

# SHARE THE WORLD

## Dear Educator:

We live in a world that is full of the beauty of nature. Animals are the part of that natural world to which we are most closely related. Yet, throughout history, people have often treated animals more like things than living, feeling beings. Now, however, thanks to naturalists like Dr. Jane Goodall, we are recognizing that animals are far more complex than we once believed—and capable of experiencing anxiety, suffering, and joy.

To today's young people, developing empathy toward animals can be a key step toward developing empathy for and rejecting violence against all beings, including human beings. It is important, therefore, that your students learn to recognize that the animals with whom we share this planet are, in many ways, not so different from ourselves.

**Share the World** is a free educational program designed to help your students better understand and appreciate the animals with whom we share our world. In the reproducible activities that form the heart of this program, your students will use their thinking and writing skills to imagine the feelings and consider the incredible abilities of other animals, examine how our relationships with them have changed throughout history, discover alternatives to their use, and respond to situations in which their well-being is threatened. After completing this program, your students will have gained a richer understanding of the animals in our world—and a sense of how we can treat them as fellow beings, with compassion and respect.

We know that other teachers in your school will want to present these activities to their students, and we encourage you to share the educational components of this kit with them. Although these materials are copyrighted, you may reproduce any or all of them for distribution to your colleagues. Also, please take the time to fill out and return the enclosed response card. We welcome and value your professional comments and suggestions.

**Share the World** has also produced a free video that will grab your students' attention with amazing animal footage, cartoons, topics for discussion, and humor. If you don't have a copy of the video and would like one, please write to the address below or visit our Web site and fill out the online order form.

We hope that using this program will help your students realize that animals experience life in much the same way that we do. In doing so, you'll be helping them make the world that we share a better and richer place for all of us. Thank you!

*These materials are made possible through the extraordinary support, compassion, and vision of Eugene S. Principe Jr.*



SHARE THE WORLD, P.O. BOX 42430, WASHINGTON, DC 20015 • [ShareTheWorld.com](http://ShareTheWorld.com)

# SHARE THE WORLD

## -Introduction

**Share the World** is a free educational program designed to help your elementary school students develop respect and compassion for all living beings.

## Target Audience

This program is designed for use by students in grades 3 to 5 in the language arts, science, social studies, and humane education curricula.

## Program Objectives

**Share the World** is designed to accomplish the following objectives:

- Enhance students' understanding that animals are living, feeling beings to be treated with respect and compassion.
- Assist students in recognizing that animals often experience the same needs and feelings that we do.
- 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.
- Aid students in recognizing how the once-pervasive use of animals is being replaced, thanks to increased understanding and technological developments.

## Program Components

1. Four reproducible activity masters to be photocopied as student worksheets.
2. A reading unit comprising adaptations of four true animal stories.
3. A teacher's guide that includes:
  - a statement of objectives;
  - introductions, presentation suggestions, and model answers for each activity; and
  - follow-up and extended activity suggestions to expand the program's scope.

4. A full-color wall poster to display in your classroom as a motivational tool.

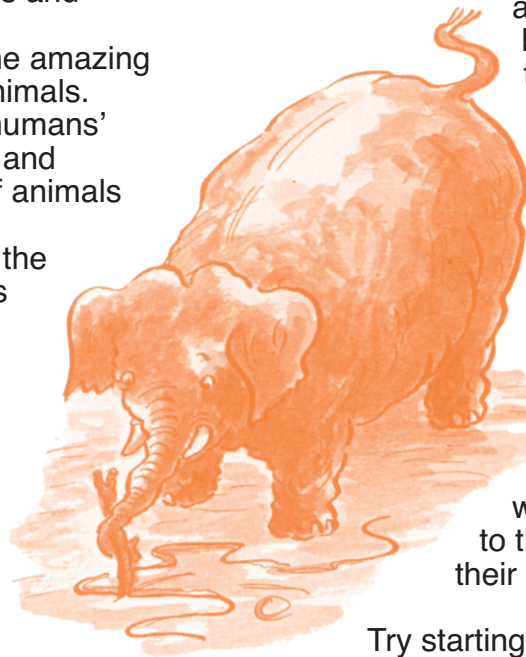
5. A response card for your comments. Please return this card to ensure that you'll receive future free programs.



## Activity One THE AMAZING WORLD OF ANIMALS

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 that animals of all varieties possess. In Part 1, students will encounter a number of true but amazing facts

illustrating the fact that animals are extraordinary beings. By challenging them to agree or disagree with another group of statements that focus on achievements and characteristics of animals, Part 2 helps students discover that animals share numerous traits and interests with us. And finally, in Part 3, students imagine that they are a particular animal and write an impassioned letter to the editor about a threat to their home.



Try starting this activity by asking students what animals they consider unusual or extraordinary and what their reasons are for thinking so. Their responses may include such commonly admired animals as dolphins, whales, elephants, and dogs. Explain to students that in this activity, they will learn more about some of these animals. Then mention that they will also discover how virtually all animals

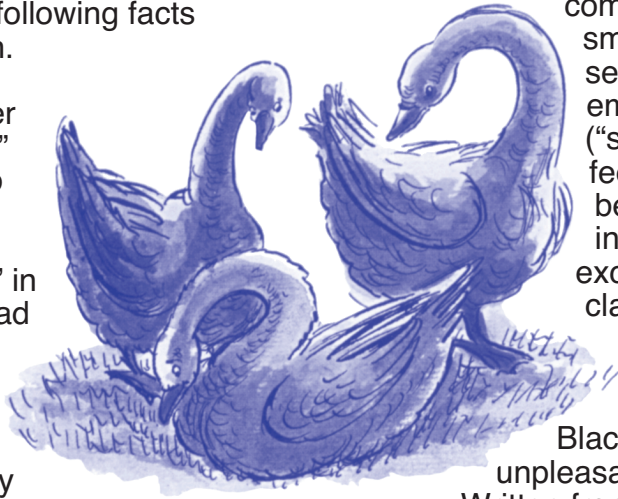
way—but may not be able to use their abilities or fulfill their needs. Then distribute the activity sheet.

## Answers

### Part 2

Note that all of the statements are true (“agree”). Be sure to review each one to inform students who responded “not sure” and discuss statements that may have seemed improbable to some students. Use the following facts to help stimulate discussion.

- 1. There are cases of deer serving as “seeing-eye” guides for animals who have lost their sight.
- 2. Elephants have been known to hold “wakes,” in which the bodies of dead elephants are viewed by others in the community.
- 3. Grooming one another and greeting by touching mouths are typical behaviors within the highly organized communities of prairie dogs.
- 4. Certain bird species have developed methods of packing mud and plants to act as “splints” for setting broken bones.



## Activity Two

# ANIMALS AND THEIR FEELINGS

This activity is designed to promote students’ understanding that animals have much in common with us and are living, feeling beings to be treated with respect and

compassion, regardless of how small or “strange” they may seem. Focusing on developing empathy toward animals (“stepping into” their needs and feelings to understand them better), the activity begins by inviting students to read an excerpt from Anna Sewall’s classic 1877 novel, *Black*

*Beauty: The Autobiography of a Horse*. In the excerpt, a horse named Ginger tells

Black Beauty of her first unpleasant experiences with humans.

Written from an animal’s point of view, the passage uses empathy to illustrate that animals experience love, pain, sadness, and frustration.

Part 1 then challenges students to imagine and list the feelings of three different animals in various situations. In Part 2, students write a brief story on “If I had three wishes” from the viewpoint of an animal of their choosing; they can also illustrate their story with a picture.

You may want to introduce this activity by asking students to discuss the feelings of an animal companion they know—perhaps a dog, a cat, or a bird. Ask: What signs does the animal make to display his or her feelings, just as other members of the family might? How does his or her behavior change as circumstances around him or her change? After discussing animals they know, suggest to students that perhaps other animals—ones they don’t know themselves, ranging from the tiniest mouse to the biggest whale—might experience similar feelings. Then distribute the activity sheet.

## Answers

### Part 1

Answers will vary. Sample answers are given.  
1. happy, relieved, grateful. 2. bored, frustrated, trapped. 3. lonely, frightened, panic-stricken, sad.

### Part 3

Answers will vary according to students’ individual experiences and abilities. You may wish to suggest newspapers to which students can write and help individual students compose their letters.

## Follow-Up Activities

1. Encourage each student to find five amazing or unusual facts about an animal of their choice and share them with the class. If they wish, they can make up a quiz on this animal similar to the one in Part 2 of Activity One, and test their classmates’ knowledge of the species with both true and false statements.
2. Assign students to write a “fan letter” to an animal who has an ability or trait that they particularly admire and share it with the class.
3. Encourage students to draw a picture illustrating one of the amazing facts presented in the activity. Instruct them to write the fact under the picture, then display their finished artwork on the bulletin board.

## Part 2

Answers will vary according to students' individual experiences and abilities. Make sure students have written their "three wishes" in the first person, from the animal's point of view.

### Follow-Up Activities

1. Have students think about and discuss the excerpt from *Black Beauty*. Suggest that they write an extension to the story, then share their completed stories with the class.
2. Ask students to keep an observation journal of a companion animal in their own home or in that of a friend or relative. Have them watch the animal for several days—being sure not to disturb his or her normal habitat or routine—and note changes in his or her behavior, what may have influenced these changes (e.g., going for a walk in the park or getting a treat), and how he or she expresses feelings.
3. Encourage each student to select a species of animal to research in the library or observe undisturbed in his or her natural habitat. This might be the animal they have chosen to write about in Part 2 of this activity or yet another species. Suggest that their research focus on the animal's social behaviors and needs, rather than on physical characteristics. Then have them report their findings to the class.
4. For a literature-based look at animals and their feelings, have students read the four true story segments and complete the writing assignments found in ANIMALS AND THEIR FEELINGS II—A READING UNIT.

## Activity Three

# CHANGING TIMES, CHANGING MINDS

The third activity focuses on how, today, compassionate people realize that we have traditionally used animals for our own purposes while failing to realize that they share our capacity to experience joy and suffering.

In Part 1, a timetable featuring humorous "historical headlines" challenges students to tell how innovative progress over the years has steadily enabled us to

eliminate the use of animals in our lives. Part 2 presents students with a variety of ways that animals are still being used today, challenging them to think of alternatives to these uses that can be met by continuing innovations.

You might want to introduce this activity by asking volunteers to name some of the uses and jobs animals have performed in the past and perform today. Then point out that the need for many of these uses no longer exists, and ask students to think about why this is so. Then distribute the activity sheets.

## Answers

### Part 1

Exact wording of answers will vary. Sample answers are given.

- c. 70,000 B.C.: Early humans begin fashioning implements from stone, replacing animal bones as primary sources of tools.
- c. 4,000 B.C.: Linens produced by ancient Egyptians and other cultures begin replacing animal skins.
- c. 1860s: Petroleum replaces oil from whales and other animals as primary lamp fuel.
- c. 1903: Mass production of automobiles gradually makes replacement of animal-



## Activity Four

# MAKING HUMANE CHOICES

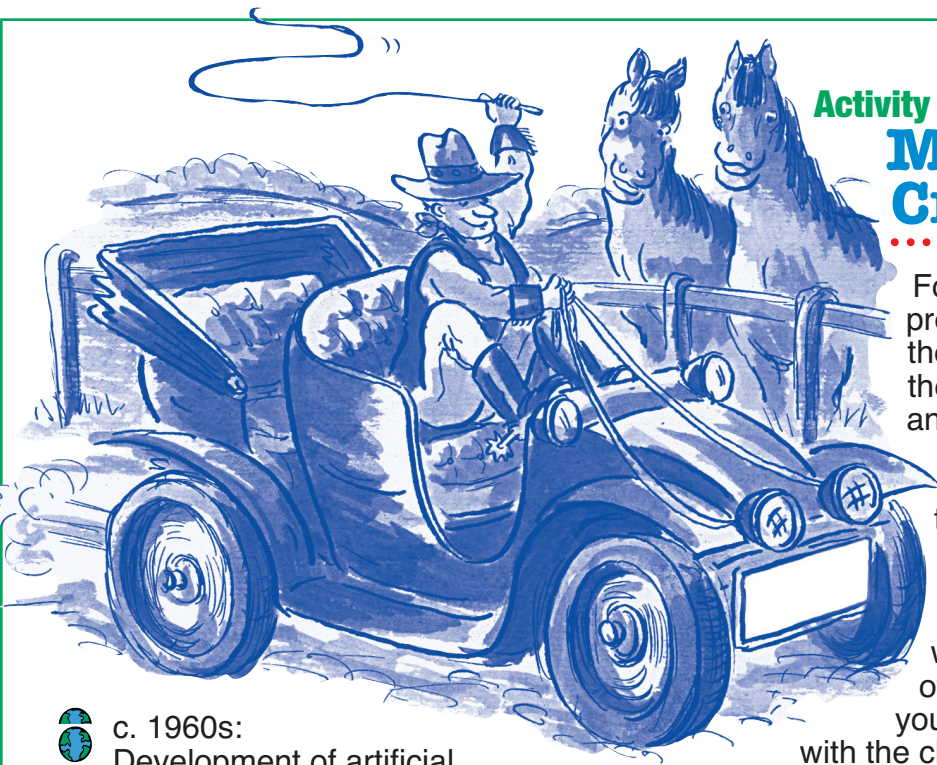
For this final activity, students are presented with five situations in which they must make a decision to act on their understanding of animals' needs and feelings. Students will be challenged to follow the "Golden Rule"—a basic concept in many cultures throughout the world—as it applies to human-animal relationships.

You can introduce this activity by writing the Golden Rule—"Do unto others as you would have them do unto you"—on the chalkboard and reviewing it with the class. Invite students to react to it, telling how it applies to our relationships with animals. Then ask: How have humans treated animals according to this rule? How have they failed to follow this rule? Have volunteers give positive and negative examples. Then distribute the activity sheets.

### Answers

Answers will vary. Sample answers are given.

1. How this situation fails to live up to the Golden Rule: The bear has become bored and disoriented and his or her basic needs (such as exercise and protection from the sun) are not being met. What you can do: Report what you have seen to zoo officials. If you get no satisfaction from them, write letters to newspapers.
2. How this situation fails to live up to the Golden Rule: No one has stopped to help the injured bird or even move him or her to a safer place off the



- c. 1960s: Development of artificial fabrics makes warm, attractive "fake fur" clothing possible.
- c. 1980s: Computer modeling provides another alternative to animal testing for research.
- c. 1990s: Fast-food chains begin serving "veggie burgers" as alternatives to meat.

### Part 2

Answers may vary. Sample answers are given. 1. Substitution of plastic or computer models of frogs and other animals. 2. Using plastic, fiberglass, or other synthetic substances. 3. Developing foods from soy- or vegetable-based proteins. 4. Creating clothing from synthetic "fur," "hides," and "feathers"—all produced without harming animals.

### Follow-Up Activities

1. Challenge students to discuss ways in which the animal they have researched is used by humans. How could they eliminate these uses by substituting alternatives? What arguments might they use to persuade other people to seek these alternatives?
2. One alternative to eating meat is to become a vegetarian. Ask students to bring in vegetarian recipes gathered from sources in the library and information about plant sources of protein, vitamins, and minerals.
3. Organize group discussions of possible ways that animals are still used that might change. Have students use their imaginations to step into the future.



sidewalk. What you can do: Ask an adult to take the bird to a veterinarian for treatment, or call your local humane society for help; while waiting, protect the bird from further injury.

3. How this situation fails to live up to the Golden Rule: The dog's basic needs for food, water, exercise, and companionship appear to be ignored by his or her guardian. What you can do: Notify the dog's guardian that the dog appears to be in need of food and water throughout the day; if the situation does not change, contact the humane society and tell them as much information about the situation as you can.
4. How this situation fails to live up to the Golden Rule: The turtle has been removed from his or her natural habitat, denying the animal not only his or her home and community, but possibly threatening his or her life as well. What you can do: Convince your friend to very carefully return the turtle to the exact same spot where he or she was found.
5. How this situation fails to live up to the Golden Rule: Hitting the cat or dog not only causes him or her pain and risks injury, but it is also ineffective as a training method. What you can do: Suggest that the guardian research and practice effective, nonviolent training methods; if the animal appears to have been injured, contact the humane society.

### Follow-Up Activities

1. Help students conduct a "Media Watch" for reports of events involving animals on television, on the radio, and in newspapers. Have them share what they have discovered with the class once a week at a designated time.
2. Suggest that students undertake a letter-writing campaign in response to reports of practices that may harm animals. Help them draw up a list of influential people to write to in support of the needs of animals—state officials, politicians, and other authority figures in the community. Have students report back on any replies they receive to their letters.
3. Have students research and create illustrated

posters listing and explaining "do's and don'ts" of the best companion animal care to people who live with companion animals. Display the finished posters on the bulletin board.

### Extended Activities

1. Arrange a "zoo-checking" field trip to a local zoo or animal park. Have students note the animals' environments and physical conditions. Do they pace, bite the bars, or show other signs of unhappiness or discomfort? Encourage students to look for ways that zoo conditions could be improved and list improvements they would make.
2. Help the class organize a Share the World "Compassion Expo" assembly in their school. Devote a full class day to this event, which can feature displays on animals and their care and behavior, information booths, videos, and special guest speakers from humane societies. Then invite the entire school community to participate in your Expo.
3. Assign students to write a research paper on the animal species they chose to learn more about earlier in the program. Have them include information on the animal's characteristics and behavior, why the animal should not be harmed or killed, and what traits he or she shares with us as a living, feeling being.

