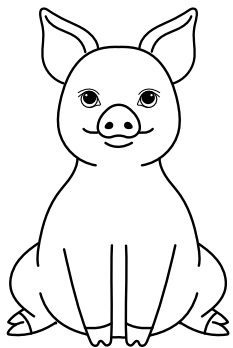


Name _____ Date _____



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**
✓ ✓

1. Rats love to be tickled, and they make chirping noises like 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 the shell.		
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.		
10. In the ocean, orca mothers and their calves travel together for their entire lives.		

ANIMALS ARE LIKE US



The Golden Rule and You

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 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), on the board.

Read each question, allow time for discussion in small 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.

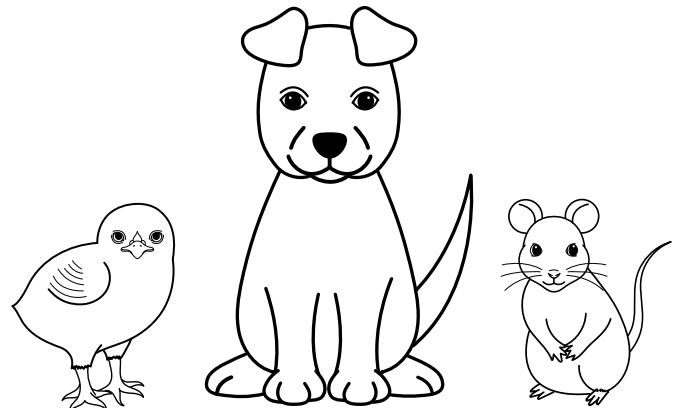
For situation 4, make sure that the students understand that the wooded habitat was the turtle’s home.

For situation 5, make sure that the students understand from the animals’ point of view what it would be like to be handled and surrounded by strangers.

Have each group share its responses with the whole class.

**“TREAT OTHERS
THE WAY YOU
WANT TO
BE TREATED.”**

(This means animals, too!)



The Golden Rule and You (cont'd.)

Common Core Supplemental Activity

Since “The Golden Rule and You” activity is likely to 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.)

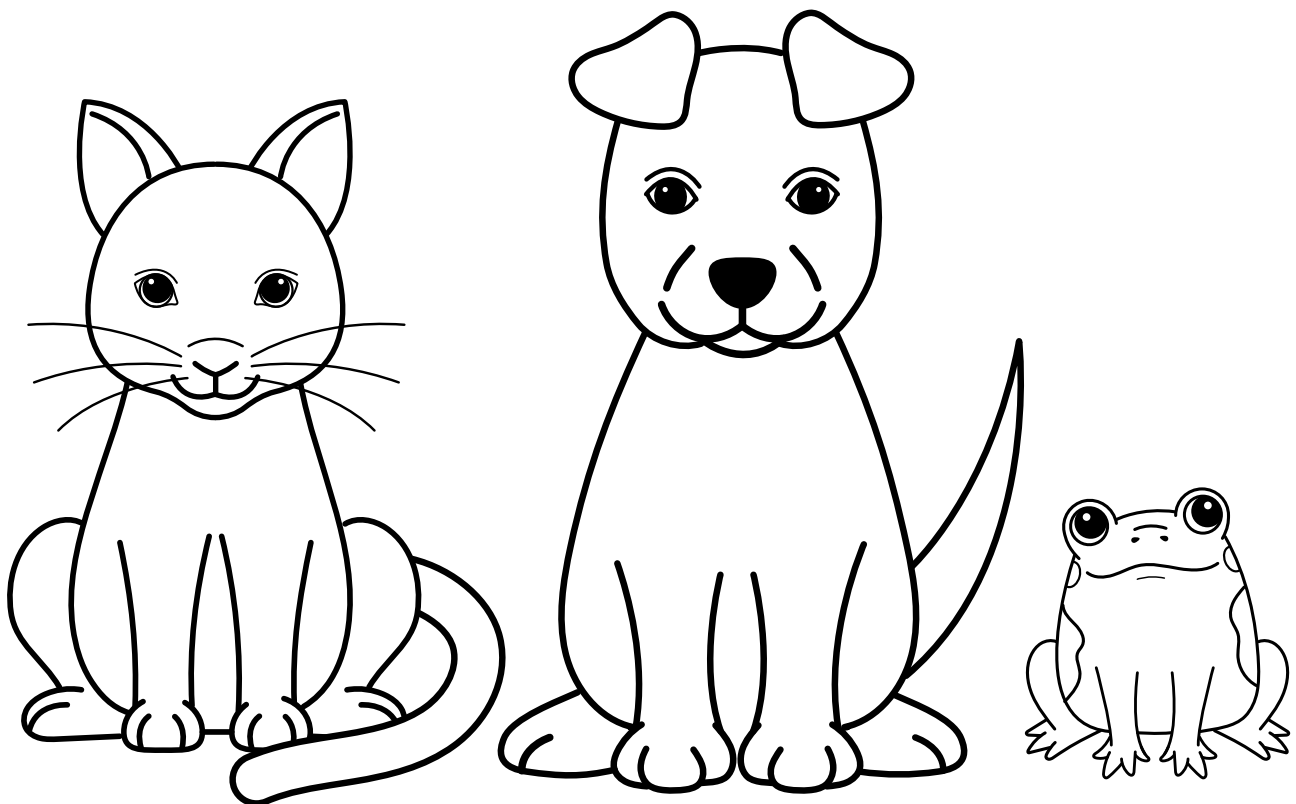
Common Core Standards Addressed

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 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 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 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 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 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?

The Golden Rule and You
Personal Narrative

Beginning	Middle	Ending	Tell Others to ...

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 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 their experiences. (If they need prompting, you can 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.)

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 the animal's feelings 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.)

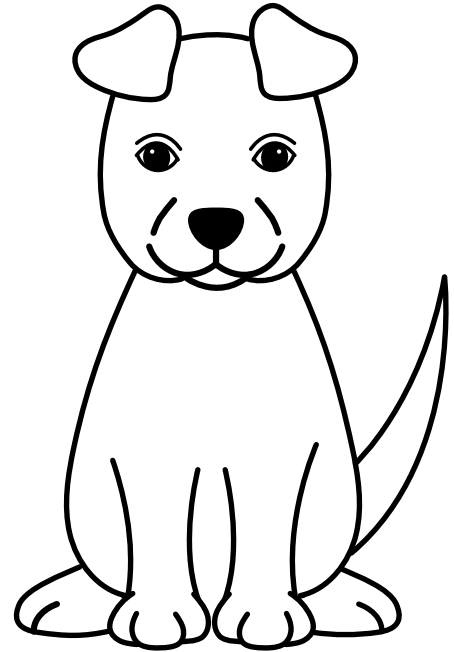
Scenario 2: A dog who is always chained up outside feels ... (*sad, miserable, lonely*)

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*)



Key Vocabulary**rescuers**

people who save someone from a bad situation

animal companions

animals who are adopted and cared for by humans

natural habitat

place where plants and animals normally live and grow

Rescue Story: Herman the Duckling's First Swim

Herman was a fluffy baby duck living all alone in a dirty cage. He needed more space, some water to swim in, and other ducks to play with. Luckily, **rescuers** saved him and took him to a safe place with a pond and lots of other ducks. Now, Herman is all grown up and gets to swim every day with his duck friends.



Wild ducks are sweet, but they aren't toys and shouldn't be **animal companions**. Like all wild animals, wild ducks are happiest and healthiest in their **natural habitat**.

1. Why did Herman need help?

- a. He was sick.
- b. He was living all alone in a dirty cage.
- c. He had a broken wing.
- d. He was lost.

2. What does Herman do every day now?

- a. Take naps in the sun
- b. Eat his favorite food
- c. Swim with other ducks
- d. Play chase with his friends

3. Where are wild ducks happiest and healthiest?

- a. In their natural habitat
- b. In a cage
- c. In a house
- d. In a pool

4. How do you think Herman felt before he was rescued, and how did he feel afterward? What makes you think so?

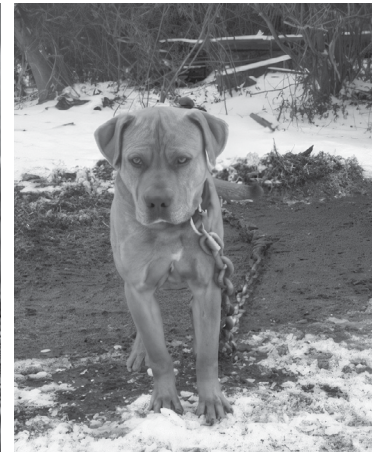
Introduction

Humans and other animals are alike in many ways—including the ability to feel sadness and experience pain and suffering. We can respect all animals and use empathy—putting ourselves in their places—to guide how we treat them.

Procedure

Display the images below, which can be accessed at [SharetheWorld.org/Collage_K-2](https://www.sharetheworld.org/Collage_K-2). Have students discuss the following questions in small groups:

- What is happening in the photo?
- How do you think the animal or animals feel?
- What makes you think so?



Common Core Supplemental Activity

Since the “I Am an Animal” activity is likely to provoke strong opinions about the way animals 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. What would you want in life? What would you be afraid of? How should you be treated by humans? Why?”

Have students organize their ideas on the K–2 Opinion Writing Graphic Organizer. Students in grades 1 and 2 can give 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](https://www.petakids.com).)
- Use linking words and phrases. (Connect your opinions to your reasons.)
- Provide a concluding statement. (Restate your opinion, and issue 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.

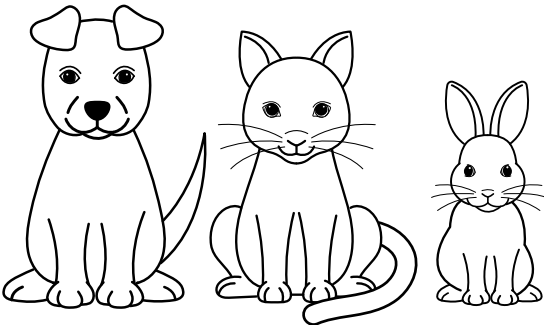
Opinion Writing

Opinion

Reason

Example

Restate Opinion



ANIMALS ARE AMAZING



Amazing Animal Facts

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. Afterward, have them share and compare their feelings about the animals based on the new information.

- ✓ **Beavers** live in groups with their families and relatives, build their own homes, and store their food.
- ✓ **Elephants** sometimes use sticks to draw in the dirt.
- ✓ **Orangutans** build roofs over 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 are likely to 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 give 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.

'Animals Are Amazing!' Mini-Book

Introduction

Over the past few decades, a wealth of new information has emerged about who animals are: astounding beings with intelligence, emotions, intricate communication networks, and myriad abilities. For this activity, students will learn some remarkable facts about animals in order to spark their sense of wonder and empathy for all sentient beings.

Procedure

Read each text aloud while displaying the image of the respective animal (use the image from the Visual Support Guide, which can be accessed at SharetheWorld.org/VisualSupportGuide) on the board. You can find videos on the internet about the remarkable things that each animal does and play them after you read the text aloud. Then have students fill in the blank with the name of the animal on each page and color the picture. More advanced students could write an additional sentence about the animal.

Ants Count

Ants who live in the desert don't have familiar sights like plants and trees to help them find their way home. So when they leave their nest, they count their steps. They also keep track of which way they turn, how fast they are moving, and how much time has passed. Then these smart insects use math to figure out the fastest way back home.

Gold Medal Fish

Pacific salmon are born in streams. They head out into the ocean to find food and grow larger and stronger. They need to get as big and muscular as they can over the next few years. The trip back home to build their nests and lay their eggs will be a tough one.

Rivers naturally flow into the ocean. So to return home, Pacific salmon have to swim against the current the whole way. The trip is often several hundred miles long. They dash up river rapids and even up waterfalls, leaping as high as 12 feet into the air.

Fish Artist

Years ago, people noticed beautiful patterns in the sand on the ocean floor near Japan. These patterns appeared mysteriously and gradually washed away, and for a long time, nobody knew who made them. Finally, they found out it was the pufferfish. These small fish make elaborate designs in the sand to attract other pufferfish. Although each fish is about the same size as a cell phone, the patterns they make are wider than a car.

Frog Dance

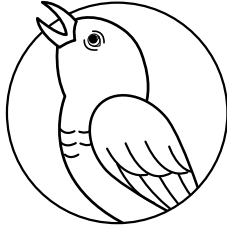
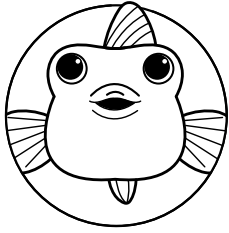
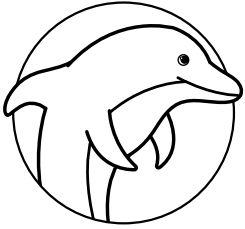
Frogs and toads have more in common with dogs and cats than you might think—like using many different sounds to communicate. They whistle, chirp, croak, ribbit, cluck, peep, grunt, and even bark. Brazilian torrent frogs have lots of other ways to make sure their message gets across. In addition to making plenty of noise, they “dance” to get other frogs' attention by bobbing their heads, waving their arms, and shaking their feet and legs. They also do this to scare off predators and to warn other frogs of danger.

Dolphin Tickle

Dolphins can tickle other dolphins without touching them. Their skin is so sensitive that they can feel sound waves in the water, so when they buzz, the water vibrates and can tickle other dolphins from a distance!

Songbird Classroom

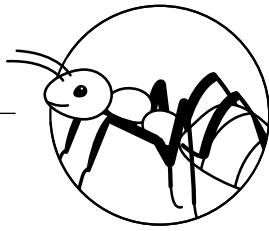
Birds sing to share information with each other. Some birds are born knowing how to sing, but others have to learn. The way they do it is similar to how humans learn to talk. Adult birds hold “song schools” for the young birds. They sing slowly and repeat the notes to help the young birds catch on. When baby songbirds are learning to sing, their songs sound like gibberish, like a human baby trying to talk. They have to practice to keep getting better.



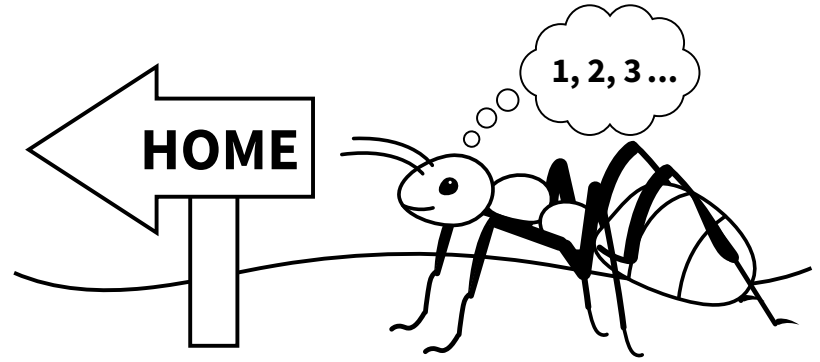
Animals Are **AMAZING!**



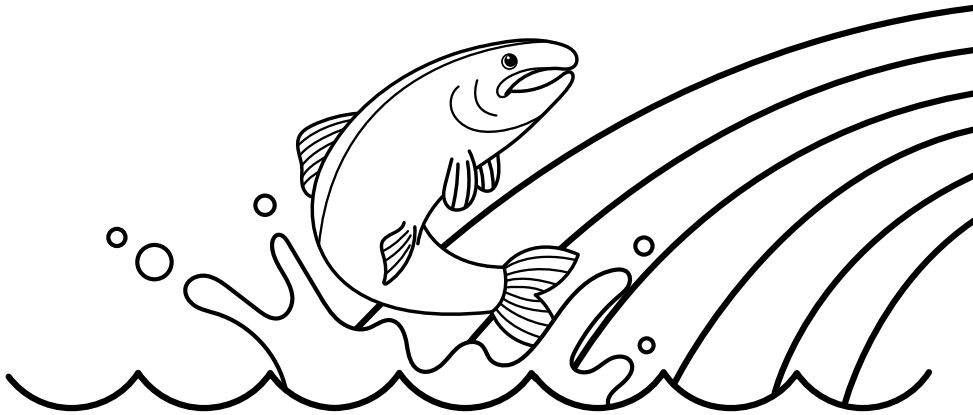
Name: _____



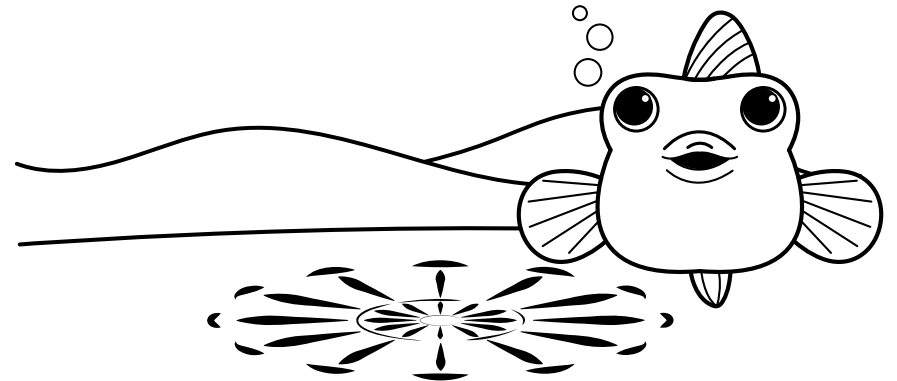
Some _____ count steps to find their way home.



Some _____ swim hard to get home.



Some _____ draw in the sand.

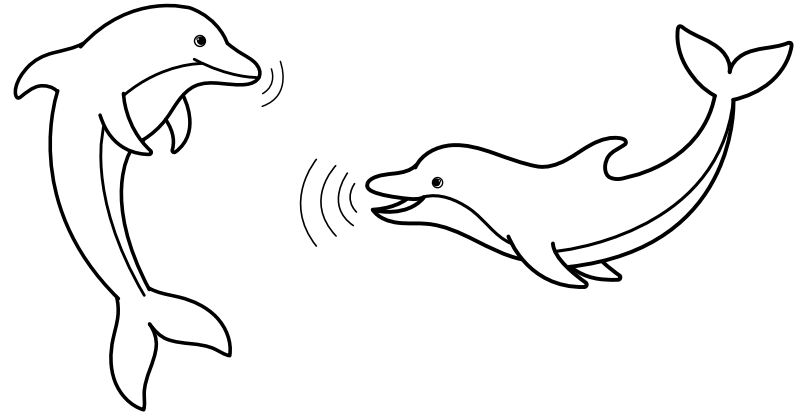




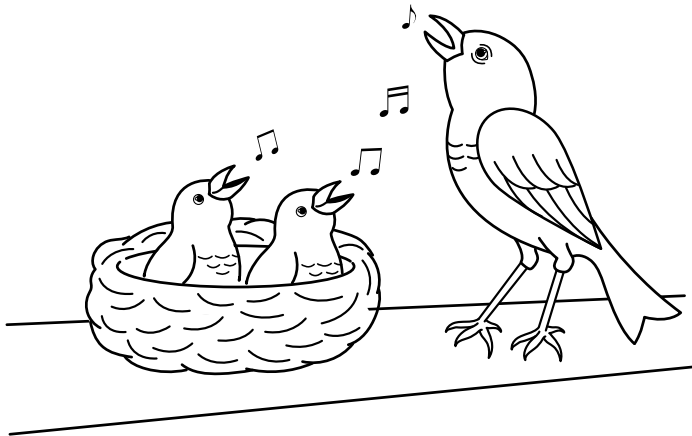
Some _____ sing and “dance” to talk to each other.



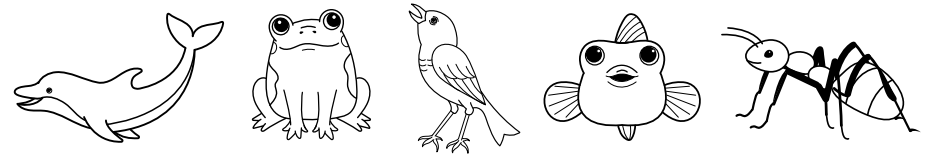
Some _____ like to tickle each other from a distance.



Some _____ teach their babies how to sing.



How many amazing animals are there? _____



TeachKind



HOW YOU CAN SAVE ANIMALS



Be an Animal's Best Friend

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 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 them.

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 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 in the circle that shows you. Last, draw the things that you both like to eat, do, and have in the space where the circles overlap.

Model filling in a diagram on the board using your own examples before having students complete theirs.

Have students complete the diagram "_____ and I: What We Do Not Like" in the same manner.

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.



Be an Animal's Best Friend (*cont'd.*)

Common Core Supplemental Activity

Many parents 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, and don't forget any likes and dislikes.”

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

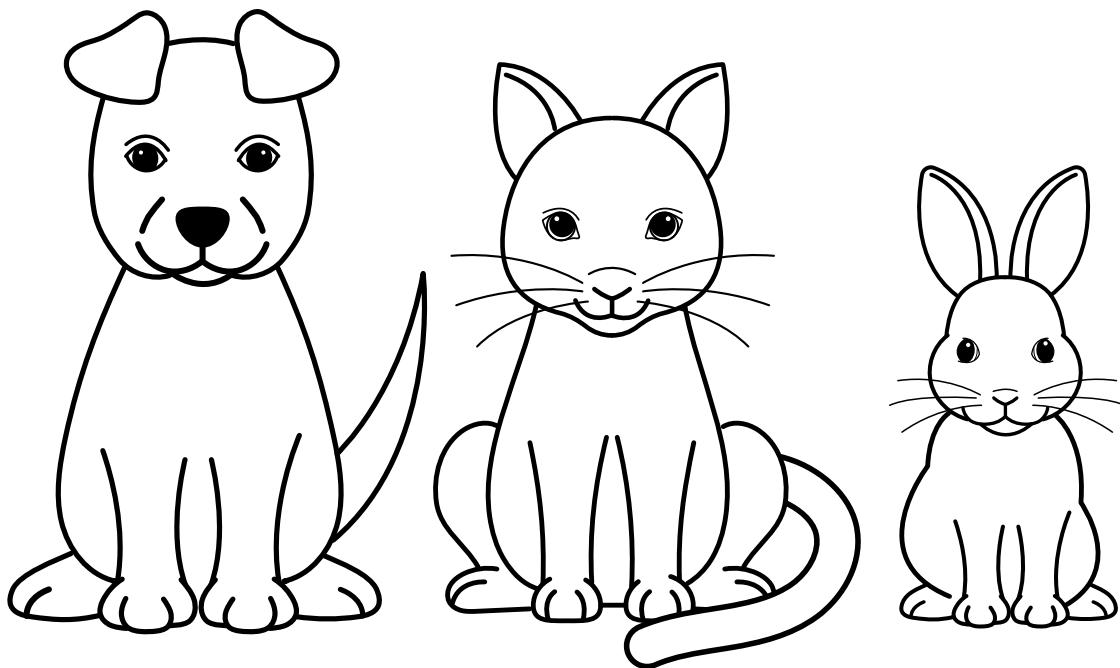
- Gather and sort facts. (Find animal facts at PETAKids.com.)
- Organize ideas. (Show the relationships between responsible actions and their positive effects vs. neglectful actions and their negative consequences.)
- Craft a conclusion. (Explain why this matters.)

Common Core Standards Addressed

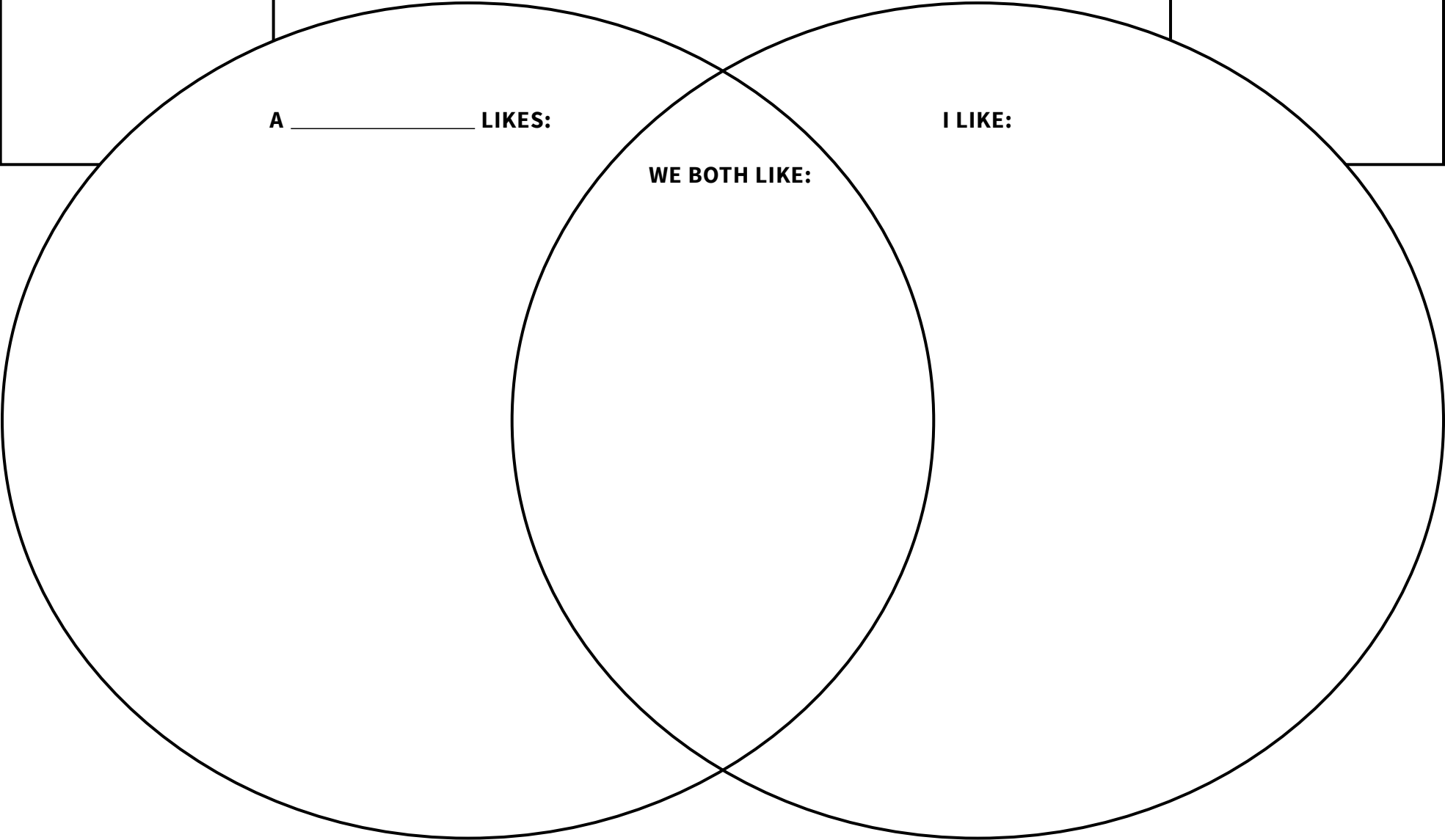
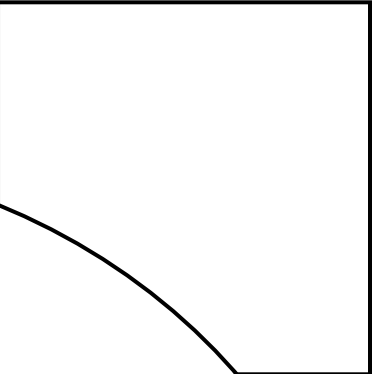
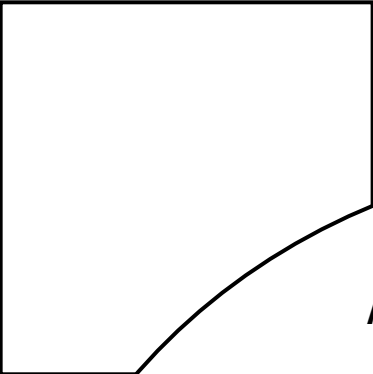
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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.

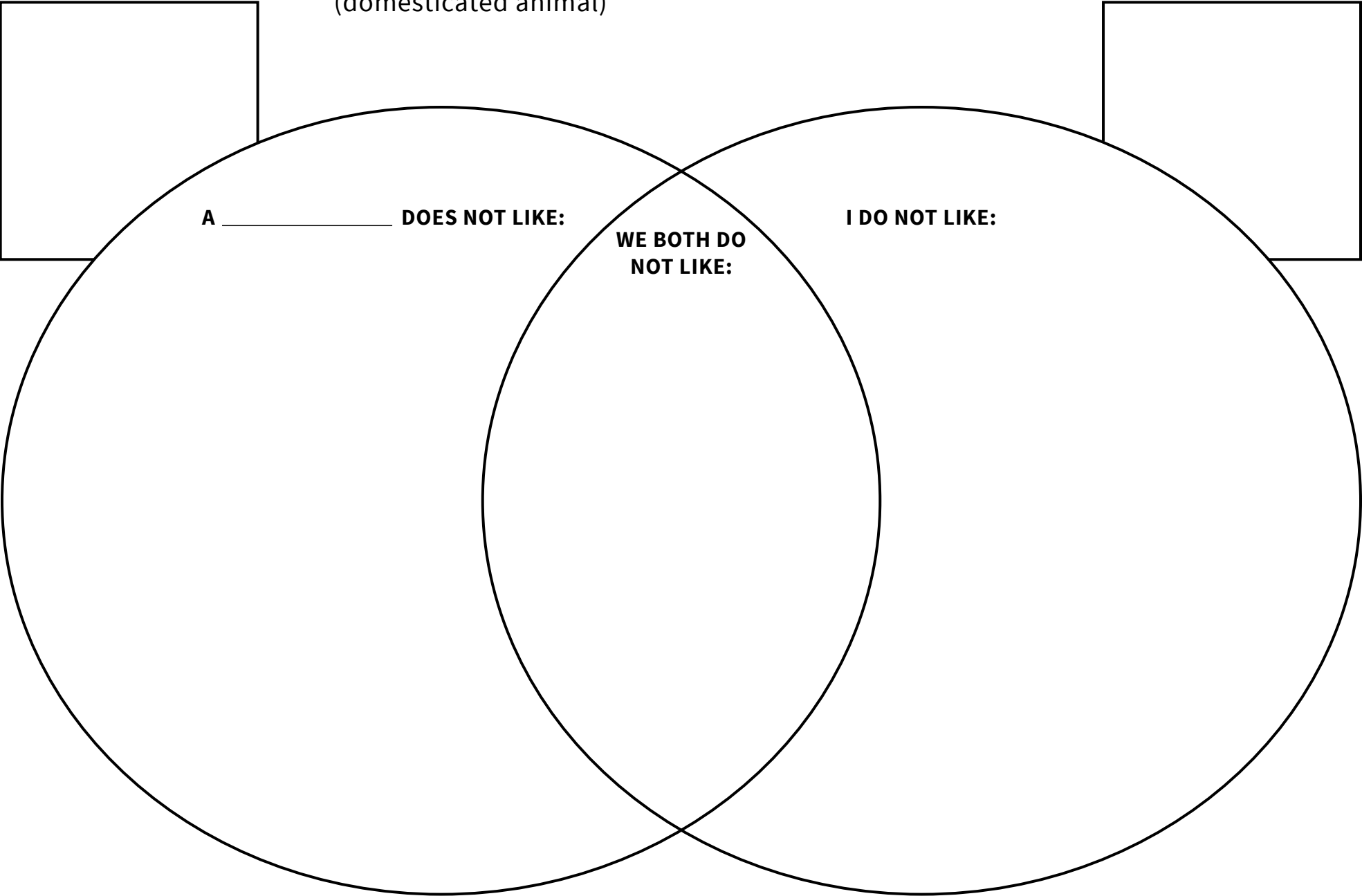
W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



_____ **and I: What We Like**
(domesticated animal)



_____ **and I: What We Do Not Like**
(domesticated animal)



Animal Overpopulation = Sad Math

Introduction

In the United States alone, millions of animals are taken to 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 or 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) 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

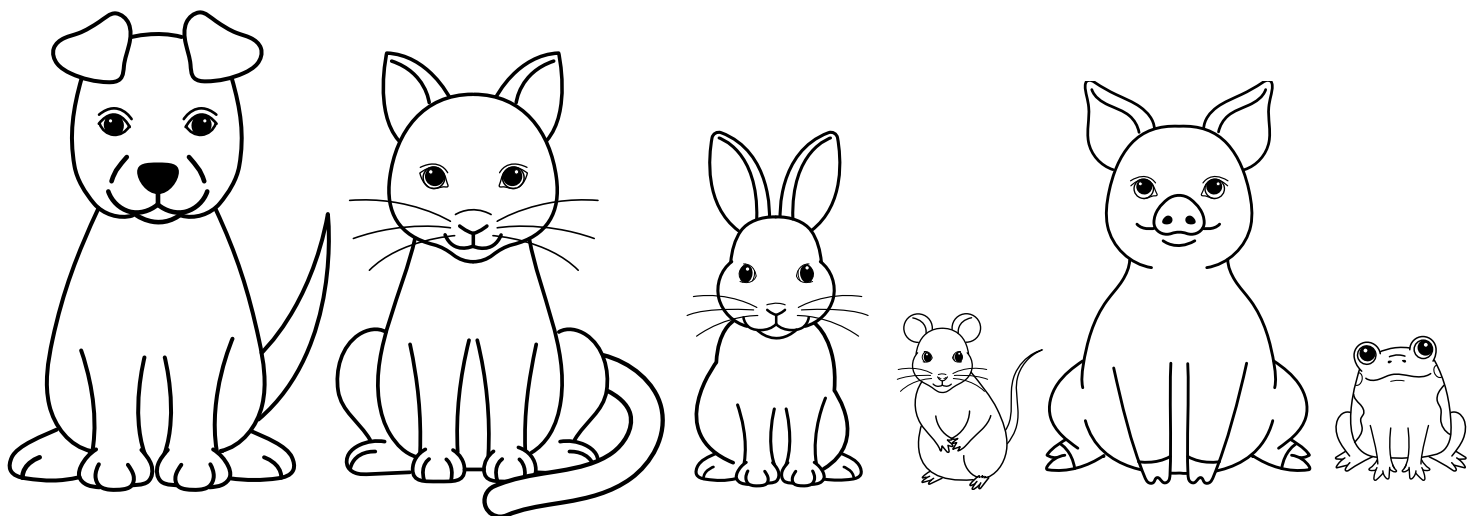
“Write about the important things that humans can do to help stop the overpopulation crisis and make sure that all companion animals have a good home.”

Common Core Standards Addressed

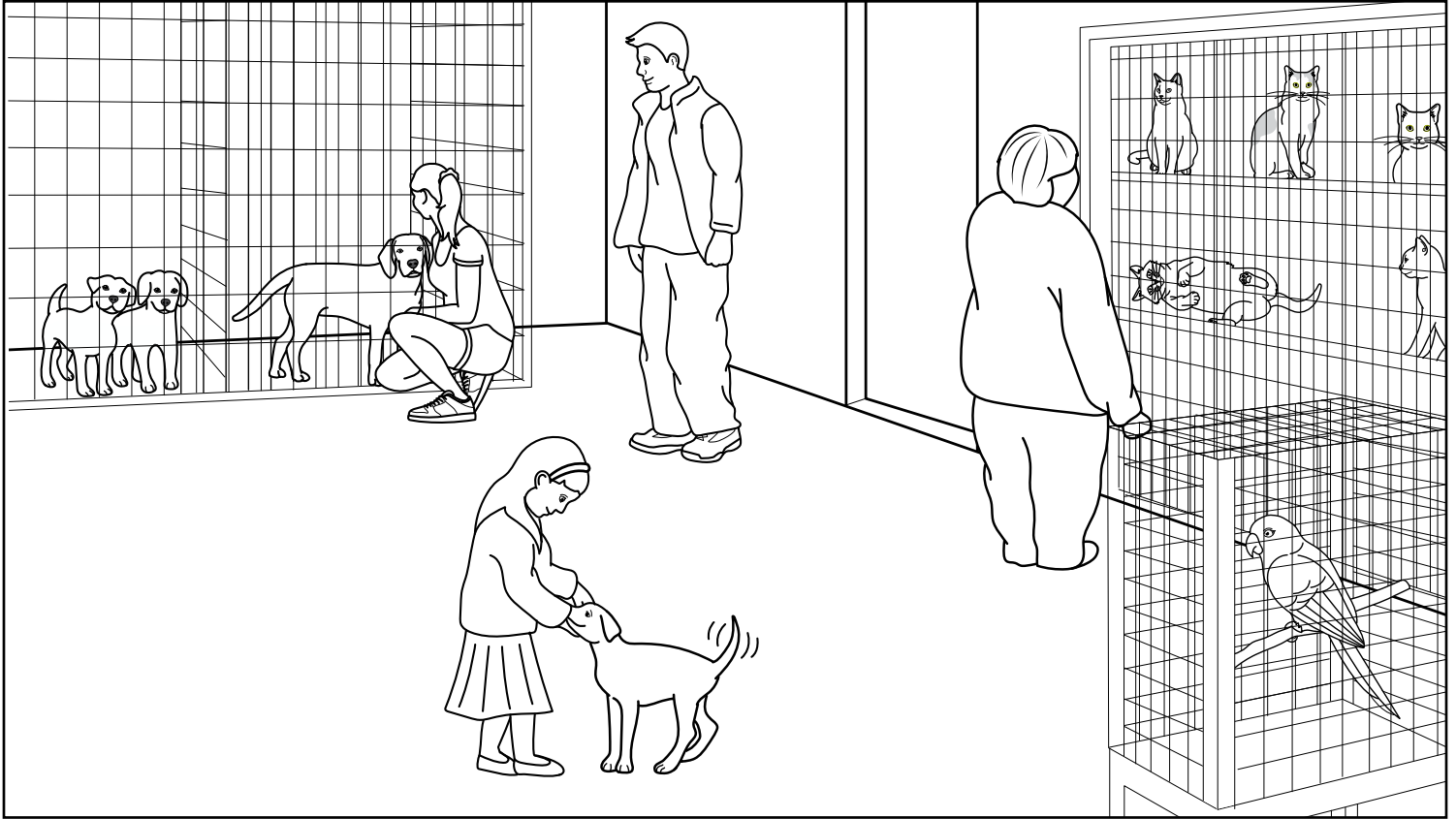
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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				
	Dogs	Cats	Birds	Humans

- How many dogs are there? _____
- How many cats are there? _____
- How many birds are there? _____
- How many animals are there in total? _____
- How many humans are there? _____
- If each human adopts one animal, will all the animals be adopted? _____
- How many animals will be left without a home? _____
- 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, you can 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 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 nature 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 to access larger versions of these images that can be displayed on a screen.

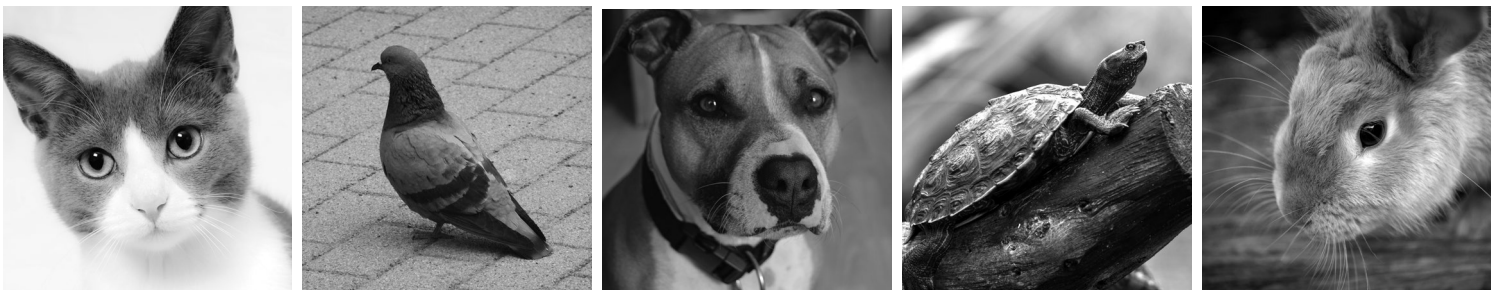
Opening Activity: Test Your Animal Knowledge

Read each statement, and display a photo of the animal mentioned, which can be accessed at SharetheWorld.org/VisualSupportGuide.



Animals Are Like Us: 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.



Animals Are Like Us: Practicing Empathy

Display a photo of the relevant animal during the discussion of each scenario. Photos can be accessed at SharetheWorld.org/VisualSupportGuide.



Animals Are Amazing: Amazing Animal Facts

Display a photo of the relevant animal as you read each statement. Photos can be accessed at SharetheWorld.org/VisualSupportGuide.



‘Animals Are Amazing’ Mini-Book

Display a photo of the relevant animal as you read each paragraph. Photos can be accessed at SharetheWorld.org/VisualSupportGuide.

