

HOW YOU CAN SAVE ANIMALS



FOR TEACHERS

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:

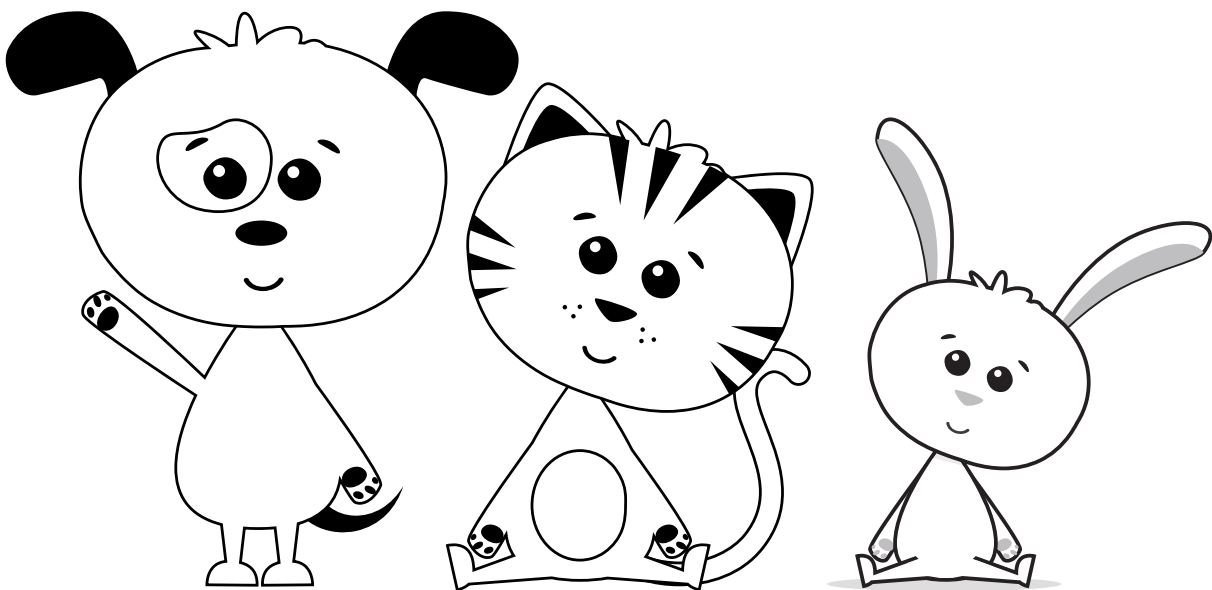
- Gather and sort facts. (Find animal facts at PETAKids.com.)
- Organize ideas. (Show the relationships between responsible actions and their positive effects vs. neglectful actions and their negative consequences.)
- Craft a conclusion. (Explain why this matters!)

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.

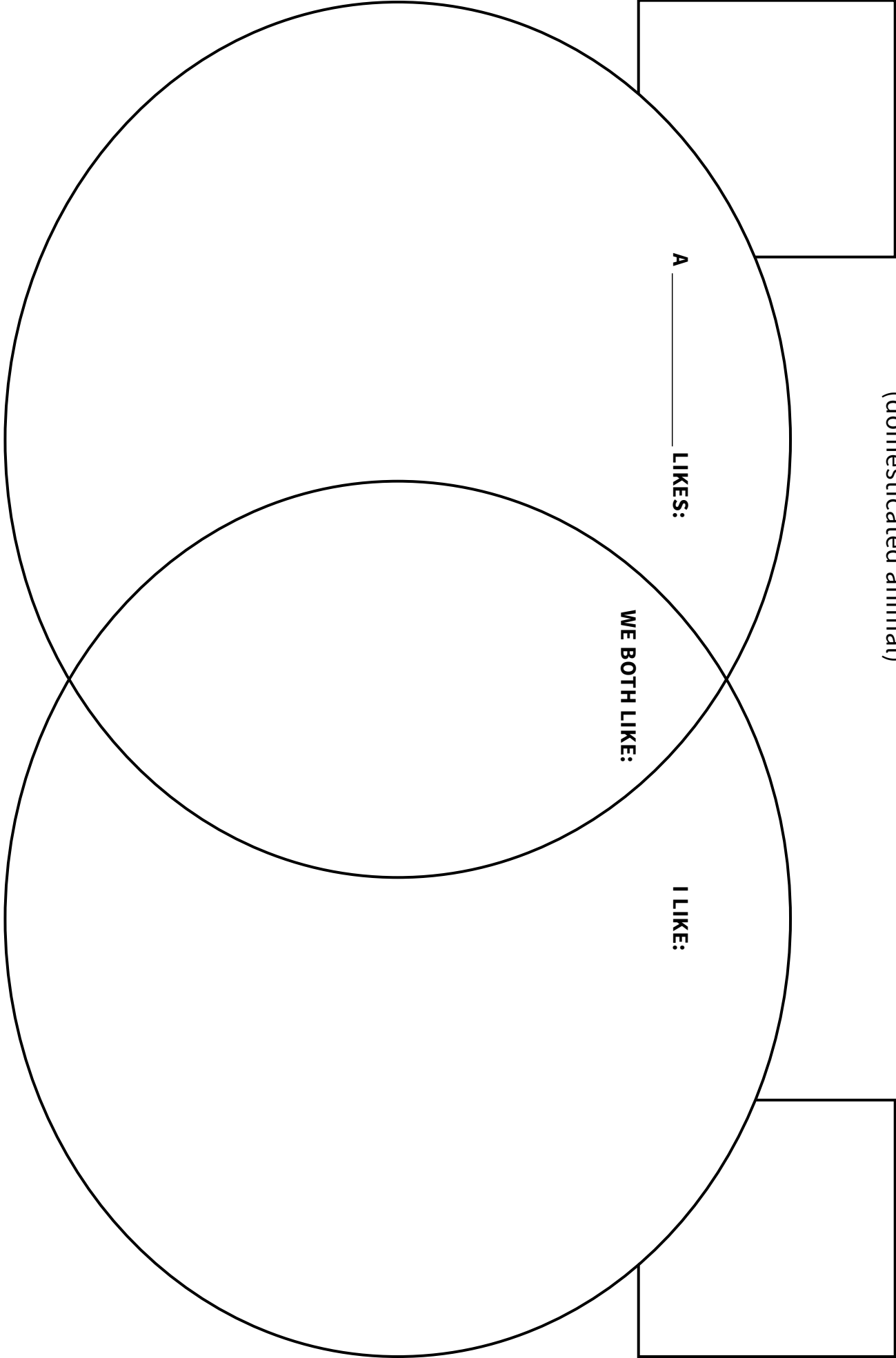
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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)



(domesticated animal) _____

and I: What We Do Not Like

A _____ DOES NOT LIKE:

WE BOTH DO NOT LIKE:

I DO NOT LIKE: