

# Training Video Supplement

## INTRODUCTION

### Links

- United Federation of Teachers–Humane Education Committee: [TeachKind.org/UFT\\_HEC](https://TeachKind.org/UFT_HEC)
- Challenging Assumptions
  - Website: [ChallengingAssumptions.org](https://ChallengingAssumptions.org)
  - Curriculum (download free copy): [TeachKind.org/CA\\_FreeDownload](https://TeachKind.org/CA_FreeDownload)
  - Video trailer: [TeachKind.org/CA\\_VideoTrailer](https://TeachKind.org/CA_VideoTrailer)
  - Full video: [TeachKind.org/CA\\_FullVideo](https://TeachKind.org/CA_FullVideo)
  - Worksheet—Agree or Disagree: [TeachKind.org/AgreeDisagree](https://TeachKind.org/AgreeDisagree) (4:38)
- Educators for Animals Conference: [TeachKind.org/EFA\\_Conference](https://TeachKind.org/EFA_Conference)

### Presenters

- Lisbet Chiriboga, Program Manager, TeachKind
- Megan Snyder, Manager, TeachKind
- Gail Frydkowski, Former High School Teacher and Current Chair, UFT–Humane Education Committee
- Mike Farley, Teacher, Middle and High School
- Dr. Kimberly Spanjol, Assistant Professor, Iona College

## PART 1: EXAMINING OUR OWN PERSPECTIVES (7:46–32:32)

### 'Opposite Thumb on Top' Activity

How did it make you feel? How do you think your students would respond to this activity? (7:55–9:17)

---

---

### Question to Dr. Spanjol

"A lot of educators are interested in animal rights and other social justices issues as well. Can you talk about intersectionality and the connectedness of all these issues, and why it's important for educators to examine their own feelings about these issues before presenting them to their students?" (11:04–11:21)

- Rewatch the video from 11:04–17:59 for Dr. Spanjol's response to this question, then record your takeaways below.
- Key takeaways

---

---

## Intersectionality (13:02–17:59)

### • Questions to Think About

- Intersectionality affects and includes nonhuman animals.  
For example, North Carolina's meat industry harms communities of color ([TeachKind.org/Environmental Racism](https://teachkind.org/environmental-racism)) by polluting their environment with an enormous volume of animal waste and its stench, and on today's farms, animals used for food are crammed by the thousands into filthy, windowless sheds or stuffed into wire cages, metal crates, and other devices leading to their immense suffering. This illustrates the intersection between racism and speciesism and offers a deeper understanding of the systems in which problems arise.  
  
Can you think of another way that speciesism (see definition below, in the glossary) intersects with another social justice issue?
- Why do you think humans tend not to think of their own species as part of their identity?  
For example, people commonly identify themselves by their gender, ethnicity, or sexual identity but rarely as human.
- What are some privileges that humans have that other species don't have in our current systems?
- How can framing animal rights as a social justice issue help students understand the systemic nature of oppression?  
Dr. Spanjol mentions "modeling your message" when discussing the importance of examining our own thoughts and feelings about animal rights as a social justice issue before discussing them with students. How is this a helpful approach to a discussion on any social justice issue? (17:41)

### Question to Dr. Spanjol

"It sounds like the root cause of oppression is the dehumanization and objectification of different groups. Can you talk about the consequences of dehumanization and objectification in and beyond the classroom?" (18:00–18:14)

- Rewatch the video from 18:00 to 25:00 for Dr. Spanjol's response to this question, then record your takeaways below.
  - Key takeaways

---

---

### • Questions to Think About

- How do we develop our morality and belief systems? (18:20)
- What are some other systems/forms of oppression and violence that have occurred throughout history? (20:09)
- Dr. Spanjol mentions that the dehumanization and objectification process can be looked at like an optical illusion—"once you see it, you can't unsee it." Have you ever experienced this with any other issue? (21:58)
- Dr. Spanjol paraphrases the famous adage that "our thoughts and language lead to our beliefs, our beliefs lead to our habits, and our habits lead to our character" and states that we get to choose how we see the world through this lens. What does this mean to you in relation to how you see different social justice issues? (22:48)

## Curriculum Components (25:01–26:36)

- Part 1: Four comprehensive lesson plans (25:16)
- Part 2: Recommended lessons designed to be integrated into your existing ELA and social studies curriculum (25:37)
- Part 3: Student-led service learning project (26:16)

**Testimonial (High School English Teacher)** (26:43–32:20)

- **Ideas I can use in my own classroom**

---

---

**PART 2: PRACTICAL APPLICATIONS** (32:21–52:06)

**Guiding Question:** “Just as white individuals, male individuals, and straight individuals must acknowledge their privilege in order to begin to address racism, sexism, and homophobia, humans must acknowledge their privilege in order to address speciesism. How can acknowledging our universal role as oppressors of other animals guide us in our discussions of the intersectionality of social justice issues?” (32:46)

- **Initial Thoughts**

---

---

- **Final Reflection** (after watching the training video)

---

---

**Journey to Humane Education**

- Gail Frydkowski (33:57)
- Mike Farley (35:15)

**How Do We Broaden Our Discussions of Social Justice Issues to Include Animals?** (39:14)

- Key takeaways

---

---

**Worksheets** (39:30)

- **Statements About Beliefs and Behavior:** [TeachKind.org/BeliefsBehavior](https://teachkind.org/BeliefsBehavior)

**Classroom Experiences**

- Gail Frydkowski (42:25)
- Mike Farley (44:30)

**Social Justice Gallery Walk**

- **Overview** (lesson from Challenging Assumptions curriculum) (49:00–51:37)

Go to [TeachKind.org/CA\\_Padlet](https://teachkind.org/CA_Padlet) to use the existing template.

Follow these instructions to create your own Padlet:

- After creating a Padlet account, go to [padlet.com/TeachKind/GalleryWalk](https://padlet.com/TeachKind/GalleryWalk).
- Click “Remake” in the top right hand corner of the screen.
- Modify the title and description, if necessary.
- Check “Copy posts.” (This will copy all of the images that TeachKind has in our Padlet, but you can replace them with your own images if you’d like.)
- Click “Submit.”

- **Discussion Questions** (49:53)

- What did you notice as you participated in the gallery walk?
- What comments did you respond to? Which comments received the most attention? Why?
- What similarities did you notice among the images? What differences did you notice?
- If you had to give this exhibition a title, what would it be and why?

*Note: These discussion questions should be posed to teachers or students who complete the Gallery Walk as a group.*

**Additional Questions** (51:12)

- What standards or units will you be covering soon?

---

---

- Where in the curriculum can you fit these types of lessons?

---

---

- Think about the last unit you taught and where there might be a landing spot for a discussion about animals. What could you try next time?

---

---

**WRAP-UP** (52:07–1:01:14)

**Question to Dr. Spanjol**

“Can you discuss the fact that cognitive dissonance can be a huge source of unhappiness and that, by contrast, research on service shows that it can lead to increased happiness?” (52:18)

- Rewatch the video from 52:18 to 55:47 for Dr. Spanjol’s response to this question, then record your takeaways below.
- Key takeaways

---

---

**‘Comforting Lies, Unpleasant Truths’ Cartoon** (53:02)

- How can you use this image with your students?

---

---

**Maya Angelou Quote:** “[W]hen you know better, do better.” (55:34)

- How can you use this quote with your students?

---

---

## ADDITIONAL TEACHKIND RESOURCES (56:15–1:01:01)

- Teaching With Film: [TeachKind.org/Film](https://teachkind.org/film) (56:20)
- Debate Resource Kits: [TeachKind.org/DebateKits](https://teachkind.org/debatekits) (56:35)
- Reading Lessons (56:49)
  - *Animalkind* Book Club Lesson: [TeachKind.org/Animalkind](https://teachkind.org/animalkind)
  - *The Chain* Novel Study Lesson: [TeachKind.org/TheChain](https://teachkind.org/thechain)
- Rescue Stories: [TeachKind.org/RescueStories](https://teachkind.org/rescuestories) (57:02)
  - Miss Willie's Rescue video (57:25)

## GLOSSARY

- **Humane education**—the use of education to foster compassion and respect for all living beings (1:32)
- **Intersectionality**—an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege (13:14)
- **Speciesism**—the belief that one species is more important than another (14:20)
- **Cognitive dissonance**—the state of having inconsistent thoughts, beliefs, or attitudes, especially with regard to behavioral decisions and changes in attitude. (52:22)

## VISIT TEACHKIND ONLINE

- [TeachKind.org](https://teachkind.org)  
Contact: [Info@teachkind.org](mailto:info@teachkind.org)
- Instagram: [@TeachKindTeachers](https://www.instagram.com/teachkindteachers)
- Facebook: [Facebook.com/TeachKind](https://www.facebook.com/teachkind)
- Pinterest: [TeachKind.org/Pinterest](https://teachkind.org/pinterest)
- Teachers Pay Teachers: [TeachKind.org/TPT](https://teachkind.org/tpt)

Please visit [TeachKind.org/ChallengingAssumptionsTraining](https://teachkind.org/challengingassumptionstraining) for more information and links to the resources mentioned in the training video.