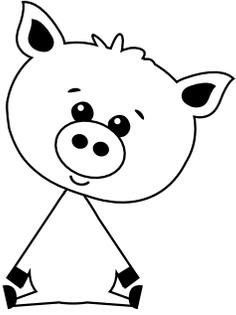


Name \_\_\_\_\_ Date \_\_\_\_\_



## Opening Activity: Test Your Animal Knowledge

How well do you know these animals? Let's put your knowledge to the test! The teacher will read sentences 1 to 10. Put a check mark in the box for "TRUE" if the sentence is true. Put a check mark in the box for "FALSE" if it is not true.

**TRUE**    **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” says that we should treat others the way we want to be treated. We should follow this rule in our relationships with other humans, and it should also apply to our relationships with animals.

### Procedure

The cards on the next page give examples of situations in which the Golden Rule is not being applied to animals. For each one, students will answer the following questions in groups:

- Is the animal being treated the way they would want to be treated—according to the Golden Rule?
- How would they change the situation to make it follow the Golden Rule?
- How does the situation remind them of an experience from their own lives?

Read the first situation aloud, and display the image of a cat (use the image from the Visual Support Guide, which can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide)) on the board.

Read each question, allow time for discussion in groups, and then discuss as a class.

Do the same for the other four situations. You may wish to distribute copies of the cards to students.

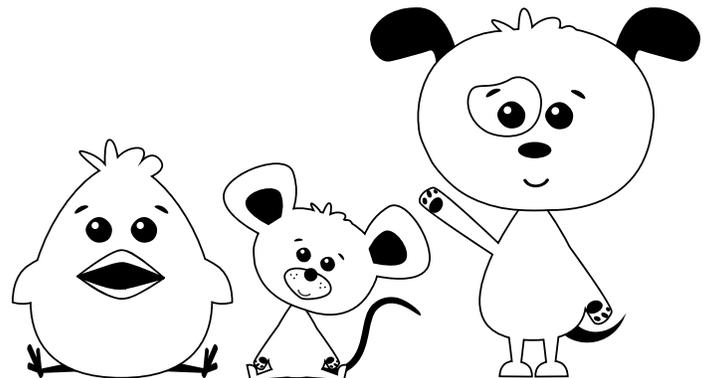
For situation 4, make sure that the students understand that the wooded habitat was the turtle's home.

For situation 5, make sure that the students understand what being handled and surrounded by strangers is like from the animals' point of view.

Have each group share their responses with the whole class.

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

*(This means animals, too!)*



## Part 1: 'The Golden Rule and You' Activity (cont'd).

### 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

"Write about a time when you knew that someone was not following the Golden Rule with an animal. What happened? What did you do? What would you do next time or tell others to do?"

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

- Include a beginning, a middle, and an ending. (Help readers follow the story.)
- Add details. (Help readers picture the story in their own minds.)

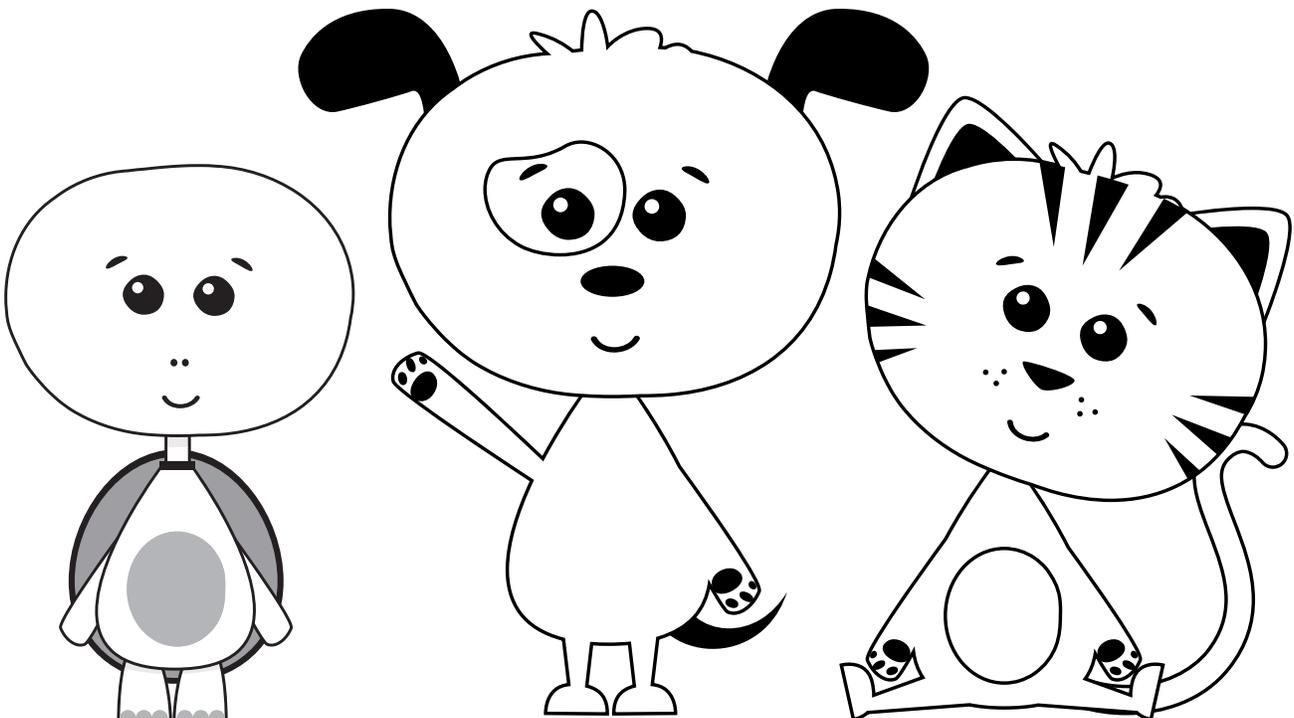
### Common Core Standards Addressed

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.K-2.1: Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.



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

Is the animal being treated the way you would want to be treated—according 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?

---

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

Is the animal being treated the way you would want to be treated—according 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?

---

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

Is the animal being treated the way you would want to be treated—according 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?

---

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

Is the animal being treated the way you would want to be treated—according 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?

---

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

Are the animals being treated the way you would want to be treated—according 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 \_\_\_\_\_

## The Golden Rule and You

**Who?**

(Name the human and the animal.)

**What?**

(What happened? What did you do?)

**When?**

(When did it happen?)

**Where?**

(Where did it happen?)

**What would you tell others to do?**

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Golden Rule and You

## Personal Narrative

<b>Beginning</b>	<b>Middle</b>	<b>End</b>	<b>Tell Others to ...</b>

--

## 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 for them—in other words, by putting ourselves in their place to understand how they feel.

*Note:* This activity presents an opportunity to expand students’ vocabulary about feelings. It is best done after they have completed basic lessons on recognizing and identifying feelings.

- Explain that empathy is the ability to understand how someone else is feeling. Tell students that often, we can tell how a person is feeling by imagining how we would feel if we had the same experience.
- As a class, brainstorm a list of words used to describe feelings and write them on chart paper.
- Show the video at [SharetheWorld.org/DucklingRescueVideo](http://SharetheWorld.org/DucklingRescueVideo) as an example of displaying empathy for another living being.
- Ask students to describe how the animals were feeling before and after they were helped. Then ask, “What helped you understand how the ducklings might have felt?” (Possible answer: They imagined how they would feel if they had the same experience.)
- Ask students if they have ever seen anyone show empathy for another human or an animal. Have them describe the experience. (If they need prompting, ask them if they have ever seen anyone help someone who has fallen down or rescue an injured animal.)
- Read the first scenario below aloud. (Display the image of a dog from the Visual Support Guide, which can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).)

**Scenario #1:** A dog who is lying on the sofa being petted by his guardians feels ... (*happy, content, loved*)

- Have students work in small groups to discuss how the animal is feeling and to finish the sentence using a word that describes a feeling. (They can use the class chart with the list of words that describe feelings for assistance.) Then, discuss their responses as a class.
- Do the same with the other five scenarios. (Display the images of animals from the Visual Support Guide, which can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).)

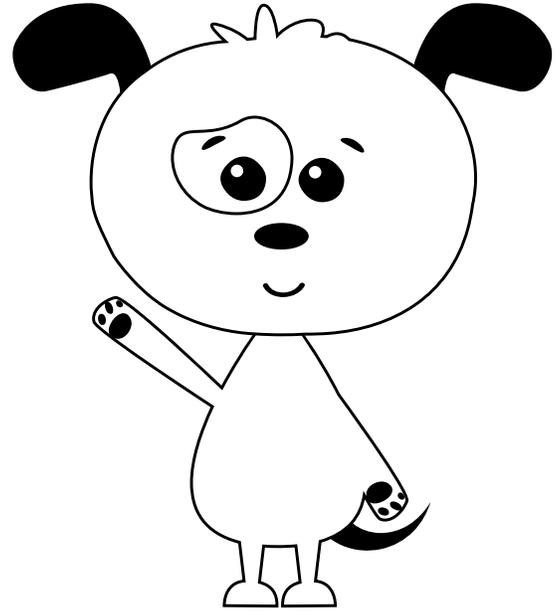
**Scenario #2:** A dog who is always chained up outside feels ... (*sad, miserable, lonely*)

**Scenario #3:** An orca swimming in the ocean with family feels ... (*happy, joyful, content*)

**Scenario #4:** An orca who is forced to do tricks and swim in circles over and over again in a tank at a marine park feels ... (*sad, frustrated, trapped*)

**Scenario #5:** A mother cow whose baby calf is drinking milk from her udder feels ... (*happy, devoted, loved*)

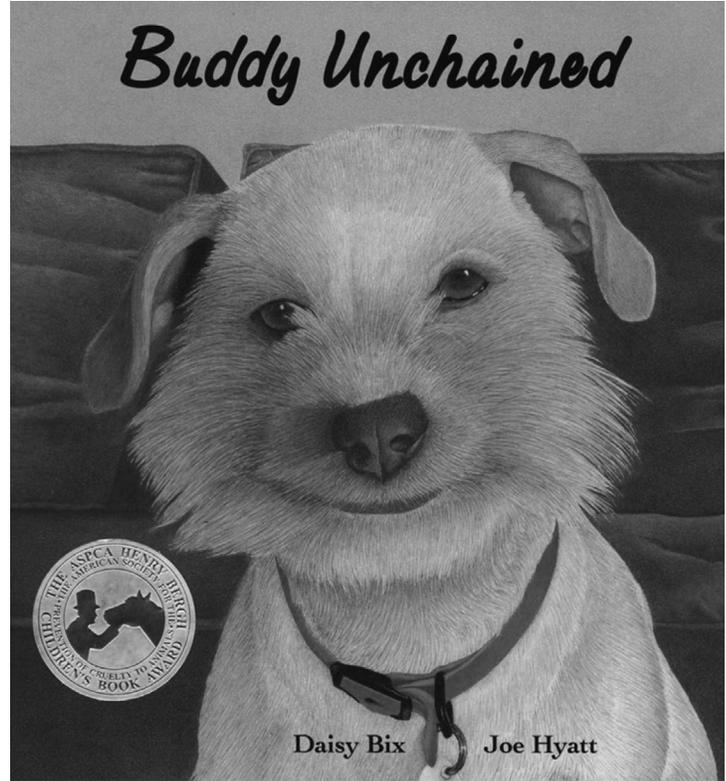
**Scenario #6:** A mother cow on a dairy farm whose baby is taken away from her feels ... (*sad, heartbroken, worried*)



## Part 2: 'Practicing Empathy' Activity (cont'd)

### Common Core Supplemental Activity

- Read *Buddy Unchained* by Daisy Bix about a dog named Buddy who was left chained outdoors without food or clean water. The story follows him from a sad existence in a backyard to his new life when he is adopted into a loving home.
- Ask students which family took the best care of Buddy. Have them answer by engaging in "Turn and Talk" with a partner. They should give reasons for their answers. Then, have them share their responses as a class.
- Ask, "What is the message that the author wants to give us? What does she want us to learn from this story?" (To understand dogs' basic needs, how to take care of them, and why it is cruel to chain them outdoors; how to treat dogs with the love and care that they deserve; to be kind to dogs and give them what they need)
- Discuss which family showed empathy for Buddy, and ask students to describe which actions showed empathy and which showed a lack of empathy.
- Discuss and chart dogs' basic needs. (Food, water, shelter, exercise, training, social interaction, affection)
- Have students imagine that their family just adopted a dog from a shelter. On poster paper, they should draw how they would take care of the dog to satisfy all of his or her basic needs.



### Common Core Standards Addressed

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.1.1: Ask and answer questions about key details in a text.

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

SL.K-2.1: Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.

## 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 respect animals and use empathy—putting ourselves in their place—to guide how we treat them.

### Procedure

Display the image below, which can be accessed at [SharetheWorld.org/DogChained](http://SharetheWorld.org/DogChained). Have students discuss the following questions in small groups.

- What is happening in the photo?
- Why do you think the dog is tied up?
- How do you think the dog feels being all alone?
- What makes you think so?



### 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? Why? What would you be afraid of? What would you want in life?”

Have students organize their ideas on the K–2 Opinion Writing Graphic Organizer. Grade 1–2 students can supply examples to support the reasons for their opinions.

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](http://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.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Name \_\_\_\_\_ Date \_\_\_\_\_

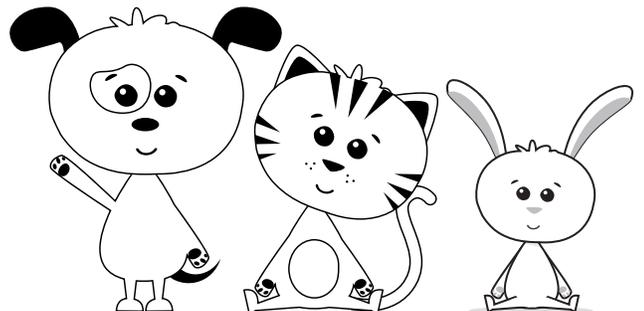
## Opinion Writing

**Opinion**

**Reason**

**Example**

**Restate Opinion**



# ANIMALS ARE AMAZING



## Part 1: 'Amazing Animal Facts' Activity

### Introduction

Read the following instructions aloud to students:

“The more we know about animals and their behavior, the more we see how interesting and clever they are. I will read you some animal facts. Raise your hand when you hear something that surprises you about an animal.”

### Procedure

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

- ✓ **Beavers** live in groups with their families and relatives, build their own homes, and collect their food.
- ✓ **Elephants** sometimes use sticks to draw in the dirt.
- ✓ **Orangutans** build roofs for their nests to keep out the rain, and they use large leaves as umbrellas.
- ✓ **Birds** called “warblers” fly all the way from Canada to South America and back (thousands of miles), returning to the same place to make a nest and have their babies.
- ✓ **Electric eels** talk to each other by sending electrical signals.
- ✓ **Dolphins** have protected shipwreck survivors from drowning and from sharks, sometimes keeping them afloat for many miles.
- ✓ **Cows** form a circle around their baby calves to protect them from danger or bad weather.
- ✓ **Male emperor penguins** protect the females’ eggs and keep them warm for two months, without food, in freezing weather in the Antarctic.

### 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 in grades 1 and 2 can supply reasons and examples to support their opinions.

### Short Constructed Response Prompt

“Choose the fact that surprised you the most. Why do you think the animal behaves this way?”

### Common Core Standards Addressed

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

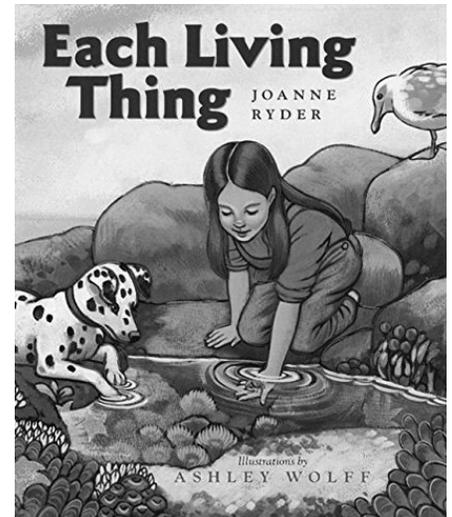
## Part 2: 'How Do They Feel?' Activity

### 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

- Read *Each Living Thing* by Joanne Ryder, which depicts several children keeping a respectful distance from different animals in their natural environments over the course of a day.
- Discuss the message of the book—that no matter what they look like, all animals deserve our consideration. Key ideas stressed in the book are “be aware of them,” “take care of them,” “be watchful,” and “let them be.”



Cover from EACH LIVING THING by Joanne Ryder, illustrated by Ashley Wolff. Illustrations copyright © 2000. Used by permission of Houghton Mifflin Harcourt.

---

### Common Core Supplemental Activity

To understand how wild animals feel when faced with threats from humans, students should imagine that they are a particular wild animal. Writing an impassioned letter to humans asking for their consideration is a good way to help them explore others' perspectives. Have students use the writing prompt below to create an opinion piece.

### Writing Prompt

“Choose an animal from the book and write a letter to humans from his or her point of view. Tell humans what they should do to be respectful of you (by following the Golden Rule).”

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

- How to write a letter
- How to write from a different point of view

### Common Core Standards Addressed

RL.K.2: With prompting and support, retell familiar stories, including key details.

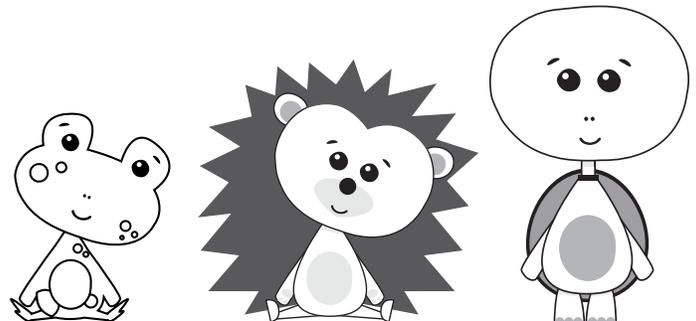
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.



# 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

Read the following instructions to students:

Dogs, cats, and the other animal companions who share our homes aren't wild—they're "domesticated," which means that they need their guardians (that's us!) to make sure they have everything that 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 to pay attention to what they like and dislike. This will help us understand how best to take care of animal companions and meet all their needs.

Choose a domesticated animal. Draw the animal in the box on the left, and draw yourself in the box on the right. Think of things that only the animal likes to eat, do, and have, then write (or draw) them on the Venn diagram in the circle that shows the animal. Do the same for the things that only you like to eat, do, and have, then write (or draw) them on the Venn diagram in the circle that shows you. Last, draw the things that you both like to eat, do, and have on the Venn diagram in the space where the circles overlap.

Model how to fill in a Venn diagram on the board using your own examples before allowing students to complete theirs.

Students should compare and contrast their likes and dislikes with those of their chosen animal. Have them discuss their observations about the similarities and differences with a partner.



## Part 1: 'Be an Animal's Best Friend' Activity (cont'd)

### 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 domesticated 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

"Describe how to take care of your chosen domesticated animal. Be sure to consider what that animal needs in order to live as well as any likes and dislikes."

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

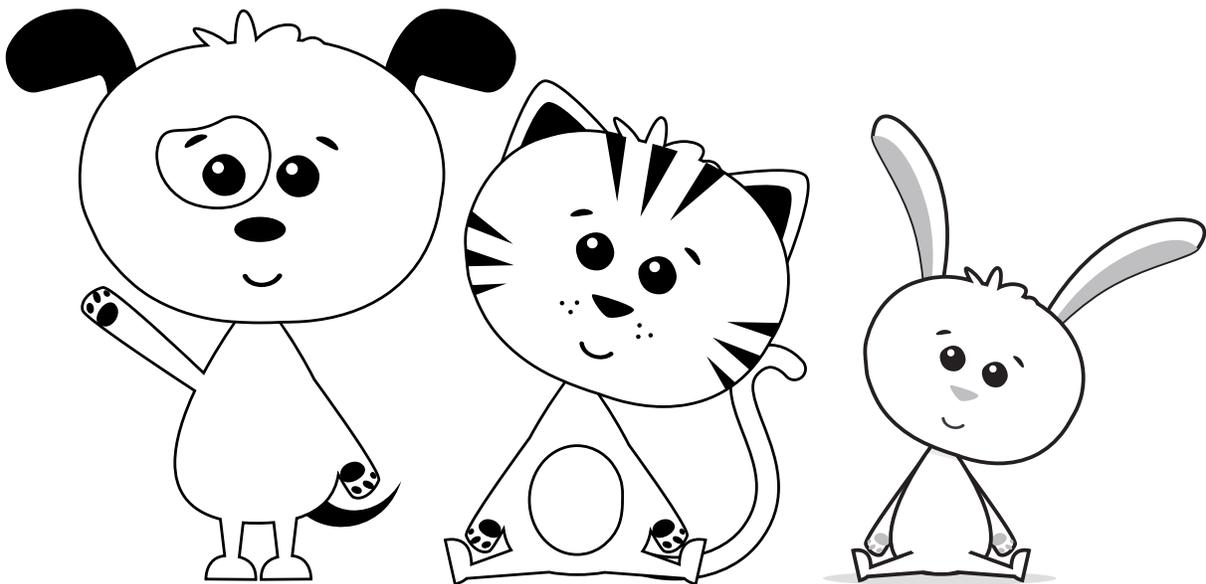
- Gather and sort facts. (Find animal facts at [PETAKids.com](http://PETAKids.com).)
- Organize ideas. (Show the relationships between responsible actions and their positive effects vs. neglectful actions and their negative consequences.)
- Craft a conclusion. (Explain why this matters!)

### Common Core Standards Addressed

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

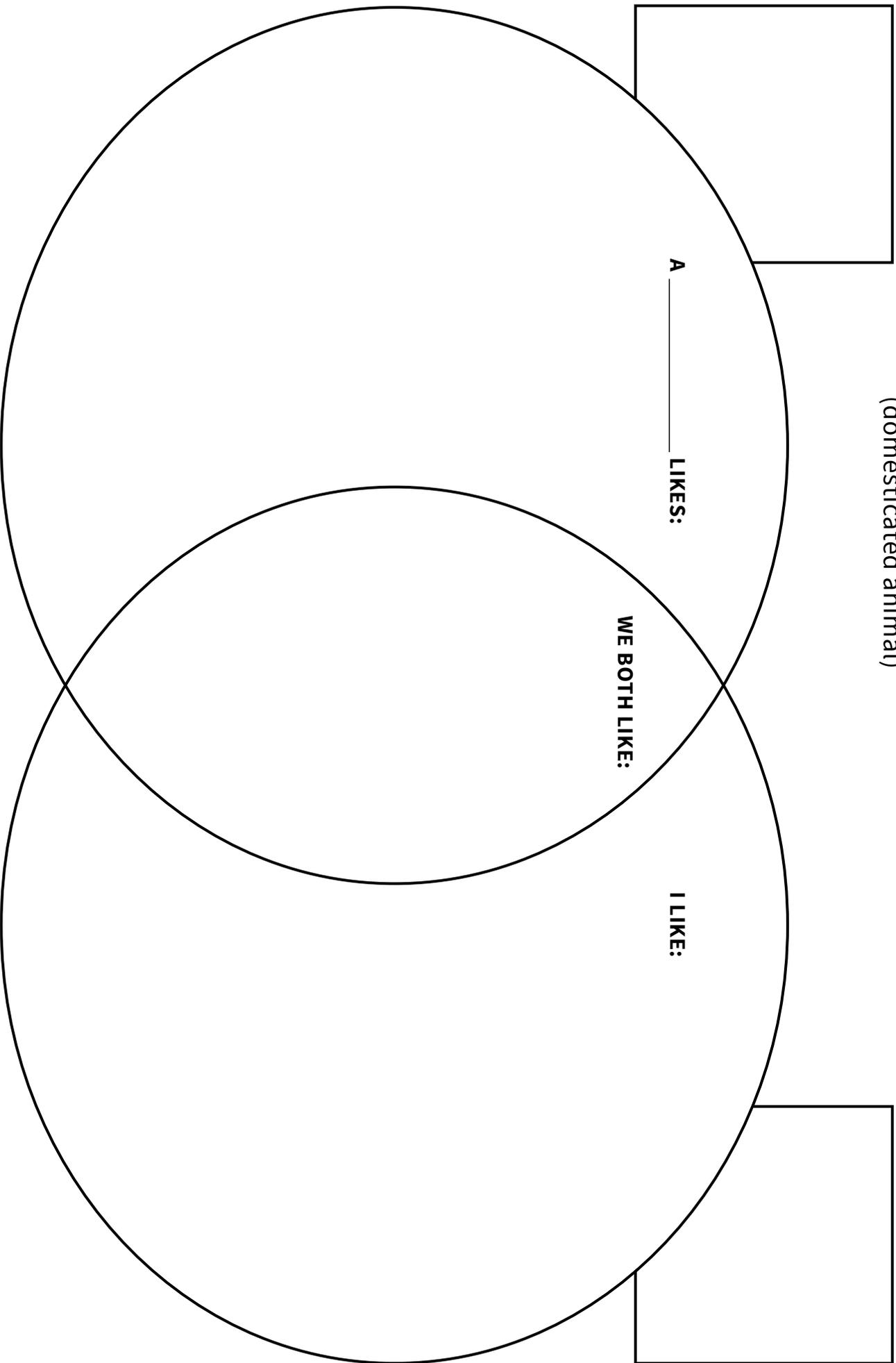
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



Name \_\_\_\_\_ Date \_\_\_\_\_

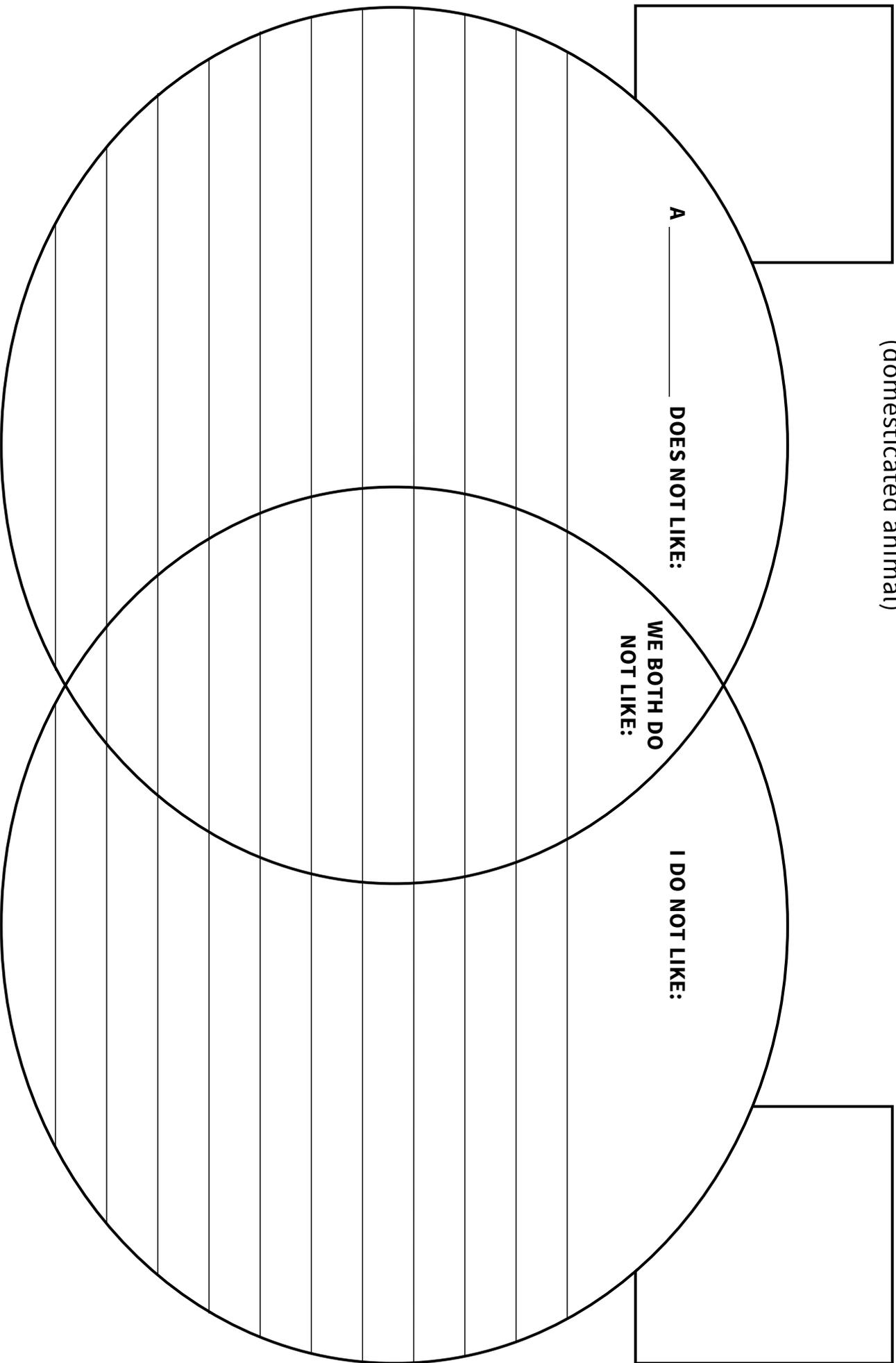
\_\_\_\_\_ and I: **What We Like**  
(domesticated animal)



Name \_\_\_\_\_ Date \_\_\_\_\_

(domesticated animal)

### and I: What We Do Not Like



## Part 2: 'Changing Times, Changing Minds' Activity

### Introduction

This activity presents students with some facts about the ways frogs care for their families. It also introduces them to dissection and its impact on frogs.

### Procedure

Read a book about frogs to the class. Prompt students to ask and answer questions about key details in the text. Give them some information about frogs from [SharetheWorld.org/HiddenLifeFrogs](http://SharetheWorld.org/HiddenLifeFrogs), including the following:

- Many kinds of frogs are caring and clever parents. Some dart frogs lay eggs on the forest floor, guard them from animals who might eat them, and keep them wet by urinating on them if they get too dry. Other frogs carry their tadpoles on their backs to a special plant that holds water. They look after the babies there until they grow legs and can leave the water.
- Some frogs even protect their babies inside their own bodies. One kind of male frog has pouches on his side where his tadpoles live until they grow legs. Other frog dads hold their babies inside their mouths until they've grown up.



Explain to students that some people take frogs out of their natural habitats to use them in classrooms for dissection. The frogs are killed so that people can study their insides. Let students know that when they get older, they may be asked to cut open frogs or other animals in their own classrooms. Tell them that dissection was first used at a time when humans knew very little about the insides of animals. Scientific discoveries have given us more knowledge about the natural world, but people have continued to dissect animals, even though they don't need to anymore. Let them know that there are animal-friendly alternatives to dissection ([SharetheWorld.org/DissectionAlternatives](http://SharetheWorld.org/DissectionAlternatives)), which means that they can learn about the insides of frogs and other animals by using methods that don't hurt animals, such as a computer program. They can be a friend to animals by speaking up and saying no to dissection.

**Background Information on Dissection for Teachers:** [SharetheWorld.org/Dissection101](http://SharetheWorld.org/Dissection101)

### Common Core Supplemental Activity

This activity helps students understand that frogs are individuals who protect their families and who should never be viewed as objects to be used for dissection. Encourage students to consider this as they create an informational writing piece using the prompt below.

### Writing Prompt

"Write down three important facts about frogs on the Informational Writing worksheet. Include at least one fact about the way frogs take care of their babies."

### Common Core Standards Addressed

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

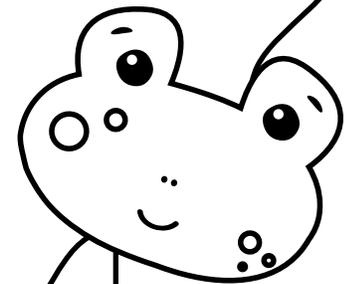
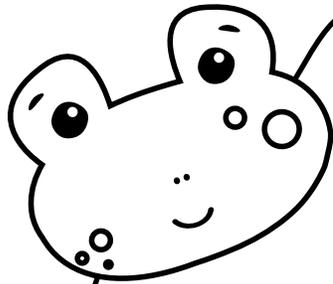
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Informational Writing

Topic: \_\_\_\_\_



**Fact**

**Fact**

**Fact**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Informational Writing

**Topic:** \_\_\_\_\_

**Topic Sentence:** \_\_\_\_\_

### Fact 1

---

---

---

---

---

---

---

---

---

---

### Fact 2

---

---

---

---

---

---

---

---

---

---

### Fact 3

---

---

---

---

---

---

---

---

---

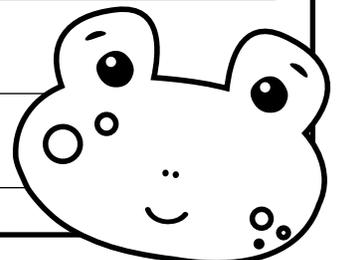
---

### Conclusion

---

---

---



## Part 3: 'Animal Overpopulation = Sad Math' Activity

### Introduction

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.

### Procedure

Use the "It's Raining Cats and Dogs" lesson ([SharetheWorld.org/RainingCatsDogs](http://SharetheWorld.org/RainingCatsDogs)) to introduce students to the cat and dog overpopulation crisis, which has left millions of animals homeless.

*Note:* Use your professional judgment to decide whether you should discuss euthanasia with your students. Asking them what they think happens to animals in shelters who don't find a home might help you ascertain whether they are ready for this topic.

### Common Core Supplemental Activity

Have students use the writing prompt below to create a short, constructed response based on what they learned about the overpopulation crisis and what they can do to help end it.

### Writing Prompt

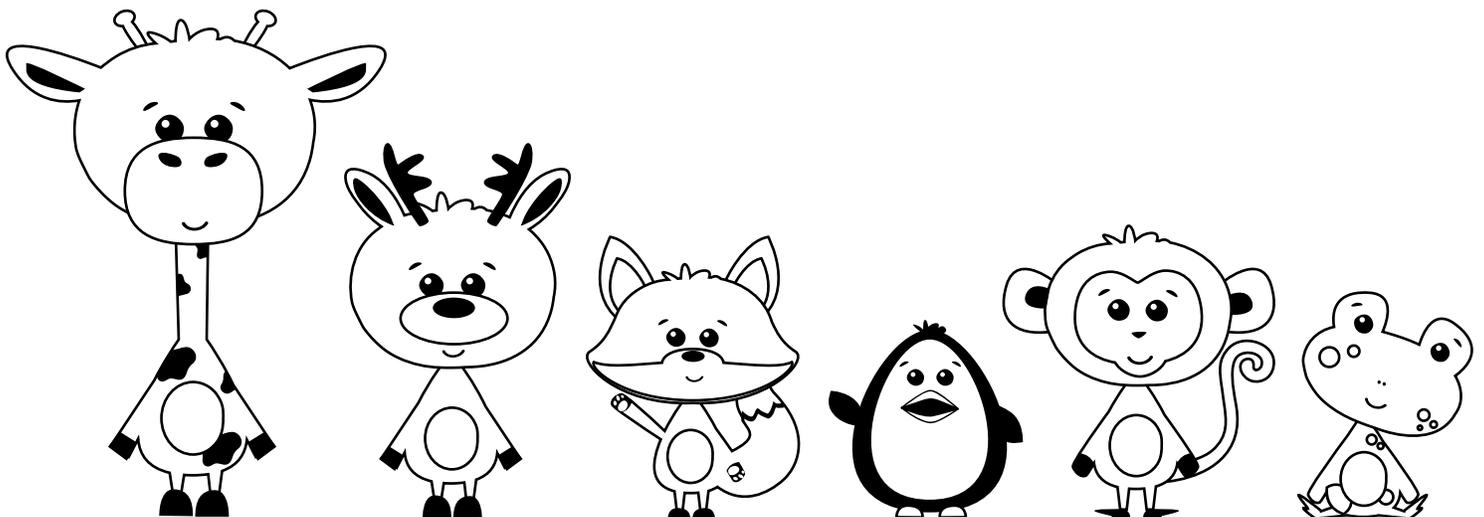
"Write about the important things that humans can do to help stop the overpopulation crisis and make sure that all companion animals have a good home."

### Common Core Standards Addressed

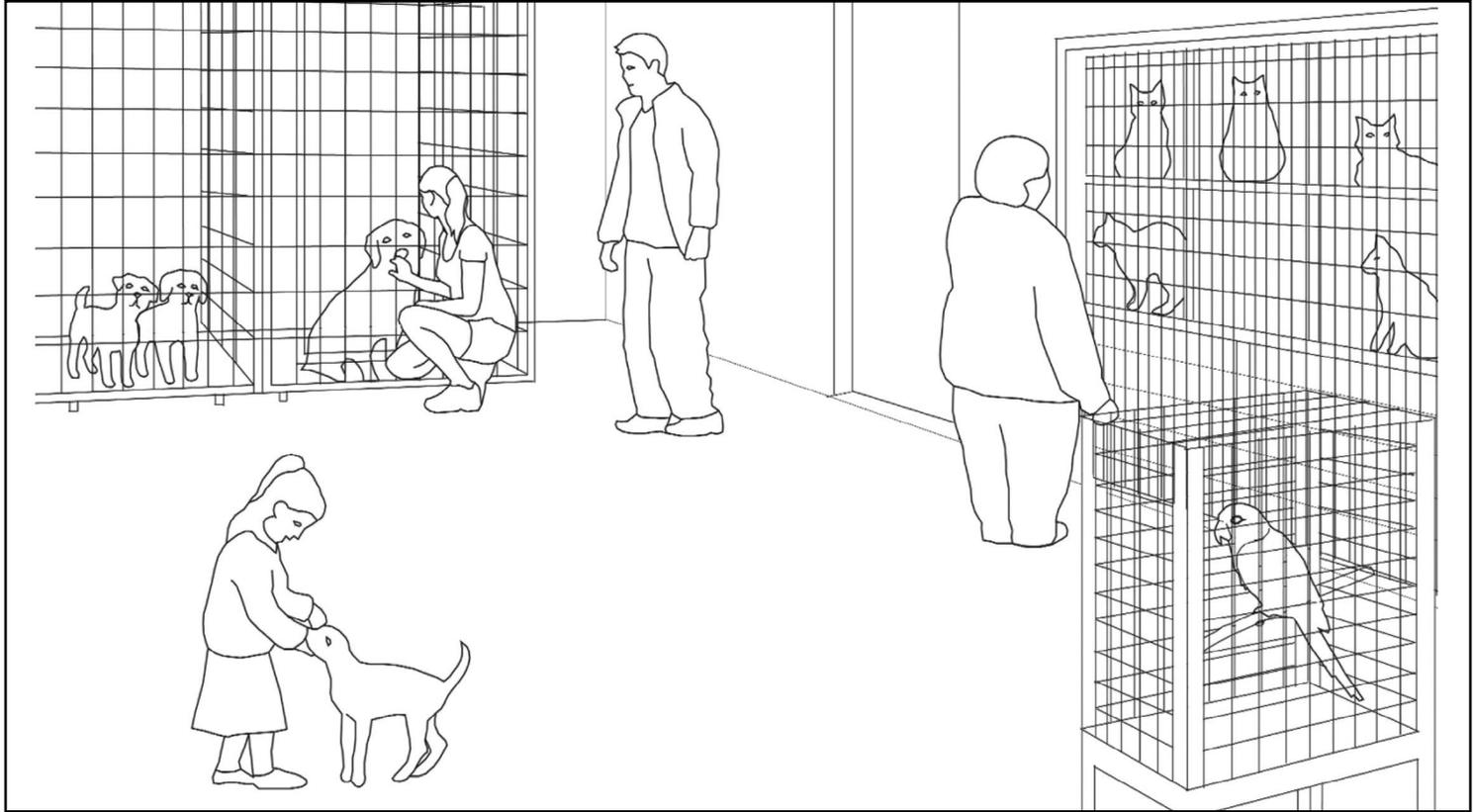
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



# Animal Shelter Graph



Count the number of each type of animal in the picture above, and keep track of the numbers by using the graph below:

5				
4				
3				
2				
1				
	<b>Dogs</b>	<b>Cats</b>	<b>Birds</b>	<b>Humans</b>

1. How many dogs are there? \_\_\_\_\_
2. How many cats are there? \_\_\_\_\_
3. How many birds are there? \_\_\_\_\_
4. How many animals are there in total? \_\_\_\_\_
5. How many humans are there? \_\_\_\_\_
6. If each human adopts one animal, will all the animals be adopted? \_\_\_\_\_
7. How many animals will be left without a home? \_\_\_\_\_
8. Every year in the United States, millions of animals in shelters do not get adopted. How can you help these animals?

# '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 their animal companions 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 going for a hike with their family instead of visiting a zoo, an animal circus, a marine park, or an aquarium. That way, they can see animals in their own homes without disturbing them.

# SHARE THE WORLD

## Visual Support Guide • Grades K–2

Younger students, as well as English-language learners and children with special needs, may benefit from visual aids to enhance their comprehension during some of the activities. You can use the images below to provide the necessary assistance. Visit [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide) to access larger versions of these images that can be displayed on a screen.

### Opening Activity: Test Your Animal Knowledge

Read each statement, and display a photo of the animal mentioned, which can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).



### Animals Are Like Us (Part 1): The Golden Rule and You

Display a photo of the relevant animal during the discussion of each situation. Photos can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).



**Animals Are Like Us (Part 2): Practicing Empathy**

Display a photo of the relevant animal during the discussion of each scenario. Photos can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).



**Animals Are Amazing (Part 1): Amazing Animal Facts**

Display a photo of the relevant animal as you read each statement. Photos can be accessed at [SharetheWorld.org/VisualSupportGuide](http://SharetheWorld.org/VisualSupportGuide).

