

▶▶ How You Can Save Animals

Part 1: Be an Animal's Best Friend

For this activity, students will consider the needs, feelings, and thoughts of the animal companions they share their homes with in order to build empathy and better understand their needs. Students should choose a domestic animal and then list things that the animal likes and dislikes, things that they themselves like and dislike, and things that both they and the animal like and dislike.

Answers will vary. Here is one possible answer:

A Dog Likes:
playing fetch

We Both Like:
eating a big dinner

I Like:
playing video games

Use this opportunity to discuss with students why it's important to adopt from open-admission animal shelters and to be sure that the needs of the animals they bring into their homes are met. Many students buy animals like fish, mice, rats, hamsters, birds, and even cats and dogs from pet stores without realizing that they suffer in the pet trade, where they're treated like objects rather than living beings, or that each of them has very specific needs.

Part 2: Changing Times, Changing Minds

This activity presents students with a variety of ways in which animals are being used by humans today, challenging them to think of alternatives to these uses or to come up with new ones.

Answers will vary. Some possible answers might include the following:

1. Use humane alternatives, such as models or virtual-dissection software.
2. Test products in test tubes, by using computer simulators and with human clinical trials.
3. Retire animals from the entertainment industry and send them to reputable animal sanctuaries where they can live out their lives in peace. Support animal-free entertainment options.

Part 3: Animal Overpopulation = Sad Math

Here, students will use math to calculate the number of animals that can result when people don't spay or neuter an animal companion. Through this activity, they'll gain a better understanding of the animal-overpopulation crisis and how to solve it.

| | | | | |
|-------------|--------------|--------------|---------------|---------------|
| 1 | 6 | 6 | 6 | 7 |
| + 6 | + 18 | 36 | 54 | 24 |
| 7 (TOTAL A) | 24 (TOTAL B) | + 54 | + 324 | 96 |
| | | 96 (TOTAL C) | 384 (TOTAL D) | + 384 |
| | | | | 511 (TOTAL E) |

Answers to the short-answer portion will vary, but be sure that students understand that spaying and neutering animals and always adopting animals from open-admission animal shelters rather than buying them from pet stores or breeders are the best ways to help solve the homeless-animal crisis. And remember: This doesn't apply only to cats and dogs—the same is true for other animals commonly purchased at pet stores, like mice, rats, hamsters, fish, reptiles, rabbits, and birds. By adopting, they can save lives instead of supporting businesses that profit from bringing even more animals into an already overpopulated world.



Teacher's Guide

Introduction

Share the World is a free educational program designed to help elementary school students develop respect and compassion for all living beings and learn how to make a difference for animals.

Target Audience

This program is designed for use by students in kindergarten through 5th grade, and we invite educators to adjust the suggested guidelines and activities as they see fit for their particular students.

Program Objectives

Share the World is designed to accomplish the following objectives:

- Enhance students' understanding that all animals are living, feeling beings who deserve our consideration, respect, and protection
- Assist students in recognizing that animals often experience the same needs and feelings that we do, which will help them develop empathy for other beings
- Enable students to appreciate the amazing characteristics and abilities of animals
- Help students understand how humans' regard for animals has changed and developed as their knowledge of animals has increased
- Empower students by helping them recognize the advancements that we've made as a society to move away from using animals as well as showing them ways to take responsibility and help animals in their own lives

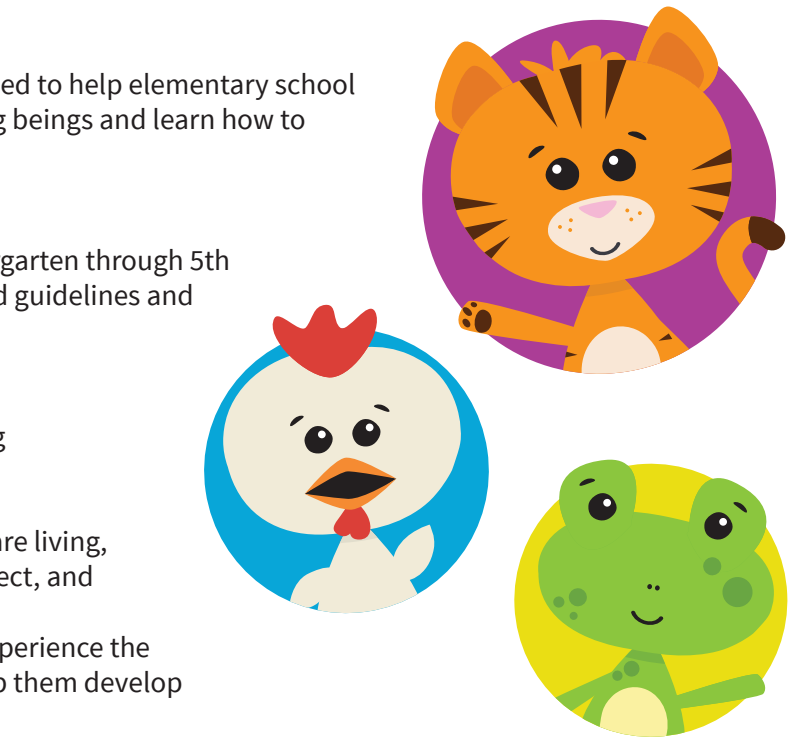
Share the World can also be used in your efforts to meet the following Common Core anchor standards:

- CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.
- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



Program Components

- Share the World DVD
- Teacher's guide
- Reproducible activity sheets
- Reproducible kindness pledge
- Reproducible coloring sheet
- Classroom poster



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Activity Outlines & Answer Guides

▶▶ Animals Are Like Us

Part 1: The Golden Rule and You

For this activity, students are presented with five situations in which they must make a decision to act based on their understanding of animals' needs and feelings. Students will be challenged to follow the Golden Rule.

You can introduce this activity by writing the Golden Rule—"Do unto others as you would have them do unto you"—on the board and reviewing it with the class. Ask students: Have humans treated animals according to this rule, or have they failed to follow it? Ask students to give examples and to suggest ways to help animals who are not being treated according to this rule.

Answers will vary. Here are some possible answers:

- How this situation fails to live up to the Golden Rule:** Hitting the cat can cause pain and injury, and it's not an effective training method.
What you can do: Suggest that the guardian research and practice effective, nonviolent training methods. If the cat appears to have been injured, contact another adult to report it.
- How this situation fails to live up to the Golden Rule:** No one has stopped to help the injured bird.
What you can do: Protect the bird from further injury. Ask an adult to take the bird to a veterinarian for treatment or call your local humane society for help.
- How this situation fails to live up to the Golden Rule:** The dog's basic needs for food, water, exercise, and companionship are being ignored.
What you can do: Have a parent, teacher, or other trusted adult come with you to notify the dog's owner that the dog appears to be in need of food and water. If the situation doesn't change, contact the humane society and give as much information about the situation as you can.
- How this situation fails to live up to the Golden Rule:** The turtle's life is being put in danger.
What you can do: Return the turtle to the riverbank, and tell your friend about the dangers of removing animals from their natural habitats.
- How this situation fails to live up to the Golden Rule:** The animals in the petting zoo are scared of being touched by strangers, and their basic needs are not being met because they're being dragged from place to place for entertainment.
What you can do: If you see any animals in danger, report the situation to an adult and tell your friend that animals don't want to be used for entertainment.

Part 2: Practicing Empathy

This activity is designed to promote students' understanding that animals have much in common with us and must be treated with respect and compassion, regardless of how different they may seem. It begins by inviting students to read an excerpt from Anna Sewell's classic 1877 novel, *Black Beauty: The Autobiography of a Horse*. Written from a horse's point of view, the passage illustrates the fact that animals experience love, pain, sadness, and frustration. The activity then challenges students to imagine and list the feelings of three different animals in various situations.

Answers will vary. Some possible answers might include:

- Happy, relieved, grateful
- Bored, frustrated, trapped
- Lonely, frightened, sad

Part 3: I Am an Animal

In this activity, students will write a brief story from the viewpoint of an animal of their choosing and think of three wishes the animal might make. They can also illustrate their story with a picture. You may want to introduce this activity by asking them to discuss the feelings of animal companions they know. Ask how they can recognize these animals' feelings, just as they do with other members of the family. How does their behavior change as circumstances around them change? After discussing animals they know, suggest to students that other animals might experience similar feelings.

Answers will vary according to students' individual experiences and abilities. Make sure they have written their piece in first person but from the animal's point of view.

▶▶ Animals Are Amazing

Part 1: Amazing Animal Facts

Here, students will encounter a number of true and amazing facts about animals that highlight just how complex and intelligent they are. As a class, discuss the statements that students find surprising before having them start their writing assignment.

Answers will vary based on students' opinions. You might read through the list of animal facts and tell students to raise their hands when you say one that surprises them, then have them share and compare their feelings.

Part 2: Test Your Animal Knowledge

This activity is designed to help students appreciate how unique and complex animals are by introducing them to some of the amazing characteristics and abilities they possess. All facts listed here are covered in the *Share the World* DVD, so do this activity after watching the video if possible.

Note that all the statements are true. Be sure to review them with students who responded "false" and reference the video.

Part 3: How Do They Feel?

Here, students imagine that they're a particular wild animal. Have them research the animals' habitats and write an impassioned letter to humans about a threat to their home.

Answers will vary according to students' individual experiences and abilities. You can have older students write letters to the editor and suggest suitable websites, magazines, or newspapers that might publish such a letter.

