and chase, and play in water. They enjoy physical contact and like to sleep next to each other.

Pigs love their friends and say hello enthusiastically when they see each other by grunting and rubbing noses affectionately.

Pigs are very sensitive and they get nervous when they are mistreated. When they are stressed out it is more difficult for them to follow commands.



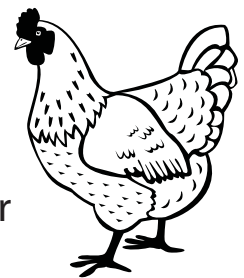
Based on information from Amy Hatkoff's book *The Inner World of Farm Animals*.

Chickens

Chickens are very social and form friendships. They prefer to hang out with chickens they know and avoid chickens they don't know.

Chickens can tell people apart and remember how they have been treated. They will turn away from people who are mean to them. If they have been given a treat for doing a certain behavior, they will peep for another treat if they do the same behavior again. This shows they have memories and they develop expectations based on their past experiences.

Hens take good care of their chicks. They will peep to their chicks while they are still in the egg and the baby chicks will peep back. Chicks can recognize the sound of their mothers.



Based on information from Amy Hatkoff's book *The Inner World of Farm Animals*.

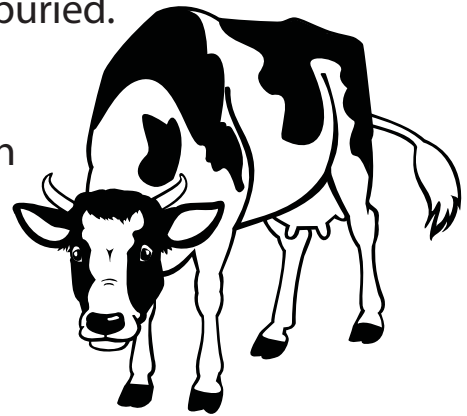
“Fascinating Facts” Cards

Cows

Cows are close to their mothers and they enjoy being with cows their own age. They play together, share food, and groom each other.

Cows can be sad when a loved one passes away. If a friend dies they will sometimes voice their sadness, skip meals, and remain at the last place they saw their friend or where s/he was buried.

Cows enjoy solving problems. A study was done to see if cows could learn how to unlatch a gate to get food. The cows were excited when they succeeded and some actually jumped up and down to express their joy.



Based on information from Amy Hatkoff's book *The Inner World of Farm Animals*.



Lesson 5: Urban Wildlife

Overview: Students will consider ways to create spaces that are safe for both people and the wildlife with whom we share our neighborhoods.

Procedure:

Introduction

1. Introduce the topic by asking students what types of wild animals live in suburban and city neighborhoods, such as squirrels, ducks, chipmunks, frogs, birds, turtles, geese, and raccoons.
2. Let the students know that they might see some of these animals in parks, near the shore, or in their own backyards. Explain to the students that we share our cities, towns and neighborhoods with wildlife and it is important to think about not only our own safety around wild animals, but also how to make spaces safe for the wild animals themselves.

Guided Visualization

1. Let the students know that they are going to imagine what it is like to be a squirrel. Tell the students to imagine that they are turning into a squirrel. Ask them what they need to become a squirrel. Allow students to respond. (Possible answers: fur; whiskers; bushy tail; claws on their feet; little paws; dark eyes.)
2. Tell the students that you are going to pretend they are squirrels. Ask them to stand up and let them know that you are going to narrate what their day is like. See Squirrel Guided Visualization.

Note: The students can act by miming the narration of the story. They should do this in one spot (i.e. pretending to climb up, running in place, etc.).

3. After you read the guided visualization and the students have imagined being a squirrel, tell them to imagine that they are turning back into a person and ask them to sit down again.
4. Ask the students the following questions about the guided visualization:
 - *How did it feel to be a squirrel?*
 - *When we were squirrels, where were we?* (Answer: Park.)
 - *What does a squirrel need to eat to be healthy?* (Possible answers: water; flower bulbs; nuts; mushrooms; seeds; pine cones; fruits.)
 - *What were the good things about our habitat?* (Possible answers: trees; open space; flowers; squirrel friends.)
 - *What were the dangerous/scary things about our habitat?* (Possible answers: litter; people chasing us; cars; bad food.)

Objectives

Students will be able to...

- Identify at least three ways to make urban habitats safer spaces for wildlife.

Time Needed

45–60 minutes

1 class period

Materials

- Squirrel guided visualization
- Pictures of wildlife
- Three sheets of large chart paper, one with a sketch of a backyard, one with a sketch of a park, and one with a sketch of a shore.
- Markers

Insider Tips

- Depending on where you live, you may want to use different wildlife that are native to where your students are.
- If you have the space and the time, you can actually have the students walk around the room together during the guided visualization and act out the scene as a more involved dramatization.

Classroom Teachers

- As an extension, take your students on a field trip to a park or the shore to observe wildlife. Ask the students to identify what they think could be dangerous or helpful to the animals.
- This activity aligns to Common Core Speaking and Listening Standard 1.

Outside Humane Educators

- Students may not know what habitat means. You may have to define habitat for them.

Resource Links

MSPCA

- <http://www.mspca.org/programs/wildlife-resources/>

HSUS

- http://www.humanesociety.org/animals/resources/tips/create_a_wildlife_sanctuary.html

Lesson 5: Protecting Urban Wildlife (continued)

5. Sketch an outline of a park on the board (just a basic outline) and ask the students to brainstorm ideas for making the park safer. As students brainstorm ideas, illustrate their ideas on the board.

Possible answers:

- Lids on trash cans
- Recycling bins
- Native wild flowers
- Nut trees
- Signs that say “Respect the Wildlife”
- Speed signs that say only 15 miles/hour
- “Animal Crossing” signs by the road
- Squirrel feeders

Animal Habitats

1. Post three large pieces of paper on the wall. Each page will represent one of the following habitats: Backyard; Park; and Shore. You can sketch a basic scene to represent each habitat.
 2. Each student will be given a picture of a wild animal and will have to think about which place s/he is most likely to see the animal. Ask the students to tape their animals to the correct habitats.
- Note:** It is okay to give the same animal to more than one student. Some animals might fit in both the park and the backyard.
3. Once the students have placed their animals in the habitats, review which animals are in which locations. Explain that the animals might face similar dangers that you experienced as the squirrel.
 4. Let the students draw pictures to make the space safer for their animals. Let them use the park example that you did together as a guide to follow.

Wrap Up:

Ask the students what they can do today to help keep wildlife safe and protected.

Possible answers:

- Look at wild animals, but don’t touch them.
- Recycle and do not litter.
- Respect wild animals and don’t chase them.
- If you feed wildlife, like birds, provide food that is part of their natural diet, like seeds.

Squirrel Guided Visualization

Imagine yourself as a squirrel. Wiggle your nose; tap your feet; swish your tail.

You are sitting in a tree. You're hungry. You look around the park below. You see birds hopping in the grass and people walking by. You scurry down your tree. Once you hit the ground, you pause. You pop your head up and look around. What's that over there? Sniff, sniff- you smell food. You twitch your tail in excitement. You run over to see what it is: a plastic bag full of trash. You stick your head inside and sniff around. It smells good, but there doesn't seem to be any food inside. You try to get out but are stuck. You panic, jumping about. Finally, you're outside the bag, but it's caught to your foot. You shake it off. Whew!

You see a trash can across the street. Trash cans are always good for some food! Take a cautious step into the street. You keep moving, but you're confused. Where is the grass? The trees? Look around you.

What's that sound? A car! Run! You've made it across the street, barely.

Start moving toward the trash can. As you move, a child runs out and begins to chase you. Time to run again! You zig zag your way down the street.

Good, they're gone! You jump up to the brim of the trash can and peek inside. So many smells! You pull out some old food and lift it to your face. You give it a good sniff before eating. Smells nice! Dig in!

After you've eaten, you don't feel so good. No, you feel very sick.

Slowly, you make your way back across the street and into the park. You climb back up into your tree and lay down on a branch. You start to feel a little better, but you think about the rough morning you have had. You decide to rest for a while.



Parks



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Shores and Wetlands



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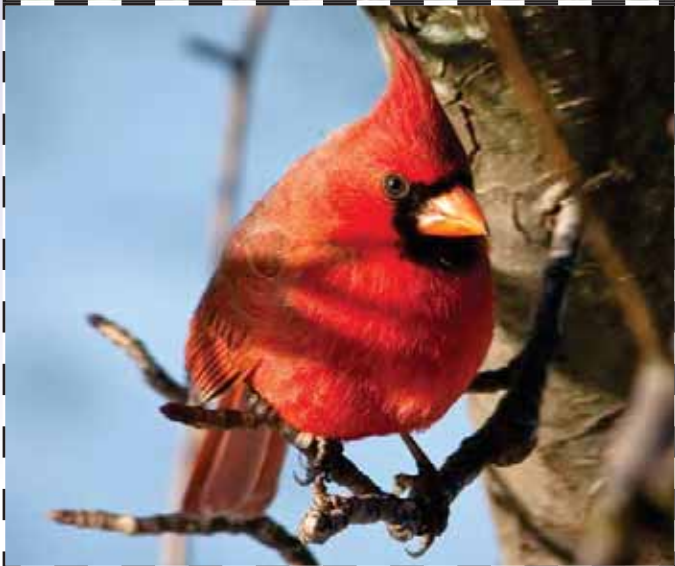
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Streets and Backyards



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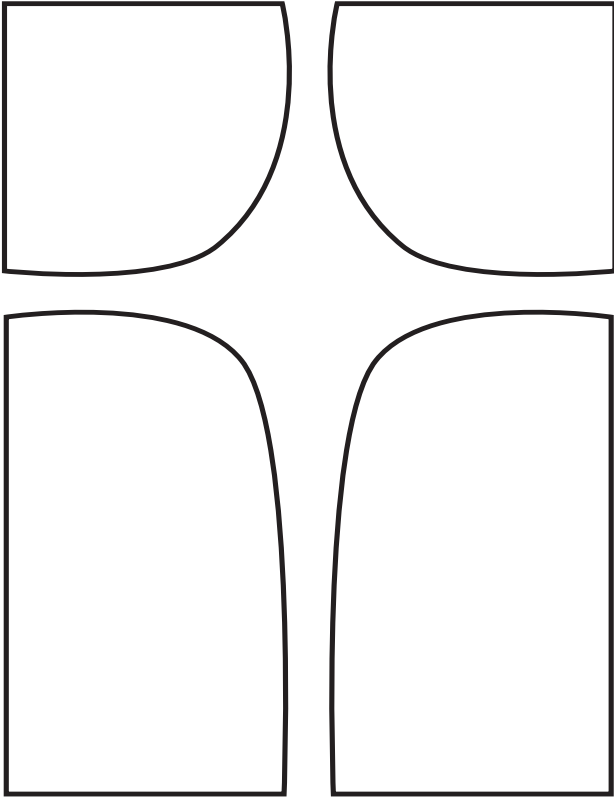
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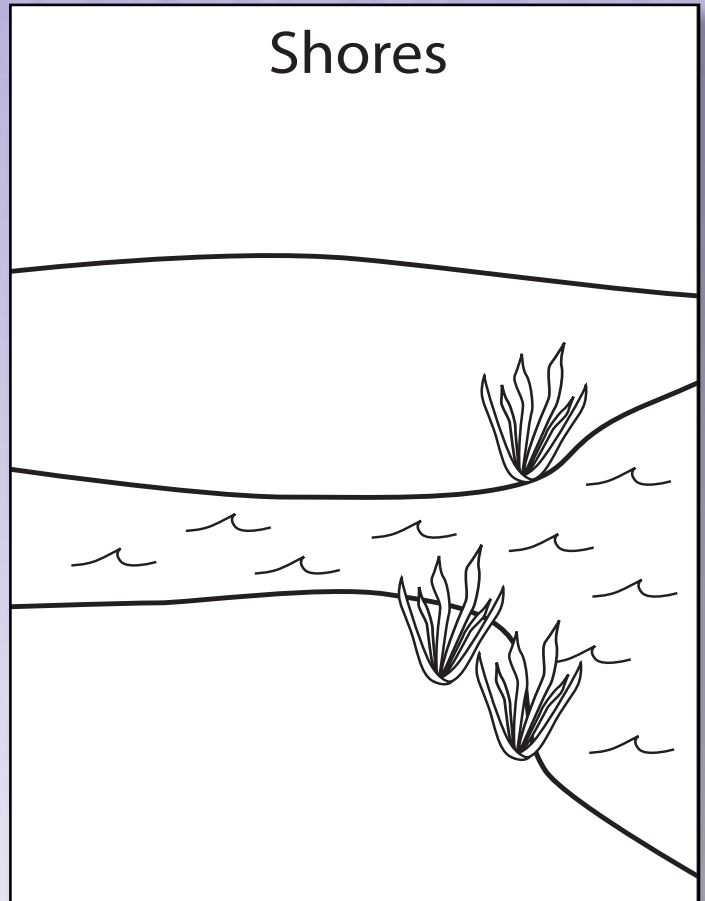
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Parks

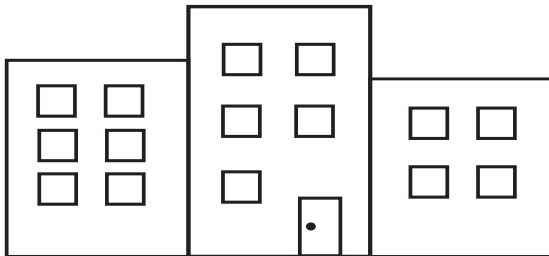


Sample drawings for chart paper sketches

Shores



Backyards





Objectives

Students will be able to...

- Define and give examples of the words *empathy* and *compassion*.
- Examine the issues surrounding individuals deserving of empathy and compassion.

Time Needed

20–45 minutes

Materials

- Whiteboard / chalkboard
- Dry erase markers / chalk
- Construction paper
- Markers / colored pencils / crayons

Activity 1: Circle of Compassion

Overview: Students will identify that which they care deeply about, while also examining the terms “empathy” and “compassion.” Students will do so by creating their very own “Circle of Compassion.”

Procedure:

Introduction

Introduce the topic of the activity, explaining to the students that in order to solve the world’s problems we must first care about them.

Empathy and Compassion

1. Write down on the whiteboard/chalkboard the word “empathy” and ask the students if they are familiar with this term. If so, ask for a definition. (Answer: “The capacity to identify with another’s feelings or putting yourself in someone else’s shoes.”)
2. Erase the word “empathy” and then write down the word “compassion” and ask the students if they are familiar with this term. If so, ask for a definition. (Answer: “Having concern for the needs of others AND wanting to do something to help.”)

Circle of Compassion

1. Draw a very large circle around the word “compassion.” Explain to the students that this is a “Circle of Compassion” and each person has one. A person’s “Circle of Compassion” is filled with those individuals whom s/he would be willing, or at least has a desire, to help to ease their suffering.
2. Fill in the names of a few individuals in your life who fit into your “Circle of Compassion” and explain why you included each one. (Possible individuals: mothers; fathers; sisters; brothers; friends; pets; extended relatives.)
3. Ask students to suggest additional individuals. As students brainstorm, encourage them to include people, animals, and parts of nature.
4. Do you need to know someone personally to include that individual in your circle of compassion? Share an example of hearing about a natural disaster, such as an earthquake or a hurricane, in another country. Ask them if they would have compassion for the people and animals who were hurt. Ask them what people sometimes can do to help those in need (e.g., donate money, send supplies to help).
5. Pass out construction paper and markers/colored pencils/crayons and instruct students to make their own “Circle of Compassion.”

Insider Tips

- Instead of circles, students can cut out heart shapes for the activity.

Classroom Teachers

- As an extension activity, have students write a paragraph about who they included in their circles of compassion and why.
- As an extension activity, have students write a paragraph response to the question, "Are there any individuals who do not deserve to be in your circle of compassion?"
- As an extension activity, have students write a paragraph response to the question, "Do you have to know individuals to include them in your circle of compassion?"

Outside Humane Educators

- If you do not have access to a whiteboard or chalkboard, come prepared with the words "Empathy" and "Compassion" written on poster board. Also, have an already completed "Circle of Compassion" to use as a model.

Activity 1: Circle of Compassion (continued)

Wrap Up:

1. Once students have completed their "Circle of Compassion," have them share out loud some of the individuals they have included.
2. Ask students if they believe their "Circle of Compassion" will grow or shrink as they get older.
 - Answer: Their circles should grow because the more people in their lives they meet and the more they learn about the world the more they should expand their compassion to others.
 - Facilitate discussion. Some students will say everyone should be in the circle of compassion, but others may disagree giving the examples of bullies or people who hurt others. Be prepared to discuss these examples.
 - Ask the students if they agree and why or why not. Discuss whether we can have compassion for people who have done something wrong or harmful. Ask them if we can have empathy for a bully.





Objectives

Students will be able to...

- Identify at least three reasons why animals are at adoption centers.
- Explain several ways to prevent animal homelessness.
- Describe how to be a responsible animal guardian.

Time Needed

45–60 minutes

Materials

- Homeless Animal Stories
- Homeless Animal Follow-Up Question Guide

Activity 2: Helping Homeless Animals

Overview: Students read stories about animals who have become homeless due to some of the most common reasons for relinquishment at animal adoption centers. They will then consider what could have been done differently to prevent the animals from losing their homes.

Procedure:

Introduction

1. Ask the students if they know where animals at adoption centers come from. Possible answers:
 - They are found on the street.
 - They were abused or neglected in their homes and were taken away for their safety.
 - People moved and did not take the animals with them.
 - People did not like how the animals behaved.
 - People decided that they did not have time for their animals.
 - People did not want the animals anymore.
2. Tell the students that animal adoption centers do their best to take good care of the animals and find them good homes. Explain that what adoption centers really hope for is that when people adopt animals, they will keep them forever, be responsible guardians, and provide them with everything they need to be happy and healthy. Add that sometimes unexpected circumstances might make it difficult or impossible for people to keep their animals anymore, in which case it is better to bring the animals to an adoption center than to leave them alone or on the street or give them away to strangers. However, many of the reasons people do not keep their animals could be avoided.

Homeless Animal Stories

1. Ask student volunteers to read each homeless animal story.
2. Ask the questions from the Homeless Animal Follow-Up Question Guide.
3. As students answer the questions and identify ways to prevent animal homelessness, you can write the solutions on the board.

Wrap Up:

1. Ask the students what can be done to prevent animal homelessness based on what they learned from the stories. Possible answers:
 - Think ahead before adopting.
 - Give animals ID tags/microchips.
 - Spay/Neuter.

Insider Tips

- The homeless animal stories provided are fictional stories based on some of the most common reasons for animal homelessness and relinquishment.
- Instead of asking the students to read all the stories as one activity, you could read a few stories over the course of a few periods.
- To help the other students follow along with the story, you can provide each student with a copy of the stories or have the stories projected on a power point and save paper.
- Consider breaking the students up into small groups to read and answer the questions, and then share out loud.

Classroom Teachers

- As an extension activity, you could have the students choose one of the stories and write an additional paragraph about what the animal's life is like now, after being adopted into a new forever home.
- As an extension activity, you could have the students draw one of the stories, but change the story so that the family provides the animal with what s/he needs so they keep their companion and the animal is happy and healthy.

Outside Humane Educators

- If you are not able to provide copies of the stories to each student or project the stories on a power point, you might consider reading the stories to the students yourself.

Activity 2: Helping Homeless Animals (continued)

- People should only have animals as companions, not to use them.
 - Research the qualities you want in animals before adopting them.
 - Understand and accept the animals' natural behaviors before adopting them.
 - Provide for the animals' needs, like scratching posts for cats and toys for dogs.
 - Make sure that you know how to train an animal humanely and that you have the time to devote to the animal.
 - Plan to keep an animal for his/her whole life and really think about how long s/he is going to live.
2. Ask the students what they learned about adopting an animal and what they will think about before adopting an animal when they are older. Allow students to respond.



Homeless Animals Stories

Story 1: Lilly's Story

Hi, my name is Lilly and I lived with a wonderful family. My family let me run all around the neighborhood. I thought it was fun at first, but then I did not recognize anything around me and I became scared. I did not know how to get back to my home. A nice person picked me up and fed me. He brought me to an animal adoption center. The adoption center wanted to find my family but did not know where to look. I tried to tell people, but they did not understand my barking. I never saw my family again.



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Story 2: Olive's Story

My family named me Olive and used to play with me all the time. I really liked to curl up on their laps and purr while they pet me. One day I noticed all these boxes and they were packing up all their things. In the middle of their packing they put me in a cat carrier and drove me to a place with lots of other animals. I heard them talking to a man saying that they were moving and they could not bring me with them. I didn't understand why they didn't want me to move with them. Now I am waiting for a new home.



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Story 3: Bronx's Story

When my family first brought me home they named me Bronx and I thought they would keep me forever. I loved them so much that I always wanted to be with them. I jumped up on them when they came home and I begged for food at the table. When I was left alone I sometimes chewed things because I was bored and I sometimes went to the bathroom on the floor because I did not know any better. My family became upset with me and gave me away.



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Homeless Animals Stories

Story 4: Benny's Story

My family thought I was a cute boy and called me Benny. When they first saw me they said I was the sweetest cat they ever met. I think it is fun to scratch. I actually have a need to scratch; it is part of who I am. They didn't like how I scratched their furniture and they decided that they didn't want me anymore. They brought me to an animal adoption center and said that I was too much work. I hope that another family will want me and understand my need to scratch. I do not know where my family members are, but they left and they did not bring me with them.



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Story 5: Peanut's Story

My family picked me because I was small and cute and they named me Peanut. After a few months they got tired of my personality and brought me to an animal shelter. I was really excited all the time. I jumped high, played in the yard a lot and wanted to go for long walks. They said they did not have time for me and that I had too much energy. I am so sad and now I am waiting for a new family.



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Story 6: Juniper's Story

When I was little my brothers and sisters were put in a box with a sign that said, "Free to a good home." I hoped that a nice person would give me a loving home. Instead, a man walked by, grabbed me, and said that he thought I would make a good guard dog. He chained me up in the backyard and I lived there for three years. He threw food scraps at me and gave me water, but it would sit for days at a time and it tasted bad. I was lonely and scared all the time. One day a different man came by. He talked to me in a gentle voice and he took me off the chain. He brought me to a place with kind people who cleaned me, fed me good food and gave me clean water. They also gave me a toy and a name, Juniper, something I never had before. Now I am waiting for my new forever home.



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Homeless Animal Stories: Follow-Up Question Guide (page 1)

Story 1: Lilly

- **How did Lilly get to the animal adoption center?**

Answer: Her family let her run all around the neighborhood and someone found her on the street.

- **What could the family have done differently?**

Answer: It was not safe to let her run around by herself. They should have had her on a leash.

- **What else could the family have done to make it easier for someone to locate her family?**

Answer: The family could have put an I.D. tag on her collar and microchipped her.

Note: Explain what a microchip is in case the students do not know.

Story 2: Olive

- **How do you feel about the fact that the family left Olive?**

Allow for responses.

- **How do you think Olive felt about being given away?**

Allow for responses.

- **Why do you think they couldn't take Olive with them?**

Possible answers:

- *They moved to a place that does not allow animals.*
- *They were moving far away and they didn't think she would like the long trip.*
- *They thought it would be too hard to move all their stuff and Olive at the same time.*

- **What could the family do to keep her?**

Possible answers:

- *They could do more research and find a place to live that allows animals. There are a lot of places that are pet-friendly.*
- *They could ask the veterinarian for advice about how to make Olive comfortable during a long trip.*
- *They could ask a friend to watch Olive until they moved all their stuff and then could come back to get her.*

Story 3: Bronx

- **What did Bronx do that the family did not like?**

Answers: Chewed things, went to the bathroom on the floor, begged for food at the table, and jumped up on people.

- **Did Bronx know not to do those things?**

Answer: No.

- **How would Bronx learn not to do those things?**

Answer: The family needed to make time to humanely train him.

Homeless Animal Stories: Follow-Up Question Guide (page 2)

Story 4: Benny

- **What did Benny do that the family did not like?**

Answer: He scratched the furniture.

- **Is scratching a natural behavior for a cat?**

Answer: Yes, it is something cats need to do.

- **What could the family do to protect the furniture, but still let Benny scratch?**

Answers:

- *They could put a protective plastic cover over the furniture.*

- *They could try getting a scratching post and put it in front of the places he likes to scratch.*

Note: It is important to add that the post may help, but it may not prevent cats from scratching the furniture altogether.

- *They could consider adopting a different species if they are that concerned about their furniture.*

Story 5: Peanut

- **Why did the family choose Peanut?**

Answer: He was small and cute.

- **Does anyone know what type of dog Peanut is?**

Answer: He is a Jack Russell Terrier mix.

- **Should you choose your friends based on how they look on the outside or inside?**

Answer: Inside.

The same is true for your animals.

While we do not want to stereotype dogs since each one is an individual, Jack Russell Terriers tend to be very high energy dogs. They usually need someone who wants to take them out for jogs and play ball for a while. Before adopting an animal, think about the qualities you are looking for in a companion and the time you can devote to the animal. Tell the adoption staff what you are looking for in a companion and ask them to help you find a perfect match.



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Homeless Animal Stories: Follow-Up Question Guide (page 3)

Story 6: Juniper

- **What happened to Juniper?**

Answer: Allow students to summarize.

- **How could this have been prevented?**

Possible answers:

- *It is important to know why people want animals, so we should not just give them away for free to anyone.*
- *The person who had Juniper's mom could have spayed her and the person who had Juniper's dad could have neutered him.*
- *If someone noticed that Juniper was chained in the backyard sooner, she would not have had to live chained up for three years.*

- **How is this story different from the other stories?**

Possible answers:

- *The other families either lost their animals or gave them up (even though they could have done things differently to give the animals better lives). However, this person was not giving Juniper what she needed, but he wanted her anyway. Someone else had to come to rescue her.*

- *In the other stories, it would have been best for the animal if the family did something differently and kept the animal. In this story what was best was that Juniper was rescued and adopted into a new home.*

- **If you see an animal being neglected or abused what should you do?**

Answer: We should tell a trusted adult so that s/he can inform the proper authorities.

Note: Provide your students with the proper numbers of the local authorities in the area that should be notified of animal abuse or animal neglect. Let them know that they can call anonymously.





Objectives

Students will be able to...

- Identify the leading contributor to ocean debris.
- Participate in a public service project.
- Examine the severe impact human waste, particularly plastics, can have on marine life.

Time Needed

45–90 minutes

Materials

- Protective gloves
- Large trash and recycling bags
- “Clean It Up!” worksheet
- Pens

Activity 3: Clean It Up!

Overview: Students will be exposed to the detrimental impact of human beings on the ocean and its inhabitants. Students will participate in a service learning project, cleaning up and logging the amount of plastic and non-plastic litter they find in a designated area.

Procedure:

Introduction

Introduce the topic of the activity by telling a story of an individual marine animal affected by plastics in the ocean.

- A quick internet search will yield many results.
- Example: In the summer of 2012, an older sperm whale calf was found deceased and floating off an island in Greece. During the necropsy, scientists discovered 100 plastic bags in the sperm whale’s stomach. One scientist stated, “All [of] our civilization was in the stomach of this whale.” There were garbage bags, plastic covers from food you would find in a supermarket, plastic ropes, nets and even a plastic bag with a full address and telephone number from a local restaurant. (Source: <http://oceanwildthings.com/2012/06/sperm-whale-death-by-100-plastic-bags/>)

Plastic Debris and Litter

Share with students some of the facts about plastics and their effects.

- Plastic accounts for 90% of debris in the oceans.
- 80% of all ocean debris comes from the land--swept by wind or washed by rain off streets into drains, down streams and rivers and out to the sea.
- Plastic exists as tiny particles in every part of the ocean. In some areas there is six times more plastic than plankton.
- Many marine animals mistake plastic for food and swallow it, with painful and often fatal results.



Brainstorming Solutions

1. Ask students what they believe can be done to help solve this problem. Solicit solutions that may come from different actors (i.e. government, companies, individuals, organizations).

Insider Tips

- Safety first! When choosing an area to clean up, keep in mind what types of litter and refuse the students might come across.

Classroom Teachers

- As an extension activity, have students choose one item that they collected and answer the following questions:
 - Could this item have been recycled?
 - Could this item have been reused?
 - Could this item have been replaced by another item?
- To extend this activity into two days, allow the students to choose the clean up site. Prior to the clean up date, have the students research what type of litter they might find at the site, and why it is there.

Outside Humane Educators

- If possible, invite other adults, teachers, or chaperones to the clean up for added supervision.

Resource Links

Protecting Marine Animals

- <http://www.ifaw.org/united-states/our-work/education/beneath-waves>

Activity 3: Clean It Up! (continued)

Clean It Up!

1. Instruct the class that you will be participating in a clean up project to do your part.
2. Before the clean up begins, share the “Clean It Up!” worksheet. Explain that students should record every item they collect, as well as its approximate weight. You may want to estimate the weight of some items in your classroom as practice.
3. Divide the students into small groups. Appoint one member of each group to collect and record the group’s data. The rest should focus on picking up refuse.
 - Make sure that students in charge of picking up items are wearing gloves.
 - Each group should be given a garbage bag and a bag to place recyclable items.
 - Remind students not to pick up sharp objects or anything too heavy or dangerous.



Wrap Up:

1. Bring the students back to the classroom and debrief on the activity.
2. Ask the class how much refuse they collected and what was the most unusual item they found.

Clean It Up!

Name: _____ Date: _____

Did you know that almost 80 percent of debris found in the ocean comes from the land?
Help reduce that percentage by cleaning up an area of your community.

Plastic		
Item Collected	Number Found	Approx. Weight

Non-Plastic		
Item Collected	Number Found	Approx. Weight

Total bags collected: _____ What was the most unusual item you found? _____



Objectives

Students will be able to...

- Identify issues that they are concerned about.
- Express a message that is important to them and educate others.

Time Needed

20–45 minutes

Materials

- Blank labels (from an office supply store)
- Decorative stickers
- Markers
- Optional
 - Hole puncher
 - Yarn

Activity 4: Humane Message Stickers

Overview: Students will make stickers to promote humane messages they want to advocate.

Procedure:

Introduction

Introduce the activity by discussing what a humane message is with the students. Explain that it is any message promoting compassion toward people, animals, and/or the planet.

Getting Started

Brainstorm a list of humane messages with the students and write them on the board.

Making the Humane Message Stickers

1. Provide each student with a label to decorate.
2. Allow students time to decorate their labels to make their humane message stickers. They can choose a message that was brainstormed earlier or another message that they want to promote. They can use pictures, words, or both to promote their messages.

Wrap Up:

Ask the students to share their humane message stickers and to explain why they chose their messages.

Insider Tips

- This is a great activity to do at the end of a humane education lesson when the students have learned about an issue they are really concerned about. You can focus the activity by having all the messages relate to the specific lesson that you taught.
- You may want to ask the students to sketch what they plan to put on their sticker before passing out the labels so that they make sure they have enough space, spell everything correctly, and they are writing the message they really want to promote.
- Since the sticker will only last for one day if worn on clothing, you can suggest that the students put their stickers on something such as a folder or water bottle.
- To help the students' stickers last you can make them into necklaces

by using hole punchers (making two holes in the top right and top left corners of the label) and looping yarn through the holes.

Classroom Teachers

- If time permits, allow students to make additional stickers to give to their peers in other classes.
- As an extension, ask students to write a paragraph about their message. Have them consider including how they would respond if asked what their sticker means.

Outside Humane Educators

- When brainstorming messages, the students might have a difficult time at first so share some initial ideas. They also might have really long messages that you may need to help them shorten and make more catchy.



Objectives

Students will be able to...

- Compare and contrast the lives of wild and captive animals.
- Describe the many physical, social and emotional traits of elephants.

Time Needed

- 45–60 minutes
- 1 class period

Materials

- *Elephants Never Forget* video
<https://vimeo.com/23640203>
- “Elephants: Wild vs. Captive” worksheet
- “Different Lives” handout
- (Optional) Pictures of elephants in the wild and in captivity

Insider Tips

- This lesson can be modified to use a variety of animals. Some suggestions are dolphins, tigers, bears and other animals routinely kept in captivity. To modify the lesson, simply find information on the animal’s life in the wild versus captivity.
- As an extension activity, have students engage in a letter writing campaign to a circus that relies on animals to entertain.
- The last six minutes of the *Elephants Never Forget* video discuss ivory poaching and ways groups like International Fund for Animal Welfare are helping the remaining elephant populations.

Lesson 1: Animals: It’s Their World Too

Overview: After reading short passages and watching a video, students will compare and contrast the lives of elephants in the wild and in captivity. Students will reflect on the reasons that such intelligent, social and emotional animals are being held in captivity.

Procedure:

Introduction

Ask students the difference between an animal that is *wild* and *captive*. Discuss the different types of captivity for animals. To complement the discussion, consider showing pictures of various types of captivity.

Elephants Never Forget

1. Inform students that this lesson will focus on elephants. Create a KWL chart on a whiteboard or chalkboard and ask students what they already know about elephants and what they would like to know about elephants. List student responses. (See “Insider Tips for Outside Educators” for an explanation of the KWL chart)
2. View the first 12 minutes of *Elephants Never Forget* video. Prior to viewing, instruct students to pay close attention to the types of exercise elephants get and how they interact with their family and friends.
3. Following the viewing ask students if they have any comments or questions about the video. Discuss.

Elephants: Wild vs. Captive

1. Distribute the “Elephants: Wild vs. Captive” worksheet and “Different Lives” handout to students. Allow students to answer sections based on the information from the *Elephants Never Forget* video. (Possible sections: Wild—Food; Exercise; Friends/Family)
2. Read the “Different Lives” handout and complete the “Elephants: Wild vs. Captive” worksheet using the handout’s information. Based on reading level, students can complete this activity individually, in pairs, small groups or as a class.
3. Upon completion, review the “Elephants: Wild vs. Captive” worksheet as a class.

Wrap Up:

1. Ask students what they learned today. Write responses on KWL chart. Possible answers:
 - Elephants are intelligent, social, and emotional animals.
 - Elephants have extremely close family bonds and form many strong friendships.
 - Captive elephants are not allowed to participate in many of their natural behaviors.

Insider Tips (continued)

Classroom Teachers

- As an extension activity, ask students to read the differing descriptions of elephants. Then, ask them to answer this question: “Every year, people gather in the middle of the night to watch circus elephants walking through New York City’s Midtown Tunnel—because the elephants are so large, this is the only way they can enter Manhattan. You are invited to watch them entering the city. Considering these descriptions, do you accept this unique invitation?”
- As an extension activity, have students write a story from the perspective of a baby elephant taken from the wild and brought to perform at a circus.
- This activity aligns to Common Core Reading Standards 1 and 4, Speaking and Listening Standard 1, and Writing Standard 4.

Outside Humane Educators

- A “KWL” chart stands for “Know, Want to Know, Learned.” It is an organizational and assessment tool to help understand students’ foundational knowledge as well as what they learned from the lesson.

Resource Links

Protecting Elephants

- <http://www.ifaw.org/united-states/our-work/education/elephants-never-forget>
- <http://www.humanesociety.org/animals/elephants/>

Mistreatment in Captivity

- <http://www.aspcakids/real-issues/animal-abuse-in-circuses.aspx>
- www.bornfreeusa.org

Captive Industry

- <http://www.elephantcenter.com/>

Lesson 1: Animals: It’s Their World Too (continued)

2. Ask students if they believe elephants would prefer to be in the wild or in captivity? Ask students if they think elephants should be in the wild or captivity. If students do not believe elephants should be in captivity, ask them what are some things they may do to help captive elephants. Possible answers:
 - Don’t support using captive elephants for our entertainment.
 - Write letters to legislators and companies expressing your opinion on captive elephants.



Different Lives



Wild Elephants

Elephants are not only one of the smartest animals on the planet, but also one of the most empathetic. They care deeply about one another and have been observed in the wild helping each other when in trouble and wrapping their trunks together to give an “elephant hug.” Wild elephants communicate in a variety of ways. They “speak” by touching one another, gesturing with their bodies, making different sounds like squeaks, trumpeting noises, rumbles and even noises so low that people cannot hear them. In the wild, elephants can live up to 70 years of age, roughly the same life span of many people. Wild elephants are extremely active, walking great distances to find enough food. On the average day, African elephants can walk up to 37 miles and their smaller relatives, the Asian elephants, can walk up to 13 miles a day. Wild elephants not only get their exercise from walking, but also love to forage for food and water, dust bathe, wallow in the mud to cool off from the heat and even go swimming! Being so large and active means that wild elephants need to eat a lot of food. One elephant can eat 300 pounds of food in one day. Elephants’ foods of choice are roots, leaves, plants, fruit, grasses and bark. Wild elephants live in family groups called “herds.” The “matriarch,” or oldest female in the group, leads the herd to the best places to find food and water. When elephants die, their family members grieve just like people. They even return to the site where their kin passed away and touch their bones to mourn.



Captive Elephants

Elephants in captivity live much different lives than those of their wild counterparts. Many elephants in captivity were born in the wild and taken from their families when they were very young. Instead of being in herds with up to 100 other elephants, captive elephants spend most of their time alone. Elephants are very social creatures and have strong family bonds which they are deprived of in captivity. Also, elephants are very large animals requiring large areas to roam that are rarely provided in captivity. Male elephants born in zoos are quickly removed from their mothers and separated from all the other elephants. When the male elephants get older they are usually sent to other zoos for breeding purposes. Though wild elephants can live to be up to 70 years old, captive elephants usually don’t live to be even 40 years old. Captive elephants suffer from many health problems like tuberculosis and foot disease, which is caused by standing on hard floor surfaces for long periods of time and doing unnatural tricks on these hard floors. Many captive circus elephants are forced to learn these tricks by being struck with a bullhook (a pole with a sharp metal point and a hook at the end). Captive circus elephants spend a very large portion of their lives traveling from town to town locked in small cages. Some are even shipped in trucks and railroad cars without heat or air conditioning and often do not have access to food or water for long periods of time. Unlike the wide variety of foods wild elephants eat, many captive elephants are only given dried hay and grains.

Sources: www.aspc.org/aspcakids, www.elephantsincanada.com, www.lcanimal.org, www.hsus.org, www.elephantvoices.org, www.kids.nationalgeographic.com

Elephants: *In the Wild* vs. *In Captivity*

Name: _____

Date: _____

In the Wild

vs.

In Captivity

Lifespan

Food

Exercise

**Family/
Friends**



Objectives

Students will be able to...

- Describe similarities and differences between animals and human beings.
- Describe some extraordinary abilities of animals, including communication.
- Identify ways that animals express emotions.

Time Needed

45–60 minutes
1 class period

Materials

- “Animal Communication Stories” handout for bears, dolphins, and elephants
- “Animal Communication Sounds” handout
- Pictures of various animals communicating different messages or feelings

Insider Tips

- Using the “Animal Communication Sounds” handout, create index cards for each of the animal communication sounds so that students within each group may pass them around while practicing.
- When choosing animal pictures to demonstrate animals expressing emotions, be sensitive to animal stereotypes and the age of the students.
- If possible, have three adults in the room to help the students read the “Animal Communication Stories” so that all the students can act out the animal’s language.

Lesson 2: Animal Communication

Overview: The topic of animal communication and its similarities to, and differences from, human communication will be discussed. Additionally, student groups will present a story about animals in peril because of human activity and the animal communications they used to find safety.

Procedure:

Introduction

1. Ask students to identify some of the ways that people communicate with one another. (Examples: verbally; writing; body language; eyes.)
2. Ask a few students to demonstrate an emotion without talking. Instruct the rest of the class to copy the student’s emotion and then guess what that emotion is.

Communicating Animals

1. Ask students whether animals communicate. How? If so, how is it different from human communication?
2. Show pictures of animals expressing different emotions followed by the question, “What are they trying to communicate?”
3. Explain to the students that animals can express what they are feeling with their bodies, but they also communicate in other complex ways.

Animal Communication Role-Play

1. Divide the students into three groups: elephants; bears; and dolphins. Give each group a set of index cards specific to its animal. Each card explains a different behavior or sound the animal makes to express a specific feeling.
2. Instruct the students to read each of the cards in their group and practice acting out each communication.
3. After the students practice their cards, give the groups the “Animal Communication Stories” handouts related to their animals. Instruct the students to read the story and figure out what feeling, out of the feelings they have on their cards, the animals would express in the moment.
 - Throughout the story there will be sections saying for example “[Use Bear Language].”



Insider Tips (continued)

Classroom Teachers

- When showing pictures of animals communicating through body language, consider using poster board or a PowerPoint or Keynote presentation to help students follow the various stories.
- Incorporating the animal language into the story might need to be initially modeled to the students prior to their practicing the stories as a whole.
- As an extension activity, have the students, from the point of view of their animal, write a letter to the human race describing some of the problems they encounter because of people and some suggested solutions animals have for people.
- This activity aligns to Common Core Reading Standards 1 and 2 and Speaking and Listening Standards 1, 2, 5, and 6.

Outside Humane Educators

- If you have a small group of students or would like to shorten this lesson into an activity, choose only one “Animal Communication Story” to focus on and narrate the story for the students as they act out the animal language.
- Prior to having students share as a whole group what they think animals would say to people, have them discuss the question in pairs and then share out loud.

Resource Links

Animal Communication

- <http://acp.eugraph.com/>
- <http://www.factmonster.com/ipka/A0768578.html>
- <http://www.nhptv.org/natureworks/nwep3.htm>
- <http://www.ifaw.org/sites/default/files/Ocean%20Noise%20Pollution%20Report.pdf>

Lesson 2: Animal Communication (continued)

4. Designate one student per group to read the story while the other students act out their animal’s language. Students should practice reading the story and acting out the language.
5. Have each group present their story to the rest of the students.

Wrap Up:

1. Summarize each story, emphasizing that in all three stories people threatened animals and the animals had to get away. Ask students what we should tell people about each animal.
2. Ask students what they think the animals would say if they could talk to people.



The Dolphin's Story

Name: _____

Date: _____

Once a large pod of dolphins—that's the big family group—were all swimming together and having a lot of fun **[Use Dolphin Language]**. Maybe they could catch some fish by working together to herd them **[Use Dolphin Language]**. As they swam and jumped they saw some boats in the water and a few of the young dolphins decided to play around them, riding on their wake and showing off how fast they can swim. The mothers didn't like this, and they called their children by name to come back **[Use Dolphin Language]**—so did the aunties who help to take care of the children **[Use Dolphin Language]**. Suddenly, the pod heard the children calling, but now they were very scared and upset **[Use Dolphin Language]**. They were caught in a net, and couldn't get out! All the adult dolphins moved together and surrounded the boats, trying to scare off the people so they could free their children **[Use Dolphin Language]**. All of the dolphins were angry, too **[Use Dolphin Language]**. When the people realized that they had caught dolphins they opened the nets and let the young ones go. The mothers and the aunties scolded the young dolphins for being too careless **[Use Dolphin Language]**. Not all humans treat wild animals kindly, so the young dolphins have to learn to play together where it is safe, in their wild ocean home.



How did the dolphins feel when they were trapped in the nets? **[Show it in dolphin language too]**

What would you tell the people about dolphins?

Our Elephant Herd

Name: _____

Date: _____

A great herd of elephants is roaming the grassy plains in search of food. They have walked all day, and as evening falls they meet a related group of elephants. As they join the herd, elephants call out their names **[Use Elephant Language]** and the whole herd greets the others joyously **[Use Elephant Language]**. The large herd finds a watering hole, with the help of their oldest and wisest female leader. As the elephants drink, mothers teach their children how to drink using their trunks to suck in the water and spray it into their mouths. Some of the elephants feel vibrations from far away through their feet—what is it? They look **[Use Elephant Language]** to see if it is a threat. The younger elephants are worried. What if it's a hunter? They know that people sometimes hunt elephants for their beautiful tusks, or capture them and take them far away from their families. Their mothers comfort them **[Use Elephant Language]** as the herd leaders listen closely. When the leaders signal danger **[Use Elephant Language]** the herd moves off quickly from the watering hole, and walks on throughout the day until they are sure that they are safe again.



How would the elephants feel if they were hunted or captured by human beings?
[Show it in elephant language too]

What would you tell the people about elephants?

Mama Bear and Her Cubs

Name: _____

Date: _____

A mother bear and her two young cubs are roaming across the wilderness. They have been traveling for many miles, eating all of the wonderful foods that they find in the trees and on the ground like fruit, nuts and honey. The cubs are now good tree climbers, and they also love to play together as their mother forages for food **[Use Bear Language]**.

One day they climb over a hill and see a fast rushing stream, tumbling down into the valley below. The cubs are so excited! They will be able to eat one of their other favorite foods—fish! And also do their favorite activity—swim! They race off down the hill, out of sight of their mother. She is angry **[Use Bear Language]**. Those cubs should stay close to her when they are so young. She is also worried **[Use Bear Language]** because she sees smoke and a road, which she knows means that people live close to this stream. Like all bears, she is shy and tries to avoid places where there are people. The cubs don't hear her calling, and they run into the stream, swimming and looking for fish to eat. One cub finds a nice fishing spot, and acts angry **[Use Bear Language]** to keep his brother from coming close—he wants all the tasty fish! The brother doesn't want to fight **[Use Bear Language]** so he then swims away. When the mother bear reaches the river, only one of her cubs is there. Now she is very worried **[Use Bear Language]**! What if a human being has stolen her other cub **[Use Bear Language]**? She runs up and down the riverbank, until she hears her little cub crying **[Use Bear Language]** and finds him scared under a bush. The cubs huddle by their mother **[Use Bear Language]**, happy to be close to her again after their adventure in the river.



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How would the bears feel if they were hunted or captured by human beings?

[Show it in bear language too]

What would you tell the people about bears?

Animal Communication Sounds Cards

Dolphins

- Dolphins whistle when they are being friendly.
- Each Dolphin has her/his own special whistle that is her/his name.
- Dolphins blow out air fast when they are scared or angry: "chuff!" "chuff!"
- Dolphins make an 'S' shape with their bodies to scare others away—they're pretending to be sharks!
- Mother dolphins scold their babies by making many very fast clicks.

Elephants

- Elephants trumpet very loudly to signal danger and protect their young.
- Each elephant has his/her own low rumbling growl that is her/his name.
- When elephants meet their friends they are joyful -- trumpeting, stamping and rumbling.
- Elephants use their trunks to touch and comfort each other when they are upset.
- Elephants freeze in place to listen and feel vibrations through their feet when they are worried.

Bears

- Mother bears use grunts and clicks when they are worried about their cubs.
- Bears lie down to show that they don't want to fight with each other.
- Bears may slap the ground when they are angry.
- Cubs make a sound like a baby crying when they are away from their mothers.
- Cubs hum when they are happy, playing, and near their mothers.



Objectives

Students will be able to...

- List the needs of cats and dogs.
- Identify the differences between needs and wants.
- Compare and contrast the needs of people and the needs of companion animals.
- Analyze human behavior that either helps or harms cats and dogs.

Time Needed

45-60 minutes
1 class period

Materials

- “Animal Investigator” Worksheet 1
- “Animal Investigator” Worksheet 2

Insider Tips

- For a more interactive lesson, bring in props like dog or cat bowls, leashes, water bottles, toys and pictures of friends to show during the introduction portion of the lesson.
- If the students are working in small groups or pairs, make copies of the **Drawings** so that each small group or pair may have its own.
- If there is extra time in the lesson, have students share their decisions. Discuss as a class their findings and allow students to respectfully debate their findings.

Lesson 3: Animal Investigators

Overview: Through discussion and participation in a role-play that involves investigating an animal neglect case, students will understand the concept of needs and that people must provide for the needs of dogs and cats.

Procedure:

Introduction

1. Ask students what the difference is between a need and a want.
2. Create a two-column chart. Label one column *We Need* and the other *Dogs/Cats Need*. Lead a discussion about what students need to be happy and healthy. Then guide students to compare the list they just created with the needs of cats and dogs.

Animal Investigation

1. Explain to the students the role of an Animal Investigator, such as a Humane Law Enforcement Officer or police officer. Tell the students they will be acting like Animal Investigators and will be looking for evidence to see who is telling the truth in the story.
 - Students may work as a whole group or in small groups
2. Read the scenario:
 - A woman has called the authorities to report that a dog living in her neighborhood is not being taken care of. The dog, named Bud, lives in a backyard next door to the caller. Bud’s guardian says that she looks after Bud properly. She says he always has water and that she feeds him twice a day. Bud is not allowed inside of her house, but he has his own doghouse. An Animal Investigator will come to see Bud and assess the situation.
3. Show or direct students to **Drawing 1** (the environment and dog) from “Animal Investigator” Worksheet 1. Explain that when they first arrive at Bud’s backyard, they should look at the whole situation and describe all the details about the dog and the environment he lives in. Ask students the following questions:
 - *What does Bud look like? What is he doing?*
 - *What is his living situation like? Is he tied down? Is he tangled up?*
 - *What does the area around Bud look like?*
 - *Why do you think the neighbor reported Bud’s situation?*
4. Show or direct students to **Drawing 2** (body condition). Ask students the following questions:
 - *What is Bud’s body language saying?*
 - *Does he look well fed? How can you tell?*
 - *Does his collar fit properly?*

Insider Tips (continued)

Classroom Teachers

- Instead of making copies of the Drawings for your students, create a PowerPoint presentation with the drawings so they can follow along as a class.
- This activity aligns to Common Core Writing Standards 1 and 3 and Speaking and Listening Standard 1.

Outside Humane Educators

- Type out the scenario as an extra handout for the students. This will allow them to follow along as you read the scenario aloud to them.
- Animal neglect and cruelty are sensitive topics, so be prepared for student opinions that do not reflect your own and, without judging, ask questions as to why certain opinions are held.

Resource Links

Understanding Cats and Dogs

<http://www.ifaw.org/united-states/our-work/education/cats-dogs-and-us>

Dog Body Language

- <http://www.asPCA.org/Pet-care/virtual-pet-behaviorist/dog-articles/canine-body-language>

Cat Body Language

- <http://www.petfinder.com/cats/bringing-a-cat-home/how-to-read-cats-body-language/>
- http://www.humanesociety.org/animals/cats/tips/cat_communication.html

Dog Care and Needs

- <http://www.asPCA.org/pet-care/dog-care/dog-care-general.aspx>

Cat Care and Needs

- <http://www.asPCA.org/aspcakids/pet-care/cat-care.aspx>

Lesson 3: Animal Investigators (continued)

5. Show or direct students to **Drawing 3** (food). Ask students the following questions:
 - *Are there signs that Bud is being fed twice a day like his guardian said he was?*
 - *What do you notice about the bowl?*
 - *Has there been food in the bowl recently?*
6. Show or direct students to **Drawing 4** (water). Ask students the following questions:
 - *Can Bud reach the water bowl? Is it right side up?*
 - *Does it look like it has held water recently?*
7. Show or direct students to **Drawing 5** (shelter). Explain that shelter can be a variety of things, but it needs to protect the animal from rain, snow, wind, the hot sun and other elements. Ask students the following questions:
 - *Do you think Bud's shelter is adequate?*
 - *Can Bud reach his shelter?*
 - *Does it protect him from the weather? Explain.*
 - *Does it have bedding inside such as straw or dry blankets?*
8. Show or direct students to **Drawing 2** again (health). Tell students to look for signs of sickness. Ask students the following questions:
 - *Do you notice any signs that Bud is sick or hurt?*
 - *Are his eyes teary or crusty?*
 - *Do you notice any new wounds or see scabs?*
9. Show students **Drawings 1 and 2** again (playtime/activity). Ask the students the following questions:
 - *What can you tell by looking at the rope?*
 - *Do you see evidence that Bud gets to spend time with/be near other people or run around and play with other dogs? Explain.*
10. Have students determine whether all the evidence supports the guardian's claim that Bud is being cared for or the caller's claim that he is not. Have students write their determinations citing specific examples to prove their findings. Students may do this as a small group, in pairs, or individually.

Wrap Up:

1. Review the needs of a dog or cat.
2. Revisit Bud's situation and ask the students what can be done to help Bud if he is not being adequately cared for.

Animal Investigator Worksheet 1



Drawing 1

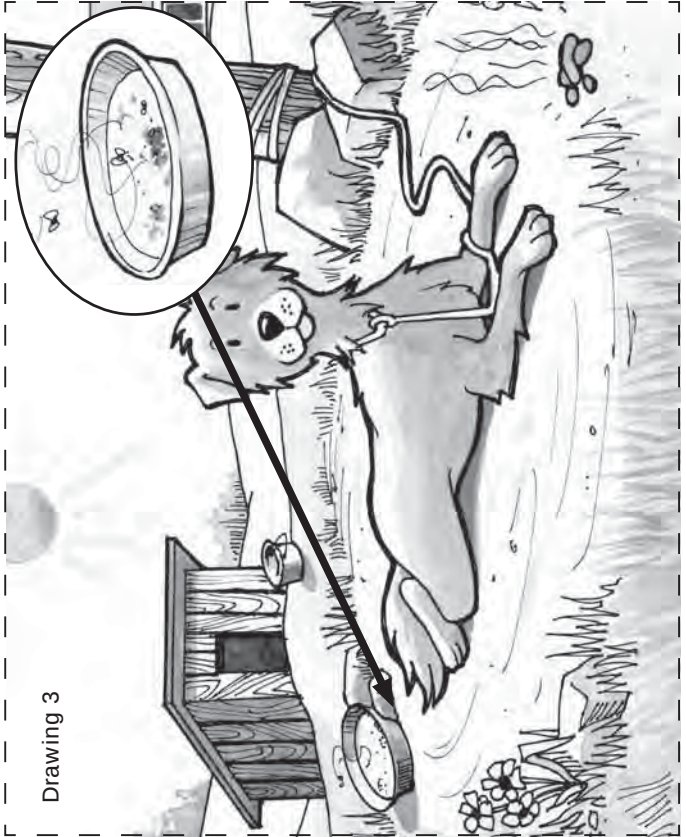
Animal Investigator Worksheet 2

Teacher Note: Be sure that students view the drawings one at a time as described in Lesson 3. This allows students to first assess the whole situation, and then look closely at details.

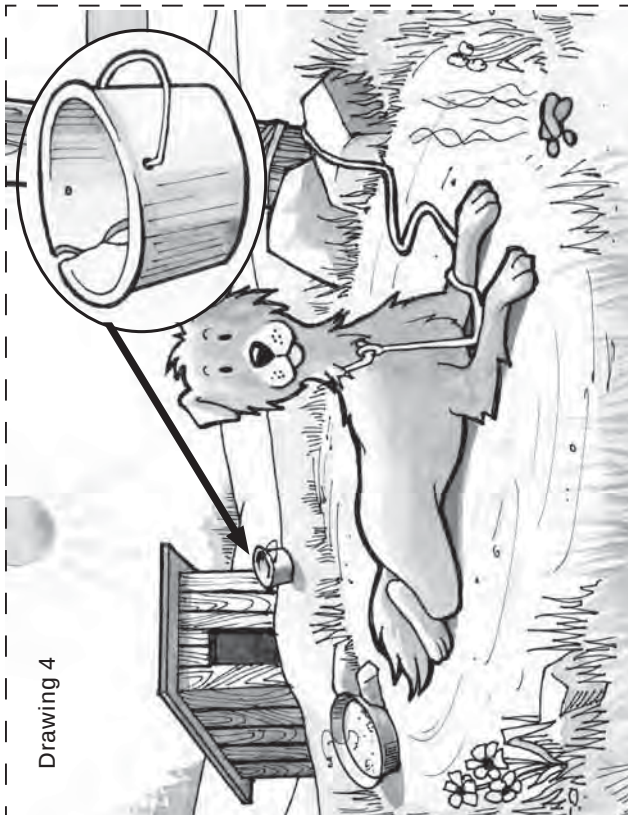
Drawing 2



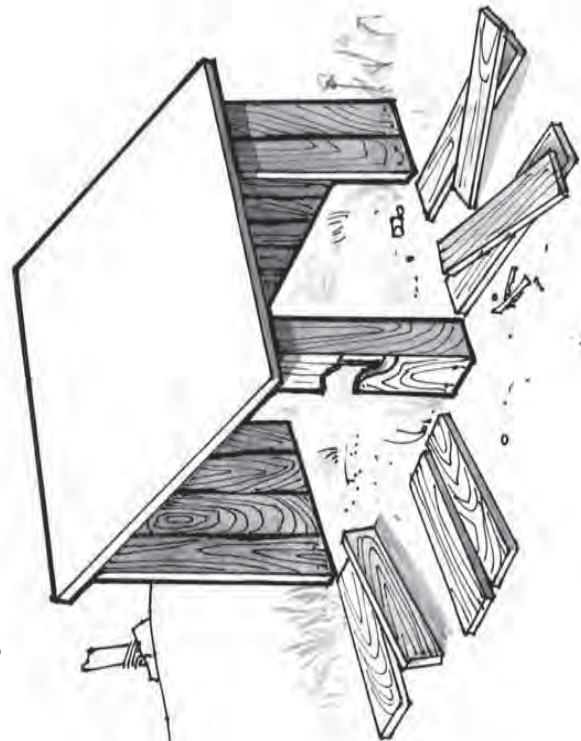
Drawing 3



Drawing 4



Drawing 5





Objectives

Students will be able to...

- Discuss some of the reasons for, the consequences of, and ways to prevent companion animal homelessness.
- Identify several traits of a responsible companion animal guardian.

Time Needed

45–60 minutes
1 class period

Materials

- *Before & After Story** pictures
- “Too Many Puppies?” math worksheet
- “Hazel’s Story” handout
- HEART Puppy Mill Video
<http://www.youtube.com/user/TeachingHumane/videos>

Insider Tips

- **Before & After Story*—One of the most effective tools a humane educator can use is a personal animal story. Highlighting the difficulties and ultimate triumph of an individual animal helps students put a face and name to complex and widespread problems. In this lesson, we suggest as an option that the instructor find a story of a dog or cat who has a happy adoption story. Preferably, the story would involve a “before picture,” when the animal entered the shelter and then an “after picture,” when the animal was adopted into a loving home. The more information you can find out about the animal’s homeless story, the deeper the students will become engaged.

Lesson 4: A Happy Home for Every Dog & Cat

Overview: Students will learn about companion animal issues, specifically overpopulation, homelessness, and puppy mills. Students will learn about these topics in a variety of ways, including through a video, math worksheet and discussion of an individual dog’s story from homelessness to adoption.

Procedure:

Introduction

Ask students where people can get pets? Where can a family go to get a cat or a dog? Briefly discuss.

Individual Homeless Animal Story

Introduce the students to an individual animal’s adoption story. This story will highlight one of the millions of stories of animals who end up homeless and in animal shelters.

- **Option 1:** Hazel’s Story. Read the “Hazel’s Story” handout to the class. **Note:** This is a true story.
- **Option 2:** Introduce the students to your *Before & After Story*.* Explain to the students that this story is only one out of millions of stories of homeless animals living in the country right now.

Companion Animal Overpopulation

1. Hand each student a “Too Many Puppies?” math worksheet. Explain to the students that they are going to be using math to figure out just how many puppies can come from one unspayed dog in only two years.
2. Have students complete the “Too Many Puppies?” math worksheet either individually or in pairs. Review the math section.
3. Hold a class discussion about the answers to questions “A” and “B.”
 - (A) Takeaway Point: There are millions of homeless animals living either on the streets or in shelters. A large percentage of these millions of animals are euthanized each year because shelters do not have adequate space and resources to take care of all the homeless animals.
 - (B) Takeaway Point: Spaying is a surgery done on female animals and neutering is a surgery done on male animals to prevent them from having more babies because there are so many companion animals that already need homes. There are also other benefits to the surgery. For example, it reduces the risks of certain diseases like cancer, helps calm the animals down, and reduces the chances of their running away and getting lost.

Insider Tips (continued)

- To find a *Before & After Story*, we suggest contacting your local animal shelter and rescue groups. You could also do online research or ask friends and family.

Classroom Teachers

- As an extension activity, have the students write a story from the point of view of a dog living in a puppy mill or living in a shelter.
- As an extension activity, see the Homeless Animal Stories, and discussion questions, in the Helping Homeless Animals Activity #2 for Grades 3–5.
- This activity aligns to Common Core Math Standard 3.OA; Speaking and Listening Standards 1, 2, and 3; and Writing Standards 2 and 4.

Outside Humane Educators

- If possible, arrange a field trip to a local animal shelter or animal rescue group so students can meet animals affected by homelessness.
- If the math computations are too difficult for your students, consider doing the math worksheet together as a class and have the students follow along.

Resource Links

Companion Animal Homelessness

- <http://www.nhes.org/articles/view/696>
- <http://www.peta.org/issues/companion-animals/overpopulation.aspx>
- <http://www.aspca.org/adoption/pet-overpopulation.aspx>

Puppy Mills

- www.humanesociety.org/issues/puppy_mills
- <http://www.aspca.org/PUPPYMILLS>
- <http://bestfriends.org/common/pages/resourcearticle.aspx?id=21474864659>
- <http://www.ifaw.org/united-states/resource-centre/how-much-doggie-my-browser>

Lesson 4: A Happy Home for Every Dog & Cat

(continued)

Puppy Mills

1. Explain to students that even though there are millions of homeless animals waiting for forever homes, and many more animals being born on the streets every year, there are still people who purposely breed puppies and kittens. Introduce the topic of puppy mills, briefly describe what a puppy mill is and introduce the HEART Puppy Mill Video.
2. Play the HEART Puppy Mill Video for the class.
3. After the video, ask the students the following discussion questions and debrief:
 - Do you have any initial comments/feelings to share about the video?
 - Describe what you saw in the video.
 - Where do most puppies go after they are born on puppy mills?
 - Would any of you treat your own dog the way the dogs in the video were treated?
 - Why do puppy mill operators treat their dogs this way and keep them in those conditions?
 - What can we do to help stop puppy mills?

Wrap Up:

1. Ask students what they learned today. Possible answers:
 - Companion animal overpopulation is a big problem.
 - Spaying/neutering, adoption and supporting adoption centers can help reduce overpopulation and homelessness.
 - Puppy mills are terrible places where dogs are not treated well and their puppies are sold at pet stores where unsuspecting people often buy cute puppies.
2. Ask students what they can do in their own lives to help homeless animals and puppy mill dogs. Possible answers:
 - Write to pet stores and legislators.
 - Boycott pet stores that sell puppies from puppy mills.
 - Always adopt your animals from local shelters.
 - Educate others on these topics.
 - Support organizations dedicated to solving these problems.

Too Many Puppies?

Name: _____

Date: _____

Meet Lacy. She is a nice dog with a nice family. Unfortunately, Lacy's family never got her spayed (a safe surgery to make sure Lacy doesn't have any unwanted puppies). Follow the directions to see just how many puppies can come from just one unspayed dog like Lacy.



Directions: Read each sentence and write the correct number of puppies into the right column. To get the total number of puppies, add up all the numbers in the right column.

1. Lacy's family wants ONE dog and gets Lacy.	
2. In January, Lacy had EIGHT puppies. Her first litter of puppies consisted of two males and six females.	
3. In June, Lacy had her second litter. She had SIX more puppies. Three were male and three were female.	
4. In August, Lacy's SIX daughters from her first litter each had SEVEN puppies. 24 were female. (6x7)	
5. In December, Lacy had her third litter of SIX puppies. They were all female.	
6. By the next January, Lacy's THREE daughters from her second litter each had SIX puppies. 6 were female. (3x6)	
7. In May, Lacy's TWENTY-FOUR granddaughters from her first litter each had FIVE puppies. 72 were female. (24x5)	
8. In July, Lacy's SIX granddaughters from her second litter each had FOUR puppies. 15 were female. (6x4)	
9. In August, Lacy's SIX daughters from her third litter each had FIVE puppies. 10 were female. (6x5)	
10. In December, Lacy's SEVENTY-TWO great granddaughters from her first litter each had FIVE puppies. 120 were females. (72x5)	
What is the TOTAL number of puppies that were born because of one unspayed dog in two years?	

A) Will it be easy to find homes for all these puppies? What could happen to them?

B) What could Lacy's family have done to prevent so many puppies from being born?

Too Many Puppies?

Name: _____

Date: _____

Meet Lacy. She is a nice dog with a nice family. Unfortunately, Lacy's family never got her spayed (a safe surgery to make sure Lacy doesn't have any unwanted puppies). Follow the directions to see just how many puppies can come from just one unspayed dog like Lacy.



Directions: Read each sentence and write the correct number of puppies into the right column. To get the total number of puppies, add up all the numbers in the right column.

1. Lacy's family wants ONE dog and gets Lacy.	1
2. In January, Lacy had EIGHT puppies. Her first litter of puppies consisted of two males and six females.	8
3. In June, Lacy had her second litter. She had SIX more puppies. Three were male and three were female.	6
4. In August, Lacy's SIX daughters from her first litter each had SEVEN puppies. 24 were female. (6x7)	42
5. In December, Lacy had her third litter of SIX puppies. They were all female.	6
6. By the next January, Lacy's THREE daughters from her second litter each had SIX puppies. 6 were female. (3x6)	18
7. In May, Lacy's TWENTY-FOUR granddaughters from her first litter each had FIVE puppies. 72 were female. (24x5)	120
8. In July, Lacy's SIX granddaughters from her second litter each had FOUR puppies. 15 were female. (6x4)	24
9. In August, Lacy's SIX daughters from her third litter each had FIVE puppies. 10 were female. (6x5)	30
10. In December, Lacy's SEVENTY-TWO great granddaughters from her first litter each had FIVE puppies. 120 were females. (72x5)	360
What is the TOTAL number of puppies that were born because of one unspayed dog in two years?	615

A) Will it be easy to find homes for all these puppies? What could happen to them?

B) What could Lacy's family have done to prevent so many puppies from being born?

Hazel's Story



This is Hazel. Hazel's story, though unique, is unfortunately not too unusual. Her story starts with a video camera in an elevator. Police and prosecutors found some video footage from that camera, showing Hazel's guardian abusing her. The police did a thorough investigation, concerned that Hazel's guardian was a dog fighter and using Hazel as a bait dog. After the investigation, a few things happened. Hazel was seized from her guardian, had her injuries treated

by caring veterinarians, and was brought to the ASPCA animal shelter. Though he wasn't a dog fighter, Hazel's guardian was punished for abusing and hitting Hazel and he expressed deep remorse for hurting her.

At the ASPCA, Hazel was nursed back to health and recovered from her physical and emotional injuries. She learned to trust people again and, after some time, she found a new home! Hazel was adopted by a loving couple that gave her a new life. Hazel must have known she was home because her new doggie mom said, "As soon as we got her home, she started kissing me and kissing my fiancé."

Hazel's story is just one of the millions of stories of homeless animals that end up at animal shelters every year. Thankfully, Hazel's story had a happy ending, but there are still so many cats and dogs at shelters waiting for their forever homes.





Objectives

Students will be able to...

- Describe the conditions under which animals in factory farms are raised.
- Identify ways to address the problems with factory farming.

Time Needed

45–60 minutes

1 class period

Materials

- *The Meatrix® I* video
<http://www.themeatrix.com/>
(Produced by Free Range Studios, www.freerangestudios.com, in conjunction with GRACE/Sustainable Table, www.sustainabletable.org. Copyright © 2003 GRACE)
- “Farm Animal Compare/Contrast” handouts:
 - Chickens
 - Cows
 - Pigs
- (Optional) Pictures of:
 - Traditional family farm
 - Exterior of a factory farm

Lesson 5: Friends on the Farm

Overview: Students will learn about how farm animals are similar to cats and dogs. First, students will determine the origins of certain foods. Then they will think about how animals are raised on factory farms to become food by watching a video.

Procedure:

Introduction

Introduce the lesson’s major themes: farm animals; their treatment; and their roles in society being raised for human consumption.

Where Does This Food Come From Challenge

1. Tell students you are going to name a food and that they have three ways to respond. They can raise one finger in the air if they believe the food comes from plants. They can raise two fingers in the air if they believe it comes from an animal. Or they can raise three fingers in the air if they believe it can come from both an animal and a plant.
2. Present the following nine food items: peanut butter; cheese; chicken nuggets; pasta; chocolate; milk; soy milk; eggs; and bacon.
3. Debrief about the challenge, focusing on which animals were used in the animal products. Ask the students if they believe the animals mentioned are very different from dogs and cats.

Factory Farming

1. Ask students to describe what a typical farm looks like in the United States. (Possible answers: big red barn; large green pastures; lots of space.)
2. Inform the students that at one time farms did look like an idyllic scene with roaming pastures and wide open spaces, but this is no longer the case. Explain to the students that they will be watching a short video that talks about what it is like on today’s modern farms, also known as factory farms.
 - Prior to showing *The Meatrix® I*, ask the students to keep this question in mind while they watch the video: *In what ways do we treat farm animals differently from companion animals?*
3. Play the video, *The Meatrix® I*.
4. After viewing the video, ask the students the post-video questions:
 - *Do you have any initial comments/feelings to share about the video?*
 - *Based on what you saw and heard in the film, how would you describe a factory farm?*

Insider Tips

- *The Meatrix® I* video can be ordered for free at <http://www.themeatrix.com/>.
- For a more interactive lesson, bring pictures of foods used in the Where Does Your Food Come From Challenge, to use when quizzing students.

Classroom Teachers

- To extend the lesson, supply the students with information about their group's farm animal and give them time to create a more detailed class presentation.
- This activity aligns to Common Core Reading Standards 1, 7, and 9; Speaking and Listening Standards 1, 3, and 4; and Writing Standard 4.

Outside Humane Educators

- If you are unable to watch a video, bring in images of factory farms that are not too graphic. Focus on confinement, antibiotic use, and environmental degradation.
- Supply each farm animal group with poster board, and photos they can glue on the poster board, to add to their presentation.

Resource Links

Farm Animal Protection

- www.farmsanctuary.org
- www.hsus.org/farm_animals/
- www.cok.net
- www.eatwellguide.org

Pro-Animal Agriculture

- www.consumerfreedom.com
- <http://www.debatabase.org/details.asp?topicID=301>

Lesson 5: Friends on the Farm (continued)

Compare and Contrast: Farm Animal Lives

1. Inform the students that they will each become experts on a particular farm animal. Divide the students into groups of 4 or 5.
2. Once students are divided into groups, assign each group one animal (cow, pig, or chicken) and give them the corresponding photos of those animals.
3. Tell each group to compare and contrast the pictures of the animals in a more natural habitat, and the list of their natural behaviors, to the pictures of the animals living in the factory farms.
4. Instruct each group to answer the following Small Group Questions.
 - *What do you notice about how the animals on the factory farm are raised?*
 - *How do you think animals raised on factory farms feel?*
 - *What differences do you notice between the animals in their natural setting compared to the animals in the factory farm?*
 - *Where do you think the animals would prefer to live and why?*
5. Once the groups have had time to discuss and record their answers, give the groups a few minutes each to share their information with the rest of the class. If there is more than one group working on the same animal, consider having one group share answers for the first two questions and then have the other group share responses for the remaining questions.
6. Ask students why they think factory farms operate the way that they do. (Answer: Operators make more money by confining more animals in a relatively small space. It saves on land, building space, and labor. As a result, the food from animals raised on these kinds of farms is cheaper than if the animals had more space.)

Wrap Up:

Ask students how they feel about factory farms. Finally, if they are concerned with the way the farm animals are treated, ask them what they think can be done to help. Possible answers:

- Write letters to companies that raise farmed animals and insist that they treat the animals more humanely.
- Write letters to legislators and ask that they pass tougher laws to protect the well-being of farm animals.
- Only support farms that do not raise animals in factory farm-like conditions (i.e. not purchasing food from fast food restaurants).
- Eat more plant-based foods.

Compare and Contrast: Chickens

Natural Behaviors for Chickens

- Roam around freely
- Stretch their wings
- Investigate
- Sunbathe
- Dustbathe
- Perch in high places
- Raise their young

Chickens in Natural Habitat



Factory Farm Chickens



All photos this page © Farm Sanctuary

Compare and Contrast: Cows

Natural Behaviors for Cows

- Roam around freely
- Graze on grass
- Lie in the sun
- Nurse and raise their calves
- Form friendships
- Jump when excited

Cows in Natural Habitat



Factory Farm Cows



All photos this page © Farm Sanctuary

Compare and Contrast: Pigs

Natural Behaviors for Pigs

- Roam around freely
- Cool off in mud
- Investigate
- Sleep by other pigs for comfort
- Build a nest of straw
- Raise their piglets
- Play

Pigs in Natural Habitat



Factory Farm Pigs





Objectives

Students will be able to...

- Identify ways to help endangered animals.
- List some of the causes and consequences of
 - Habitat destruction
 - Pollution
 - Poaching
 - Climate change
- Identify the various reasons why a species may become endangered.

Time Needed

45–60 minutes

1 class period

Materials

- “Habitat Matching” worksheet
- “Animals in Danger” worksheets (poaching, habitat destruction, climate change, and pollution stories)
- Markers
- Poster board paper

Insider Tips

- The Animals in Danger stories are fictional and based on real environmental concerns.
- When the student groups are writing their answers on the poster board, instruct them to write in complete sentences. This will help clarify their presentations to the rest of the class.
- To have a more local impact, you can create your own “Habitat Matching” worksheet using endangered species from your state or region.

Lesson 6: Wildlife Under Fire

Overview: By teaching their peers and reading real world accounts of animals affected by human activity, students will make tangible connections between the lives of both people and wild animals.

Procedure:

Introduction

Introduce the lesson’s major themes of environmental issues such as pollution, habitat destruction, poaching, climate change and endangered species.

Habitat Destruction and Endangered Species

1. Write the following sentence on poster board, a power point presentation or white/chalk board: *Animals can be found living in almost every place on earth. A place an animal normally lives is called his or her _____. There are many kinds, including jungles, rainforests, oceans, deserts and rivers.* Ask students to complete the sentence. (Answer: Habitat)
2. Hand out the “Habitat Matching” worksheet and go over the instructions with the class. Go over answers as a class. (Answers: Ocean/River—Leatherback Sea Turtle and Shortnose Sturgeon; Shoreline—Black Rail and Northern Cricket Frog; Woodland/Forest—Gray Wolf and Peregrine Falcon)
3. Ask the class what all of the animals in the “Habitat Matching” worksheet have in common. (Answer: They are all endangered species)
4. Ask class to define “endangered species.”



Animals in Danger

1. Introduce the next activity. Divide students into small groups giving each group a different “Animals in Danger” story and worksheet. Each group will read the story and then answer the four questions following the reading on poster board (they are not to answer the Bonus Vocabulary section yet). Additionally, each group should write the title of the worksheet on top of the poster board.
 - Time permitting: Have students decorate the poster board with drawings representing their story after they have finished writing down their answers.

Insider Tips (continued)

Classroom Teachers

- When summarizing the “Animals in Danger” stories, consider using poster board or a PowerPoint or Keynote presentation to help students follow the various stories.
- Prior to the groups’ sharing out loud, model how best to present the information to the class.
- This activity aligns to Common Core Reading Standards 1 and 4; Speaking and Listening Standards 1, 2, and 4; and Writing Standard 2.

Outside Humane Educators

- When defining the term *endangered species*, the word *extinct* might be used. Make sure to also define the word *extinct* as some students might not know what this term means.
- To cut down on confusion and disagreements amongst group members, assign one student volunteer per group to read the story aloud to the rest of the group.

Resource Links

Habitat Destruction

- <http://www.ifaw.org/united-states/our-work/education/under-one-sky>
- www.equalearth.org/naturalhabitatdestruction.html

Endangered Species

- www.nrdc.org
- www.fws.gov/endangered

Climate Change

- www.epa.gov/globalwarming/kids
- <http://climatekids.nasa.gov/big-questions/>
- <http://www.ifaw.org/united-states/node/6367>

Poaching

- <http://www.ifaw.org/united-states/resource-centre/criminal-nature-global-security-implications-illegal-wildlife-tra-0>
- www.savetherhino.org/
- www.humanesociety.org/issues/poaching/

Lesson 6: Wildlife Under Fire (continued)

2. Once the groups have completed their poster boards, go through the following steps with each group:
 - Summarize group’s story for the rest of the class.
 - Ask the students to present their four answers to the class using the poster board.
 - Remind the class to fill in the Bonus Vocabulary when it appears in each group’s presentation.

Wrap Up:

1. Ask students what they learned today. Possible answers:
 - How to define endangered species, habitat destruction, pollution, climate change, and poaching.
 - Ways people try to solve problems facing wild animals and the environment.
 - Reasons why people destroy habitats or poach animals.
2. Ask students what they can do in their own lives to help prevent or curb environmental harms like habitat destruction, pollution, climate change, and poaching. Possible answers:
 - Write to companies and legislators.
 - Boycott products.
 - Recycle, reduce and reuse household goods.
 - Educate others on these topics.
 - Support organizations dedicated to solving these problems.

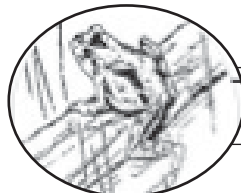


Habitat Matching Worksheet

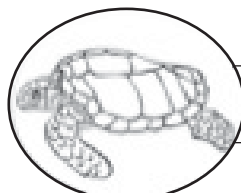
Name: _____ Date: _____

Animals can be found living in almost any place on Earth. The place an animal normally lives is called his/her _____. There are many kinds, such as grass, in the soil, in ponds or rivers.

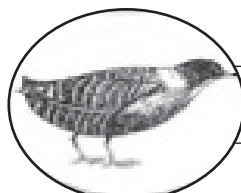
Directions: Draw a line between each animal and his or her home.



Northern Cricket Frog



Leatherback Sea Turtle



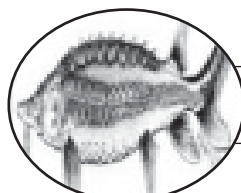
Black Rail



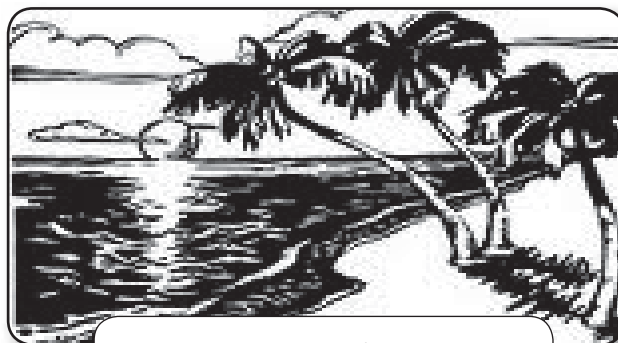
Gray Wolf



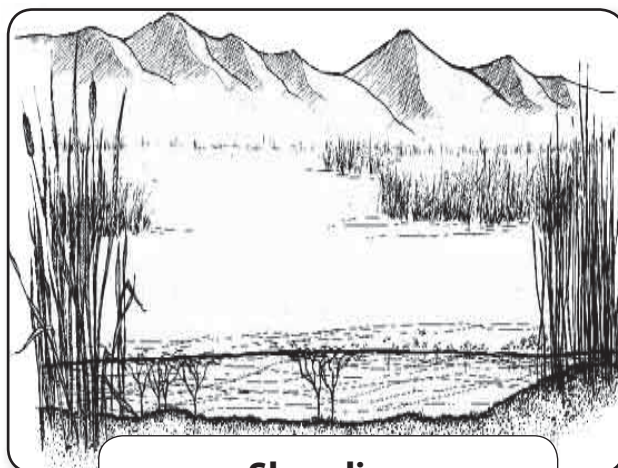
Peregrine Falcon



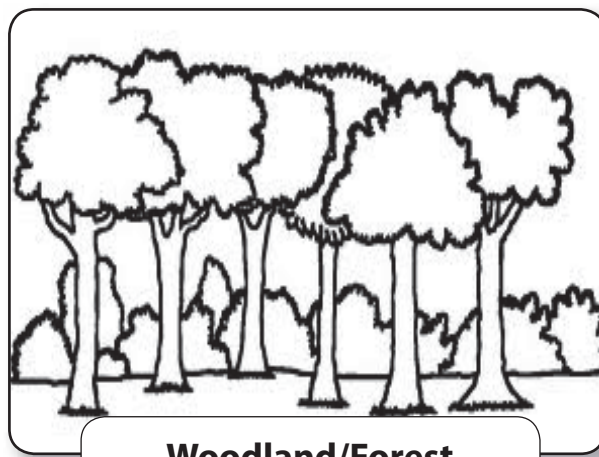
Shortnose Sturgeon



Ocean/River



Shoreline



Woodland/Forest

Animals in Danger: Polar Bears

Name: _____ Date: _____

Kodak and his mother live in the Arctic. They spend much of their time swimming from ice flow to ice flow in search of food. Each month getting from one ice flow to the next becomes harder for Kodak, who is still very young. Many ice flows have melted because of climate change and sometimes Kodak and his mother have to swim for many miles before they reach land, which is dangerous and tiring. The earth's temperature is rising and causing ice to melt, warmer oceans and more extreme storms. Climate change is caused by too many greenhouse gases being released into the atmosphere (air). These gases come from cars, planes, factories, household products and factory farming. Fortunately for Kodak and his mom, there are people trying to slow down climate change. People are cutting down on greenhouse gases by riding bikes instead of driving cars, using less electricity from factories, and not eating food from factory farms. With help from you and other people who care for Kodak and all polar bears, climate change can be stopped and the Arctic can be saved!



1. What is harming the Polar Bears? _____

2. What is climate change? _____

3. What causes climate change? _____

4. How are people trying to stop climate change? _____

Bonus Vocabulary

Habitat Destruction is _____

Pollution is _____

Poaching is _____

Animals in Danger: Tigers

Name: _____ Date: _____

Dhali and her two cubs live in the jungles of Indonesia. Dhali and her cubs are very special. They are three of only about 3,200 wild tigers left in the world. Tigers like Dhali have had almost all of their habitats destroyed by people. Dhali's habitat has been destroyed so that people could use the trees and land. Habitat destruction has been caused by some big paper companies cutting down most of the trees so they could make paper. Other companies clear the land so they can farm palm oil (used in food) and sell it overseas. For tigers, like Dhali, time is running out unless something can be done. People are trying to help. Around the world people are boycotting products with palm oil and only using recycled paper products as a way to say that they don't support the companies that are hurting the tigers.



1. What is harming the Tigers? _____

2. What is habitat destruction? _____

3. What causes habitat destruction? _____

4. How are people trying to stop habitat destruction? _____

Bonus Vocabulary

Climate Change is _____

Pollution is _____

Poaching is _____

Animals in Danger: Elephants

Name: _____

Date: _____

Princess, her sister Tilly, and the rest of her family and friends live in Africa. Since they are adult elephants, they are big and strong. Unfortunately the sisters and the other elephants also face a big problem: poaching. Poaching is when people illegally hunt and kill wild animals. The illegal hunters, called poachers, kill thousands of elephants every year so they can make money by selling the elephants' tusks. The tusks are made out of ivory and the ivory is used to make trinkets and jewelry. Many people buy these items because they think they are pretty and valuable without realizing that they are supporting the killing of elephants. People from around the world have joined together to try to protect the elephants. Groups like the International Fund for Animal Welfare (IFAW) provide equipment and training to help local park rangers and governments stop people from poaching. They also help people understand that they can help protect elephants by not buying ivory products.



1. What is harming the elephants? _____

2. What is poaching? _____

3. What causes poaching? _____

4. How are people trying to stop poaching? _____

Bonus Vocabulary

Habitat Destruction is _____

Pollution is _____

Climate Change is _____

Animals in Danger: Brown Pelicans

Name: _____ Date: _____

Sklya is a beautiful Brown Pelican who is very sad. Every year she flies down from her summer home in Canada to lay her eggs in Florida. The last two years Sklya and most of her friends have not hatched any chicks. Scientists believe that the birds are having a hard time having chicks because of the pollution. Pollution is when chemicals and other harmful materials get into the environment and cause problems for animals, people and the planet. The pollution that is hurting Sklya and the other Brown Pelicans comes from chemicals called pesticides that farmers are using to protect their crops from insects. These chemicals are making all the Brown Pelican's eggshells too thin and weak. Luckily, scientists have let the people know about what they found and some are trying to help. People are trying to stop the pollution by asking the farmers and companies to stop using harmful chemicals. Many families are also using household cleaning products that don't hurt the environment.



1. What is harming the Brown Pelicans? _____

2. What is pollution? _____

3. What causes pollution? _____

4. How are people trying to stop pollution? _____

Bonus Vocabulary

Habitat Destruction is _____

Climate Change is _____

Poaching is _____



Objectives

Students will be able to...

- Describe the conditions of a puppy mill.
- Examine the reasons why puppy mills exist.
- Compare & contrast various laws addressing animal breeding.

Time Needed

20–45 minutes

Materials

- HEART's Puppy Mill Video
<http://www.youtube.com/user/TeachingHumane/videos>
- TV & DVD player or computer & projector
- Summary of your state's puppy mill law
- Summary of the strongest state puppy mill law

Insider Tips

- To find your state's puppy mill law, visit Animal Legal and Historical Center's website:
 - <http://animallaw.info/articles/State%20Tables/tbuscommercialbreeders.htm>
 - <http://www.animallaw.info/articles/armpusbreedinglaws.htm>
- Organizations such as Animal Legal Defense Fund (www.aldf.org) and Humane Society of the United States (www.hsus.org) have detailed information and rankings of each state's animal-related statutes, including ones on puppy mills.

Activity 1: Puppy Mills: Exposed

Overview: After being introduced to the topic of puppy mills through an educational video, students will dig deeper into the issue by comparing and contrasting various state laws as they relate to dog breeding.

Procedure:

Introduction

Introduce the topic of the activity by asking students to describe what they believe companion animal overpopulation means. Ask students how many animals they believe are homeless and why this happens. (**Note:** According to ASPCA in 2013, approximately 5–7 million animals enter animal shelters in the United States every year.)

What is a Puppy Mill?

1. Ask students whether they believe it makes sense for people to continue breeding dogs and cats given that there are already millions of homeless animals.
2. Explain to the students that there are places called puppy mills that exist solely to breed more dogs. Tell them they will be watching a video about puppy mills.
3. Screen HEART's Puppy Mill Video.

Tough Love Laws: A Comparison

1. After the video, ask students to share their initial reactions and comments.
2. Ask students what can be done to end puppy mills. (Possible answers: adopt pets; do not buy animals from pet stores or online; educate other people on the issue.)



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Insider Tips (continued)

- Go Local. Instead of focusing on state laws, have students examine different cities' responses to puppy mills. For a list of city ordinances go to this website:
<http://bestfriends.org/Resources/No-Kill-Resources/Puppy-mill-initiatives/Fighting-Puppy-Mills/Jurisdictions-with-retail-pet-sale-bans/>

Classroom Teachers

- As an extension activity, have students compare and contrast their state's animal cruelty law(s) with the federal Animal Welfare Act:
<http://www.animallaw.info/statutes/>

Outside Humane Educators

- If your teaching setting is not conducive to showing videos, bring in photographs of puppy mill conditions.
- Focus less on the horrid reality of animals being euthanized and focus more on the very clear and possible solutions to the animal overpopulation and puppy mill problems.
- Learn more about puppy mills at:
 - <http://www.asPCA.org/PUPPYMILLS>
 - <http://bestfriends.org/common/pages/resourcearticle.aspx?id=21474836560>
 - <http://www.ifaw.org/sites/default/files/ifaw-report-how-much-is-that-doggie-on-my-browser.pdf>

Activity 1: Puppy Mills: Exposed (continued)

- Important: If not mentioned, explain to the students that legislation can be an effective way to curb puppy mills.
3. Explain to the students that they are going to examine laws addressing puppy mills.
 - **Option 1:** Have students compare and contrast their state's puppy mill law with that of the state with the strongest law.
 - **Option 2:** If your state does not have a specific law addressing animal breeding, choose the states with the weakest and strongest puppy mill laws to compare and contrast.
Things to consider: number of animals allowed; penalties; minimum conditions allowed; who is considered a "commercial breeder."
 - **Option 3:** If your state does not have a specific law addressing animal breeding, choose any state's puppy mill law and have students brainstorm ways that the law could be improved.

Wrap Up:

1. Once students have completed their comparisons, review them together.
2. Ask students what the motivations are for puppy mill operators and what can be done to shut puppy mills down. (Possible answers: adopt from a shelter; don't patronize pet stores that sell animals; encourage lawmakers to adopt tougher puppy mill laws; educate the public; profits.)





Objectives

Students will be able to...

- Identify some of the reasons for companion animal homelessness.
- Describe at least three things that a person should consider before adopting an animal.

Time Needed

30–60 minutes

Materials

- “Telling Their Story” worksheet
- Optional: “Homeless Animal Stories” handout (from the Grades 3–5 Activity: Helping Homeless Animals)

Insider Tips

- Create a handout that explains how companion animal homelessness can be prevented. Include the contact information for local animal care and control, shelters, and reputable rescue groups.
- If students have difficulty starting their stories, read one or more stories from the “Homeless Animal Stories” handout from the Grades 3–5 Activity 2 or share any real life homeless animal stories you know.

Classroom Teachers

- As an extension, consider a field trip to a local animal adoption center.
- As an extension, have students hold a fundraiser for a local shelter or animal rescue group.

Outside Humane Educators

- If the site allows, bring a rescued animal from a shelter (provided the animal will be comfortable). Telling the story of an animal they can actually meet will be very effective.

Activity 2: My Story: How Did I Get Here?

Overview: Students will examine some of the many ways companion animals become homeless and end up in animal shelters. Students will translate this new knowledge into creating a first-person point of view piece, which they will scaffold prior to completing.

Procedure:

Introduction

1. Ask the students, “what is a homeless companion animal?”
2. Have the students list all of the dangers a homeless companion animal might face because s/he is living on the street.
3. Lead the students in a discussion about what can happen to animals who are homeless. Explain that they may find forever homes while at adoption centers or they may be euthanized due to overpopulation, health problems, or behavioral issues.

How Did I Get Here?

Ask the students, “Why do you think companion animals end up in animal shelters?” Allow students to respond. Possible answers:

- They were stray and picked up.
- They were abused or neglected and rescued.
- Family could no longer take care of them.
- Family decided they did not want the animal anymore.
- Someone’s companion animal had puppies or kittens.

Telling Their Story

1. Inform students that companion animals find themselves at animal shelters for a variety of reasons.
2. Hand out the “Telling Their Story” worksheet to the students. Instruct the students to complete the worksheet, which will help them create their own animal homelessness story written from the point of view of the homeless animal.
3. After the students complete the “Telling Their Story” worksheet, have them use it to create a one page narrative from the point of view of the animal in their worksheet.

Wrap Up:

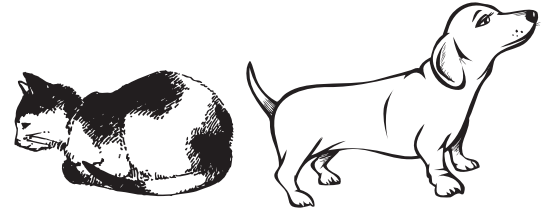
1. Once students have completed their narratives, have volunteers share out loud.
2. Ask students what can be done to prevent unnecessary companion animal homelessness. (Possible answers: spay/neuter; adopting animals instead of buying them; providing animals with an ID tag/microchip; Trap/Neuter/Return programs; supporting local animal adoption centers.)

Telling Their Story

Name: _____

Date: _____

Imagine you are an animal who lost your home. What would your life be like? Answer the following questions as though you were a companion animal who was abandoned in a shelter or became homeless.



What is your name? What kind of companion animal are you?	
What was your life like when you lived with a family?	
What happened that made you abandoned or homeless?	
How do you spend your days?	
What makes you happy?	
What makes you sad or worried?	
What do you wish your life were like?	
How can people help you so that you have a better life?	

On the back, use what you have written above to write a short story from the perspective of your animal.



Objectives

Students will be able to...

- Identify several important factors to consider when deciding to adopt an animal.

Time Needed

30–45 minutes

Materials

- “Finding Your Match” questionnaire
- Optional: Books about animal care for different species (and different dog breeds)

Insider Tips

- Consider doing some research in advance so that you are ready to suggest which animals might be good matches for your students if they ask for help.
- Remember to emphasize that it is important not to make assumptions about an animal’s personality because each animal is an individual, but that it can be helpful to become familiar with the tendencies of certain breeds of dog. For example, Jack Russell Terriers tend to be very high energy. Hound dogs tend to be calmer dogs. Staffordshire terriers tend to be very loyal dogs.
- Encourage students to talk to the staff at the adoption center about what they are looking for in a companion. The staff members will help them find their match and be impressed that they have thought ahead about the qualities they are looking for in a companion.

Activity 3: Finding Your Match

Overview: Students will complete a questionnaire to consider what they are looking for in their perfect companion. They will also think about what their companion animals will need so that they can be the best guardians.

Procedure:

Introduction

Introduce the activity by asking the students if they ever think about having a companion animal when they are older. Explain to them that many people choose animals based only on appearance, not personality or the time and space they can provide for their animals.

Finding Your Match

1. Let the students know that they are going to fill out their own “Finding Your Match” questionnaire and that they will discuss their responses as a group afterward.
2. Hand out the “Finding Your Match” questionnaire and give students time to fill it out.
3. Once the students have completed the questionnaire, ask them to find a partner with whom to share all their responses, except the last one.
 - When partner #1 finishes sharing, partner #2 should suggest what animal s/he thinks would be a good match and why.
 - Then partner #1 should say whether or not that was the animal s/he thought would be a good match and why. If the suggested animal was not the same, partner #1 should consider partner #2’s suggestion and then decide whether or not s/he wants to change his/her answer.
 - They should then switch roles so that partner #2 can share.

Group Sharing

1. Start by asking students what they think finding a perfect match really means. Allow students to respond.

Take home point: Remind students that match means two, so when thinking about a perfect match it means finding a companion animal who fits what you are looking for, but it also means that they fit what the companion animal is looking for – meaning that you have to consider whether or not you have the means and ability to provide for all of the animal’s needs.

2. Ask the whole class the following questions:
 - *Were there certain questions on the questionnaire that you thought were more important than others? Which ones? Why or why not?*

Insider Tips (continued)

Classroom Teachers

- As an extension activity, assign students different species of animals to learn more about their natural behaviors and how to provide them with proper care to meet their needs. Afterward ask the students if there is an animal they learned about that they think would be a good match for them and why.

Outside Humane Educators

- If possible, bring a few books on animal care for a few different species of animals so that the students can use them as a reference for deciding on a perfect match. The books can also be a good resource during the group sharing session.
- Remind students that they can find many different species of animals available for adoption through [Petfinder.com](https://www.petfinder.com), which provides personality descriptions of the animals so that potential adopters can know more about them.

Activity 3: Finding Your Match (continued)

- *Were there any questions that did not matter to you? Why or why not? (e.g., what the animal looks like)*
- *Did you have an animal in mind that you thought would be your perfect match but then reconsidered? If so, why? (e.g., a student may have thought s/he wanted a dog, but then realized without a yard s/he would have to take the dog out multiple times a day for exercise and to go to the bathroom and s/he would not have the time.)*
- *What type of animal did you think would be your perfect match and why?*
- *What are some additional considerations, not on the questionnaire, that you should make before choosing an animal to adopt?*

Wrap Up:

1. Ask the students whether they think this activity can help someone find his/her perfect match.
2. Tell the students that if their whole family wanted to adopt an animal, all family members might consider filling out the questionnaire together to help them decide on the perfect match for the whole family.
3. Let the students know that there are many different types of animals that are in need of adoption, such as dogs, cats, guinea pigs, rabbits, reptiles, birds, hamsters, and a wide variety of other companion animals.



Finding Your Match

Name: _____ Date: _____

1. What commitments do you have that keep you busy? (Circle all those that apply.)

School Homework Sports Arts Clubs Chores
Hobbies Time with human friends Other _____

2. How many hours on average do you think your activities take every day? Add them up, then add 8 hours for sleeping and 2 hours for eating. How much time do you have left to spend with your animal?

3. How much space do you have for an animal? How will your animal get exercise?

4. Do you want an animal who is more independent and only needs a little of your time or an animal who is really dependent and wants to be with you all of the time?

Independent or Dependent

5. Do you want an animal who cuddles and sleeps in the bed with you or an animal who sleeps in his/her own place?

Cuddles or Sleeps in his/her own place

6. Do you want an animal who is full of energy and wants to play a lot or a calm animal?

High energy Medium Energy Low energy

7. Do you care about size? A big animal or a small animal?

Very small Small Medium Large Very large

8. Do you care about what your animal looks like? If yes, describe.

Finding Your Match (continued)

9. Do you care about the gender of the animal?
Male Female It doesn't matter
10. Do you want a younger animal or older animal?
Baby Young Middle-aged Senior Animal (older)
11. What do you most look forward to about having an animal? (Circle all that apply.)
Playing with him/her Watching his/her behaviors Going for walks
Petting him/her Cuddling/holding
Other _____
12. How would you describe the personality of your perfect animal? (Circle all that apply.)
Lovable Serious Courageous Smart
Silly Affectionate Curious Mischievous
Shy Playful Peaceful/Calm Sweet
Fun Other _____
13. Is there anything else you are looking for in your match?
14. What animal do you think would be the best match for you and why?
(you can be general or specific)



Objectives

Students will be able to...

- List the different parts of a map.
- Locate landmarks in their neighborhood.
- Practice their research skills.

Time Needed

30–60 minutes

(Optional) 2 days

Materials

- Whiteboard / chalkboard
- Dry erase markers / chalk
- Neighborhood maps
- Markers / colored pencils / crayons
- Computers with Internet access

Insider Tips

- To create the map, use a mapping website, such as Google Maps, Yahoo Maps, or Mapquest, then zoom in until you have the amount of area you want to cover.
- If you have time, have groups or pairs of students explore the neighborhood and record the places they find on the humane map. **Caution:** *Be extremely explicit about where students may and may not travel.*

Classroom Teachers

- For a more individualized activity, have students create maps centered around their homes.
- As an extension, have students prepare questions and conduct an interview with people who work at “humane map” locations.

Outside Humane Educators

- Before doing this activity, identify the locations you want to include on the map.

Activity 4: Humane Map

Overview: Students will create maps of their neighborhoods, highlighting different landmarks related to animals.

Procedure:

Introduction

Ask students to list the different components of a map. (Possible answers: scale; legend or key; title; north arrow; neatline.)

Humane Map

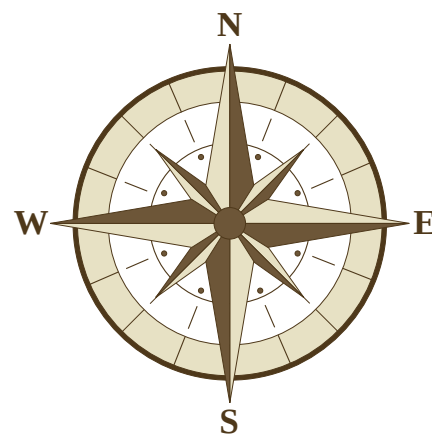
1. Explain to the students that they will be creating a “humane map,” a map of their neighborhood that focuses on animals. Ask students what they think a “humane map” would show. (Possible answers: pet supply stores; dog parks; veterinarian offices; animal hospitals; public parks; animal shelters; rescue group locations; places where wild animals live.)
2. List all of the students’ responses and discuss. Have the class collectively decide which locations should be included in the “humane map.” Include all of the possible answers from Step 1.
3. Have the students discuss and agree upon a symbol for each location (e.g., a dog face to symbolize a dog park on the map).

Research & Mapping

Hand each student a map of the neighborhood. Instruct the students to research online the different places they listed. The students then draw the symbol of each place on their maps in the correct location.

Wrap Up:

1. Once students have completed their “humane maps,” review the students’ findings for accuracy.
2. Ask the students if there were any places they listed that were not in their neighborhood. If not, should they be? Why is it important to have each of these places in every neighborhood?
3. Ask students why they believe it is important for animal guardians and general citizens to know the locations of all these places.





Objectives

Students will be able to...

- Explain all the necessary components of a quality movie review.
- Watch movies and television shows with a critical lens by considering whether they are humane.
- Write a movie review.

Time Needed

30–45 minutes

2 Days

Materials

- Whiteboard / chalkboard
- Dry erase markers / chalk
- “Humane Movie Review” handout

Activity 5: Humane Movie Review

Overview: Students will watch and review one of their favorite movies with a critical lens by examining whether or not the movie is humane.

Procedure:

DAY 1

Introduction

1. Ask the students how they become interested in seeing a movie. Do they read any reviews of a movie before they decide to go see it?
2. Ask the students, “What should a good movie review include?” List their responses. Include the following possible answers if not said by students: plot/character/setting summary; proper organization; writer’s opinion with supporting details, and outside information/context about the movie.

Humane Lens

1. Write the word *humane* on the board. Ask students to define the word *humane* in their own words.
 - A dictionary definition—marked by compassion, sympathy, or consideration for people or animals
2. Ask the students, “How can a movie be humane?” “What are some themes or topics a movie can present that are considered humane?”

Humane Movie Themes:

- Reverence for animals (i.e. wildlife, companion animals, farm animals)
 - Spreading compassion to others, including other species
 - Working toward justice for animals
 - Treating animals with compassion, empathy and kindness
 - Stopping the exploitation of animals (protecting animals)
 - Animals as sentient beings
 - Human/animal bond
3. Ask the students for examples of movies that might have humane themes. Explain to the students that any movie can have a humane theme and that some are easier to spot than others.

Humane Movie Review

Hand each student a “Humane Movie Review” handout and instruct them to go home, watch one of their favorite movies, and complete the “Humane Movie Review” handout.

Insider Tips

- Bring a copy of an example of a good movie review. Have the students read it and explain what they thought the reviewer did well.
- If there is a movie that you believe highlights many of the humane themes discussed in class, assign that movie to the students to watch and have them complete the “Humane Movie Review” handout based on that movie.
- Be prepared to discuss the usage of animals in films/television.

Useful links:

- <http://articles.latimes.com/2011/aug/14/entertainment/la-ca-animal-movies-20110814>
- Pro Animal Actors <http://www.americanhumanefilmtv.org/about/>
- Anti Animal Actors <http://www.peta.org/issues/animals-in-entertainment/animal-actors.aspx>

Classroom Teachers

- This activity can be modified to be a “Humane Literature Review” if your students are learning about the reviewing process.
- If viewing a film during class time, pause the film periodically to allow students to take notes and answer questions on the “Humane Movie Review” handout.

Outside Humane Educators

- To make sure each student goes home and watches a movie with a humane theme, create a list of movies or movie genres for the students to choose from.

Activity 5: Humane Movie Review (continued)

DAY 2

Review

1. Have students share their “Humane Movie Review” handout answers in pairs.
2. Once each student has shared in his or her pair, ask the whole class for volunteers to share the movie they saw, a summary of the plot, and answers to the handout.



Humane Movie Review

Name: _____ Date: _____

Movie Title: _____ Year: _____

Plot Summary:

Guiding Questions

1. Were there any animals in the movie? Yes / No
 - 1a. If so, were they animated or were real animals used? Animated / Real / Both
 - 1b. If so, were the animals portrayed positively or negatively? Explain.

2. Did any human characters use animals in the movie? (Examples: riding a horse; raising farm animals; having a police dog.) Yes / No
 - 2a. If so, did the character(s) treat the animal(s) humanely? Explain.

3. What were the overall themes of the movie?

4. Did any of the themes have to do with animals or the treatment of animals? If so, were those themes positive or negative? Explain.

Humane Movie Review (continued)

Date: _____

Movie Review

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery or notebook paper.



Objectives

Students will be able to...

- Explain some of the differences between selling a dog and adopting a dog.

Time Needed

45–60 minutes
1 class period

Materials

- Online or newspaper ads of breeders selling dogs
- “Ads” from [Petfinder.com](https://www.petfinder.com) or local adoption centers about dogs available for adoption
- “Ad Questions Guide” sheet

Lesson 1: How Much is that Doggie in the Window?

Overview: Students will consider the differences between buying animals sold for profit and adopting animals from adoption centers.

Procedure:

Introduction

Introduce the topic by asking students what they think the differences are between pet stores that sell animals for profit and adoption centers that adopt out animals.

A Dog is Someone, Not Something

1. Ask the students what the difference is between getting a dog and getting the latest computer or phone models.

Possible answers:

- Dogs are living beings and electronics are things.
- Dogs have feelings and electronics do not.
- Dogs need love and attention, but electronics do not need anything.
- Dogs are their own beings and electronics are just there for us to use.

2. *Do you think that we should sell living beings?* Allow students to respond.
3. *Do you think that we should own living beings?* Allow students to respond.

Note: Some people choose to use the word *guardian* instead of *owner* when referring to their relationships to their animals because they believe their role is to look after their animals, to do what’s best for them, and to take care of them, not to own or control them.

Comparing the Ads

1. Let the students know that they are going to compare and contrast ads from breeders and adoption centers to see what they can learn from the ads.
2. Break the students up into groups of three or four. Give each group five or six ads for dogs/puppies for sale from the local newspaper and descriptions of dogs/puppies available for adoption at local animal adoption centers.
3. Ask students to compare and contrast the ads using the Ad Questions Guide Sheet.
4. Once the students have completed the questions ask them to share out loud.

Insider Tips

- You can visit Petfinder.com to find “ads” for dogs who are up for adoption.
- This lesson focused on dogs, but you could also compare and contrast ads for cats/kittens for sale and cats/kittens who are up for adoption.
- Be prepared to explain to the students that not all adoption centers euthanize, but that the ones that do are trying their best to place the animals in good homes. Have a discussion about the root of the problem and consider ways to reduce the number of homeless animals.

Classroom Teachers

- As an extension activity you could have the students imagine that they are on the state legislature. Let them know that they will vote on a bill that would require all breeders to have licenses and that only a limited number of licenses will be issued. They will need to consider the reasons people will oppose the bill and reasons people will support the bill and then have a class vote.
- This activity aligns to Common Core Literacy Standard 5 and Speaking and Listening Standard 1.

Outside Humane Educators

- Be prepared to define euthanasia because some students may not know what it is.
- When breaking students up into small groups, ask the students to assign one person to be the recorder, to write the group’s answers down, and one person to be the reporter to share the group’s answers with the rest of the class.

Resource Links

- PetFinder: <http://www.petfinder.com/>
- ASPCA: <http://www.asPCA.org/about-us/faq>

Lesson 1: How Much is that Doggie in the Window? (continued)

Crossing the Line

Ask students whether they would “cross the line” based on their views. That is, if they strongly agree with each statement listed below, they will cross a “line” (of your making) that divides the classroom. While they are standing, ask students to justify their positions.

- I would get my dog from a breeder.
- I would get my dog from an adoption center.
- I would get my dog from a pet store.
- I know I should get my dog from an adoption center, but I feel uncomfortable doing that and no one should force me.
- Animal homelessness is a serious problem.

Wrap Up:

1. Ask students to share what they have learned from this activity.

Note: Challenge students to articulate the differences between buying a dog from a breeder and adopting an animal from an adoption center.

2. Ask students, if they wanted to have a dog, if this activity influenced where they would go to find a dog and why or why not. Allow students to share.
3. Ask students if they know how many animals enter adoption centers every year in the United States. (Answer: 5–7 million in 2013)
4. Ask students if they know how many animals are euthanized every year in the United States. (Answer: 3–4 million in 2013)
5. Ask students if they think that people have an ethical obligation to adopt animals and why or why not.

Ad Questions Guide Sheet

Name: _____ Date: _____

1. What information does the breeder's ad provide about each dog?
2. What information does the adoption center's ad provide about each dog?
3. What information does the breeder's ad focus on?
4. What information does the adoption center's ad focus on?
5. What do you think are the main differences between these ads? Why?
6. What do you think is the main goal of the breeders?
7. What do you think is the main goal of the adoption centers?



Objectives

Students will be able to...

- Explain what the phrase “to test on animals” means.
- Describe three common types of product tests performed on animals (i.e. LD50 and Draize eye and skin irritancy tests).
- List alternatives to animal testing and be able to identify cruelty-free products.

Time Needed

45–60 minutes

1 class period

Materials

- Information cards (5 sets)
 - LD50
 - Draize Eye/Skin Test
- “Trivia Game” cards (5 sets)
- “Commercial Time” script
- Product with a cruelty-free logo

Insider Tips

- When students are reading about the LD50 and Draize tests, incorporate age-appropriate images of these tests so students may gain a deeper understanding of their effects on animals.
- Instead of one cruelty-free product, bring in numerous products, ideally with a variety of cruelty-free labels, so each student group can have a tangible product to do a commercial about.

Lesson 2: Don’t Test on Me

Overview: Students will examine the phrase “to test on animals” as it relates to cosmetics and household products. After discussing the topic, playing a trivia game, and creating and performing commercials for cruelty-free products, students will learn about some of the alternatives to animal testing.

Procedure:

Introduction

1. Ask the students to pretend that they work for a shampoo company and that the company just developed a new shampoo. Before the company can start selling the shampoo, you (the students) need to make sure it is safe for people to use.
2. Ask the students what they could do to make sure the product is safe for people to use. Write down student responses on the board.
3. Explain that companies have choices with how to test a product’s safety and some companies choose to test on animals. Explain that today’s topic is about product animal testing, or when companies test the safety of household items and cosmetics on animals.

What is Product Animal Testing?

1. Ask students what is meant by the phrase, “to test on animals.”
 - Possible answer: *Many times when companies make new cosmetics or household products, like shampoos or detergents, they will test them on animals to see if they are safe for human use. Companies usually perform three different types of tests. One is the Lethal Dose 50 test and the others are the Draize skin and eye irritancy tests.*
2. Divide students into small groups and hand each group the information cards detailing the nature of both the LD50 and the Draize tests and ask students to read them.

Trivia Game of True or False

1. While the students remain in their small groups, hand out the four Trivia Game Cards. Instruct the students that they will take turns reading the questions while the rest of the group will guess whether or not the statement is true or false. The reader will flip the card over to reveal the answer after each student has guessed.
2. Review answers as a group. Answer any student questions.

Commercial Time

1. Show the students a product with the “Cruelty-Free” logo. Explain to the students that not all products are tested on animals and that there are products (shampoos, deodorants, detergents, cosmetics and others) that have a label like the one shown. The label indicates that this product was not tested on an animal, and confirmed by an organization outside of the company.

Insider Tips (continued)

Classroom Teachers

- As an extension activity, have students choose one product in their house and see if it was tested on animals or not. If it was tested on animals, have them research cruelty-free alternatives.
- This activity aligns to Common Core Reading Standard 3 and Writing Standards 4 and 7.

Outside Humane Educators

- If you are unable to make sets of the Trivia Game cards, create a True/False quiz handout and go over the answers together as a group.

Resource Links

Cruelty-Free Products

- www.leapingbunny.org
- http://www.humanesociety.org/issues/cosmetic_testing/compassionate_consumer/take_action.html
- <http://www.peta.org/living/beauty-and-personal-care/companies/default.aspx>

Anti-Animal Testing

- <http://www.aavs.org>
- <http://www.peta.org/issues/animals-used-for-experimentation/default.aspx>
- <http://www.neavs.org/research/testing>

Pro-Animal Testing

- <http://animaltestingperspectives.org/>
- <http://www.aalas.org>

Lesson 2: Don't Test on Me (continued)

2. Explain to the students that, in their groups, they will create a 1-minute commercial for a cruelty-free product (shampoo, deodorant, detergent, cosmetic).
3. Review the following guidelines for your commercial together as a class:
 - The commercial needs to be between 30 seconds and 1 minute in length.
 - The commercial needs to be convincing and make people want to purchase the product.
 - At some point, your commercial must mention that the product is cruelty-free.
 - Everyone in your group must participate in the commercial.
4. Model the activity for the students using the Commercial Time Script.
5. Have the student groups perform the commercials they created.

Wrap Up:

1. Ask students how they feel about testing on animals to make new cosmetics and household goods.
2. Ask students what they can do if they do not want to support animal testing. Possible answers:
 - Write to companies and legislators.
 - Boycott products.
 - Educate others on these topics.
 - Support organizations dedicated to labeling products “cruelty-free.”

Animal Testing Information Sheet

Directions: Create sets of index cards to hand out to students using the following information

Draize Skin or Eye Irritancy Test

Scientists will drip the experimental substance into the eyes or onto the skin of an animal. The animals are then observed over the course of several days for redness, ulceration, swelling, bleeding or discharge. When the experiment is over, the animals are usually killed.

Lethal Dose 50 Test (LD50)

This test determines the amount of a toxic substance that will kill 50% of animals in a test group. During a lethal dose test, the experimental substance is involuntarily fed to animals, pumped into their stomachs by a tube, injected under the skin, or forcibly inhaled through a gas mask.

Trivia Game Information Sheet (front)

Directions: Create sets of index cards to hand out to students using the following information

**Testing cosmetics and household products on animals
is required by law.**

The only alternative to testing on animals is testing on people.

Every country in the world tests on animals.

Animal welfare laws protect animals used in research.

Trivia Game Information Sheet (back)

Directions: Create sets of index cards to hand out to students using the following information

FALSE. There is no law that requires animal testing for cosmetics and household products. The Food and Drug Administration only requires that each ingredient in a cosmetics product be “adequately substantiated for safety” prior to marketing or that the product carry a warning label indicating that its safety has not been determined. And household products, which are regulated by the Consumer Product Safety Commission, do not have to be tested on animals.

Source: A. Goldberg and T. Hartung, Protecting More than Animals & In Defense of Animals, The Truth About Vivisection, Frequently Asked Questions, webpage

FALSE. Many companies test on cells that are collected in test tubes. This process is called in-vitro testing. Several companies have even produced synthetic (or fake) skin that can be used as an alternative.

Source: A. Goldberg and T. Hartung, Protecting More than Animals

FALSE. The legal requirements (or laws) for testing vary widely around the world. The European Union has banned cosmetic testing on animals.

Source: New York Times, E.U. Bans Cosmetics With Animal-Tested Ingredients, March 11, 2013

TRUE & FALSE. The Animal Welfare Act (AWA) is the primary law covering laboratory animals in the United States, but it does not cover what can be done to an animal during an experiment. It only applies to the type of care an animal receives before and after experimentation. Also, the law does not protect birds, rats, or mice used in research.

Commercial Time Script

Directions: This commercial requires two participants: the instructor and either another instructor or volunteer.

[Two instructors pretend to fold laundry.]

Instructor 1: (Instructor 2's name), you always have the most amazing smelling laundry. Your clothes smell like a garden!

Instructor 2: Thank you, (Instructor 1). I'm going to let you know my secret. I only use Mrs. Meyer's brand laundry detergent. They make their product using only natural ingredients and they never test their product on animals. Most importantly, it smells amazing!

Instructor 1: They don't tests on animals? How do I know if their product is safe?

Instructor 2: Don't be silly. You don't need to test on animals to make sure a product is safe. There are a lot of alternatives to testing on animals, such as testing products on fake or synthetic skin.

Instructor 1: Wow, I didn't know that! I can't wait to buy a Mrs. Meyer's brand laundry detergent.

Instructor 2: The animals will thank you for it!

Instructor 1 and Instructor 2: Hahaha!





Objectives

Students will be able to...

- Explain that factory farms exist because this form of agriculture maximizes profits and provides less expensive food.
- Describe the conditions for animals on modern factory farms.
- Analyze a bill that is intended to improve the living conditions for egg-laying hens.

Time Needed

45–60 minutes

1 class period

Materials

- “Three Perspectives” handout
- “What Do You Think About the Bill?” worksheet
- (Optional) Pictures of:
 - Factory farms
 - Battery cages
 - Pigs
 - Egg price graphic

Lesson 3: Behind Closed Doors

Overview: Students will examine the lives of farmed animals, specifically egg-laying hens living in battery cages. Students will be presented with proposed legislation banning battery cages and opposing viewpoints on the bill. Students will decide which viewpoint best represents their own, and write a persuasive paragraph based on the bill and their knowledge of factory farming.

Procedure:

Introduction

1. Ask students to list the basic needs of companion animals. Write down the students’ responses. (Possible answers: food; water; shelter; exercise; medical care; and space to move around.)
2. Referring to the list the students just created, ask them if they believe the same needs apply to cows, pigs, chickens, goats, turkeys, and sheep. Ask the students what these animals have in common and how people usually refer to them.
3. Ask the students if dogs and cats have basic emotions such as happiness, loneliness and sadness. Then ask students if they think farmed animals have the same basic emotions.

True or False Questions

1. Inform the students that they will now be playing a quick game of True or False. After the instructor reads the statement, the students will either raise one finger to indicate “True” or raise two fingers to indicate “False.”
 - Most farmed animals live on small family farms where they are treated humanely (with empathy, kindness and compassion).
FALSE. More than 99% of farmed animals are raised on factory farms.
 - Most chickens who are raised for their eggs live in small cages where they cannot spread their wings or move around freely.
TRUE. More than 90% of chickens raised for eggs live in battery cages.
 - Most farmed animals are raised outdoors and get plenty of sunlight.
FALSE. Most live on factory farms and never go outside.
 - Pigs are intelligent and clean animals.
TRUE. Many researchers believe they are more intelligent than dogs and they bathe in mud to protect their skin from sunburn and insect bites.
 - The price of eggs has increased since 1980.
FALSE. After accounting for inflation, the price of chicken is 1/4th what it was in 1980. Factory farming has contributed to lower food prices.

Insider Tips

- For a more engaging discussion, bring in pictures of factory farms, battery cages, and farmed animals living in confinement on factory farms to show the students. You can use pictures from the Grade 3-5 Lesson 5: Friends on the Farm.

Classroom Teachers

- When reviewing the True or False Questions, consider using poster board or a PowerPoint or Keynote presentation to help the students visualize factory farm conditions.
- This activity aligns to Common Core Reading Standards 1, 7, and 8; Speaking and Listening Standard 1; and Writing Standards 1 and 4.

Outside Humane Educators

- If possible, consider showing *The Meatrix® I*, an animated video about factory farming conditions, following the True or False Question activity. The video can be found at <http://www.themeatrix.com/> (Produced by Free Range Studios, www.freerangestudios.com, in conjunction with GRACE/Sustainable Table, www.sustainabletable.org. Copyright © 2003 GRACE)

Resource Links

Farm Animal Protection

- www.farmsanctuary.org
- www.hsus.org/farm_animals/
- www.cok.net
- www.eatwellguide.org

Pro-Animal Agriculture

- www.consumerfreedom.com
- <http://www.debatatabase.org/details.asp?topicID=301>

Lesson 3: Behind Closed Doors (continued)

2. Describe what the term “factory farm” means. (Possible answer: Factory farms are farms where large numbers of animals live in very crowded, small spaces. Many farmers switched to this type of farming beginning in the 1960s because they could raise a lot more animals and make more money. However, some people think this type of farming is cruel to the animals.)

Battery Cage Bill

1. Ask the class what they think the term “battery cage” means. Give students the hint that it involves chickens.
 - Answer: These cages are used on factory farms to raise chickens for their eggs. Birds who live in these cages cannot spread their wings or move around comfortably.
 - If possible, show students pictures of hens in a battery cage.
2. Explain to the students that not everyone agrees that a bill requiring expansion of the cage size for hens is a good thing. Distribute the “Three Perspectives” handout and “What Do You Think About the Bill?” worksheet to each student. Instruct the students to read the three perspectives and other information on the “Three Perspectives” handout.
3. Explain to the students that after they are finished reading the “Three Perspectives” handout they are to complete the “What Do You Think About the Bill?” worksheet.
4. Once the students have completed both the handout and the worksheet, instruct them to write a persuasive paragraph supporting their decision about which choice would be best.

Wrap Up:

1. Once the students have completed their paragraphs, request that volunteers representing each perspective read their persuasive paragraphs. (If one choice is not represented, then the instructor will speak on behalf of that choice).
2. Once each topic is presented, have the students pretend they are members of Congress and vote on the bill.
3. Ask students what they can do to help if they are concerned about the welfare of chickens in battery cages. (Possible answers: write to companies and legislators; boycott; stop eating eggs; educate others; and support farm animal protection organizations.)

Three Perspectives

Overview: There are people who support the bill because they think it is a good step toward improving the lives of chickens on factory farms. However, there are also people who do not support the bill because they think it is unnecessary and would cost too much money for the farmers and the people who buy eggs. There are also people who do not support the bill because they don't think it does enough to improve the lives of the chickens. Below are different people's opinions about the bill.

Opinions

Roberto: I do not support this bill because I think it is bad for farmers and people who buy eggs. If this bill passes, farmers will have to buy new cages for their hens. This will cost the farmers millions of dollars. Since farmers have to spend more money to produce eggs, they will have to charge the people who buy the eggs more money. I don't think we all should have to pay more money for eggs because some people think hens need more room in their cages.

Liana: I support this bill because it will improve the lives of hens. I think it is unfair to keep animals in small cages their entire lives. Hens need room to move around and being in small cages their whole lives is cruel and frustrating for them. The new bill would double the size of the cages where the hens live. This bill will not make the lives of the hens perfect, but I think it is a step in the right direction.

Mikal: I do not support this bill because I do not think it does enough to help hens. This bill would only make the tiny cages slightly larger for the hens. This is an improvement, but it is still cruel to treat the hens this way. I believe that hens should not be in cages at all. Hens should live outside where they can freely move around. For this reason, I will only support a bill that bans all cages.

Three Perspectives (continued)

If this bill became a law, all farms in the United States would have to:

- Switch from battery cages to enriched cages [see picture below].
- Double the size of cages used to raise the chickens who produce eggs we eat.
- Have “environmental enrichments” such as perches, nesting boxes, and scratching areas.
- Stop “forced molting” in which birds are purposefully starved to trick their bodies into creating more eggs.
- Put a label on all cartons of eggs that explains how the chickens were treated. For example, it would explain if the chickens lived in “enriched” cages or were cage-free.



Photo © Farm Sanctuary

Battery Cage



Photo © JS West

Enrichment Cage

What Do You Think About the Bill?

Name: _____ Date: _____

Directions: There is a bill in Congress that is meant to improve the lives of egg-laying hens. Some people think the bill is a good idea and support it. Others think it is a bad idea and do not support it. After reading the different viewpoints about this bill, complete this decision analyzer.

Position #1

This bill is a good idea.

Why would someone think the bill is a good idea? List as many possible supporting reasons and facts here:

Position #2

This bill is a bad idea.

Why would someone think the bill is a bad idea? List as many possible supporting reasons and facts here:



My Position: Circle the position you choose.



Objectives

Students will be able to...

- Explain their general and more specific attitudes about animals and animal use.
- Examine human relationships with animals and what characteristics animals may have that lead to people treating them differently.

Time Needed

45–60 minutes
1 class period

Materials

- *Under One Sky* video
<https://vimeo.com/7063703>
- “What’s Your Score” quiz
- 4 large signs
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

Lesson 4: What’s Your View?

Overview: Students will engage in a classroom discussion about their attitudes toward animals and animal use. Students will reexamine these attitudes after watching the *Under One Sky* video and answering factual and opinion based questions about the film.

Procedure:

Pre-Class

Label each corner of the room with a different sign. The four signs should read: **Strongly Agree; Agree; Disagree; Strongly Disagree.**

Introduction

Inform students that in today’s lesson they will be examining their own personal attitudes toward animals as well as brainstorming actions groups and individuals, such as themselves, can take in order to make the world a better place for animals.

What’s Your View

1. Give students directions to the “What’s Your View?” activity.
 - The instructor will read a Viewpoint Statement aloud to the class.
 - The students will walk to the corner of the room that reflects their opinions about the statement.
 - The students must be prepared to explain the reasoning behind their opinions.
 - Once all the students have chosen a corner, the instructor will randomly call upon students from differing corners and lead a discussion on the topic.
2. Read each of the Viewpoint Statements.
 - Primates are our closest relatives and so they deserve more protection than other animals.
 - Animals should not be kept as pets.
 - Respect for animals is as important as respect for human beings.
 - People should be allowed to kill animals that damage their crops or eat their livestock.
 - Wild animals should only live in the wild.
 - People don’t need to spend time in nature.
 - It is acceptable for human beings to use animals.
 - It is not important to consider animals when planning development projects that meet human needs, such as housing or shopping.
3. Explain to students that they may change their minds and move to a different corner as a result of discussions.

Insider Tips

- If it is too difficult for students to move and stand in each corner of the room, you can modify the "What's Your View" activity by having one side of the room represent "Agree" and the opposite side represent "Disagree."
- You may wish to establish ground rules for discussion to encourage good listening, cooperation and sensitivity to different viewpoints.

Classroom Teachers

- As an extension activity, ask students to write a paragraph response to one of the “What’s Your View” statements.
- As a lesson modification, choose a statement that divided the class and have the class conduct a formal debate on the issue.
- This activity aligns to Common Core Reading Writing Standards 1 and 4 and Speaking and Listening Standards 1, 2, 3, and 4.

Outside Humane Educators

- If you find students having a difficult time brainstorming actions they can take to make the world a better place for animals, be prepared with a few examples to help them think of their own.
- Do not feel compelled to get through all of the “What’s Your View” viewpoint statements. If a meaningful dialogue is taking place on a particular subject, don’t feel the need to jump to the next statement.

Resource Links

- www.ifaw.org/lessons
- www.asPCA.org
- www.hsus.org
- www.teachhumane.org

Lesson 4: What's Your View? (continued)

4. After the exercise, ask the students if they were surprised by any of their peers' responses. Ask how they generally feel about the importance of animals.

What's Your Score Video

1. Inform the students that they will be watching a video and answering some questions about the video.
2. Prior to viewing the film, have the students read over the “What’s Your Score” quiz. Clarify any questions they might have before beginning the video and then show the film.
3. After viewing the film, give students time to complete the “What’s Your Score” quiz and then go over the answers. Invite discussion on the open-ended questions 8-10 on the quiz.

Wrap Up:

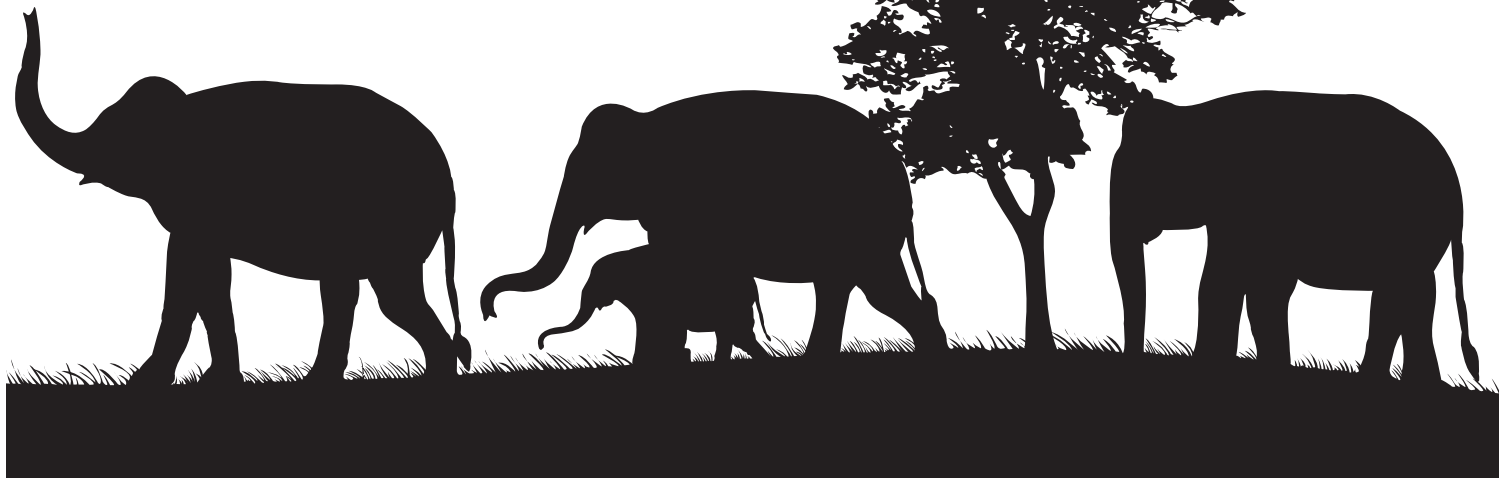
1. Ask for ideas on what can be done, as individuals or as a group, to make the world a better place for animals.
2. Revisit the “What’s Your View” statements and ask the students if their views have changed as a result of the film and if they have gained any new knowledge.



What's Your Score?

What have you learned from the video you have just seen?

Check the correct answers below.



1 How many species of animals on earth have scientists named?

- ☐ a) approximately 10 million
☐ b) more than 1.8 million
☐ c) fewer than 800,000

2 The variety of species on earth can be described as:

- ☐ a) biodiversity ☐ b) true biology
☐ c) an ecosystem

3 Elephants are the largest land animal on earth.

- a) True ☐ b) False ☐

4 Hummingbirds can flap their wings at:

- ☐ a) 220 beats per second
☐ b) 20 beats per second
☐ c) 200 beats per second

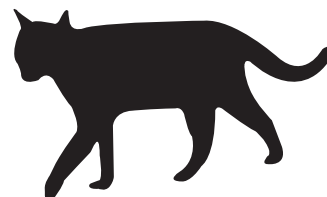


5 To navigate and find food, whales use:

- ☐ a) their excellent senses of smell
☐ b) echolocation
☐ c) translocation

6 Cats are believed to first have been kept as pets by

- ☐ a) the Egyptians
☐ b) the Hebrews
☐ c) the Americans



7 Why do you think some countries still hunt whales?

8 Why do you think that pets can make some people feel better?

9 If responsible whale watching protects whales and generates revenue, why do you think some countries still hunt whales?



10 What two things can you do to make the world a better place for animals?

Answers: 1. b; 2. a; 3. True; 4. c; 5. b; 6. a; 7. questions 7-10. It's your decision!



Objectives

Students will be able to...

- Describe the details of a specific animal-related career.
- Identify ways to research effectively.
- Examine non-fictional information and create a fictional story.

Time Needed

2 class periods
(45 min/period)

Materials

- "Suggested Animal-Related Careers" handout
- Computers
- Paper
- Pens / pencils

Insider Tips

- If possible, invite guest speakers who work in animal-related careers to visit.

Classroom Teachers

- As an extension activity, have students either find images from the internet or draw illustrations to represent the career they wrote about and create an animal-related careers bulletin board.

Outside Humane Educators

- If you do not have access to computers, bring in articles or information about various animal-related careers that the students can use for their research.

Activity 1: A Day in the Life

Overview: Students will choose a specific animal-related career, research information on that career, and write a story about how a person in that particular career would spend a typical workday.

Procedure:

Class Period 1:

Introduction

Let the students know that there are a variety of careers that either work directly with animals or help advocate for animals. Ask the students if they can think of any careers related to helping animals and write their list on the board.

Choosing a career

Provide the students with a list of animal-related careers and ask them to choose one career to research, either from the board or the list provided.

Research

1. Provide the students with guided questions to help them with their research. Let them know that they can start their research by using the internet or gathering information from the library, but they can also try to set up an interview with someone who actually works in the field.
2. Allow the students time to begin researching their career topic using the guided questions.
3. Ask students to complete their research at home on their own.

Class Period 2:

Story Writing

Ask students to begin writing their fictional story based on the information that they gathered. Let them know that they are writing a story about a day in the life of a person with their specific chosen career. Challenge them to incorporate additional details to make the story interesting and realistic.

Wrap Up:

1. Once students have completed their stories, ask if any of them want to share out loud. Allow time for the rest of the class to ask questions.
2. After students have shared their stories, ask if anyone in the class has any interest in pursuing one of the particular careers they learned about.

Suggested Animal-Related Careers

Careers

- Veterinarian
- Veterinary Technician
- Adoption Counselor
- Animal Behaviorist
- Humane Training Specialist
- Humane Law Enforcement (HLE) Officer/Animal Investigator
- Animal Lawyer
- Animal Caregiver
- Humane Educator
- Wildlife Rehabilitator
- Park Ranger
- Animal Photographer
- Animal Painter
- Development for an animal organization
- Marketing for an animal organization
- Volunteer Coordinator for an animal organization

Guided Questions

1. Why did you choose this career?
2. What experience and/or education did you need for your position?
3. What is your average day like at work?
4. In what ways do you help animals in your position?
5. What is the best part of your work?
6. What is your most memorable experience related to your work?
7. What is the most challenging part about your work?
8. If you could change something about your position, what would it be?
9. What is something important about your career that people do not usually know about?
10. Is there anything else that you want to share about your career?





Objectives

Students will be able to...

- Analyze multiple perspectives on the human/animal relationship.
- Articulate their own philosophy on how animals should be treated.

Time Needed

45 minutes

Materials

- Animal quotations
- Animal quotations paraphrased
- Whiteboard / chalkboard
- Dry erase markers / chalk

Activity 2: Attitudes Toward Animals

Overview: Students will consider how attitudes of the past have influenced our relationship to animals in the present. They will analyze different perceptions of the human/animal relationship and examine their own attitudes toward animals.

Procedure:

Introduction

Introduce the topic by letting the students know that they are going to be thinking about the human/animal relationship and how our perceptions of animals have been influenced by the opinions of others from the past to the present.

Animal Perceptions

1. Write the following on the board:

- Polar Bears
- Dogs
- Chickens
- Bees
- Cows

2. Ask the students, *"If you were asked to rank the animals in descending order of importance, how would you do this? How would you justify this ranking?"*

3. Give students time to make their own lists, decide why they ranked the way they did, and give them a chance to share out loud.

Note: Be prepared for a wide range of answers and justifications.

4. Let students know that the class will analyze quotations by famous people who have influenced how different people perceive animals.

Quotations about Animals

1. Break the students up into seven groups and give each group a quotation.

2. Ask the students to first paraphrase the quotation.

3. Then ask students to determine what they think the quotation really means and whether or not they agree with it and why.

4. Ask each group to share out loud and as they share ask the students to consider which quotations most align with, and most differ from, what they believe.

5. Ask students to share which quotations they most agree or disagree with and why.

Insider Tips

- The goal here is not to find the “right answer,” but to challenge students to persuasively articulate their views.

Classroom Teachers

- As an extension activity, ask students to look up additional quotations about the human/animal relationship that may have influenced our perceptions of animals.
- Ask students to think about real life examples of how animals are treated that represent each quotation.
- Ask students to imagine they are an animal and have them write a story inspired by one of the philosopher’s quotations if everyone lived by that philosophy. Challenge them to consider what their lives are like, what rights they have, how they are treated and describe their day-to-day existence.

Outside Humane Educators

- It may be difficult for the students to paraphrase the quotations in small groups so you may consider paraphrasing them together as a whole class and then break the students into groups to analyze what they think the statement really means.

Activity 2: Attitudes Toward Animals (continued)

6. Challenge students to write their own animal-related quotations. Encourage them to use the quotations provided as models and help them to create their own. If they are having difficulty, ask them to answer the following question, “If you had to explain in one or two sentences how animals and humans should coexist, what would you say?”
7. Give students the opportunity to share their animal quotations with the class.

Wrap Up:

Ask the students the following questions:

- *Can you see how these quotations have influenced the way people treat animals? Can you think of any examples?*
- *Have these quotations influenced how you look at the human/animal relationship?*
- *How can you put your quotation into practice?*



Animal Quotations

Quotation

Quotation Paraphrased

1. René Descartes, a philosopher of mathematics and physics, is known for deeming animals as “thoughtless brutes that were merely sophisticated machines lacking consciousness.”	Descartes: Animals are thoughtless and can be compared to machines. They have no awareness or feelings.
2. Benedict de Spinoza, an ethics philosopher, said, “I do not deny that beasts feel; what I deny is, that we may not consult our own advantage and use them as we please, treating them in the way which best suits us; for their nature is not like ours, and their emotions are naturally different from humans’ emotions.”	Spinoza: I admit that animals can feel, but they are here for our own use and we can use them the way we want to. They are lesser than human beings and their feelings are not as important as the feelings of people.
3. Jeremy Bentham, the founder of the reforming utilitarian school of moral philosophy, is known for saying, “The question is not, Can they reason? nor Can they talk? but, Can they suffer?”	Bentham: It does not matter how smart an animal is, what matters is that they can suffer, and that means we should not cause them harm or pain.
4. Voltaire, a French enlightenment writer and philosopher, said, “There are barbarians who seize this dog who so greatly surpasses Man... (in...friendship, and nail him down to a table and dissect him alive...) You discover in him all the same organs of feeling as in yourself. Answer me, mechanist, has Nature arranged all the springs of feeling to the end that he might not feel?”	Voltaire: There are heartless people who are dissecting dogs while they are still alive. Dissecting a dog would show that the animal has the same organs as a person, so of course a dog can experience the same emotions that a human being can feel.
5. Mahatma Gandhi, known for his practice of non-violence, said, “The greatness of a nation and its moral progress can be judged by the treatment of its animals.”	Gandhi: Nations that are kind to animals are more likely to be kind to people, and nations that are cruel to animals are more likely to be cruel to people. A nation that is kind to animals is morally more advanced than one that does not care about the welfare of animals.
6. Alice Walker, civil rights activist and author of <i>The Color Purple</i> , said, “The animals of the world exist for their own reasons. They were not made for humans any more than blacks were made for whites, or women for men.”	Walker: Animals have their own purpose for being and they are not here to be used and abused by people, just as black people are here for their own reasons and are not here to be used as slaves by white people, and just as women are here for their own reasons and are not here to be used as servants for men.
7. Albert Schweitzer, author and peace advocate, said, “Until he extends his circle of compassion to include all living things, man will not himself find peace.”	Schweitzer: We will only have a peaceful world when we extend compassion to everyone, including animals. We can’t have peace when we cause harm or violence to someone else.



Objectives

Students will be able to...

- Write a polite and persuasive letter on an animal-focused issue that is important to them.
- Understand how and why letter writing is an important way to create change.
- Understand the basic components of writing a persuasive letter.

Time Needed

30–60 minutes

Materials

- Internet access (for research)
- Whiteboard / chalkboard
- Dry erase markers / chalk
- “How to Write a Letter” worksheet
- “Letter Writing Sample” handout

Activity 3: Letter Writing

Overview: Students will learn that letter writing is a simple but effective tactic that can influence politicians and policy-makers to make humane choices. It has been used in almost every modern social justice movement and can reap tremendous results.

Procedure:

Introduction

Explain to students that letter writing can make the world a better place and is an important way to create change. Letter writing has been a tactic used by many people and organizations.

Success Stories:

- <http://www.sierraclub.org/planet/199510/letterwriting.asp>
- <http://www.amnesty.org.au/write/>
- http://www.sdpb.org/WildHorses/wild_horse_annie.asp

Writing Letters, Making Change

1. Ask students to list all the problems faced by animals that could be solved by human beings. Write down students’ responses on the board.
2. Instruct each student to choose one of the listed problems and brainstorm what kind of group can help the most to solve that problem (e.g., a private company, federal government, state government, local government).
3. Hand out to each student the “How to Write a Letter” worksheet. Read the worksheet as a group and answer any general questions about it.
4. Instruct the students to complete the worksheet. The students might need to do extra research to find addresses, facts about the problem they are writing about, or companies that are involved with the issue.
5. Once the students have completed their worksheets, hand out the “Letter Writing Sample.” As a class, analyze the various parts of the letter (Headings, Body, Salutation, etc.) and the language used in the letter.



Insider Tips

- If the students are having difficulty brainstorming on their own, be prepared to offer them some examples of problems animals are currently facing.
- If you are interested in a particular pending bill, you can focus this activity on that bill. Present the students with background information on the topic and the bill's purpose. Using this activity, have students write letters to their representatives.

Classroom Teachers

- Allowing students to become "experts" on their problems can easily extend this activity. Have students do research (in or out of class) on their issues and all the key actors involved. After students have adequately researched their topics, have them write their persuasive letters.
- This activity can be combined with another lesson from this Resource Guide. After students have learned about a particular topic and have become passionate about the problem, incorporate the letter writing activity as a way for students to engage in creating solutions to the problem.

Outside Humane Educators

- If you are unaware of how much your students know about animal-focused issues, create your own list of problems animals face. Additionally, supply students with background information on these subjects so they can make better educated decisions when choosing their topics.

Activity 3: Letter Writing (continued)

6. Instruct the students, using their completed worksheets as a guide, to write their own persuasive letters. Remind students that all letters must be polite, legible and follow the format discussed in the worksheet.

Wrap Up:

1. Once students have completed their persuasive letters, have student volunteers read their letters aloud to the class.
2. Collect the letters and mail them to their respective destinations.



Letter Writing Sample

John Q. Public
123 Fake Street
Anywhere, NY 12345

May 22, 2012

Rep. Jane Kongrisswohman
1010 E. Lected Blvd.
Anywhere, NY 12345

Dear Ms. Kongrisswohman:

My name is John Q. Public, and I go to school at Anywhere High School. I'm contacting you because I would like you to vote for House Bill 9876. This bill would ban the sale of shark fins.

Recently, I learned how sharks are being caught and have their fins cut off to make shark fin soup. After having their fins cut off, the sharks are then thrown back in the water to slowly die. I love animals and I believe this practice is very cruel. Also, it is causing shark populations to become threatened with extinction. The main reason that you should support this bill is that sharks are an important part of the ocean's ecosystem. If they go extinct, it will hurt all of the animals who live in the ocean.

Thank you for taking the time to read my letter. I appreciate all the great work you do to help our community.

Sincerely,

John Q. Public

How to Write a Letter

Name: _____

Date: _____

Step 1: What Change Do You Want?

It is important that what you ask for is reasonable. It is unlikely that a business or government official is going to make a huge change overnight. That doesn't mean that huge changes will never happen, but usually huge changes begin with many small, reasonable changes.

It is also important that you are specific about what you want. You want the person who reads your letter to know exactly what you want him/her to do. For example, if you are writing to government officials, tell them about a specific bill and how you want them to vote on it.

What are you trying to persuade someone to do?

Step 2: Choose the Right Person

It is important that you choose the right person as the recipient of your letter. In businesses, there are certain people who have more power or influence over a company. In the government, it is best to contact the people who most directly represent you. If you live in Chicago, for example, it would be best to send the letter to your local alderman, state senator, or state representative.

To whom do you want to send your letter?

Step 3: Brainstorm Reasons to Support Your Opinion

Take time to brainstorm at least five reasons why you think the person who receives your letter should agree with you. Then look at your list and decide which three reasons are the best. Circle these three reasons and use them in your letter.

Brainstorm list:

How to Write a Letter (continued)

Name: _____

Date: _____

Step 4: Write the Letter

Use the format that is explained below to create your letter. Remember to be polite in the letter. If you are rude, the person who reads it will become upset and will be more likely to disagree with you. Also, your handwriting needs to be neat and legible. If the person cannot read your letter, it will be meaningless.

Format for the letter:

Your Name

Your Address

Your Town, State, Zip Code

Date

Letter Recipient's Name

Letter Recipient's Address

Letter Recipient's Town, State, Zip Code

Dear Mr./Ms. (Letter Recipient's Last Name):

Paragraph 1: In this paragraph you will introduce yourself and the issue you are writing about. First, mention where you live and where you go to school. Then, tell the person exactly what you would like him/her to do. Don't go into a lot of detail about the issue because you will be doing that in the second paragraph.

Paragraph 2: In this paragraph, you will go into detail about why the recipient should agree with you. Use the reasons that you brainstormed in Step 3 above. Write at least one sentence about each of these reasons.

Paragraph 3: In this paragraph, you will thank the person for reading your letter.

Sincerely,

Your signature



Objectives

Students will be able to...

- Describe the characteristics that make someone a hero.
- List some reasons people do not always act heroically.
- Write about an ordinary hero.

Time Needed

45–60 minutes
1 class period

Materials

- “Heroic Tales” handout
- “Ordinary Hero Newspaper” worksheet
- Whiteboard / chalkboard
- Dry erase markers / chalk
- Picture of a person on a busy street, injured, seeking help

Lesson 1: Can Anyone Be A Hero?

Overview: Students will learn that heroism is not something reserved for those rare individuals who achieve something extraordinary, but is a mindset or behavior possible for anyone, human or animal.

Procedure:

Introduction

Explain to the students that the lesson’s topic is heroes and write the word “hero” on the board.

Defining the Word Hero

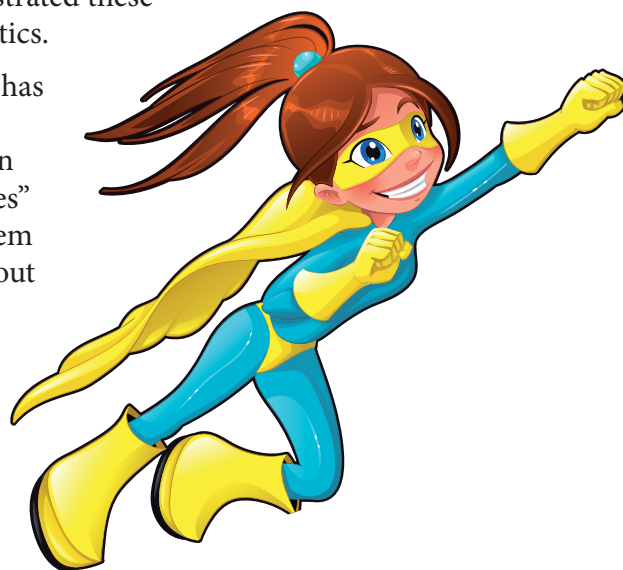
1. Divide the students into small groups. Explain that they are to think about what makes someone a hero and write down all the qualities or characteristics of a hero.
2. As a whole class, discuss their lists of qualities or characteristics. Write down these responses on the board.

Important points for the discussion:

- Heroes act voluntarily and without the expectation of material gain.
- Heroes provide a service to someone in need, or the community as a whole.
- Being a hero involves potential risk/cost to physical comfort, social stature, or quality of life.
- Heroes act as role models for others and can inspire other people to be heroes.

Who is a Hero?

1. Now that students have explained what makes someone a hero, ask them if they think Dr. Martin Luther King, Jr. is a hero. Referring to the list of qualities and characteristics written on the board, ask students how he demonstrated these qualities and characteristics.
2. Ask students if a person has to be famous or well-known to be a hero. Then pass out the “Heroic Tales” handout and instruct them to read the first story about Kailash Satyarthi.



Insider Tips

- As an extension activity, have the students complete the “‘Ordinary Hero’ Newspaper” worksheet.
- If there are ordinary heroes, either human or animal, that you would like to highlight instead of those on the “Heroic Tales” handout, create your own handout with passages for the students to read.

Classroom Teachers

- When showing the picture of the person on a busy street, consider using poster board or a PowerPoint or Keynote presentation.
- As an extension activity, have students research a lesser known hero (either human or animal), write a report on that individual, and present their findings to the class.
- This activity aligns to Common Core Reading Standards 1, 4, and 7; Speaking and Listening Standard 1; and Writing Standard 7.

Outside Humane Educators

- If your setting does not have a chalkboard/whiteboard, create sets of index cards with a large variety of qualities and characteristics on them so the student groups can choose from the index cards.
- If you see your students for more than 60 minutes, consider including the “‘Ordinary Hero’ Newspaper” worksheet into the regular lesson.

Resource Links

Hero Stories

- <http://www.time.com/time/specials/packages/completelist/0,29569,2059858,00.html>
- <http://myhero.com>

The Bystander Effect

- <http://psychology.about.com/od/socialpsychology/a/bystandereffect.htm>
- http://greatergood.berkeley.edu/article/item/we_are_all_bystanders

Lesson 1: Can Anyone Be A Hero? (continued)

3. Referring to the list on the board, ask if this person demonstrated these qualities and characteristics. Then point out how this person is not as well-known or admired as celebrities (such as movie or music stars). Ask students why that is the case.
4. Ask students if an animal can be a hero. Then instruct the students to read the second story from the “Heroic Tales” handout. Referring to the list on the board, ask if this animal demonstrated these qualities and characteristics.
5. Ask students if ordinary people (like themselves or people they know) can be heroes. Give an example of a person you (the instructor) know who fits the definition of a hero. Ask students if they can think of anyone from their own lives who they think is heroic. Allow students to share some of their stories.

What Prevents Someone from Acting Heroically?

1. Show the students a picture of a person on a busy street, injured, seeking help. Ask the students what an ordinary person should do in this situation.
2. Explain that scientists used this scenario as an experiment. They hired actors to lie on the ground and pretend to be in pain. However, it took a long time for anyone to stop and help. Ask the students why they think it took so long.
3. Explain the concept that everyone has the ability to be a hero, but that sometimes we are faced with negative influences like “conformity” and “the bystander effect.” Ask students if they think the man who helped the person on the floor was a hero. Point out how his actions influenced other people in that situation to stop and help as well.

Wrap Up:

Ask students if they have any examples where they resisted conforming or were not bystanders and chose to help a person or animal.

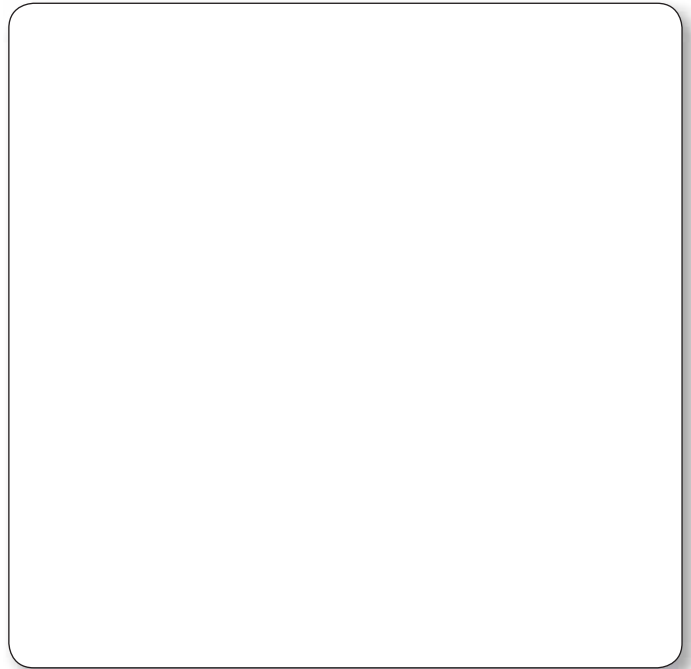
Ordinary Hero Worksheet

Name: _____

Date: _____

Meet Ordinary Hero

By: _____



Here is a picture of the ordinary hero who is making the world a better place.

Heroic Tales

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Kailash Satyarthi

Kailash has devoted his life to ending child slavery. When he was 26 years old, he gave up a high-paying job to focus on freeing children who are illegally forced to work as slaves. He would organize raids on factories that used child slaves in India. Many business people who used child slaves threatened to kill him, but that did not stop him. After many successful raids, Kailash started an organization called the Global March Against Child Labor. This organization works all over the world to stop child slavery and child labor.

Larry Lettera/ Camera 1



Lulu the Pig

JoAnn suffered a major heart attack while taking care of her daughter's pig, Lulu. JoAnn was alone and no one could hear her cries for help. Lulu knew that JoAnn was in trouble and ran out of the house. Lulu tried relentlessly to get help. She even laid down in the middle of the street while trying to get cars to stop. Lulu would return to the house to check on JoAnn and then return to the street searching for someone to help. Finally, someone noticed Lulu and followed her to the door. JoAnn was rushed to the hospital and she survived. Without Lulu's help, JoAnn might not be here today.

Vocabulary

Bystander effect: A phenomenon where people in an emergency situation do not offer any help to a victim in need of assistance when other people are present but not helping either.

Conformity: The act of matching a person's attitudes, beliefs, and behaviors to be the same as those of a group of people.



Objectives

Students will be able to...

- Examine and discuss the term "habitat" and its four main elements:
 - Cover
 - Food
 - Water
 - Space
- List some of the causes & consequences of "fragmentation."
- Identify and examine solutions for "fragmentation" such as "wildlife corridors."

Time Needed

45-60 minutes

1 class period

(2 class periods optional)

Materials

- "South India Gazette" worksheet
- "Solutions Found for Elephants" worksheet

Insider Tips

- This lesson can easily be extended to two class periods by handing out the "Solutions Found for Elephants" worksheet while the student groups are working on their persuasive statements. The public meeting can also be extended by having each spokesperson answer questions from the audience and having a vote at the end of the meeting.

Lesson 2: Understanding Habitats

Overview: While examining the importance of habitat, students will participate in a public meeting role play in which they will examine various point of views surrounding a particular solution to the problem of fragmentation.

Procedure:

Introduction

Write the following sentence on poster board, a power point presentation or whiteboard/chalkboard: "_____ is the combination of resources and environmental conditions present in an area that makes it possible for a species to survive and reproduce." Ask students to complete the sentence. (Answer: "Habitat")

Habitat's Elements

1. Ask the students to name and describe the four main elements of habitat. (Answer: Cover; Food; Water; Space)
2. Ask the students to imagine what would happen to various kinds of animals if just one of the four main habitat elements were taken away or changed in some way. Stress to the students the interdependency of the four elements.
 - Example: It would not be good for elephants if there were a lot of space, food and territory to cover, but they could not actually get to their water holes because a large road was built that splits their territory in half.

Fragmentation

1. Use this example to introduce the term "fragmentation" and explain that it is caused when large areas of habitat are broken up by human activities.
2. Ask the students to give examples of things that might have caused fragmentation in their areas and to name some animals who might have been affected. If students struggle with examples, broaden the territory from local areas to anywhere.

Wildlife Corridors

1. Ask students to brainstorm solutions to "fragmentation." Offer "wildlife corridors" as a possible solution if not given.
 - A wildlife corridor is an area of habitat connecting wildlife populations separated by human activities.
2. As a class, read the fictional "South India Gazette" worksheet.

Insider Tips (continued)

Classroom Teachers

- As an extension activity have students choose a wild animal and research the relevant habitat needs, focusing on the four elements. Then have the students research whether the animal's habitat has been altered by human beings and what is being done, if anything, to protect this species.
- This activity aligns to Common Core Reading Standards 1 and 4; Writing Standards 1, 2, and 4; and Speaking and Listening Standards 1, 3, and 4.

Outside Humane Educators

- If you are concerned about not having enough time to complete this lesson, instead of asking questions during the "Habitat Elements" and "Fragmentation" sections of the lesson, briefly discuss the topics by introducing the terms and relevant facts.
- To cut down on confusion and disagreements amongst group members, assign one student volunteer per group to be the designated spokesperson.

Resource Links

Habitat

- www.ifaw.org/lessons
- www.equalearth.org/naturalhabitatdestruction.html

Wildlife Corridors

- www.nrdc.org
- http://www.reliableprosperity.net/wildlife_corridors.html
- <http://news.nationalgeographic.com/news/2013/01/pictures/130109-florida-wildlife-species-bears-panthers-environment-science/>

Lesson 2: Understanding Habitats (continued)

Public Meeting—Role Play

1. Divide the class into four groups representing the various parties who will speak at a public meeting about the proposed project highlighted in the "South India Gazette" worksheet.

Each group will be assigned a role:

- Government official who needs to get support for the road project from local inhabitants and conservation experts.
 - Expert from an international conservation organization working to protect elephants and other wildlife in the area.
 - Villager who has a farm at the edge of the wildlife reserves.
 - Local small business owner who will be better connected to potential customers and whose transportation costs will be lower if the road is built.
2. Give the groups 15-20 minutes to draft persuasive statements that reflect their points of view and have each group nominate a spokesperson who will assume the assigned role.
 3. Have each designated spokesperson present to the rest of the class, which will be representing the public audience attending the meeting.
 4. At the end of the presentations, provide an opportunity for questions and more suggested solutions from the "audience."

Wrap Up:

1. Have the class evaluate each of the presentations and summarize lessons learned.
2. Hand out the "Solutions Found for Elephants" worksheet, informing the students that the public meeting role play was based on real life considerations and this worksheet recounts a true story of governmental officials, local villagers and conservation groups working together to help wildlife affected by fragmentation.



SOUTH INDIA Gazette



Road puts 1,000 elephants at risk

New highway could cut through vital wildlife habitat in southern India

The lives of more than 1,000 wild elephants are at risk from a road that could cut through their habitat in Southern India.

Conservation groups believe that the road will cut through a critical corridor of land linking two important wildlife reserves and will stop the elephants from moving safely along their natural migratory routes for foraging and breeding. Almost half of the wildlife corridors in India already have roads passing through them.

“It is crucial that something is done to help these elephants,” said conservationist and elephant expert Anand Kumar. “Today, there are only 25,000 wild Asian elephants remaining in the whole of India. They are suffering greatly from poaching, habitat loss, and fragmentation. This piece of land

is also key to the survival of several other species, such as tigers. We must work with the Indian government to protect it now.”

The corridor is a narrow strip of land currently owned by local people. The land is not only used by the local elephant population, but by other animals such as leopards and tigers as it links two forested areas cut off from each other by deforestation and agricultural land.

“It is crucial that something is done to help these elephants.”

— Anand Kumar, conservationist

Government officials in charge of the project say the new highway would better connect human settlements to the north and south of the reserves. However, a road cutting through the forest could also result in collisions between vehicles and animals straying onto or crossing the roadway.

Local villagers are also divided in their views of the proposed road. Some think it will help their area develop and allow them to commute more easily to towns nearby. Others are concerned that it will confine the elephants into small pockets of forest, forcing the herds to stray into local villages and fields looking for food, which could destroy crops and endanger their families.

“People have very little money here and depend on the crops they grow to feed their families. When elephants stray onto farm land they tear up crops with their trunks to eat and their huge feet can ruin a whole year’s harvest. Sometimes people get injured and killed when they try to frighten them off their land,” explains Karthik Gowda, who lives near the wildlife reserve.

If the road is given the go-ahead by the Indian government, work could begin within the next 18 months.

In the meantime, said Kumar, “We will be working with all parties to come up with solutions that not only protect the elephants’ habitat and stop them being lost to India forever, but that will help local people and the government too.”



© IFAW/Aidong

Solutions Found for Elephants

Thursday, December 20, 2007
Bangalore, India

More than one thousand wild elephants have been given a right of passage today, with the safeguarding of a wildlife corridor that links two reserves in Karnataka, Southern India. The land was handed over by the International Fund for Animal Welfare (IFAW) and Wildlife Trust of India (WTI), to forest officials in a ceremony in Bangalore—the first time land has been bought by a non-profit wildlife organization and signed over to the government to protect the habitat of the endangered Asian elephant. Michael Wamithi, IFAW's global Elephants Program Manager, said: "This is a significant step forward for elephant conservation in India, and a model I hope other wildlife groups will follow. Trans-frontier wildlife linkages are a sustainable means of addressing both habitat fragmentation and human-elephant conflict."

The signing between the Karnataka government and WTI transfers the land, known as the Edayargalli-Doddasampige (E-D) corridor, to the Forest Department. In return for the title deeds, forest officials will maintain the corridor as a safe passage for elephants. The 25.5 acres of land were privately purchased by IFAW in 2005 to ensure a viable habitat was protected from future development. WTI field staff will monitor the usage of the corridor by wildlife and ensure the movement of elephants is not hindered.

The E-D corridor is a narrow strip of land (0.5 km wide and 2 km long) that is crucial to the local elephant population as it links two forested areas cut off from each other by deforestation and agricultural land. A highway also runs through the corridor connecting human settlements to the north and south, threatening the ability of elephants to move safely between the protected areas for foraging and breeding.

Fred O'Regan, President of IFAW, said: "I am proud of this ground-breaking initiative, which aims to give privately-owned land back to the government authorities who are best-placed to enforce existing conservation laws. The E-D corridor in Karnataka is also home to wild tigers and leopards, so by protecting the habitat of elephants we are also able to provide safe passage for other endangered species and wildlife in the area."

WTI, IFAW and partners have also acquired part of an identified elephant corridor linking the Wayanad Sanctuary to the Brahmagiri Sanctuary, Kerala. The strip of land is threatened by human settlements. By acquiring the land owned by villagers, either by direct payment or by providing suitable alternative land and houses along with rehabilitation packages, the project works with local communities to ensure elephant habitat is protected for long-term conservation. Four families have already been voluntarily relocated from Thirulakunnu village. Mr. O'Regan commented: "Importantly, local villagers also benefit from the creation of corridors because they help reduce instances of conflict, thus creating a better world for animals and people."

Elephant numbers, which once were in the millions, have plummeted to an estimated 500,000. Today, there are approximately 35,000 to 45,000 Asian elephants remaining in the wild, about a tenth of the existing African elephant population. The major threats to elephant populations within Asia are poaching, habitat loss and fragmentation.



Objectives

Students will be able to...

- Explain some of the impacts industrialized animal agriculture has on the environment and animal welfare.
- Understand the motivations and reasons behind the adoption of a plant-based diet.

Time Needed

45-60 minutes
1 class period

Materials

- "Truth or Lie?" worksheet
- "The Omnivore's Debate" handout

Insider Tips

- When the student groups are writing their answers on the poster board, instruct them to write in complete sentences. This will help clarify their presentations to the rest of the class.
- To complement "The Omnivore's Debate" handout, consider showing "The Meatrix® I" film (www.themeatrix.com). It provides a clear and engaging context for the issues surrounding raising animals on factory farms.

Classroom Teachers

- As an extension activity, students can examine a common misconception that people, who do not eat meat, do not get enough protein. Students could make a classroom chart that compares protein values per serving, and include meat and meat alternatives.

Lesson 3: The Omnivore's Debate

Overview: By weighing the evidence on both sides of an issue, students will appreciate the important controversies surrounding our nation's meat industry.

Procedure:

Introduction

Ask students what, according to the United Nations, is the number one cause of greenhouse gas emissions in the world. (Answer: industrialized animal agriculture or factory farming.)

Truth or Lie?

1. Hand out to the students the "Truth or Lie?" worksheet and instruct them to answer the five questions to the best of their ability.
2. Review the answers with the class. Inform students that there is a section on the worksheet to take notes about the answers.
 1. True
 2. True
 3. False. According to the U.S. Senate Committee on Agriculture, Nutrition and Forestry, these animals generate 130 times as much waste as humans.
 4. False. The inflation-adjusted price of chicken is less than 1/4th what it was in 1980. In this time, the average broiler chicken (chicken bred for meat) has grown nearly twice as big and people are eating nearly twice as much chicken.
 5. False. Currently, only one percent of these animals are raised in a humane, sustainable way.

Free Write

1. Ask students to write continuously for five minutes, responding to this prompt, "For the sake of our animals and environment, should we become a vegetarian nation?" Tell the students that their writing will not be graded, but they may share their pieces if they like.
2. After five minutes, invite student volunteers to share their work.

Going Over the "Facts"

1. Hand out to the students "The Omnivore's Debate." As a class, read the fourteen facts and solicit and answer any questions about them.
2. Divide the class into two debate teams. Instruct the students which team will be representing the "Vegetarian Nation" side and which team will be representing the "No Change" side. Also, announce that you will be looking for at least one "introductory statement" from each team.

Insider Tips (continued)

- As an extension activity, students can become “Deli Detectives,” examining their local supermarkets and seeing whether they can find the origin of the stores’ meats. This activity will familiarize them with “COOL,” or “Country of Origin Labeling Laws.”
- This activity aligns to Common Core Reading Standards 1 and 4; Speaking and Listening Standards 1, 3, and 4; and Writing Standards 2 and 4.

Outside Humane Educators

- If you feel you will run short on time, cut out the “Free Write” activity. Another way to save time is to ask students to read and assess “The Omnivore’s Debate” handout themselves.
- For the possibility of a more impassioned debate, take a quick poll of students’ attitudes prior to dividing the class into two teams. If attitudes are divided equally, assign the teams accordingly.

Resource Links

Farm Animal Protection

- www.farmsanctuary.org
- www.hsus.org/farm_animals/
- www.cok.net
- www.eatwellguide.org
- www.mfa.org

Pro-Animal Agriculture

- www.consumerfreedom.com
- <http://www.debatatabase.org/details.asp?topicID=301>

Lesson 3: The Omnivore’s Debate (continued)

The Debate

1. Have each side present one or two opening statements (about a minute each).
2. Debate’s ground rules:
 - One student speaks at a time.
 - Students respond directly to their opponents’ arguments with facts.
 - Students will only be called upon if they raise their hands.



Wrap Up:

1. Take a straw poll as to whether the debate changed anyone’s opinion about the issue. Ask students what information was particularly influential.
2. Explain to the students that the debate asked students to take a hard stand, but there might be a “middle ground.” Ask the students to consider the issues raised, and consider the type of solutions that are available.



The Omnivore's Debate

Resolve: For the sake of our animals and our environment, we should become a vegetarian nation.

THE FACTS:

1. While most cattle are raised on factory farms and given a corn-based diet, they are genetically meant to eat grass. Grass-fed beef is lower in fats, cholesterol, and calories and higher in vitamins, antioxidants, and health-promoting fats. And, compared to their caged counterparts, grass-fed animals are treated more humanely. However, their meat tends to cost about twice as much.
2. Of the more than 9 billion chickens raised each year on U.S. factory farms, more than 100 million male chicks are ground-up alive or tossed into bags to suffocate. Hundreds of millions more chickens suffer from broken legs and wings from rough handling; millions more die from the stress of the journey to the slaughterhouse. (Food, Inc. documentary)
3. "The truth is it takes 2.6 pounds of grain and 435 gallons of water to produce a pound of beef in the United States. The reality is that 85 percent of the nation's grazing lands are not suitable for farming... Cattle eat forages that humans cannot consume and convert them into a nutrient-dense food." (<http://www.beeffrompasturetoplate.org>)
4. According to Mark Bittman of The New York Times, "We [Americans] each consume something like 110 grams of protein a day, about twice the federal government's recommended allowance; of that, about 75 grams come from animal protein. It's likely that most of us would do just fine on around 30 grams of protein a day, virtually all of it from plant sources."
5. Increasingly, concerned citizens are buying "sustainable beef." Usually, this means they pay the farmer for 1/4 of a cow; the money pays the farmer to raise a grass-fed, free ranging cow that is raised humanely.
6. According to Lester Brown, president of Earth Policy Institute, moving "down the food chain" or consuming less meat reduces water use. In the United States, where the annual consumption of grain as food and animal feed averages 1,760 pounds per person, a modest reduction in the consumption of meat, milk, and eggs could easily cut grain use per person by 200 pounds, saving 1,000 tons of irrigation water annually per person.
7. "The main ingredients [of food animals] are genetically modified grain and soy that are kept at artificially low prices by government subsidies. To further cut costs, the feed may also contain "by-product feedstuff" such as municipal garbage, stale pastry, chicken feathers, and candy." ("Grass-Fed Basics," eatwild.com)
8. According to VegNews.com:
 - It takes 22 times more land to produce the same food energy from meat than it does from potatoes.
 - It takes 27 times more petroleum to produce a hamburger than it does a soy burger.
 - Land animals confined and killed every year excrete 130 times more feces and urine than humans.
9. From VegNews.com: Growing crops for animals takes up 80 percent of the agricultural land in the U.S.
From Beeffrompasturetoplate.org: According to USDA's Agricultural Statistics 2005, of the 2.3 billion acres of land in the United States, 455 million acres are classified as cropland and only about 18 percent of U.S. cropland is used for feed grain production.
10. Beef is the No. 1 U.S. source of protein, vitamin B12, and zinc. Beef is also the No. 3 food source of iron behind fortified cereal and grains. According to Michael Pollan's book *In Defense of Food*, "...Meat...is nutritious food, supplying all the essential amino acids as well as many vitamins and minerals, and I haven't found a compelling health reason to exclude it from the diet" (pp. 165-6).
11. In countries where people eat a pound or more of fruits and vegetables a day, the rate of cancer is half what it is in the U.S., reports an Oxford University study. By contrast, people who eat above-average amounts of red and processed meats stand a higher chance of having elevated blood pressure, a coronary risk factor.
12. "Lions hunt deer; hawks hunt rabbits—who has the right to say it's morally wrong for humans, the most intelligent species on Earth, to eat other animals? And, why must morality, ethics, and food habits be connected?" (Buzzle.com)

Truth or Lie Worksheet

Name: _____

Date: _____

Directions: Indicate below whether the statement is True or False

1. _____ World meat production has grown nearly 500 percent since 1950.

NOTES:

2. _____ Over one-half of farm workers are undocumented migrant laborers.

NOTES:

3. _____ In the U.S., the animals raised for our consumption generate five times the amount of waste as humans.

NOTES:

4. _____ Adjusted for inflation, the price of chicken is twice what it was in 1980.

NOTES:

5. _____ Currently, 20 percent of all the animals we eat are raised in a humane, sustainable way.

NOTES:



All photos this page © Farm Sanctuary



Objectives

Students will be able to...

- Consider some of the social, moral and political dimensions of the animal welfare issues surrounding the protection and hunting of seals.
- Identify the various ways human beings use animals in their day-to-day lives.
- Examine their personal beliefs regarding the use of fur and leather products.

Time Needed

45–60 minutes
1 class period

Materials

- “Dastardly Dilemmas” worksheet
- “Animal Use: Matching Game” worksheet
- Seal & seal hunt information packet

Lesson 4: Clothing: The Tough Choices

Overview: Students examine the ethics behind the fur trade and the rationale for different attitudes toward the issue. To do so, students will begin by matching animals to the products for which they are used. This activity is followed by students taking on different personas and coming to a decision centered around the fur trade based on those personas.

Procedure:

Introduction

1. Instruct students to complete the “Animal Use: Matching Game” worksheet.
2. Review answers as a class. Respond to questions about animal use that arise from the worksheet.

Dastardly Dilemmas

1. Divide the students into small groups and assign each group one dilemma statement from the “Dastardly Dilemmas” worksheet.
2. Instruct each group of students to appoint a spokesperson and then, as a group, spend 10 minutes discussing the dilemma statement and the decision they would make as a group. Hand out the “Seal & Seal Hunt Information Packet” to each group for background information.
3. Have the groups describe their dilemmas to the rest of the class and explain their decisions. Once the groups have finished presenting, allow for discussion about each particular dilemma.
4. Ask the students what conclusions they have reached. Did any of the discussions make them change their minds on the various issues?



Reflection

1. Write these two questions on the whiteboard/chalkboard.
 - *Are there some cases of wearing fur/leather that are more justified than others?*
 - *How do you feel about wearing fur/leather?*
2. Ask students to write paragraph responses to each of these prompts.
3. (Optional) Have students share their responses to these questions.

Lesson 4: Clothing: The Tough Choices (continued)

Insider Tips

- When discussing the “Animal Use: Matching Game” worksheet, some students might inquire about animal-free alternatives. Be prepared to offer students seeking such alternatives with options or resources to find such products.
- In the “Animal Use: Matching Game” worksheet, there is some overlap even though students are asked to match each animal only once to a product. For example, rabbits have been used to produce fur coats and angora sweaters, and rennet can be found in any mammal's stomach even though it is most commonly taken from calves.
- One set of possible answers, matching each animal only once to a different product, in the Animal Use Matching Game: 1) E; 2) J; 3) G; 4) H; 5) A; 6) B; 7) C; 8) D; 9) I; 10) F.
- When the class is discussing the Dastardly Dilemma statements, interject the “Dastardly Dilemma discussion points” if they have not already been raised.

Classroom Teachers

- As an extension activity, ask the students to find material from different advocacy organizations regarding seal hunts and culls. Ask the students to provide written evaluations of three different sets of material they find in terms of clarity of message, effectiveness of imagery and the quality of evidence presented against the need for a cull.
- As an extension activity, have students write a first person fictional story based on the persona they adopted during the Dastardly Dilemma activity.
- This activity aligns to Common Core Reading Standards 2 and 8; Writing Standards 1, 2, and 4; and Speaking and Listening Standards 1, 3, and 4.

Outside Humane Educators

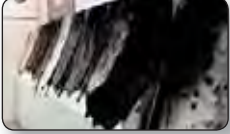
- If you do not have access to a whiteboard/ chalkboard, create a worksheet to distribute with the two “Reflection” questions on it so students have a place to write their paragraph responses.
- Creating an information sheet with websites and other resources on alternatives to animal-based products may come in handy if many students are seeking such information after the class.



Animal Use: Matching Game

Name: _____ Date: _____

Instructions: Match each product with one animal used to produce it.

Animal	Answer	Product
	1. _____	A. Down 
	2. _____	B. Gelatin 
	3. _____	C. Silk 
	4. _____	D. Ambergris [product used in perfumes and to flavor foods] 
	5. _____	E. Cashmere 
	6. _____	F. Fur 
	7. _____	G. Gator-Skin Boots 
	8. _____	H. Angora 
	9. _____	I. Rennet [product used in many cheeses as a binding agent] 
	10. _____	J. Carmine [product used as a coloring agent] 

Dastardly dilemmas. What would you do?

Dastardly Dilemma statements

You are an aspiring supermodel. You have always said you would never wear fur. You are asked to model a sealskin coat for a top fashion house to advance your career.

What would you do? What could be the implications of your decisions?

You are an indigenous person. Seal hunting is one of your people's traditions. You live in an area where the seal population has dropped significantly because of large-scale, commercial hunting. The law, however, says that because you are a native person you can still hunt seals. What could be the implications of your decisions?

You are a marine scientist. The head of the government agency you work for tells you he is under political pressure to claim that seals are destroying fishing nets and causing fish stocks to collapse. He wants you to support – or at least not counter – this claim, even though your research has shown it to be false. What would you do? What could be the implications of your decisions?

You work for an animal welfare group. You have campaigned against hunting and killing seals for profit. The government of a country which holds a big commercial seal hunt every year asks you to come and work for them on their pro-hunting campaign. They will double your salary. What would you do? What could be the implications of your decisions?

You are a teenager and have just finished school. Everyone in your area is poor. You hate cruelty to animals, and you love seals, but you know that you could make money your family needs by cooking for the men who come to kill seals each year. What would you do? What could be the implications of your decisions?

Dastardly Dilemma discussion points

Supermodel – What would happen if the aspiring model wore the seal fur and then used her position once she was famous to campaign against the seal fur trade?

What would happen if the aspiring model decided to tell the press that she refused to wear fur?

Indigenous person – What would happen if the indigenous person and his or her community stopped hunting seals – how would this affect their traditions and lifestyle? What would happen if the indigenous person kept hunting seals and sold them to the commercial organizations which could no longer hunt in your area?

Marine scientist – How would the marine scientist present evidence to show that seals don't eat all the fish – that it's a far more complicated issue – without losing his or her job?

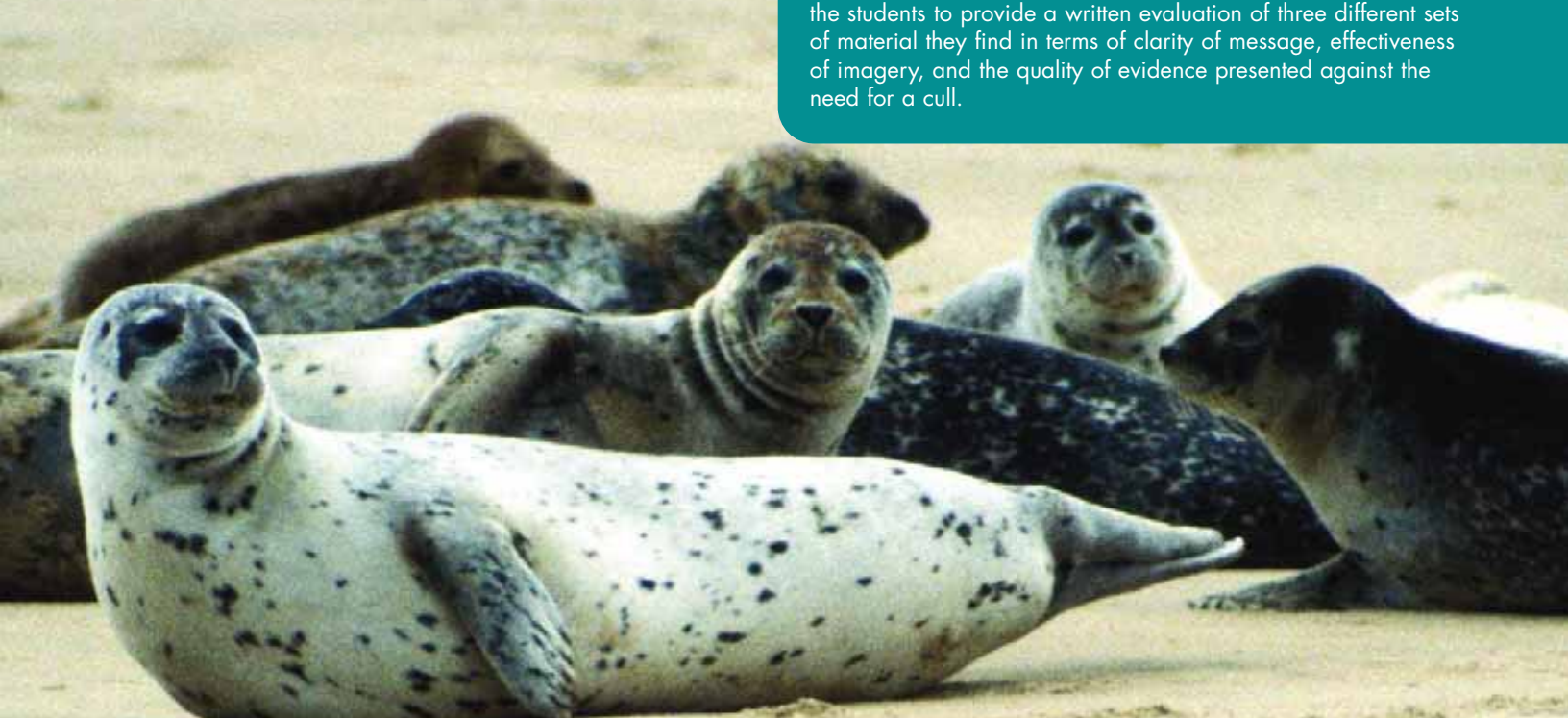
How would the local fishermen and women react if they were shown evidence that over-fishing – and not hungry seals – have caused fish stocks to plummet?

Campaigner – If the campaigner took this job what would be the impacts on his/her future career and relationships with colleagues? How could the campaigner still work against the seal hunt while being employed by the pro-hunting government?

Teenager – What would be the effects on the teenager if he or she took this job? How would friends and family view the decision? How could he or she help the seals?

Extension activity

Ask the students to search the Internet and find material from campaigning organizations regarding seal hunts and culls. Ask the students to provide a written evaluation of three different sets of material they find in terms of clarity of message, effectiveness of imagery, and the quality of evidence presented against the need for a cull.



The Story of Seals



Scientists believe seals evolved from land animals that were related to modern mammals like dogs and bears. These creatures took to the sea about 30 million years ago, perhaps because there was more food available there. The earliest fossils of these seal ancestors date back more than 23 million years.

The first seals lived in the Pacific Ocean off what is now California. Over millions of years they dispersed throughout the North Pacific and into the Atlantic via an ancient waterway that separated North and South America. They later moved into the southern hemisphere.

Seals have evolved to take advantage of the rich resources of the sea while maintaining close ties to the land where they rest, molt, give birth and nurse their young. Today, seals are found all over the world, but the largest numbers live in the cold of the Arctic and Antarctic, where food is most abundant.



Many legends and stories have become part of the myth of these beautiful sea creatures.

In some tales, the seals are said to turn into people when they come ashore. In one such story, a beautiful girl turns back into a seal and is tragically killed by her fisherman husband.

Although most seals feed mainly on fish, the leopard seal eats penguins and sometimes other seals. The largest seal population in the world belongs to the crabeater seal, which does not actually eat crabs at all, but instead feeds on krill (small shrimp-like creatures), which it filters through teeth that are specially adapted for this purpose.



Seals come back onto land, which is known as "hauling out," for many reasons, including resting, molting, giving birth and nursing. Species such as harp and hooded seals haul out onto ice and

turn this frozen paradise into a vast nursery with thousands of seal pups and their mothers.

Some seals will migrate thousands of miles between their feeding and breeding grounds. Others can dive to incredible depths. The northern elephant seal holds the record for the deepest dive at more than 3,280 feet (1,000 meters). The longest dive ever recorded is one hour, 13 minutes in the Antarctic by a Weddell seal.



Elephant Sized

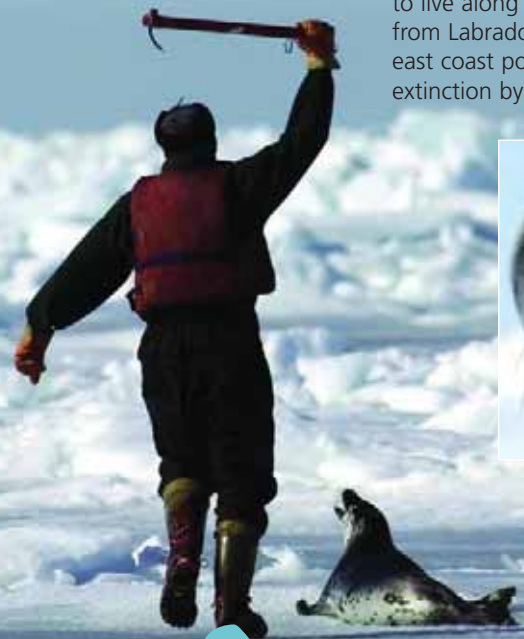
The largest of all species is the northern elephant seal, with male "bulls" weighing up to almost four tons, as heavy as a large truck. They can grow to 21 feet (6.5 meters) in length. They got their name because their large noses reminded people of the trunks of elephants. The smallest species in the world are ringed seals and Baikal seals. They weigh up to only 140 pounds (64 kilograms) and are about 4 feet, 6 inches (1.37 meters) in length.

Seal Hunting

Seals have been hunted for centuries. The Inuit have always hunted seals in the Arctic. Archeological evidence suggests that seals were hunted by people living on the east coast of North America as long as 4,000 years ago. It is also known that they provided food and fur to Norse settlers in Greenland from around A.D. 985.

History

Over the past 200 years, commercial hunting has brought some species to the brink of extinction. In the 19th century, fewer than 100 northern elephant seals were left alive – all elephant seals today are descended from just those few. Walruses were also hunted extensively for ivory and their blubber, which was made into oil. The Atlantic walrus used to live along the east coast of North America from Labrador to Cape Cod, but the entire east coast population was hunted to local extinction by 1800.



Seals were hunted in most places where they came into contact with people, but gradually the majority of countries ended the killing. However, large-scale commercial hunting still takes place in Canada, Russia, Greenland, Norway and Namibia.

The Largest Marine Mammal Hunt in the World

Between 2003-2005 more than one million harp seals were killed in Canada, making it by far the largest hunt for any marine mammal in the world. The quota for the hunt in 2006 was 335,000, one of the highest ever.

This huge hunt has been hotly debated by the pro- and anti-sealing sides of the issue for many years. The Canadian government and other seal hunt supporters say it is humane and well regulated. Supporters claim it is necessary to control seal numbers because seals eat too many of the fish that fishermen rely on for a living. Those opposed to the hunt, which includes many Canadians and millions of other people around the world, argue that it is cruel, puts the seal population at risk, and that seals are not to blame for reduced fish numbers.

Today an average of more than 300,000 harp seals are killed every year in Canada, mainly so their fur can be used by the fashion industry around the world. The killing of 10,000 hooded seals each year is also permitted in Canada.



Shivering Seals

When harp seal pups are first born they keep warm by shivering. Inside their mother's womb it is cozy, but once they enter the icy world outside they often face temperatures below freezing.

Harp seals give birth to their young in the Gulf of St Lawrence and off the coast of Newfoundland in late February and early March each year, turning the ice floes into a giant white nursery. Despite a decision in the 1980s by the European Economic Community to ban the import of whitecoat seal pup pelts, in recent years more than 95% of the seals killed have been younger than three months old. It is legal to kill seal pups once they start to molt, at about 14 days old.

The sealers club and shoot both pups and adult animals. As clubs, they sometimes use hakapiks, which have a large metal spike on the end. One of the problems with shooting is that seals are sometimes wounded and go back into the water to die slow and painful deaths.



Scientists report that the hunt puts the harp seal population in danger because killing such high numbers each year is not sustainable. A recent scientific survey shows that the Canadian government's plan for harp seals risks reducing the population by 70%. Scientists also point out that there is no evidence that killing seals helps protect fish stocks. The collapse of the cod stocks in Canada was caused by overfishing – even most fishermen agree that is the case.

With subsidies in the late 1990s of \$20 million, as well as other expenses, the hunt costs Canadian taxpayers money and yet accounts for only a small part of a fisherman's income.

Other Hunts and Culls Around the World

In other annual hunts around the world, about 75,000 harp seals from the same population as those off the coast of Canada are landed in Greenland's summer hunt, more than 40,000 harp seals in Russia and 40,000 fur seals in Namibia. Norway kills 9,500 seals in the White Sea and thousands of others off its own coast. The South African fur seal hunt was suspended in 1990. The numbers listed above do not tell the full story – the Greenland hunt actually kills more than 150,000 seals, because for every animal that is landed, an additional one has been killed but not recovered.



Scientists point to this high "struck-and-lost" rate as one of the cruelest aspects of such hunting. It also leads to unsustainability since the numbers are not included in hunt or population statistics.

Common or harbor seals are found in UK waters, as well as 35% of the global population of gray seals. In Scotland, there have been repeated calls for seal culls (reducing the population). These calls are led by fishermen who are concerned that the

seals are eating large amounts of fish that they believe would otherwise be available for them to bring ashore. The law in Britain is so vague that seals can even be shot if they are just in an area where fishing gear is in use.

The Australian fur seal is also regarded as a problem by fishermen and a significant number are killed each year in traps and nets or shot.

In the USA, the Marine Mammal Protection Act prohibits importing, hunting, capturing or killing of marine mammals except for scientific research, public display, and the incidental harming of these animals in the course of commercial fishing.

Fisheries Competition

The claim that seals are damaging fish stocks is always used as one of the excuses for commercial seal hunts and culls.

However, scientists say the simplistic argument that seals eat fish and therefore if you kill them there will be more fish for fishermen is nonsense. Seals eat many predators of commercially caught fish and removing seals may in fact have the opposite effect and actually reduce those fish numbers. The reality is that the situation is incredibly complex, but overfishing is universally accepted as the primary cause of collapsing fish populations.



Nose Balloon

Adult male hooded seals have the strange ability to inflate the black sac, or "hood," which hangs over the end of their nose. Adult males can also inflate the skin-like membrane in their noses, so it forms a large red balloon. They do this when they are being aggressive or defensive, and possibly to impress the females!

Protecting Seals Around the World



These beautiful marine mammals are among the most wonderful wild animals we ever encounter. For more than 30 years IFAW has been campaigning internationally to protect seals like these around the world.



In the 21st century, scientists now advise that we should begin protecting and conserving wildlife and their habitats long before species become rare and more difficult and costly to protect. At present, a third of all seal species are listed on the IUCN (The World Conservation Union) Red List, which means they are at risk. In some cases, such as the Mediterranean monk seal, the whole species is listed as critically endangered.

Campaigning Against Commercial Seal Hunting

The campaign against the Canadian seal hunt is backed by politicians from the USA, Europe, and other parts of the world. According to a 2005 poll, 69% of Canadians were opposed to the commercial hunting of seals. In the USA, seals are protected by the Marine Mammal Protection Act (MMPA), which was passed by Congress in 1972. The MMPA prohibits, with certain exceptions, the "take" (capture or killing) of marine mammals in US waters and by US citizens on the high seas, as well as the importation of marine mammals and marine mammal products into the USA.



The three key reasons for opposition to the hunt are:

- **Cruelty** – A report by an international panel of veterinarians revealed that up to 42% of the seals are skinned alive. Clubbing is inherently cruel and shooting often leaves seals to die slow and painful deaths underwater.
 - **Not sustainable** – Scientists warn that the current level of killing cannot continue without putting the harp seal population at risk.
 - **Not economically viable** – Recent Canadian government grants of \$20 million far outweigh the annual landed value of seals. Sealing accounts for less than one tenth of one percent of Newfoundland's economy and is only a small fraction of a fisherman's income.
- The biggest success in the campaign against the commercial Canadian seal hunt was when the European Economic Community banned the import of white-coat harp seal pelts in the 1980s. Hunt numbers dropped substantially for several years after the ban, but have now risen sharply again.



Seal Song

Male bearded seals are very vocal and produce a distinctive song, perhaps even a dialect unique to specific regions. These songs may be used to attract females or to defend underwater territories during the spring breeding season.



Lesson 5: When Does Animal Use Become Animal Abuse?

Overview: While examining the range of human use (and abuse) of animals, students will consider which behaviors they deem acceptable, and “draw the line” at those they don’t.

Procedure:

Introduction

Ask the students to provide examples of people using animals for the benefit of human beings. Ask them generally how they feel about animals being used.

Use or Abuse?

1. Divide students into small groups. Hand out to each student an envelope filled with 14 small pieces of paper, numbered 1 through 14. Give each student the “Animal Use Example” handout. Distribute to each group the “Continuum Paper Packet.”
2. Instruct the students to put together their group’s “Continuum Paper Packet” by laying out the 10 sheets of paper on their desks with one end having the paper with a “-” or negative sign on it and the other end having the paper with a “+” or positive sign on it.
3. As a class, read through the 14 examples of animal use in the “Animal Use Example” handout. Have student volunteers read each example. Solicit and answer any questions students might have about each example.
4. Ask the students to decide which uses of animals they can accept and which ones they cannot. Then instruct the students to use the papers inside their individual envelopes to indicate their personal feelings on the particular animal use. The statement of use they can most readily accept is placed closest to the “+” sign on the continuum and the statement of use they have the most difficulty accepting should be placed closest to the “-” sign. Other statements are placed accordingly in between on the continuum.
5. Once each student has completed placing his or her numbers on the continuum, ask the students to draw a line on the continuum where they would personally draw the line on what is acceptable to them and what is not (i.e. what would be considered acceptable use vs. animal abuse).
6. Have students discuss their reflections with the other members of their group. Ask the students to try to agree on a group assessment on what can be considered animal use and what can be considered animal abuse.

Objectives

Students will be able to...

- Examine their beliefs regarding acceptable and unacceptable human uses of animals.
- Practice building consensus with their peers.

Time Needed

35–45 minutes

1 class period

Materials

- “Animal Use Example” Handout
- “Continuum Paper Packet”—Set for each group (10 sheets of paper: 8 of them have a straight line going all the way across the paper, 1 has a “-” and 1 has a “+” on the paper)
- “Animal Use Envelopes”—one for each student (Each envelope is filled with 14 pieces of paper numbered from 1 to 14)

Insider Tips

- If possible, use different color paper in each envelope so students can easily distinguish themselves on the Continuum.
- Prior to starting the class discussion, consider establishing some ground rules for a safe and productive classroom discussion.
- Throughout the class, underscore that current animal conditions are not permanent. Students are learning about these issues so that, if they deem necessary, they may help effect change.

Insider Tips (continued)

Classroom Teachers

- For a longer and more in depth lesson, prior to this class, assign each small group a number of the animal uses from the "Animal Use Example" handout to research. This way when the class reads all of the animal uses together, each group can be responsible for answering questions about a particular use.
- This activity aligns to Common Core Reading Standard 1; Speaking and Listening Standards 1 and 3; and Writing Standard 2.

Outside Humane Educators

- Consider modeling a consensus building activity prior to having the small groups discuss the animal uses and try to come to a consensus.
- Be prepared for the unexpected. If a student asks you a question about a particular animal use that you do not know the answer to, you can admit that you do not know to the class, and inform them that you will get back to them with that answer.

Resource Links

Animal Protection Organizations

- www.ifaw.org
- www.asPCA.org
- www.hsus.org
- www.peta.org
- www.farmsanctuary.org
- www.aavs.org

Pro-Use Organizations

- www.ucla-pro-test.org
- home.nra.org
- www.aza.org
- www.consumerfreedom.com
- www.nsta.org
- www.feldentertainment.com

Lesson 5: When Does Animal Use Become Animal Abuse? (continued)

Use or Abuse: Class Discussion

1. Once the students have done their best to come to an agreement, hold a class discussion on the subject.
2. Ask the following questions of the students:
 - *On what grounds did you find uses of animals more or less acceptable?*
 - *Where did you draw the line?*
 - *Was your decision made on moral, pragmatic, or other grounds?*
 - *Did the views of others change your own views?*
 - *Were you able to achieve consensus in your group?*
 - *If so, on what grounds did you agree?*
 - *If not, why not?*
 - *Might the line be drawn differently depending on the circumstances surrounding each case?*
 - *Does the decision depend upon the animal being used?*
 - *Might people of different age groups, cultures, or countries draw their lines differently?*
 - *Do your personal choices reflect the views that you've expressed?*

Wrap Up:

1. Ask students if they have ever thought about the issues that were presented before today.
2. Instruct the students to write down one thing that they can do to help animals subjected to a use that falls on the unacceptable, abusive side of their continuum. Share responses.



Animal Use Example



1. Using animals for scientific experiments to test whether cosmetics and toiletries (perfumes, aftershaves, lipsticks, shampoos, etc.) are safe for human use.
2. Hunting and trapping fur-bearing animals so their skins can be used to make fur coats and other fur products.
3. Keeping wild animals in zoos, aquaria, and aviaries for purposes of amusement and education.
4. Using animals for military experiments to test the effects of new weapons of chemical, gas, and biological warfare.
5. Intensive rearing of animals inside factory farms for eventual slaughter and consumption as food.
6. Using animals in scientific experiments to find cures for human diseases such as AIDS and cancer.
7. Using animals as "beasts of burden" for riding and pulling carts, carriages, and ploughs.
8. Using specifically bred and freshly killed animals for dissection purposes in school biology lessons.
9. Rearing of animals in free-range conditions (open yards, fields) for eventual slaughter and consumption as food.
10. Using animals in television commercials as a means of promoting products.
11. Using dogs and cats, who would otherwise be euthanized at city pounds, for scientific experiments.
12. Purposely breeding cats and dogs.
13. Using wild animals (elephants, tigers, bears) as entertainers in circuses.
14. Hunting animals for sport.

USE OR ABUSE?



Objectives

Students will be able to...

- Describe some of the activities and tactics used by activists.
- Explain what makes an effective activist.

Time Needed

45–60 minutes
1 class period

Materials

- “Your Turn” worksheet
- “Activist Biography & Questions” worksheets
 - Jane Goodall
 - Nathan Runkle
 - Christine Dorchak

Lesson 6: Standing Up for Animal Rights

Overview: By learning about the practices of three great animal rights activists, students may feel empowered to engineer their own programs of change.

Procedure:

Introduction

Ask students to write a definition for the word “activist.” Discuss how activists challenge laws to raise ethical questions, collectivize energy toward a cause, and aim for change. Consider whether activists ever need to break the law.

Three Activists

1. Explain to the students that they will be reading about three different activists working in different ways to help various types of animals. Hand out the “Activist Biography & Questions” worksheet.
2. Instruct the students to read the three biographies and then use those biographies to answer the multiple choice questions about each activist. Tell the students that as they study the different activists, they should keep in mind the activists’ styles and what makes him or her effective.
3. After students have read the biographies and answered the questions, as a whole class, summarize the biographies and review the answers to the multiple choice questions.

Answers for Jane Goodall:

1. (A): Goodall went with her mother, Vanne, in 1960. They both contracted malaria initially, but Jane prevailed to establish her principal research station in Gombe, Tanzania.
2. (D): The answer contains many facts that point to Goodall’s extension of our knowledge about these animals. Goodall carefully observed the chimpanzees and found new truths about their behaviors.
3. (A) Not one to dictate behavior, Goodall had no intervention in intertribal warfare. Instead, she wanted to confer power upon those who lived near chimpanzees. As a result, Jane Goodall Institute counts 19 offices around the world, working to establish sanctuaries for orphaned or injured chimps, as well as maintain conservation and development programs.



Insider Tips

- Students are not expected to come up with exact “solutions” like the activists executed.
- Consider creating a list of real life animal rights “problems” as a prompt for students to draw from when completing the “Your Turn” worksheet.

Classroom Teachers

- This lesson can be a companion lesson to others on civil rights activists. Students can compare tactics and compare and contrast activists’ goals and rationales.
- This activity aligns to Common Core Reading Standards 1, 4, and 5; Speaking and Listening Standard 1; and Writing Standard 4.

Outside Humane Educators

- Consider bringing in pictures of the activists, or videos highlighting some of the activists’ work.
- Although these activists’ accomplishments are extraordinary, remind students that the conventional means of change are also very effective. Letter writing, phone calls, fundraisers, boycotts, education, and community service are all actions students can execute.

Resource Links

Jane Goodall

www.janegoodall.org

www.rootsandshoots.org

Nathan Runkle

www.mfa.org

Christine Dorchak

<http://www.grey2kusa.org>

Lesson 6: Standing Up for Animal Rights (continued)

Answers for Nathan Runkle:

1. (C): Runkle became a vegan at 11, when he was moved by an Earth Day demonstration promoting vegetarianism. When he witnessed this event, committed by a classmate who worked on a pig farm, he “started small” by contacting his school authorities. When he was not satisfied with the response, his opinions grew.
2. (A): Far from being shot down by state court, Mercy for Animals takes advantage of all technology offers. By exposing the problem clearly and compassionately, whether through print, film or internet video, Runkle believes people will come to the right decisions.
3. (A): Runkle does not so much aim to humiliate his opponent, in this case McDonald’s, as he does to enlighten the consumer. You can discuss with students whether this media campaign is in good taste, or might backfire.

Answers for Christine Dorchak:

1. (A) Greyhounds race in all weather conditions, making them vulnerable to tissue injuries, bone fractures, spinal injuries and cardiac arrest. Naturally gentle and affectionate, greyhounds do not have happy lives at the track. With her affinity for Kelsey, who saved her life, Dorchak decided to give her life to GREY2K USA.
2. (A): While Dorchak dismissed this lawsuit as a “publicity stunt,” it reminded her of her accident, leaving her feeling helpless. This prompted her to take the law into her own hands, and become a lawyer.
3. (B): The state supreme court declares the 2006 anti-greyhound measure as “too broad” and they strike it from the ballot before people have a chance to vote. Dorchak shifted focus to local communities, she gathered evidence detailed in “B” and succeeded at banning greyhound racing from Massachusetts.

Writing & Sharing Wrap Up:

1. Distribute the “Your Turn” worksheet to the students. Instruct the students to complete the handout. The students will conceive of an animal rights “problem” on their own and describe a “solution” for it.
2. After students have completed the worksheet, allow volunteers to share their problems and solutions and discuss them as a class.
3. Encourage their imagination. As students share their ideas, reinforce the notion that making change starts with what they do and how they treat others in their everyday lives.

Activist Biography & Questions—Worksheet

JANE GOODALL (1934 -)

Ferenc Szelepcsényi / Shutterstock.com



After working as a secretary and documentary film editor in her native England, Jane's love of animals, determination, and desire for adventures led her to seek a research opportunity with chimpanzees in Africa. In Tanzania, she contracted malaria and skeptics told her a woman had no place in the jungle. Eventually, Jane found an observation spot and, when she was eating a banana one day, a large male chimp approached her. Through time and patience, she earned the trust of chimps and was able to exist with them more closely than any person had before, allowing her to make breakthrough discoveries: chimps are omnivores, and chimps are able to make tools to extract food. But illegal hunting and habitat destruction had decimated their population during the mid-20th century from over a million to 250,000. Goodall spent 40 years in Africa to

remind humans of their responsibilities to protect these creatures. Still, into her upper 70s, she travels 300 days a year to promote her two humanitarian creations: the Jane Goodall Institute, which protects healthy, orphaned and injured chimps with 19 offices around the world; and Roots and Shoots, a youth-based, grass-roots movement with over 150,000 members in more than 120 countries that tackles environmental, human rights and animal rights issues.

Directions: For each problem below, find the solution that you imagine Goodall chose:

- In 1960, when she was 26, Jane was told by the Tanzanian government that it was not proper for a young woman to venture deep into the jungle on her own. What did she do?
 - Though the authorities were encouraging Goodall to receive the protection of a man, she brought her mother.
 - She tried to protest, but the Tanzanian government refused to listen. She went back to England to marry any willing man quickly, then returned with her new husband.
 - Unable to enter the jungle where the chimps lived, she set up a research station in Dar es Salaam, Tanzania's capital, and worked with field notes collected by men at Yale School of Medicine.
- The chimpanzee population is suffering because of habitat destruction and illegal hunting. What does she do?
 - Before determining what is best for the chimps, she goes and lives with them for several years, observing at close range, making strong bonds with them, and even giving them names.
 - She establishes chapters of her humanitarian foundations through Africa, where chimpanzee populations are greatest, training her staff to understand the animals and the motives of their chief predators, humans.
 - She promotes the notion of dignity among chimpanzees through her published reports that reveal: chimps are capable of reasoned thought, abstraction, symbolic representation, and the concept of self, all previously thought to be qualities unique to humans.
 - All of the above
 - A and B only
- Local warring makes it unsafe for her to remain at her research station in Gombe, Tanzania. What does she do?
 - Goodall successfully transfers the group's authority to Tanzanians. This empowered them to form many more groups, based on her prototype.
 - She refused to move, protesting that, since it is unjust to invade the chimpanzees' habitat, it is unjust to have her own living space invaded.
 - She goes to the house of the local warlord and warns him of the value of thinking before acting.

Sources: <http://www.biography.com/articles/Jane-Goodall-9542363>, <http://www.janegoodall.org>

Activist Biography & Questions—Worksheet

NATHAN RUNKLE (1984 -)

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Nathan Runkle began his humanitarian outreach at the tender age of 15, after witnessing a disturbing incident in his high school biology class (detailed in question #1). Concerned about the equal consideration of all animals—not just our domesticated breeds—he began his group “Mercy for Animals.” Taking advantage of all social media—Facebook, Twitter, web sites, MTV, documentaries, plays, blogs, and pamphlets—Runkle has galvanized over 10,000 gritty, committed members to his cause. Against the food industry he perceives as unjust, he does what needs to be done in order to spread his message. So, for the cause of California’s Proposition 2, which called for the elimination of confining “battery cages” on chicken farms, Runkle engaged an undercover investigation of Gemperle Enterprises, one of the state’s

largest egg factory farms. His group documented birds being crammed into tiny spaces, employees ripping birds out of these cages, and carbon dioxide gassing of the birds in “kill cars.” The footage was released on MTV and his website, ChoosVeg.org. He also hosted over 100 educational outreach events, distributed nearly a million pieces of literature, wrote his own vegan cookbook, and made a documentary on the subject, called Fowl Play. In the end, Proposition 2 passed. Runkle is a young, energetic, and exciting animal rights activist.

Directions: For each problem below, find the solution that you imagine Runkle chose:

1. Nathan Runkle witnesses a live baby piglet, soon to be dissected, beaten to death in a high school science classroom. He:
 - A. Is so nauseated by the sight that he goes directly home and tells his parents about it. Other parents hear and threaten to expel the boy who beat the pig.
 - B. Writes a poem about the event that gets published in his school’s literary magazine.
 - C. Contacts his guidance counselor, they launch a complaint with the school board, and the case goes to trial.
2. The student and teacher involved with the murder of this pig in science class were brought to trial for animal cruelty, but the court dismissed the case, citing it was standard agricultural practice to kill pigs this way. Runkle:
 - A. Decides to draw attention to this verdict, and thus forms his group “Mercy for Animals,” dedicated to the humane treatment of all animals.
 - B. Accepts the court’s decision, reconciling his futility against the several billion-dollar pork industry.
 - C. Writes a script based on this trial. Several of his friends agree to act in the production, which takes the place of the annual spring musical at his school.
3. Runkle is concerned with the many acts of violence McDonald’s inflicts upon chickens, pigs, and cows. He:
 - A. Organizes “Anti McDonald’s Day outside Chicago’s largest McDonald’s, and stages a “feed-in,” offering vegan food to participants.
 - B. Pickets with his group outside of McDonald’s headquarters, ritualistically debeaking rubber chickens and adding to the mound of dirt labeled as “cow manure.” When a McDonald’s executive walks by, Runkle lobs some dirt toward him and is arrested.
 - C. Proposed the “McVeggie” burger, with the catchphrase “cruelty free.” Because they feel it would reflect upon the cruelty of their other menu items, McDonald’s rejects the product and the catchphrase.

Source: mercyforanimals.org

Activist Biography & Questions—Worksheet

CHRISTINE DORCHAK (1969 -)

www.Grey2Kusa.org



In 1992, Christine Dorchak was out for an early morning walk with her adopted Black Russian terrier, Kelsey, when she was struck by a train. Though she remembered little after her first coma, she did remember Kelsey, and credits her for pulling her out of the direct path of the train. After two years' recovery, Dorchak was compelled to volunteer for animal rights organizations. Some of this involved her weekend picketing outside the Wonderland Raceland track, just outside Boston, where greyhounds were paraded out for gamblers, but were mistreated by their owners. To combat this perceived injustice in a more organized way, she co-founded GREY2K USA in 2001, and tried three times to end dog racing in Massachusetts. After losing by the closest margin in state history in 2000 (the vote was 49-51!) and being taken off the ballot in 2006, the

Greyhound Protection Act finally passed in 2008 by a double digit margin. People in 12 of 14 counties voted to end dog racing. She says, "My ultimate goal is to make GREY2K USA non-essential."

Directions: For each problem below, find the solution that you imagine Dorchak chose.

1. Every year, thousands of greyhounds are bred for commercial dog racing. These dogs live in warehouse-style kennels and spend an average of 20 hours a day in cages, racing in all weather conditions. When the dogs can no longer win races, many are simply killed. Responding to this, Dorchak:
 - A. Co-founds GREY2K USA, which informs people about greyhound abuse and issues ballot initiatives to reform state laws.
 - B. Stages a protest outside the Raynham Greyhound Park. For a week straight, in all weather, she remains in a small dog cage, to alert the public about the dogs' restrictive conditions.
 - C. Regularly organizes late-night covert operation break-ins to "shelters" for retired greyhounds and captures them for adoption.
2. A dog track owner sues Dorchak for \$10 million, claiming her group's protest defamed his character and that of his business. In response, she:
 - A. Decides to become a lawyer, both for the sake of this lawsuit and for the sake of the greyhounds. She enrolls in New England School of Law.
 - B. Sues him for \$20 million, claiming the real "character defamation" is happening to the greyhounds.
 - C. Begins an Internet chat group that targets this owner's personal life. It grows attention and media coverage, until eventually, the owner drops the case and is forced to make a public apology in order to redeem his character.
3. In 2006, Dorchak's bill to ban dog racing from Massachusetts fails a second time. What happens next?
 - A. Having given the better part of a decade to the campaign, Dorchak concedes that "the battle is too steep; the cards are stacked against us, no matter how hard we try."
 - B. Dorchak's group obtains photos of the dogs' living conditions and records detailing the dogs' injuries at the state's two tracks. This effort is supported by many local businesses and its graphic imagery leads the 2008 campaign.
 - C. Not one to fade away, Dorchak writes, produces, and stars in an "Animal Planet" reality TV show in which she pretends to be a race dog breeder, which allows her and her camera crew access to the dogs' cages and the track's offices, where owners discuss which dogs should be retired.

Sources: <http://petnewsandviews.com/2010/04/christine-dorchak-champions-greyhounds/>, <http://www.csmonitor.com/2007/1010>

Your Turn Worksheet

Name: _____ Date: _____

Directions: Within the topic of animal rights, what is an issue that concerns YOU?

What is the Problem?

What is your Solution?