



Grades 3-5 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 positive difference for animals.

Target Audience

This program is designed for use by students in grades 3 through 5. We encourage 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 have the same needs and feelings that we do, which will help them develop empathy for other beings
- Enable students to appreciate the fascinating characteristics and abilities of animals
- Help students understand how humans' regard for animals has changed and developed as knowledge of them has increased
- Empower students by helping them recognize the advances that we've made as a society in moving away from using animals, in addition to 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 Common Core State Standards.



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 & Answer Guides

Each activity in this kit includes a “For Teachers” page with instructions and reproducible sheets for students. There are three exceptions: “Opening Activity: Test Your Animal Knowledge” and “Part 3: Animal Overpopulation = Sad Math” include only a reproducible sheet for students, while “Part 2: How Do They Feel?” includes only a “For Teachers” page.

▶▶ Opening Activity: Test Your Animal Knowledge

You can use this activity to activate students’ prior knowledge about some of the fascinating characteristics and abilities that animals possess. All facts listed here are covered in the *Share the World* DVD, so you can do this activity before watching the video as an anticipatory set to gauge students’ existing knowledge base and pique their interest in animals. You can also have students complete this activity again after watching the video in order to assess their understanding of the information that was presented and encourage them to reflect on what they’ve learned.

Note that all the statements are true. Be sure to review them with students who responded “false” and refer back to the video. This activity is designed to help students appreciate how interesting and complex animals are.

▶▶ Animals Are Like Us

Part 1: The Golden Rule and You

Answers to small-group work will vary. Here are some possible answers:

1. **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.

2. **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.

3. **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 local humane society and give as much information about the situation as you can.

4. **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.

5. **How this situation fails to live up to the Golden Rule:** The animals in the petting zoo are scared of being handled 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

Answers to small-group work will vary. Some possible answers might include these:

1. Miserable, deprived, depressed
2. Frantic, frustrated, trapped
3. Sad, heartbroken, worried

Part 3: I Am an Animal

Answers to small-group work will vary according to students' individual experiences and abilities.

▶▶ Animals Are Amazing

Part 1: Amazing Animal Facts

Answers to small-group work will vary based on students' opinions.

Part 2: How Do They Feel?

Answers will vary according to students' individual knowledge and experiences. Examples of threats to polar bears, chimpanzees, elephants, or whales could include hunting, forest degradation, pollution, or habitat loss.

▶▶ How You Can Save Animals

Part 1: Be an Animal's Best Friend

Answers will vary. One possible answer is below.

A dog likes:	We both like:	I like:
playing fetch	eating a big dinner	playing video games

Part 2: Changing Times, Changing Minds

Answers to small-group work will vary. Some possible answers might include the following.

1. Animal-friendly alternatives to the dissection of frogs: models, virtual-dissection software, and dissection apps
2. Animal-friendly alternatives to testing products on animals: test products in test tubes, use computer simulators, and conduct human clinical trials
3. Animal-friendly alternatives to forcing animals to perform tricks: retire animals from the entertainment industry and send them to reputable sanctuaries where they can live out their lives in peace, support animal-free entertainment options, and use computer-generated imagery instead of live animals in films and on television

Part 3: Animal Overpopulation = Sad Math

Here, students will use math to calculate the number of additional animals who will be born when people don't spay or neuter their dogs and cats. Through this activity, they'll gain a better understanding of the companion-animal overpopulation crisis and how to solve it.

$$\begin{array}{r} 1 \\ + 6 \\ \hline 7 \text{ (TOTAL A)} \end{array} \quad \begin{array}{r} 6 \\ + 18 \\ \hline 24 \text{ (TOTAL B)} \end{array} \quad \begin{array}{r} 6 \\ 36 \\ + 54 \\ \hline 96 \text{ (TOTAL C)} \end{array} \quad \begin{array}{r} 6 \\ 54 \\ + 324 \\ \hline 384 \text{ (TOTAL D)} \end{array} \quad \begin{array}{r} 7 \\ 24 \\ 96 \\ + 384 \\ \hline 511 \text{ (TOTAL E)} \end{array}$$

Answers to the short-answer portion will vary, but make sure that students understand that spaying and neutering animals and always adopting them 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. Also, explain to students that in addition to dogs and cats, other animals commonly purchased at pet stores—like mice, rats, hamsters, fish, reptiles, rabbits, and birds—are suffering from overpopulation, too. By adopting, not buying, students can save lives instead of supporting businesses that profit from bringing even more animals into an already overpopulated world.