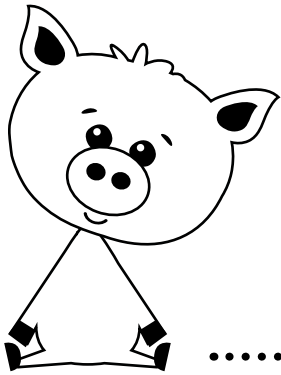


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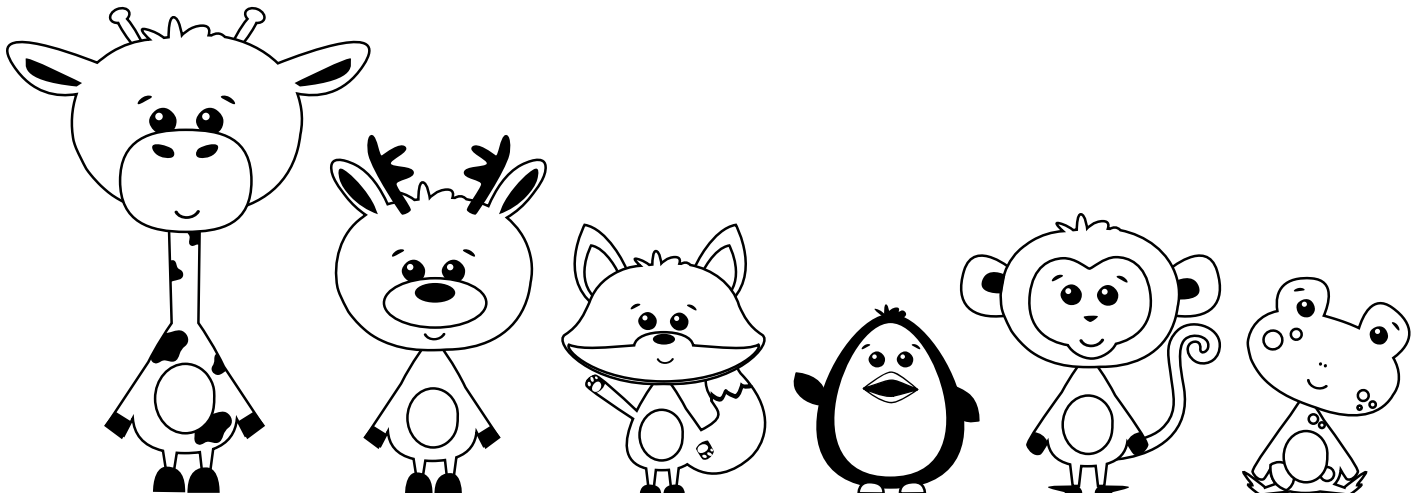
Opening Activity: Test Your Animal Knowledge

How well do you know these animals? Let's put your knowledge to the test! Read each statement below. Check "TRUE" if the statement is true or "FALSE" if the statement is false.

.....

TRUE **FALSE**

- 1. Rats love to be tickled, and they make chirping noises similar to the sounds that we make when we giggle.
- 2. Cows play games, and some choose their best friends when they're very young.
- 3. Pigs like to play games.
- 4. Hens sing a cheerful song to their chicks while they're still inside their eggs.
- 5. Elephants mourn their dead relatives by touching and holding their bones.
- 6. Dogs' sense of smell is thousands of times better than humans', and they can smell smoke before smoke detectors can detect it.
- 7. Cheetahs are twice as fast as the world's top human runners.
- 8. Birds migrate hundreds of miles over oceans and even through storms without getting lost.
- 9. Octopuses and squids change color to communicate with each other.
- 10. In the wild, orca mothers and their calves travel together for their entire lives.



ANIMALS ARE LIKE US



Part 1: 'The Golden Rule and You' Activity

Introduction

We can each make choices to ensure that we treat animals with compassion and respect at all times—and we can encourage others to do the same. The “Golden Rule” that we try to follow in our relationships with other people should also apply to our relationships with animals.

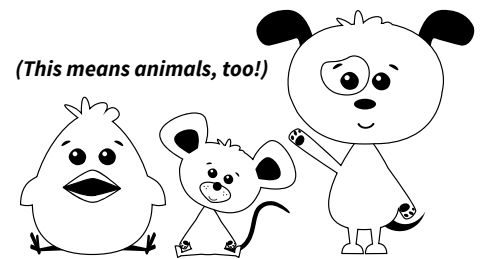
Procedure

Cut out the cards on the next page with examples of situations in which the Golden Rule is not being applied to animals. Have students work in small groups, and distribute one card to each group. Have them discuss the following:

- How the situation fails to live up to the Golden Rule
- How they would change it to make it follow the Golden Rule
- How the situation reminds them of an experience from their own life

Have each group share their responses with the whole class.

“DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU.”



Common Core Supplemental Activity

Since “The Golden Rule and You” activity will most likely spark significant memories and help students make connections to experiences from their own lives, it can be used to inspire personal narrative writing. Have students use the writing prompt below to create their own personal narrative.

Personal Narrative Writing Prompt

“Think about a time when you became aware of a situation in which the Golden Rule was not being applied to an animal. Explain how the situation failed to live up to the Golden Rule and what you did in that situation. What would you do next time or encourage others to do?”

Here are some options for mini-lessons to target specific skills and help students develop their writing:

- Use a storyboard as a pre-writing activity. (Create a logical sequence of events visually.)
- Establish the situation. (Describe the setting and the challenging situation that the animal is in.)
- Introduce the characters. (Include humans and animals.)
- Add descriptive details. (Help the reader understand how the animal feels in that situation.)
- Use transitional words and phrases. (Tie your ideas together so that the reader clearly understands the sequence of events.)
- Create purposeful dialog. (Show what the animal characters are thinking or feeling about their situation.)
- Provide a sense of closure. (Give a message to the reader explaining how you interpret the Golden Rule in your own words and how to speak up for animals.)

Common Core Standards Addressed

W.3–5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

You see someone hitting a cat for making a mess on the carpet.

How does this situation fail to live up to the Golden Rule?

How would you change the situation to make it follow the Golden Rule?

Does this situation remind you of any experience from your own life?

You see many people hurry past a bird with a broken wing who has fallen onto a busy sidewalk.

How does this situation fail to live up to the Golden Rule?

How would you change the situation to make it follow the Golden Rule?

Does this situation remind you of any experience from your own life?

On your way to and from school, you notice a dog on a short chain, with no food or water in sight.

How does this situation fail to live up to the Golden Rule?

How would you change the situation to make it follow the Golden Rule?

Does this situation remind you of any experience from your own life?

While walking in the woods, your best friend finds and takes home a turtle.

How does this situation fail to live up to the Golden Rule?

How would you change the situation to make it follow the Golden Rule?

Does this situation remind you of any experience from your own life?

There is a petting zoo at your friend's birthday party, and animals are being handled and surrounded by lots of strangers.

How does this situation fail to live up to the Golden Rule?

How would you change the situation to make it follow the Golden Rule?

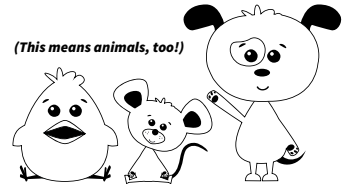
Does this situation remind you of any experience from your own life?

Name _____ Date _____

Personal Narrative: _____

Think about a time when you became aware of a situation in which the Golden Rule was not being applied to an animal. Explain how the situation failed to live up to the Golden Rule and what you did in that situation. What would you do next time or encourage others to do?

**“DO UNTO OTHERS
AS YOU WOULD
HAVE THEM DO
UNTO YOU.”**



Part 2: ‘Practicing Empathy’ Activity

Introduction

Some people think of animals as their best friends. Others think of them as scary. And some hardly think of them at all! But all animals—from the biggest elephant roaming the plains of Africa to the tiniest little fish in the deep blue sea—are living, feeling beings, just like us. We can learn more about animals’ lives by having empathy toward them—in other words, by putting ourselves in their place to understand how they feel.

Procedure

As a class, brainstorm a list of words used to describe feelings and write them on chart paper. Give an index card to each student. Read the first scenario below and have students write down one to three words that describe how the dog would feel in that situation. Then, collect all the cards, shuffle them, and redistribute them to the students. In small groups, have the students read out the emotions listed on their cards and discuss possible ways the animal may have come to be in that situation. Distribute another index card to each student, and continue with the same procedure for the next two scenarios.

Scenario #1: A dog who is always chained up outside feels ...

Scenario #2: An orca who is forced to do tricks and swim in circles over and over again in a tank at a marine park feels ...

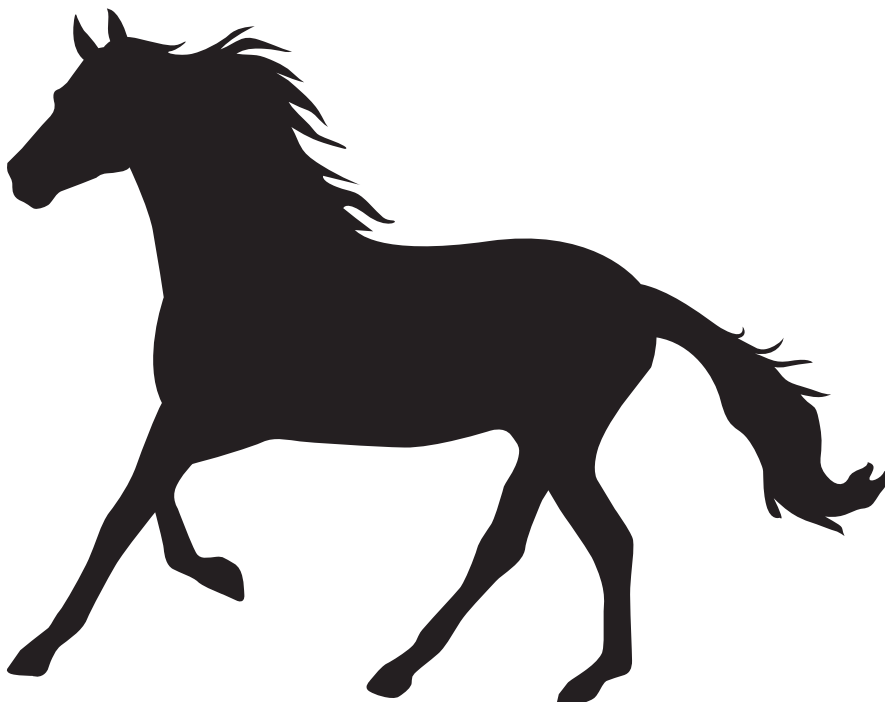
Scenario #3: A mother cow on a dairy farm whose baby is taken away from her feels ...

Common Core Supplemental Activity

In order to understand how an animal feels, we need to make inferences based on clues or evidence from the situation and how we would feel in the animal’s place. Have students read this passage from Anna Sewell’s classic novel *Black Beauty: The Autobiography of a Horse*. In it, a horse named Ginger tells Black Beauty about her experience with humans.



The man that had the care of us never gave me a kind word in my life. I do not mean that he ill-used me, but he did not care for us one bit further than to see that we had plenty to eat and shelter from storms and cold in the winter. ...[V]ery often the great boys passing through [our field] would fling stones to make us gallop. I was never hit, but one fine young colt was badly cut in the face ... we settled it in our minds that boys were our enemies. We had very good fun in the free meadows, galloping up and down and chasing each other round and round But when it came to breaking in, that was a bad time for me. Some men came to catch me, and ... caught me by the nose and held it so tight I could hardly draw my breath ... and so by force they got on the halter and the bar into my mouth. Then one man dragged me along by the halter, another flogging behind, and this was the first experience I had of men’s kindness I ... had a great deal of spirit ... it was dreadful to be shut up in a stall day after day instead of having my liberty, and I fretted and pined and wanted to get loose.



Part 2: ‘Practicing Empathy’ Activity (cont’d)

Then, have students practice inferential thinking by responding to the following questions. Select an inferencing graphic organizer to help students organize their ideas. They should cite textual evidence and then add that to the way they would feel in the animal’s place in order to make an inference.

Inferential Questions

1. How do the humans in the story treat horses? Why do you think they treated horses this way?
2. How do you think Ginger feels about humans? What makes you think so?

Common Core Standards Addressed

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1: Quote accurately from a text when explaining what it says explicitly and when drawing inferences from it.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

Part 3: ‘I Am an Animal’ Activity

Introduction

Humans and other animals are alike in many ways—including the ability to feel sadness and experience pain and suffering. We can include animals in our circle of compassion and allow empathy—putting ourselves in their place—to guide our interactions with them.

Procedure

Display the “Bullies Are Just Cowards” poster (which can be accessed online at SharetheWorld.org/AntiBullyPoster) with the text below the image covered so that students can see only the image. In small groups, have students discuss the following questions:

- What is happening in the photo, and what message do the words convey?
- How do you think the dog feels?
- Has anyone ever said these things to you?
- If so, how did it make you feel? If not, how would you feel if someone said these things to you?

Common Core Supplemental Activity

Since the “I Am an Animal” activity will most likely provoke strong opinions about the way animals and others should be treated, it can be a springboard for opinion writing. Have students use the writing prompt below to create an opinion piece.

Opinion Writing Prompt

“Imagine that you’re a nonhuman animal. How should you be treated by humans? Support your point of view with reasons. Consider how you would feel if you were this animal as well as what you would be afraid of, enjoy, and want in life, and choose three things that you might wish for.”

Here are some options for mini-lessons to target specific skills and help students develop their writing:

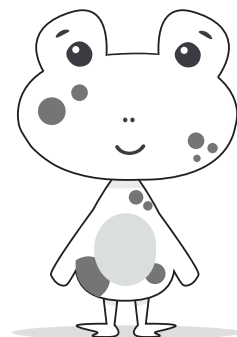
- Craft an introduction. (Grab your reader’s attention.)
- Distinguish facts from opinions. (Find animal facts at PETAkids.com.)
- Use linking words and phrases. (Connect your opinions to your reasons.)
- Provide a concluding statement. (Restate your opinion, and deliver a call to action to help the animal.)

Common Core Standards Addressed

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.4–5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

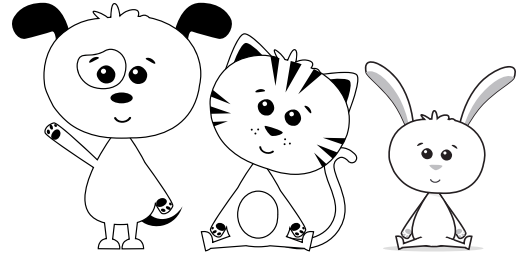
SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.



Name _____ Date _____

Opinion Writing: I Am a _____

Imagine that you are a nonhuman animal. How should you be treated by humans? Support your point of view with reasons. Consider how you would feel if you were this animal, as well as what you would be afraid of, enjoy, and want in life, and choose three things that you might wish for.



ANIMALS ARE AMAZING



Part 1: 'Amazing Animal Facts' Activity

Introduction

The more we know about animals, their abilities, and their behavior, the more we see how complex and intelligent they are.

Procedure

Read through this list of animal facts and ask students to raise their hands when one surprises them. Then have them share and compare their feelings.

- ✓ **Beavers** live in complex societies, construct their own homes, and store their food.
- ✓ **Elephants** sometimes use twigs to draw in the dirt.
- ✓ **Orangutans** build overhead platforms in their nests to keep out the rain and use large leaves as umbrellas.
- ✓ **Birds called “warblers”** fly all the way from Canada to South America and back, returning to the same place to nest.
- ✓ **Electric eels** communicate by transmitting electrical signals to each other.



Cut out the cards with more “Amazing Animal Facts” on the next page. Have students work in small groups and give one card to each group (more than one group can discuss the same fact). Have them read the fact and discuss the questions on the card. Then have each group share its fact and responses with the whole class.

Common Core Supplemental Activity

Some facts from the “Amazing Animal Facts” activity will most likely surprise students—and may change the way they think or feel about a type of animal.

Have students use the writing prompt below to create a short, constructed response based on their opinion. Students should use valid reasoning and evidence for their opinion.

Short Constructed Response Prompt

“Choose the fact that surprised you the most. How does this information change the way you think or feel about that animal? In a few sentences, explain your reaction.”

Common Core Standards Addressed

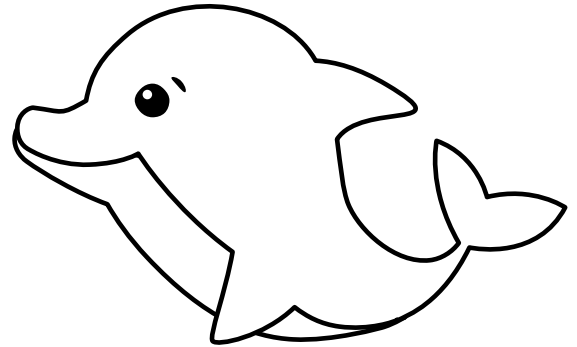
W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.4–5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

Dolphins have protected shipwreck survivors from drowning and from sharks, sometimes keeping them afloat for many miles.

- How have dolphins helped humans?
- Why do you think dolphins behave this way?
- How do you think dolphins feel about humans?
- Did your feelings about dolphins change after learning this fact? Explain your answer.



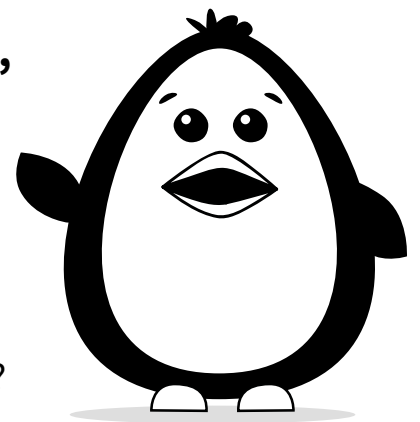
Cows form a protective circle around their calves when danger or rough weather threatens them.

- How do cows help each other?
- Why do you think cows behave this way?
- How do you think cows feel about each other?
- Did your feelings about cows change after learning this fact? Explain your answer.



Male emperor penguins guard and incubate female emperor penguins' eggs for two months, without food, in subzero Antarctic temperatures.

- How do emperor penguins help each other?
- Why do you think male emperor penguins behave this way?
- How do you think emperor penguins feel about each other?
- Did your feelings about penguins change after learning this fact? Explain your answer.



Part 2: ‘How Do They Feel?’ Activity

Introduction

Although we still don’t fully understand animal language, we know that animals communicate with each other in their own ways, and we can imagine what they might be thinking and feeling about threats that they face from humans.

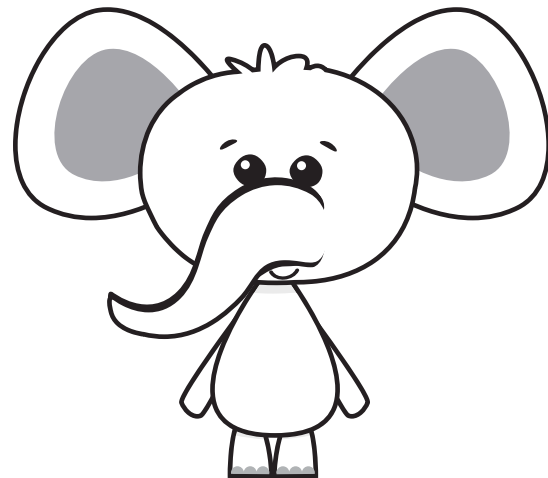
Procedure

Write the words “polar bears,” “chimpanzees,” “elephants,” and “whales” on the board. Ask students what these animals have in common. Answer: Humans are having a negative impact on their natural habitats, and they face different threats from humans. Have students work in small groups to do the following:

- Discuss any threats (dangers) that they can think of that are posed by humans to polar bears, chimpanzees, elephants, and whales.
- Discuss the following question: Can you think of changes that people can make to help these animals?

(You may need to review what the natural habitats of polar bears, chimpanzees, and elephants are. And if students need help coming up with threats that these animals face from humans, encourage them to think about news reports that they may have seen about any impact on animals’ natural habitats or whether humans use these species in any way.)

Then, have each group share their responses with the whole class.



Common Core Supplemental Activity

In order to understand how wild animals feel when faced with threats by humans, students will imagine that *they are* a particular wild animal and write an impassioned letter to humans.

Have students use the writing prompt below to create an informative piece of writing.

Writing Prompt

Choose a wild animal species, and research the life of that species in nature. Then, on a separate sheet of paper, write a letter to humans from the animal’s point of view describing a threat posed by them. Put yourself in the animal’s place, and express why you’re worried about your home and life.

Students can choose to create a poster or sign, in addition to writing a letter. You could also have students send their letters to the editor of a local newspaper that might publish them.

Here are some options for mini-lessons to target specific skills and help students develop their writing:

- Gather and sort facts. (Find animal facts at PETAKids.com.)
- Write an introduction. (Introduce the reader to you as the animal.)
- Organize ideas. (Show the relationship between the threats and their consequences to you as the animal.)
- Craft a conclusion. (Explain why this matters!)

Common Core Standards Addressed

W.3–5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

HOW YOU CAN SAVE ANIMALS



Part 1: 'Be an Animal's Best Friend' Activity

Introduction

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.

Procedure

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 on the activity sheets on the next two pages. Have students share and discuss their responses with other classmates who chose the same domestic animal.

Common Core Supplemental Activity

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 of caring for a domestic animal is understanding the needs, likes, and dislikes of that animal. Students will consider this from an animal's perspective by using the writing prompt below to create an informative piece of writing.

Writing Prompt

Think about your chosen animal and describe the responsibilities of caring for that animal. Be sure to consider their needs, as well as their likes and dislikes. Also include how the animal might feel if any of these responsibilities were neglected.

Here are some options for mini-lessons to target specific skills and help students develop their writing:

- Gather and sort facts. (Find animal facts at PETAKids.com.)
- Organize ideas. (Show the relationships between responsible actions and their positive effects vs. neglectful actions and their negative consequences.)
- Craft a conclusion. (Explain why this matters!)

Common Core Standards Addressed

W.3–5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.



Name _____ Date _____

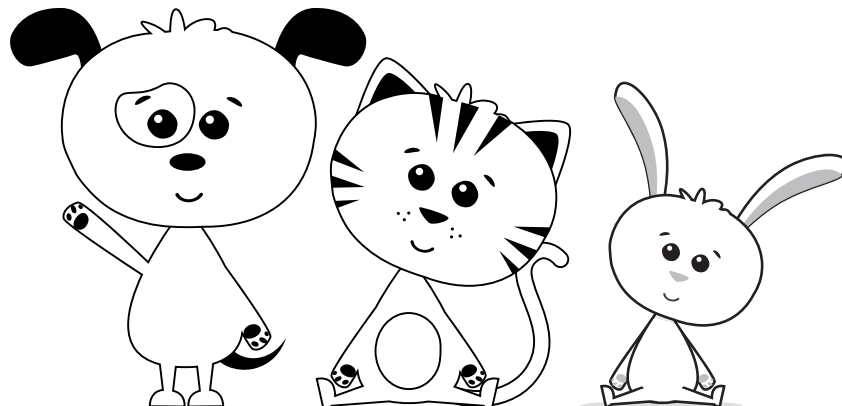
Dogs, cats, and the other animal companions who share our homes aren't wild—they're "domestic," which means that they rely on their guardians (that's us!) to make sure that they're taken care of and have everything they need for a safe and happy life. Caring for animals is a big responsibility, and it's important to learn about their needs and pay attention to what they like and dislike.

For this activity, choose a domestic animal. Think about the things that type of animal likes, things that you like, and things that you both like, and write them in the spaces below.

A _____ LIKES:

I LIKE:

WE BOTH LIKE:



Name _____ Date _____

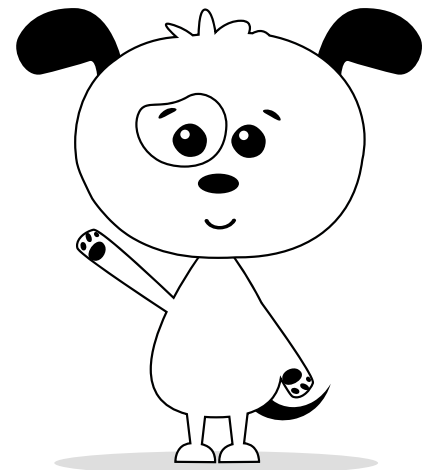
Now, think about the things that the animal doesn't like, things that you don't like, and things that neither of you likes, and write them in the spaces below.

A _____
DOESN'T LIKE:

NEITHER OF US LIKES:

I DON'T LIKE:

And remember: If you decide to welcome a new animal into your home, never buy one from a pet store or a breeder. Cats, dogs, hamsters, fish, rats, mice, and birds all suffer in the pet trade, where they're treated more like objects than like living beings. There are millions of loving animals waiting for homes in shelters around the world. Save a life by adopting (never buying) an animal!



Part 2: ‘Changing Times, Changing Minds’ Activity

Introduction

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

Procedure

This information is covered in the *Share the World* DVD, so do this activity after watching the video, if possible. You may also want to have students view the “How You Can Save Animals” segment of the video again before this activity.

Write the following on the board:

- Dissecting frogs in the classroom to teach biology
- Testing products like soap and shampoo on animals in laboratories
- Forcing animals to perform tricks in the circus

Ask students what these three things have in common. Explain to them that there are animal-friendly alternatives for each one. In small groups, have students discuss the following and record their responses on the worksheet on the next page:

- a. What the animal-friendly alternative is
- b. What impact the animal-friendly alternative would have on the animal being used
- c. What impact the animal-friendly alternative would have on humans
- d. Why the animal-friendly alternative isn’t being used all the time

Common Core Supplemental Activity

The information from the “Changing Times, Changing Minds” activity will most likely generate strong opinions from students. Students can do their own research to find facts that support their opinions and conclusions.

Have students use the writing prompt below to create an opinion piece.

Writing Prompt

Choose the issue that you feel most strongly about (animal testing, dissection, or animals used in entertainment). Write a letter to a science department (for dissection), product company (for animal testing), or entertainment facility (for animals in entertainment). Provide information about animal-friendly alternatives and their benefits and explain why animals deserve humane treatment.

Here are some options for mini-lessons to help students develop their writing:

- Craft an introduction. (Grab your reader’s attention.)
- Distinguish facts from opinions. (Find animal facts at PETAKids.com.)
- Evaluate sources. (Use a reliable source such as PETAKids.com.)
- Provide a concluding statement. (Restate your opinion, and deliver a call to action to help the animal.)

Common Core Standards Addressed

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.4–5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.3–5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

Changing Times, Changing Minds

Throughout history, humans have used animals for their own purposes. But thankfully, we're starting to realize that they aren't ours to use or abuse. Think about the ways in which humans use the animals listed below, then discuss the following questions with your group for each animal use.



What is the animal-friendly alternative?

What impact does the animal-friendly alternative have on the animal being used?

What impact does the animal-friendly alternative have on humans?

Why is the animal-friendly alternative not being used all the time?

Dissecting frogs in the classroom to teach biology



Testing products like soap and shampoo on animals in laboratories



Forcing animals to perform tricks in the circus

Animal Overpopulation = Sad Math

In the United States alone, millions of animals enter animal shelters each year because there simply aren't enough good homes for them all, which has resulted in an overpopulation crisis. That's why it's so important to make sure that our dogs and cats are spayed and neutered—and that we always adopt from animal shelters instead of buying from pet stores and breeders, which only bring more animals into an already overpopulated world.

A typical unspayed female dog will have two litters of six puppies each year. Assume that each litter has three males and three females. The answer to the math problem below will help us understand why there are so many homeless dogs and cats and why it's necessary for humans to take action to change this.

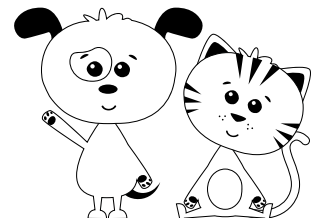
AFTER EACH SENTENCE, WRITE THE TOTAL NUMBER OF DOGS:

1. Bonnie is an unspayed female dog:	_____																			
	+	_____																		
2. In the spring, she has 6 puppies (3 males and 3 females):	=	_____																		
		----- TOTAL A																		
3. In the fall, Bonnie has her second litter of 6 puppies:	_____																			
	+	_____																		
4. Her 3 daughters have 6 puppies each (3 x 6):	=	_____																		
		----- TOTAL B																		
5. The next spring, Bonnie has her third litter of 6 puppies:	_____																			
	+	_____																		
6. Her 6 daughters have a litter of 6 puppies each (6 x 6):	=	_____																		
		----- TOTAL C																		
7. Her 9 granddaughters have a litter of 6 puppies each (9 x 6):	_____																			
	+	_____																		
	=	_____																		
		----- TOTAL D																		
8. The next fall, Bonnie has her fourth litter of 6 puppies:	_____																			
	+	_____																		
9. Her 9 daughters have a litter of 6 puppies each (9 x 6):	=	_____																		
		----- TOTAL D																		
10. Her 54 granddaughters have a litter of 6 puppies each (54 x 6):	_____																			
	+	_____																		
	=	_____																		
		----- TOTAL D																		
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_____	+	_____	+	_____	+	_____	=	_____												
A		B		C		D		TOTAL												

NOW, ANSWER THE FOLLOWING QUESTIONS:

What should have been done for Bonnie to prevent her from having so many puppies?

What are the most important things that humans can do to help stop the overpopulation crisis and decrease the number of homeless animals? *Write your ideas on the back of this page.*



SHARE THE WORLD VIDEO SUPPLEMENT

There are seven places to pause for discussion during the video. Questions are displayed on the screen after each segment, and you can choose to have a whole-class, small-group, or partner discussion for each question.

ANIMALS ARE LIKE US

(3:56) “Can you think of any other ways in which humans and animals are alike?”

If students need prompting, you can remind them of examples from the video, such as that dogs like to play.

(6:34) “What are some of the feelings you have that animals share?”

If students need prompting, you can remind them of examples from the video, such as that some geese hang their heads in grief when they lose their partners.

(6:34) “What do animals do that shows they care about their families?”

If students need prompting, you can remind them of examples from the video, such as that elephants touch and hold the bones of their dead relatives to mourn their deaths.

ANIMALS ARE AMAZING

(12:41) “If you could have any of these animal superpowers, which would you pick?”

If students need prompting, you can remind them of examples from the video, such as that cats are able to see in the dark.

(12:41) “Can you think of other things that animals can do that humans can’t?”

If students need prompting, tell them that dogs can smell smoke before smoke detectors go off.

HOW YOU CAN SAVE ANIMALS

(16:03) “How would you feel if you were being bullied?”

Have students think about this from an animal’s point of view.

(17:36) “Can you think of some ways to be a better best friend to your dogs, cats, and other animals?”

If students need prompting, have them consider making sure that companion animals have everything they need, like fresh water, good food to eat, toys to play with, a comfortable bed to sleep in, regular veterinary care, and—most important of all—love and affection.

(19:09) “What are some other choices you can make that can save animals?”

If students need prompting, have them consider adopting animals from an animal shelter instead of buying them from a pet store or a breeder.

(21:20) “Can you think of a way to help an animal who shares the world with us?”

If students need prompting, have them consider, for example, going for a hike with their family instead of visiting a zoo, animal circus, marine park, or aquarium. That way, they can see animals in their own homes without disturbing them.