

JUSTICE FOR ALL

Educating Youth for Social Responsibility

GRADES K - 5



INTRODUCTION

Justice for All: Educating Youth for Social Responsibility is a comprehensive humane education resource guide. Comprehensive humane education addresses human rights, animal protection, environmental ethics, and the ways in which these areas are interconnected. Imagine a world where children learn to peacefully co-exist with one another; a world where children learn to respect and honor the environment; a world where children learn to protect the myriad species with whom we share this planet. Humane education encourages students to think about their responsibility to the earth and all of its inhabitants, and provides youth with the tools to make more informed and compassionate choices. By allowing students to learn crucial information and develop solutions for many of the modern issues facing our world, humane education promises to usher in a global community that is prepared to make the planet a more peaceful and sustainable place.

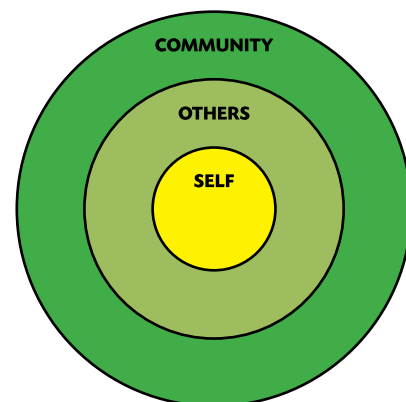
Humane Education Advocates Reaching Teachers (HEART) and the Peace Learning Center have partnered to create this resource guide to help educate youth for social responsibility. HEART's mission is to foster compassion and respect toward all living beings and the environment. As a full service humane education provider in New York City, Chicago, Indianapolis and Portland Oregon, HEART conducts student programs (in-school, after-school and in summer camps), offers professional development workshops for teachers both nationally and internationally, develops educational resources, and advocates for humane education. The Peace Learning Center educates, inspires and empowers people to live peacefully. It has served more than 200,000 people since its inception in 1997. Growing worldwide, Peace Learning Center now has programs in eight USA cities and five countries.

This K-5 guide contains activities and lessons that can be used by educators in traditional as well as non-traditional settings. Please note that while the grade bands are divided into K-2 and 3-5, these are only intended to be suggested grade bands. The content supports social-emotional growth, delving deeply into real-world topics related to diverse human, environmental, and animal issues. To prepare youth to take on the challenges facing their generation, it is important to teach them basic ways to understand and care for themselves as well as those around them. The guide is divided into themes and within each theme the content can be taught as an entire unit or as individual stand-alone activities and lessons.

Our intention is to provide educators with a framework for teaching youth about some of the most important topics facing our world today, within the context of their academic expectations and as a means to develop valuable skills. The 31 activities and lessons in this guide include:

- Engaging learning opportunities
- Critical thinking challenges
- Relevant real-world topics
- CCSS (Common Core State Standards) alignment
- ISTE (International Society for Technology in Education) Standards alignment
- NGSS (Next Generation Science Standards) alignment
- STEM (Science, Technology, Engineering, and Math) connections
- Extension projects
- Content-related resource links
- Material appropriate for a range of grades and ability levels
- Integration of social-emotional learning

Taking cues from children's natural developmental phases, we start with the concept of "**self**," asking students to look at themselves and better understand their own emotions, tendencies, and actions. This knowledge forms their building blocks for empathy. Students can then apply that learning to the ways they interact with each **other**, their friends, and their families. With these foundational pieces in place, students are better prepared to understand their **communities** (both local and global) and their potential to impact those communities.



We hope this resource guide will help educators empower youth to not only gain a deeper understanding of pressing contemporary issues that impact us all, but also face these problems head-on, using empathy, critical thought, and innovation.

BEHIND THIS GUIDE

The following people associated with Humane Education Advocates Reaching Teachers (HEART) and Peace Learning Center contributed to the development of this guide. Also, we thank our generous supporters who helped fund this project, with special thanks to the Shumaker Family Foundation and the Dr. Robert C. and Tina Sohn Foundation.

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Grades K -5: Everyday Practices for a Kind Classroom

These initial activities provide a framework for simple practices to utilize throughout the entire school year. They will help to foster a positive and engaged classroom, where students will connect with each other in healthier ways and understand how to respectfully resolve conflicts. These are core social and emotional learning tools that will serve your students for many years to come.

Agreements for Peace (activity).....Page 10

Being a responsible global citizen starts with how we treat those around us. Working together youth will create an agreed upon set of guidelines to develop a safe and respectful learning environment. These guidelines provide the foundation needed for communication and community for the duration of the group's time together. By leveraging student voice, this activity increases buy-in and understanding.

Community Circle (activity).....Page 13

This activity introduces the value of utilizing a circle in one's learning environment to foster inclusion, encourage equal participation, and practice active listening. The aim is for the *Community Circle* to become a daily practice for creating a learning environment that is also a positive community. The circle can be used to address conflicts, discuss positive events, and teach a variety of content.

STEP: How To

Talk It Out (activity).....Page 17

Every class deals with conflict. This activity equips students with a tool to manage daily conflicts in a positive way. Youth will learn STEP, a mnemonic device, that will allow them to resolve their conflicts more peacefully. Then, students will practice STEP through role play.

Grades K - 2: Kindness—Near and Far

One of the most important traits that we can foster within youth at an early age is kindness. In this unit youth will explore what kindness is, why it matters, and consider many ways to engage in kind behaviors toward other species, local ecosystems, and global communities.

One with Nature (lesson)Page 24

After observing nature, youth will generate an interpretation of the natural world through artwork and discuss how all the parts are connected to create a healthy ecosystem.

What Do You See? (lesson).....Page 27

Through story and observation, youth will discuss various situations from both a person's point of view and an animal's point of view. Students will be challenged to consider how they can demonstrate kindness by changing their behaviors to account for multiple points of view.

Appreciation for Others (lesson)Page 42

After discussing what kindness is, youth will be asked to think deeply about how their attitudes of kindness shape their behaviors toward people, animals, and the environment. To practice their kind behaviors they will participate in a series of short role plays. Then, they will create a kindness chain to express the types of behaviors they want to see in their classroom.

One World for All (lesson).....Page 49

Youth will discuss the common needs and wants of all children and then compare those ideas to the rights identified in the United Nations' Convention on the Rights of the Child. Through the children's rights matching game, students will practice their reading skills and analyze what the rights mean. Finally, they will create a children's book to demonstrate their understanding of the importance of human rights.

Coexist with

Our Animal Neighbors (lesson)Page 67

In matching habitats to the animals who occupy them, youth will learn how wild animals have homes that meet their needs. They will learn that many wild animals have

lost their homes due to human impact, but they will discover ways they can help to conserve and improve the habitats of animals with whom we share living spaces.

Plastic Planet (lesson)Page 78

After learning how plastic causes harm to wildlife, youth will create artwork by reusing plastic to educate others about the importance of reducing, reusing and recycling.

Kindness Campaign (lesson)Page 86

As a culminating lesson, youth will create bookmarks, magnets and badges with messages promoting kindness toward people, animals, and the environment in order to create a culture of kindness among their peers.

Grades K - 2: Superheroes

Youth and adults alike have a fascination with superheroes. This unit will encourage students to recognize the hero within themselves by considering how they can stand up for people, other species, and the planet to create a more just and sustainable world.

Being an Upstander (lesson)Page 98

After discussing the difference between a bystander and an upstander, youth learn upstander strategies they can use in everyday life, and then practice those strategies through role play. Empowering upstanders is one of the best strategies to combat bullying and peer mistreatment.

What Would You Do? (activity)Page 103

Students will read short informational texts about real problems facing people, animals, and the planet. They will consider what actions they can take to address those problems and then read about the actions that other children have taken to help mitigate the problems. They will compare and contrast their suggested solutions to the actions that were taken.

Thinking Outside the Box (lesson)Page 114

Using an engaging interactive riddle, students will learn what it means to think outside the box to solve a problem. Then, they will hear the stories of advocates who thought outside the box to develop a creative solution to an issue that concerned them. Youth will research someone who *thought outside the box*, to act heroically, and create a poster about that individual, to share with the class.

Humane Heroes (lesson)Page 122

By comparing superheroes to humane heroes, youth learn that while superheroes have fantastical powers, humane heroes are real people who utilize their talents and resources to make a positive difference. Youth learn about children who are humane heroes and think about how they can be a humane hero too.

Animal Heroes (lesson)Page 129

Students learn that heroes come in all shapes and sizes because being a hero is not about the way you look, but about what you do. Youth will be inspired by the stories of animals who helped others through their courage and compassion.

Becoming a Hero (lesson)Page 135

As a culminating lesson to this unit, youth will review what they have already learned about being a hero, and add to that knowledge by discovering six specific traits and skills that most heroes have in common. They will engage in some activities to better understand how those traits and skills relate to being a hero. Finally, they will participate in a class service project to practice heroic behaviors themselves.

Grades 3 - 5: The Empathy Connection

This unit builds multiple pathways for students to develop and practice empathy for those around them. Ranging from true narratives from peers to those based on real experiences of humans and animals around the globe, your students will experience perspectives, emotions, and connections that will develop their empathy receptors.

Circle of Compassion (activity)Page 148

After defining *compassion*, students will apply the concept to their own lives by creating their own *Circle of Compassion*. They will read fictional short stories of youth who have acted compassionately, inspiring them to see the many ways they too can act with compassion toward others.

Someone Else's Shoes (activity)Page 152

While working in groups, youth will read the story of another person to understand an unfamiliar situation from multiple points of view and practice empathy. They will engage in an activity to simulate the person's experience and then share what they learned with the rest of the class.

A Day in the Life (activity)..... Page 160

Youth will read a story about an animal's life, in small groups, and discuss the situation from that animal's point of view. Then they will write a letter from their animal's perspective, describing a day in the animal's life and how s/he feels. They will share their letters with their peers and consider ways to help animals who are mistreated.

If You Could See the World through My Eyes (activity).....Page 172

This activity can connect your group in a powerful way. To increase empathy, perspective taking, and problem-solving, students will anonymously share a conflict they have experienced with someone. Together, the class will consider each scenario from both parties' perspectives and brainstorm possible solutions.

Empathy Blockers (lesson)Page 175

When we embrace empathy for others, it usually increases our compassion; however, sometimes our empathy is blocked. Youth will read about some of the most common *empathy blockers* and learn through stories how those blockers influence the way people treat others. They will consider how our relationships with others change when we feel empathy for them.

Find Your Voice (lesson)Page 182

We all have different identities. Youth will break into groups based on a shared identity they feel characterizes them, and answer questions as representatives of that particular group. They will share their responses as a way to share their voice, break stereotypes and assumptions, and promote empathy.

Empathy in Our School (lesson).....Page 186

In this service focused lesson, youth are encouraged to become better acquainted with those around them and build community. They are challenged to interview someone they do not know at their school as a way to see what life is like from that individual's perspective and to understand how that person feels in his or her role in the school community.

Grades 3 - 5: Mysteries Uncovered

In this unit, youth will learn about topics related to people, animals, and the planet that are typically hidden from view. They will have the opportunity to delve into these pressing issues, and will be challenged to think critically about them. Youth will develop their own unique perspectives and opinions about these problems and feel empowered to take action on both individual and systemic levels.

Investigations: Finding the Truth (activity)Page 194

For this activity, youth will assume the role of a detective. They will watch a documentary to gather information about an important issue facing our world. They will complete a worksheet to share what they learned and how the documentary has or has not influenced their opinions and behaviors regarding the issue.

Is it Child Labor? (activity)Page 197

After learning about oppressive child labor, youth will read short scenarios to determine what types of working conditions constitute oppressive child labor. They will be asked to provide evidence to defend their position.

How Much Does that Really Cost? (lesson) Page 208

Working in small groups, youth will analyze the *true cost* of a particular product for people, other species, and the planet. They will gather information about the life cycle of their product and then share what they learned with the rest of the class.

Water Is Life (lesson)..... Page 223

Youth will review the impact that human activity has had on our water supply, compare and contrast the pros and cons of private and public water, and engage in a game to consider what they think is the most sustainable way to dispose of our waste.

Children Just Like You (lesson) Page 239

In studying the Fair Labor Standards Act, youth discover that the law does not extend the same protections to youth in all fields of work, specifically child migrant farmworkers. They will learn about the lives of child migrant farmworkers through a story and a guided visualization. Then, they will compare and contrast different approaches concerned citizens are

taking to effect change. Students will write a short essay about a day in the life of a child migrant farmworker.

It's Raining Cats and Dogs (lesson) Page 248

Through stories and video, youth will learn about some of the most common causes of dog and cat homelessness and consider ways to resolve the problem so that every companion animal has a forever home.

What's Really Happening on the Farm? (lesson) Page 260

In learning that the majority of farm animals in the United States are raised on factory farms, youth will consider who is most affected by the way these farms are operated. Students will work in small groups, each group representing someone affected by factory farms. They will rewrite information presented to them in the voice of the group they represent.

The Consequences of Our Changing Climate (lesson)Page 272

While most students say they have heard of climate change, understanding what it actually means is still a mystery to many of them. Using research packets provided, students will work in groups as *climate science reporters* to investigate the impact fossil fuel use and other types of industrial activity are having on the natural world, animals, and human communities. Groups will present what they learn about climate issues to their peers in the form of a newscast that will include a special report.

Standards Index (CCSS, ISTE, NGSS) Page 288



EVERYDAY PRACTICES FOR A KIND CLASSROOM

(K - 5)

These first few activities provide a foundation for creating a respectful classroom culture. They will pave the way for not only engagement in the content-focused activities and lessons in this guide, but also a generally more positive and kind classroom. It might be tempting to gloss over these first few activities since time is in short supply in most classrooms. However, by teaching your students these few simple practices they can implement throughout the school year, students will be able to connect with one another in healthier ways, learn how to talk through conflict, and begin the challenging work of ongoing personal and group growth. Through our work spanning many years and many schools, these are the basic practices that we have developed. Instead of being a one-time fix or an instant cure, these are practices you can rely upon when things are challenging as well as when things are harmonious. These practices can serve as the backbone of building and maintaining a positive and peaceful classroom community. Even more importantly, they are the core of social and emotional learning practices that will benefit your students for many years to come.




Agreements for Peace



Community Circle



STEP: How To Talk It Out



THEME:
EVERYDAY PRACTICES
FOR A KIND CLASSROOM

AGREEMENTS FOR PEACE

ESSENTIAL QUESTION

What agreements need to be made to ensure all members of the classroom are safe and able to do their best?

OVERVIEW

As part of the *Everyday Practices for a Kind Classroom* unit, we are sharing a few key activities for creating a healthy classroom culture. Students will define peace and imagine what a peaceful classroom looks and feels like. Then, they will draw their vision of a peaceful classroom; together, the group will decide on a set of shared visions and formalize their *Agreements for Peace*. Finally, they will learn how to revisit those agreements when one is broken.

OBJECTIVES

Students will be able to...

- Cooperate with others.
- Think through, practice, and rehearse how to handle conflict before it happens.
- Draw their own vision of how a peaceful classroom should function.
- Participate in a group decision-making process.
- Recognize healthy options for resolving conflicts.
- Create and formalize a classroom set of *Agreements for Peace*.

1. Warm Up (5 min.)

- Gather your class together and ask the students to think about the word *peace*. Ask where they have heard the word peace and establish that *peace* is different from *piece*.
- Ask them to turn to a partner to try to come up with a definition of the word.
- Facilitate a short whole class discussion to come up with a simple class definition (a basic definition you can use is: *the absence of disturbance or violence*). Ensure that students know that both their words and actions are an important part of being peaceful (not just the absence of physical violence).

GRADE LEVEL All

TIME NEEDED 65-70 min. (initial class); Daily practice

SUBJECTS All

STANDARDS

Common Core
ELA-Literacy: SL.K.1, SL.1.1, SL.2.1,
SL.3.1
SL.K.6

MATERIALS

- Chart Paper
- Blank Drawing Paper
- Pencils and Markers

VOCABULARY

- Peace
- Community
- Agreement
- Conflict

Above: © U.S. Navy photo by Mass Communication Specialist 2nd Class Stephen Murphy used under a Creative Commons CC BY-SA 3.0 Unported License

2. What is a Peaceful Classroom? (25 min.)

- Ask students if they have ever been in a school setting that is not peaceful. List the ways that students think classrooms, in particular, can be places that are not peaceful. Add to the list as needed so everyone has a clear understanding of the sorts of negative situations they would want to avoid.
- Give each student a piece of paper and ask them to draw a classroom (using words, if they would like) that is peaceful and kind. Ask them to address as many of the unpeaceful behaviors listed as possible in their drawing. Give them at least 10-15 minutes to complete their drawings.
- Allow 5 minutes for students to share their drawings with at least 3 peers.

3. Agreements for Peace (15 min.)

- Gather students together and ask them if this activity has made them think about how they would like their classroom community to work. Explain that they are going to be responsible for addressing the list of ways that classrooms can become disruptive by creating a list of agreements for how students and teachers should behave.
- Explain that the group will first brainstorm agreements and will then narrow the agreements down to 5 or fewer key points that everyone can agree upon.
- Ask students to choose an element of their peaceful classroom drawing to share that they believe will help keep the classroom peaceful and why they think it is important. Allow as many students to add to the brainstorm list as possible.
- Explain that the agreements should be stated positively so that everyone knows what to do. Students are often harder on themselves than they need to be so try to affirm their intention while softening the language if they generate agreements that are overly harsh or punitive.
- Collapse some of the overlapping or duplicate ideas into one, with the help of the class.
- Check that each of the elements previously written (about a non-peaceful setting) have an agreement tied to them (i.e. if the idea of students using hurtful words toward one another is a concern, ensure that there is an agreement that outlines the expectation for the golden rule or using kind words). If there are some concerns that don't have agreements that will address them, encourage the class to keep trying to come up with relevant agreements.
- Here are a few questions to ensure that you have all bases covered:
 - ➞ *How will we make sure that I can get your attention?* (Clap, silly word, bell, etc.)
 - ➞ *How do we create a classroom where students feel safe?*
 - ➞ *What should students do if they are having a conflict?*
 - ➞ *What will the group do when they notice an agreement has been violated?*

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

In my experience, this activity can be essential in the creation of a healthy classroom culture. Like anyone, children need to be heard, so giving them the chance to truly have a voice in the formation of a set of expectations is an important way for them to see that they are, in fact, an important part of their classroom community. For this lesson to be meaningful and impactful, student voices must actually translate into the agreements. If students feel strongly about something, hear them out. Groups want agreements that will work for them, so trust them to create agreements that serve their interests. The adult can talk students through some of their concerns or reservations and can offer suggestions, but the community must buy into the direction of the agreements. Most groups will come up with the same few concepts, but will value them far more than they would have if they were imposed upon them. The created agreements should co-exist with any schoolwide practices and policies in place to prevent negative behavior, enforce discipline or promote restorative justice.

- Open up the discussion to talk about the kinds of peaceful behavior that should be expected of you and other adults. Students will likely explain which types of adult behavior are helpful and which are not. Since the agreement involves everyone in the classroom/learning community, be certain that you feel good about the expectations as well. This can be a key part of the discussion for students and teachers alike. Afterwards:
 - If you have a list that you feel good about, move on to #4.
 - If your list is too long, try to collapse the ideas into fewer agreements. This can feel like a long process but is useful in ensuring that everyone's voice counts. If desired, you can also host a vote to narrow down the list. Remind students that the agreements will be revisited so if they felt let down by a vote, the issue may return if the voted-for solution is not working.
 - If you feel unsure, explain that you would like to revisit the agreements in a week to see if they are working. (Remember to revisit the list to add onto it or trim it down.)

4. Formalizing the Agreements (5 min.)

- Rewrite or have the students rewrite the finalized agreements onto a new piece of paper. The list should be posted where it will always be visible.
- Read the agreements out loud and ask each student to come up and sign it. Explain that the group can go back and adjust the agreements if necessary.
- Explain that every classroom member will now be held responsible for the signed agreements. If someone violates the agreements, they will be reminded of these expectations.
- It is key that the adults (teachers, assistants, volunteers) also honor these agreements. For instance, if using kind language is important to the class, it is of critical importance that adults are modeling this behavior when they address each other and students.

5. When Violations Occur (10 min. [as needed])

- The agreements will only be useful if they are referred to regularly. Take every opportunity you can to demonstrate that you really expect everyone to honor the agreements. For example, if you hear one student making fun of another, talk to the student one-on-one to remind them that making fun of someone is a put-down and that the class agreed that they don't want put-downs in the room. If the behavior persists, address the concern with the whole class: "I have heard many students using put-downs. We decided that put-downs are not okay in this classroom. Please take the time to think about your words before you use them to make sure you are honoring our agreements. When you are emotional (angry, tired, frustrated), take 3 deep breaths before you speak to help you have more control over how you are feeling and what you want to say."
- Repeat this process and if you think your students are ready, encourage them to do the same (in asking peers to be accountable for the agreements). It may feel tedious, but will pay off in terms of preventing and addressing unwanted behaviors.
- Often, misbehavior leads to a realization that there is a missing skill (e.g., how to calm down, how to talk through a conflict, how to be kind and empathetic). Seize those opportunities and address those missing skills by teaching replacement skills.
- The class will likely have concerns to deal with throughout the year. Such concerns can be handled in a community circle, which can be found on page 13.

6. Wrap Up (5-10 min.)

- If there are widespread concerns, or if your list is too long, it may be time to revisit your agreements as a class.
 - Explain why you feel the need to revise the list. (Example: We did not address hallway or bathroom behavior, but we have had some problems with roughhousing in the bathrooms, so we need to think about agreements that can maintain peace in those places as well.)
 - Once the new draft is finalized, rewrite it, and ask students to sign again. Post it where students can see it.



THEME:
**EVERYDAY PRACTICES
FOR A KIND CLASSROOM**

COMMUNITY CIRCLE

ESSENTIAL QUESTION

What do we need to understand, and do, to coexist peacefully together?

OVERVIEW

How everyone gets along with each other can make or break a classroom environment. If we seek to build a peaceful classroom, community circles are one of the most important investments we can make. By following a few simple guidelines, this activity will show you how to harness the power of the circle to work for your group. Students will engage in activities that promote empathetic connections and build trust. In this lesson, we introduce the community circle and discuss how it can be used as a daily community building practice as well as a space for addressing specific issues, concerns, or conflicts.

OBJECTIVES

Students will be able to...

- Take turns speaking and listening.
- Practice and develop social and emotional skills related to communication and conflict resolution.
- Learn meaningful information about their peers and share what is important to them.
- Advocate for their own needs.
- Problem solve as real classroom conflicts arise.

1. Warm Up (15 min.)

- This opening activity will encourage students to think about the value of sitting in a circle. Explain that they are going to consider ways that everyone can interact with each other in the classroom by trying out two different methods.
- Ask students to sit in rows facing you (they can be in desks or any other arrangement that is not circular).
- Begin by asking a simple, age-appropriate question, such as, “Tell me about a time you felt like you were important.” Allow a few students to share and thank them for participating.

GRADE LEVEL All

TIME NEEDED 50 - 55 min. (initial class); Daily practice

SUBJECTS All

STANDARDS

Common Core
ELA-Literacy: SL.K.1, SL.1.1, SL.2.1,
SL.3.1
SL.K.6

MATERIALS

- Speaking Piece
- Agreements for Peace* (written)

VOCABULARY/TERMS

- Community Circle

WARM UP NOTE

This activity will work best after your group has completed the *Agreements for Peace* Activity.

Above: © Community Circle
at Peace Learning Center

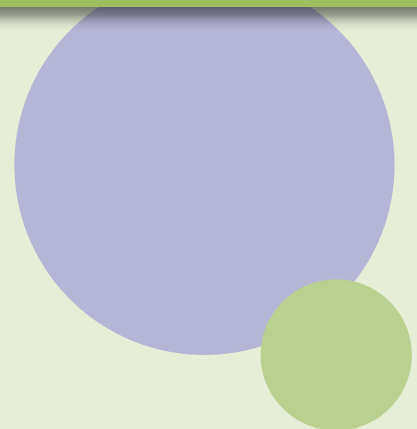


WARM UP NOTE CONT'D

If necessary, adapt your class agreements for use during the circle to address the issue of speaking out of turn. Some classrooms choose to use a “speaking piece” like a rock, small sculpture, or ball. Explain that whoever is holding the speaking piece has the right to speak and be heard without interruption.

If it is not already addressed in the *Agreements for Peace*, we recommend that you add the right to pass, which means it is acceptable for students to not comment or respond to the question prompt. Some students will not be comfortable sharing at first. Allow them space to become comfortable. Students will naturally want to help their peers feel part of the circle, but let each student follow their own timeline.

The teacher’s role in the circle is that of a facilitator. The circle formation reminds the group that problems must be solved by the whole group, not just the teacher. Circles are the most powerful when students are truly heard and not simply spoken to. The more honest and vulnerable a teacher is, the more remarkable the impact of the circle will be.



- Next, ask them to arrange themselves into a circle. Insist on a circle where everyone can fit. If any students are not included, widen the circle even more to make sufficient room for everyone. Ask the following questions:
 - How does sitting in a circle feel compared to sitting in rows?
 - Why do you think we need to make room for everyone in our circle?
 - Why do you think sitting in a circle is important?
- Explain that the circle is the shape you will all sit in as a reminder that everyone in your classroom community is valued and to allow everyone to see and hear each other. It also reminds us that teachers and students are both responsible for creating a peaceful, welcoming classroom.

2. Daily Practice (10 min.)

- It is wise to open the circle with a calming activity, such as ten seconds of deep breathing, a guided visualization, listening to calming music, or reading a peaceful meditation. This activity will help students transition into the community circle, become calmer, and associate a circle with an activity that feels positive.
- The circle is a great way to check in with your students. All students and teachers bring a rich, and sometimes overwhelming, emotional world with them to school. Use the circle to allow everyone to be heard and affirmed. This models a genuine respect for everyone’s emotional lives, and can also help to prevent potential problems.
- Consider starting your circles with simple, fun, and even silly questions to give the group time to feel comfortable and to get to know one another. An easy way to do this is by having students write questions they want to ask their peers and selecting a new question every day. You can also come up with your own questions, as you get to know your students and learn what they are comfortable with and interested in sharing. A few examples to get started are:
 - *When do you feel happy?*
 - *What is your favorite song?*
 - *What type of weather do you like best?*
- A fun way to generate questions is to create a *Question Jar* that the students fill with questions written on small pieces of paper.
- As trust is built over time, you can pose questions that invite students to share more personal, and possibly even vulnerable, feelings and experiences. Some examples are:
 - *Was there ever a time you did not fit in? What happened?*
 - *What is something that makes you feel sad?*
- This is a good opportunity to allow students to speak for themselves on issues you think need to be addressed (e.g., exclusion, active listening, or fairness in the classroom) in a proactive way.

3. Using Circles to Address a Problem (15 - 20 min. [as needed])

- Once you have integrated community circles into your daily classroom process, it will feel natural to use the time to address concerns and challenging behaviors. If the concern relates to the entire class, use the circle to address it. If it is a very sensitive or private issue, use your judgment since a one-on-one discussion may be warranted. If, however, the whole class was affected, it may be best to process it with the group, after speaking with the student individually.
- The general format for this kind of circle is as follows:
 - ➡ Centering/calming activity (like deep breathing)
 - ➡ Review the class *Agreements for Peace*
 - ➡ Clarify/state the problem you are addressing
 - ➡ Invite those harmed to share how it has impacted them
 - ➡ Ask individuals to suggest ways they could help
 - ➡ Invite the class to suggest group strategies for resolving the issue
 - ➡ Agree on a plan
 - ➡ Summarize what was discussed and how the group will proceed (revisit as necessary)
- When talking about a serious issue, it is important to review the *Agreements for Peace* beforehand. Explain to the students that the circle can be used to solve problems and that you would like them to help solve the problem that you've observed.
- Speak honestly about what you have witnessed and ask questions that invite the students to be part of a solution rather than just criticizing or blaming. For example, if you have noticed a lot of exclusionary behavior, be honest about what you have observed. Asking questions about what it feels like to be left out is a good way to start the conversation. Follow up by asking if anyone wants to be brave and share one thing they have done to allow this to happen and one thing they are willing to do to stop it. Once individuals have spoken, invite the class to suggest any group strategies (e.g., "let's mix up our seats every week so no one is left out in our class"), agree on a plan for action, summarize, then reflect during a future circle to see if the plan has been effective.
- These conversations do not need to be lengthy; encourage the group to stick to the topic and revisit it during another circle if necessary.
- If students are not opening up, that simply means that more work needs to be done to help them feel comfortable. When students take ownership of negative or inappropriate behavior, it is important to validate their self-reflection and honesty. Be sure to allow them enough space and time to acknowledge the impact of their actions and consider ways to act in a more positive way, rather than immediately imposing a punishment. Work to create a safe space where students can make mistakes and learn from them.
- Appropriate group topics could include: class misbehavior when there was a substitute teacher, a classroom theft, mean "jokes" or chronic teasing, bias-based bullying or exclusion, or specific behavioral concerns.

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

Community Circles are incredibly powerful. They will work best if you start using them at the beginning of the school year. Students will come to trust each other and the process of the circle. If, however, you wait until there is a problem to connect the group, they will not be nearly as effective. If they are used proactively, and trusting relationships are built over time, when problems or conflict occur, the circle can be an effective tool for resolution. If you have time for nothing else, circles can be the vehicle for integrating social and emotional learning into your classroom.



ACTIVITY NOTE

"The circle represents a fundamental change in the relationship between students and authority figures. It creates a cooperative atmosphere in which students take responsibility for their actions. Students respond because they feel respected and realize that what they say matters."
-Bob Costello, Joshua Wachtel & Ted Wachtel *Restorative Circles in Schools: Building Community and Enhancing Learning*

- If a student says something hurtful or inappropriate in the circle, remind them of the *Agreements for Peace* and clarify the expectations for all circle participants.



ACTIVITY NOTE

Community Circles can also be utilized to enhance academic skills (such as analyzing a book in an English Language Arts class or exploring the significance of a historical event in a Social Studies course). They provide an engaging and interactive experience for students by encouraging inclusion and communal discussion.

4. Wrap Up (10 min.)

- Review the many purposes that the circle serves, which include:
 - ➔ A way to interact with everyone in an inclusive way
 - ➔ A reminder that everyone in the class is valued
 - ➔ Allowing everyone to easily see and hear each other
 - ➔ Daily practice for getting to know everyone
 - ➔ Providing a space for sharing
 - ➔ Providing a process for addressing specific issues, problems, and concerns

What is your favorite song?

When do you feel happy?



THEME:
EVERYDAY PRACTICES FOR A KIND CLASSROOM

STEP: HOW TO TALK IT OUT

ESSENTIAL QUESTION

How can people resolve conflict so everyone feels good about the outcome?

OVERVIEW

Inevitably, conflict emerges in every classroom. This activity teaches students to use a conflict resolution tool called STEP to help them communicate and resolve their conflicts peacefully. The goal is for this to eventually become a teacher-free tool, allowing students to become peacemakers in their classroom, home, and community.

OBJECTIVES

Students will be able to...

- Utilize at least one coping mechanism to help regulate their emotions.
- Express themselves using “I-messages.”
- Demonstrate effective communication when disagreeing.
- Practice actively listening with peers.
- Utilize a complete conflict resolution model when faced with interpersonal conflict.
- Create and execute their own solutions to personal conflicts.
- Help others mediate their conflicts.

1. Warm Up (5 min.)

- Ask students if they ever have disagreements or conflicts. If your group needs clarification, explain that a conflict is a simple disagreement, argument, or fight.
- Ask them to give some examples of the types of conflicts they may have experienced with family, friends, or classmates.
- List the conflict topics on the board.
- Explain that you are going to teach them how to use a tool called STEP. STEP is a way to talk through a problem to come up with a solution that works for everyone involved. Explain that it might

GRADE LEVEL All

TIME NEEDED 40 min. (initial class);
Daily practice

SUBJECTS All

STANDARDS

Common Core
ELA-Literacy: SL.K.1, SL.1.1, SL.2.1,
SL.3.1, SL.4.1, SL.5.1

MATERIALS

- ❑ STEP Poster

VOCABULARY/TERMS

- STEP
- Conflict
- Point of View
- Mediate
- I-Messages
- Peace Breath

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seem complicated at first, but that as soon as they get the hang of it, it is easy and can be used at home, school, and anywhere else where there are conflicts.

2. Introducing STEP (15 min.)

- Pass out the STEP poster and explain that you are going to discuss what each letter stands for. If your students are not yet reading, they can still use the letters to help them remember what each letter of the acronym means. Review the following:
 - ➔ **S** – stands for *Stay calm*. When you are upset you might not think clearly and that can make the problem worse. Take a few peace breaths and when both people agree that they are calm, you can go forward with STEP. A peace breath is breathing in through your nose for a count of 6, and then breathing out through your mouth for a count of 6. Explain that breathing is one of the most effective ways to help your brain do its best and calmest thinking.
 - Ask students to take a moment to practice taking a few peace breaths.
 - ➔ **T** – stands for *Tell your point of view*. This means that you explain what happened from your perspective. Be careful not to use blaming words, instead try I-messages (e.g., “I felt frustrated when we didn’t have the posterboard for our group project because we couldn’t work on it” instead of “You left the posterboard at home and ruined everything!”)
 - Ask students to practice using I-messages by thinking of a you-message they might say and replacing it with an I-message (e.g., “You are so selfish” with “I feel left out when I don’t get a turn with the hula hoop”). Ask them to try this exercise with a partner and reinforce this concept as much as possible. You-statements tend to escalate conflicts, while I-messages de-escalate them and open the door for healthy communication. A general template for an I-message is “I feel... (how you feel), when... (what happened) because... (why you feel that way).” When you hear you-statements ask the class to try to come up with I-messages to replace them for a few weeks following the lesson.
 - ➔ **E** – stands for *Explore the other person’s point of view*. This means that your partner will rephrase what you said in their own words and ask questions to really understand what you are saying. Then switch and let the other person tell their point of view and you rephrase.
 - ➔ **P** – stands for *Problem solve*. Brainstorm solutions to the problem, and when you come to a solution that satisfies both people, end the process. A few useful questions to guide this step are:
 - *What do you think needs to happen to make things right?*
 - *What are you willing to do now to make things right?*
 - *Does this solution work for you?*

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

In my experience, it is critical to learn STEP and practice it before it is needed to resolve a conflict. Because STEP asks students to deal with emotions and language in ways that may be new to them, they are literally carving out new neural pathways when they practice it. The more practice they have, the more they will know how to handle themselves and use the STEP method effectively, when faced with a real conflict. This can be used for pre-K and up. In many environments it helps to have one student take on the role of mediator and ensure that the process is being honored. I have found that STEP becomes instinctual when taught effectively and have experienced groups as young as pre-K ask, “Can we do STEP?” when they are frustrated or need to process something together. It takes some time but, as we know, conflict and misbehavior will take more time to deal with reactively than it will if we address it proactively. The safety and comfort of a predictable conflict resolution model helps put children in conflict at ease and encourages them to be honest and, at times, vulnerable.

- Once you reach a solution, make a plan or agreement and try to end with a handshake, hug, or high five.
- If students are unable to come to an agreement, it is okay to ask them to take additional time to think about a solution.

3. Practice STEP (15 min.)



PRACTICE STEP NOTE

Help guide students along to make sure they do each phase of the STEP process. Reinforce elements such as apologies, agreements that help prevent similar problems in the future, and taking ownership of one's own actions in practice and instruction. Remember these must come from the students themselves to be genuine and useful to the process. As tempting as it may be, do not force a child to apologize.

- Explain to students that they are going to role-play a sample conflict so they can see the entire process. (Adjust or change the scenario based on the students you serve so that it is relevant and understandable to them.)
 - ➞ *When at lunch, Juan was sitting farther away from Carla than usual. He thought he was being made fun of by another student sitting near Carla, then he saw Carla laughing. It hurt his feelings, so he got mad and stopped talking to her. He told a few of their friends that Carla is really mean now and that they shouldn't hang out with her either. Carla found out that Juan was telling people not to be her friend anymore and became really upset. It turned out that Carla wasn't laughing at any mean comments being made about Juan and didn't even hear those things being said.*
- Ask for volunteers who would like to play the role of Carla or Juan to try to STEP through the conflict.
- Now, have students, in groups of four, go through the STEP process. Have them use real topics that have affected them. Have two students role play while the other two give suggestions and help them remember how to resolve the conflict, then switch so everyone has the opportunity to practice the process. Ask students not to role play a scenario that would make anyone else in the classroom uncomfortable because they were involved or know someone who was involved. Also, ask them not to use the actual names of anyone related to the conflict out of respect for those individuals.

4. Wrap Up (5 min.)

- Gather the group back together. Ask for questions and comments about how it worked. Encourage them to share the STEP tool with their family or friends and try it with them.
- Ideally, create a space that will allow students to talk out their issues independently or with a peer mediating, if necessary.
- Some groups have a simple process where they ask for permission to talk it out by filling out a form asking to use STEP with a peer. Other groups simply set up a "Peace Table" and allow students to use it whenever it is useful. Students will need some assistance and reminders but the more they use STEP, the more useful it will become.



Stay Calm

Have participants take a Peace Breath.

Breathe in slowly, counting to six.

Breathe out slowly, counting to six.

If both people are not calm and ready to talk it through, wait until a time when they both are calm.



Tell Your Point of View

Tell your side of the story using I-messages.

“I feel..._____ (how you feel), when..._____ (what happened) because..._____ (why you feel that way).”

Go into more detail about what happened from your point of view.



Explore the Other Person's Point of View

Rephrase what the first speaker just said and check to make sure you understood what they said. If you are unable to restate, ask the speaker to repeat.

Now switch so both people get a turn sharing their point of view and exploring the other point of view.

Keep talking until you feel that you both understand each other.



Problem Solve

Participants work out a win-win solution to their conflict.

Ask each other: What do you think needs to happen to make things right?

What are you willing to do now to make things right?

Does this solution work for you?

Once you reach a solution, make a plan or agreement and try to end with a handshake, hug, or high five!





KINDNESS—NEAR AND FAR

(K - 2)

One of the most important traits that we can foster within youth at an early age is kindness. In this unit, youth will explore what kindness is, why it matters, and consider many ways to engage in kind behaviors. The core activities throughout this unit will encourage students to broaden their perspective of the world and understand the multitude of ways they can positively impact it through their actions. The lessons challenge youth to consider ways to express kindness through topics related to animals, their local ecosystems, and global communities. This journey empowers students to see themselves as capable and powerful when they combine kindness with action. The final lesson in this section provides youth with an opportunity to begin spreading kindness through a service project involving their entire school community.

-  **One with Nature**
-  **What Do You See?**
-  **Appreciation for Others**
-  **One World for All**
-  **Coexist with Our Animal Neighbors**
-  **Plastic Planet**
-  **Kindness Campaign**



THEME:
KINDNESS—NEAR AND FAR

ONE WITH NATURE

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ESSENTIAL QUESTION

How can we treat the natural world with respect?

OVERVIEW

Students will visit a natural place, such as a park, field, forest, or lake and record the individual parts of nature (animals, plants, geological or metrological features) that they see. Then, they will reconstruct the natural setting that they visited together as a whole class, observing how all the pieces of the natural world interconnect to become one natural setting. They will also learn about how appreciating nature means to respect it and not harm, disturb, or destroy it.

OBJECTIVES

Students will be able to...

- Define *nature* and *ecosystem*.
- Describe the many different components that are part of the natural world.
- Explain how some species in an ecosystem rely on other species.
- Identify at least 3 ways to be respectful to the natural world.

1. Warm Up (5 min.)

- Begin by asking students what they picture when they think of nature. (Some possible answers: trees, flowers, dirt, sky, grass, wild animals.)
- Let students know that you will be taking them outside to a place in nature where they will spend 5-15 minutes (based on how long you want the activity to be) observing and recording/drawing everything they see: animals, plants, land features such as hills or streams, or sky features such as clouds.
- Ask them to choose pieces of nature to draw while observing their natural space. Encourage them to look for a piece of nature they may not have noticed before, or that is unfamiliar to them.
- Remind students that this activity is about observing, but not disturbing, nature.
- Ask the students what they think they should not do, so that they

GRADE LEVEL K-2

TIME NEEDED 60 min.

SUBJECTS Science, Ecology, Art

STANDARDS

Common Core
ELA-Literacy: SL.K.1B
W.K.2, W.1.2, W.2.2

ISTE: Standard 6—
Creative Communicator

NGSS: K-LS1-1
2-LS2-2
2-LS4 -1

MATERIALS

- Blank drawing or scrap paper
- Clipboards or some other writing surface
- Scissors
- Pencils
- A large white board, chalkboard, or poster board
- Optional: Coloring pencils, markers, or crayons

VOCABULARY/TERMS

- Nature
- Natural World
- Ecosystem
- Observe/Observation

do not disturb nature. (Some possible answers: No picking flowers; watching the animals, including insects, instead of touching or catching them; not pulling leaves off of the trees; not poking into the dirt.)

- Add any important instructions that may have been left out. Be sure to remind them that part of observing means to be able to sit calmly and quietly. Explain that the calmer and quieter they are, the more likely animals are to come out, and the more they will notice. Lastly, let them know that being respectful of nature also means to be careful not to leave anything behind, such as pencils or paper.

2. Observing and Recording Nature (20 min.)

- When the students are first brought to the natural space, make sure to review the instructions with them so they know what they are supposed to do.
- Then provide each student with their sheet of paper, a clipboard, and a pencil.
- Facilitate the activity through one of the following options:
 - Allow students to wander around the natural space to observe and find their piece(s) of nature to draw. Having the freedom to wander, students observe more of the space and remain active.
 - Assign students specific spots to sit and instruct them to closely observe only what is within their sight from this one spot. This assignment allows the students an opportunity to slow down and focus on one small space, giving them the time to observe and witness smaller details within their natural space.
 - Combine options “a” and “b” and allow the students to wander for up to 5 minutes until they find their own spot to sit and observe for 10 minutes. After 5 minutes alert students not already sitting down that it is time to find a spot so that they have enough time for the observation.
- While the students are in the natural space, they should draw their pieces of nature on their paper.
- When time is finished, give the students an agreed upon signal and return to the classroom.

3. Building the Nature Scene (30 min.)

- When the students return to the classroom give them the opportunity to cut out their drawings. If there is time, allow the students to color in their drawings as well.
- Once everyone is finished cutting out their drawings, ask the students to gather together near a white board, chalkboard, a large poster board or bulletin board, where all of their drawings will be posted. If you have a carpet area that would be ideal.
- Ask each student, one at a time, to bring up their drawing(s).
- Tape them on the board in the approximate place where their piece of nature would be found in the natural world (e.g. Post flowers towards the bottom of the board to represent the ground or a cloud near the top of the board where the sky is). The students’ drawings should begin to recreate the nature scene, building off of each other.

EDUCATOR SPOTLIGHT

Liz Walch

We may pause to admire a grand vista, but slowing down and focusing on the many small, amazing parts that make up a whole natural setting may be difficult for many of us to do. We, children included, are often on the go, moving from one thing to the other, unable to make the time, or even have the opportunity, to focus on exploring nature. This is why I created an activity that allows children to spend time exploring nature with the goal of slowing down and focusing on small details. I want children to come away from this activity with a sense of awe for the interconnectedness of life and the ecosystems that support life, while at the same time fostering respect for nature and a responsibility to not harm it or the living beings who inhabit the world.

RESOURCE LINKS

eNature

<http://www.enature.com/zipguides/>

<http://www.enature.com/fieldguides/>

ESchoolToday

<http://eschooltoday.com/ecosystems/what-is-an-ecosystem.html>

EXTENSION PROJECTS

- **Writing:** Research the specific plants and animals students saw to learn which species live in the local natural environment that they visited. Have them draw a plant or animal species they did not see that is native to their local environment. Ask them to write the name of the species, to provide two interesting facts about their species, and to write one way to help protect our natural environment. Compile their drawings to create a class *big book* about their community’s natural environment.

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE



- Ask each student to share what they drew, and why they drew it, with the rest of the class.
- Once all the drawings have been posted, ask students if they want to share anything about how they feel about the nature scene.
- Lead a discussion about how these parts of nature are connected. For example, the squirrel one student drew is living in and relies on the oak tree another student drew. Ask the students to think-pair-share any connections that they can make between the different drawings.
- Discuss what they think would happen if any of these pieces of the natural world were taken away. Emphasize the importance of how each part of the natural scene is part of a mini ecosystem and how the animals and plants all rely on each other to survive and thrive. Explain that an ecosystem is a community of interconnected living beings and their physical environment in a certain area. Explain that when the community is in balance it is healthy and the living beings are able to thrive, or grow up well.

4. Wrap Up (5 min.)

- Conclude the lesson by asking students the following questions:
 - ➡ What did you learn about nature today?
 - ➡ How should we treat the natural world when we are in it? Why?
 - ➡ If you were going to teach a friend of yours about how to treat the natural world, what would you say?

BUILDING THE NATURAL SCENE NOTE

You can also fill in important parts of the natural space that are missing, such as drawing in the sun or rain clouds and explain how they are important too.

EXTENSION PROJECTS

CONTINUED FROM PREVIOUS PAGE

- **Art:** Let students know that, as people, they are part of our natural world too. Ask each of them to trace their hand and to write a sentence about one of the following:
 - a) What they like most about nature
 - b) One thing that we can all do to respect and protect our natural world
 - c) What they want everyone to know about nature
- **STEM Activity:** Build a slideshow presentation with your students. While they are on their field trip, take pictures of students engaged in different activities such as sitting and observing, as well as pictures of the actual scene (plants, animals, environment). Back in the classroom, co-create a slideshow with your class using your pictures in Adobe Spark, Powerpoint, Google Slides, or any other tool you prefer. This works best if you have access to a projector or display board and can display the slideshow as you co-create it with your class. Solicit feedback from your students to describe each picture with a caption. If possible, invite another class to visit and prepare your students to present their class slideshow. This activity models digital presentation skills for younger students who may not be ready to create their own.

THEME:
**KINDNESS —
NEAR AND FAR**

WHAT DO YOU SEE?



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ESSENTIAL QUESTION

How can looking at a situation from someone else's point of view help us to be kinder?

OVERVIEW

Students will think about what it means to be kind by looking at a situation from someone else's point of view and discover that how they see something may not be the way someone else sees it. They will hear the same story from two varying perspectives to understand how different it can be, depending on the point of view of the storyteller. Next, they will look at images to practice seeing a situation from the viewpoints of a child and an animal. They will discuss when they think the animal is feeling uncomfortable or being harmed, and how the child can behave differently to show kindness to the animal. Finally, they will think about how they can put what they learned into practice with animals in their own lives or toward wildlife in their community.

OBJECTIVES

Students will be able to...

- Define *perspective*.
- Consider a situation from someone else's point of view.
- Recognize how a person and an animal may experience the same situation differently.
- Identify ways to change behaviors to demonstrate kindness.

Day 1:

1. Warm Up (10 min.)

- Begin by letting students know the lesson is about acting kindly toward others.
- Create a bubble map on the board with the word *kindness* in the middle. Ask students what words and ideas they think of when they hear the word *kindness* and add their responses to the map.
 - ➡ Possible answers: nice, friendly, helping others, being there when someone needs you, giving compliments, caring for someone, etc.

GRADE LEVEL K-2

TIME NEEDED One 45 min. period
and one 30 min. period

SUBJECTS English Language Arts,
Social Studies, Art

STANDARDS

Common Core
ELA-Literacy: SL.K.2, SL.1.2, SL.2.2

ISTE: Standard 6—
Creative Communicator

MATERIALS

- "Friends: Ahmed and Jasper" Stories
- "Friends: Ahmed and Jasper" Follow-up Questions Document
- What Do You See? Picture Packet

OPTIONAL

- What Do You See? Worksheet

VOCABULARY/TERMS

- Kindness
- Point of View/Perspective
- Species

- Explain that most people agree that being kind is how we should act toward others. Explain that considering the thoughts and feelings of others helps us know how to be kind.

2. Feelings (15 min.)

- Share the following scenario, ask the questions provided, and allow for discussion:
 - ➡ *Imagine that Tamika tells a joke at recess, and she thinks it is really funny, but her joke included teasing Malik, and now Malik's feelings are hurt.*
 - Tamika thought her joke was funny. How did Malik feel about the joke she told?
 - Tamika wants to act kindly toward Malik. What do you think she will do next?
 - Discuss how this situation shows us that two people can look at the same thing in very different ways. If we want to be kind, it is important to think about how others feel about our words and behaviors.
- Let students know that being kind to others can be difficult when we do not know how they feel.
- Explain that it can be especially difficult to know what animals are feeling because they cannot tell us with words, but if we pay attention to their behaviors we will realize they do tell us how they are feeling through their body language. If we take their feelings into consideration and try to see the world from their point of view, it will be easier to find ways to act kindly toward them too.

3. Different Points of View (20 min.)

- Read the *Friends* story. Explain to students that they will first hear the story from the point of view of Ahmed, a 10-year-old boy. Then they will hear the story from the point of view of Jasper, his dog.
 - ➡ **Friends: Ahmed's Story**
My parents adopted a puppy after I begged them for one. He is an awesome dog, and I named him Jasper. When we first brought him home, we played all the time. I made sure to take him on walks every day. But sometimes I want to do other things. Like today, after school, I was invited to play video games with Jonah and Liang. Those guys hardly ever ask me to hang out so I couldn't say "no." Plus, Jasper made me really upset recently. Even though he has tons of toys to chew, he chewed my new shoes. Mom and Dad say that I have to save my allowance to repay them for a new pair. How is it my fault that Jasper chewed my shoes? I am going to go to Jonah's and Liang's, and someone else can walk Jasper.
 - ➡ **Friends: Jasper's Story**
I was so lucky to be adopted by a wonderful family with a boy named Ahmed. He named me Jasper, which is a great name and fits me well. At first, he played with me all the time, but then he stopped spending as much time with me. I really miss him. During the day, when his parents are at work and he is at school, I am lonely. I really look forward to when he comes home. One day,

EDUCATOR SPOTLIGHT

Kim Korona

Youth have a natural curiosity and affinity toward animals. Sometimes, however, they want to interact with them in ways that can be uncomfortable, or even harmful, to the animals without realizing it. This lesson challenges youth to evaluate their behavior by looking at a situation from an animal's point of view and by taking his/her feelings into account. Most people would agree that we should act with kindness, but to truly put kindness into practice, we have to be willing to understand how our actions affect others. Developing the ability to look at situations from another's point of view is a skill that will be valuable to youth (and everyone they interact with) for a lifetime.



DIFFERENT POINTS OF VIEW NOTE

During the follow-up questions, if the students do not say it, explain that Jasper would not know the difference between a shoe or a chew toy until he was humanely trained. If additional questions are raised about dog behavior that you are unfamiliar with, use them as teachable moments. You can find information about dog behavior and humane training at ASPCA.org or from another animal welfare organization.

when he was gone, he left his closet open, and I smelled something that reminded me of him. I didn't know what it was, but I chewed on it because it is really fun to chew on things when you are a dog like me, and it gave me comfort. It was something soft and squishy just like my other toys. Ever since then, Ahmed has not been around as much. I really miss when he used to play with me and take me on walks with him. That was the best part of my day. He was the best boy a dog could have.

- After students read the story from both points of view, facilitate a whole class discussion by asking the students questions to consider both Ahmed and Jasper's perspectives.
- See the "Friends: Ahmed and Jasper" Follow-Up Questions document for suggested questions and a sample chart (to use on a blackboard or whiteboard) to track the students' responses. The chart will make it easier for students to compare and contrast the two different points of view.
- Once you have finished all the story follow-up questions, ask the students what they learned from hearing the story from two different points of view. Allow time for responses.

Day 2:

4. Compare and Contrast Perspectives (20 min.)

- Review what the students learned on the previous day.
- Let students know that you are going to show them different pictures. For each picture, you want them to consider what the person thinks and feels about the situation and what the animal thinks and feels about the situation.
- After you show each picture, allow the students to think about what they see and discuss it with a partner before asking them to share their responses with the whole class.
- When there is an instance where they think an animal is calm, comfortable, or happy, ask them what the child is doing to help the animal feel that way.
- When there is an instance where they think an animal might be scared, uncomfortable, or in pain, ask them to think about what the child could do differently to help the animal feel calm, comfortable, or content.
 - Pictures include:
 - Child observing a wild bird
 - Child chasing a wild bird
 - Child fishing
 - Child swimming with fish
 - Child holding a cat's tail
 - Child letting a cat sniff her
 - Child observing a butterfly
 - Child holding a butterfly
 - Child gently holding a rooster

RESOURCE LINKS

Humane Society of the United States: Dog Care and Behavior
www.humanesociety.org/animals/dogs/tips/

Leave No Trace: Respect Wildlife
<https://lnt.org/learn/principle-6>

Kuby, Candance R., Voices of Practitioners: Critical Inquiry in Early Childhood Education: A Teacher's Exploration
www.naeyc.org/files/naeyc/file/Voices/Voices_Kuby_v8n1.pdf

Ripple Kindness Project: 5 Tips for Teaching Children to be Kind to Animals
<http://ripplekindness.org/5-tips-for-teaching-children-to-be-kind-to-animals/>



COMPARE AND CONTRAST PERSPECTIVES NOTE

During this discussion, make a point to explain that none of the children in these pictures want to cause harm to the animals on purpose. They are engaging in behaviors they think are fun or based on their curiosity. They may not understand it from the animal's point of view or realize that the animal does not feel comfortable. It is important for children to think this through themselves and to come up with their own understanding. When you are tempted to tell students that something is *wrong* or *bad*, instead, try to explain something positive that they can do, that is not harmful to animals. It is essential to create a safe space where the students feel comfortable to share their own opinions. This activity is not intended to tell the students that there is only one right way to act, but to encourage them to consider how another feels and decide how they want to behave with that understanding.

- After the students have reviewed all the pictures, ask these follow-up questions:
 - Why is it important to think about the feelings of others?
 - When someone is feeling upset, uncomfortable, or hurt from something we are doing, how can we change our behavior to show them kindness?
 - How would you describe ways to treat animals with kindness?

5. Wrap Up (10 min.)

- Ask the students what they learned about kindness from this lesson.
- Remind them that sometimes being kind simply means to respect an animal's space and observe animals with appreciation.
- Ask them to share with a partner one way they will show kindness to someone at school or home today. Invite volunteers to share with the whole class.
- Ask them to discuss, with a partner, one way they will show kindness or respect to their animal companions or wildlife this week. Invite them to share with the whole class.

EXTENSION PROJECTS

- **Writing:** As a class, write an ending to Ahmed and Jasper's story with a resolution that will make both Ahmed and Jasper happy again, where both their needs are met and they understand each other.
- **Art:** Using the *What Do You See?* Worksheet, ask students to draw their own picture representing one of the situations they discussed during the "Compare and Contrast Perspectives" activity when they thought the animal was unhappy, uncomfortable, or in pain. Ask them to draw a "kind" picture showing the child engaging in a different behavior that respects the animal's space and keeps him/her calm, comfortable and/or content. If the students want, they can also create "kind behavior" drawings with new scenario pictures. These are some additional scenario suggestions that students could draw:
 - Catching a frog in a jar – Observing frogs
 - Trying to pick up a mother cat's kitten – Giving the mother cat and her kittens space
 - Someone about to squish a spider in their house – Someone gently catching a spider and releasing the spider outside
 - Someone walking by and teasing a dog who is barking – Respectfully walking by as a dog barks
 - Littering in the park where animals live, such as squirrels, birds, and chipmunks – Placing one's waste in recycle bins to keep the animals' home clean and safe
- **Technology:** Ask students to create a digital story to show others how to act with kindness toward animals. Using a tool such as Toontastic (iOS app) or Book Creator (Android, iOS app), students can create stories and make them come to life with pictures, animation, and voice recording. For K-1, we suggest creating the story as a class, using a projector screen and asking for student input as the teacher controls the navigation. The scenarios from the art extension project would work nicely with this project. Once the story is created, share the video or book with the rest of your school as a PSA on how to treat animals kindly.



ART EXTENSION PROJECT NOTE

In preparation for this activity, have a discussion with students. Encourage them to recognize that sometimes the kindest thing we can do is nothing. For example, with wildlife, observing them from a distance and respecting their space is one of the kindest things we can do, as opposed to catching them or interacting with them. The key is not to tell the students this concept, but to ask them thoughtful questions to help them come to this understanding on their own. Additionally, this is an opportunity to discuss the difference between interacting with animals we know, such as those who live with us (or with our friends and family), and animals we do not know.

**FRIENDS: AHMED AND JASPER
FOLLOW-UP QUESTIONS**

QUESTIONS	AHMED'S POINT OF VIEW	JASPER'S POINT OF VIEW
What do you do for fun?		
What do you like about Ahmed?/Jasper?		
Why did the shoe get chewed?		
Is there anything that you do not understand?		
If you could tell Ahmed/Jasper anything, what would it be?		
What did you learn from Ahmed/Jasper that you didn't know before?		
If you could do anything differently, what would it be?		

WHAT DO YOU SEE? PICTURES



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WHAT DO YOU SEE? WORKSHEET

Name _____ Date _____

Original Situation

Showing Kindness

When the person _____,
the animal feels _____

To show kindness, the person _____

Now the animal feels _____

THEME: KINDNESS—NEAR AND FAR

APPRECIATION FOR OTHERS



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ESSENTIAL QUESTION

How can we offer kindness to those we meet and know?

OVERVIEW

Through role play, discussion, and activities, students will recognize the benefits of kind social interactions in their daily lives. At the conclusion of the activity, students will have the foundation for building the basic social skills that they will need to become considerate and responsible members of all their social groups (e.g., family units, school communities, the public sphere).

OBJECTIVES

Students will be able to...

- Reflect on why kindness is valuable in relationships and communities.
- Identify specific ways of offering kindness to peers and family members.
- Describe how to use kind words and actions in a variety of settings.
- Articulate a specific action that would enhance their own classroom environment.

1. Warm Up (5 min.)

- Welcome your students to the lesson verbally, with body language and facial expressions. Offer some compliments to the group, such as “I really like your smiling faces” and an appreciation, such as “I appreciate how hard you worked on your assignment this morning.”
- Ask a volunteer to practice a kind welcome to the whole class with their words, body language, and facial expressions. Ask the other students what the student volunteer did well in showing a kind welcome.
- Invite all the students, with a partner sitting next to them, to take turns kindly welcoming each other with their words, body language, and facial expressions.
- Explain that those were all examples of kindness (greetings, body language, facial expression, compliments, and appreciation).

GRADE LEVEL K-2

TIME NEEDED 55 min.

SUBJECTS Social Studies, Science, English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.K.1, SL.1.1, SL.2.1
W.K.1

ISTE: Standard 6—
Creative Communicator

MATERIALS

- 1 in. x 1 ft. long strip of colored paper per student
- Markers/pencils
- Glue stick/tape (for *Kindness Chain* activity)
- Chart paper/whiteboard

OPTIONAL

- *After All That's Been Said and Done* Handout
- Scissors (pre-lesson, to cut out the *Do You Like Me?* activity pictures)
- *Do You Like Me?* Handout cut outs (enough copies of cut outs for the number of students or groups participating)

VOCABULARY/TERMS

- Kindness
- Welcome
- The Golden Rule

- Ask students to think about a time when someone was kind to them and how it made them feel. Encourage students to understand that kindness is what helps people feel comfortable, welcome, happy, and safe in their homes, schools, and communities.
- Allow students to share their example of kindness with the person sitting next to them. Then, ask the students to share with the whole class and create a chart that summarizes ways that people can be kind to each other as well as how those kind actions make someone feel. Create a diverse list of ways people can show kindness (so students can integrate those ideas in their everyday lives).
 - ➡ Possible suggestions include: saying hello to everyone; saying something nice; making a card for someone who is feeling sad, sick, or “just because;” sharing your toys or games; inviting someone to play with you who is feeling left out; listening to a friend when they need to talk to someone; surprising someone by doing a chore around the house that is usually someone else’s responsibility; making time to play with your cat or walk your dog—even when you are tired.

2. Kindness in Action (25 min.)

- Tell students that sometimes being kind is challenging and that practicing can help all of us to be more kind and to make kinder choices.
- Read the following scenarios. For each one, read the situation to the students and allow them to think of ideas for behaving kindly within the situation. Then invite them to come up to demonstrate how they can show kindness in their own ways. Seeing all of the different ways to be kind may feel repetitive, but the specificity and peer-focus will be very beneficial.
- Let students know that there are many ways to express kind words and actions. Explain that if they don’t know what to do, they can think about how they would feel if they were in the situation in real life. They can consider what sort of kind words or actions would help them to feel better.
- Explain to the students that if they are ever unsure, to remember the golden rule, *treat others the way you want to be treated*.
 - ➡ Scenarios:
 - A new student joins the class. She is very quiet and seems a little nervous.
 - You got a new toy that you really want to play with, but your little brother just fell down and is hurt.
 - Your group of friends is ignoring someone who would like to play with them.
 - A bird flies in the window of your classroom at school. *For this example, a helpful solution is to open as many windows as possible, leave the room, and close the door so that the bird can find her way out.*
 - Your dad had a really hard day and seems very sad.
 - You hear a kid being mean to one of your classmates.

EDUCATOR SPOTLIGHT

Jazmyn Blackburn & Kristina Hulvershorn

This activity seeks to demystify elements of kindness and asks students to think about the feelings involved when they are the recipients of kindness as well as the ones to offer it. It also invites them to explore the myriad of ways that we can express our kindness to one another. The sentiments of this activity should be modeled every day in students’ school environments so that they feel comfortable and confident rehearsing these social strategies throughout their daily lives. Regular practice becomes especially crucial as students grow and begin to encounter individuals and social situations that are increasingly foreign to them and, therefore, increasingly challenging (but also rewarding) to navigate.

RESOURCE LINKS

Edutopia

www.edutopia.org/blog/teaching-kindness-essential-reduce-bullying-lisa-currie

Scholastic

www.scholastic.com/teachers/top-teaching/2015/11/creating-culture-kindness-your-classroom

EXTENSION PROJECTS

- **After All is Said and Done:** If your group would benefit from being more specific with what kindness can look like or by extending the context of the conversation to the broader community and geographical settings, consider this activity. Print out the attached form and invite students to match the *Said and Done* words with the appropriate *Context*. Discuss how kindness can help connect us, even if language, customs, or behaviors are unfamiliar.
- **Do You Like Me?:** It is important to note that welcoming someone and showing courtesy or kindness does not warrant having to like that individual. In fact, social species (humans included) more readily

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE

- Your friends are making fun of someone because of his clothing and shoes.
- Your friend's dog passed away, and she is very sad.
- Your cat has been alone most of the day and is meowing.
- You see litter in the park.

- Allow students to demonstrate their actions or words and, if students have questions or thoughts, allow for a brief discussion.
- Ask students, "How would it make you feel if someone did that for you?" and "How would you feel if you made those kind choices?" Encourage the realization that there is no one way to be kind but that it is almost always helpful.
- Clarify that sometimes kindness means finding someone else who can help figure out a solution.

3. Kindness Chain (20 min.)

- Ask students to think about their own classroom community and to think of one example of kindness they would like to see more often. Give them examples: more sharing; playing with everyone, not just your best friends; welcoming in new friends; etc.
- On strips of construction paper, have them write (or dictate, while you write) the kindness they would like to see.
- Once the strips are finished, link them together in a chain with glue or tape.
- Read the kindnesses that the students have written aloud.
- Ask what happens in the class when we don't show kindness. Illustrate (without actually breaking the chain) how when one link breaks (by people not choosing kindness), it makes it harder for the entire community to work and learn together peacefully.
- Keep the chain up and refer to it when you observe student behaviors that are not aligned with their kindness chain.

4. Wrap Up (5 min.)

- Ask students to think of one way that they can express kindness at school, at home, or in the community. Invite a couple of students to share.
- Bring up the discussion again in several days to celebrate any acts of kindness that you or the students want to mention. Continue to discuss this throughout the year to reinforce the notion that kindness is a core expectation.

EXTENSION PROJECTS

CONTINUED FROM PREVIOUS PAGE

acknowledge their group members out of respect and acknowledgment of status, rather than pure affection. You can effectively illustrate this concept by talking about the behavior of our companion animals toward us. For example, usually gestures such as licking in dogs and rubbing in cats are respectively gestures of submission and dominance, rather than affection. In both cases, however, our companion animals are welcoming us into their space and acknowledging our presence. In their own way, they are extending a version of kindness toward us.

Cut out the provided pictures of companion animals and people on the *Do You Like Me?* Handout. Have students work individually, in pairs, or in small groups, to sort the gestures into two categories: "Welcoming Me" (meaning that approaching the person or petting the animal would be appropriate), or "I Need Space" (meaning the animal is being defensive of his/her space or that approaching the person or petting the animal might incite a negative reaction). This will help teach students that sometimes, when someone is in need, they need to calm down a bit before they are ready to receive kindness from us, and that it is appropriate for us to give them the time and space that they need.

- **Showing Kindness with Voki:** Let students apply what they learned by creating a virtual avatar that teaches others how to be kind with Voki. If you teach 2nd grade and can give students access to laptops or tablets, let students go to www.voki.com and create an avatar. Students may need to sign up, so we recommend creating a sign-in and giving students the information. Students can pick a character, scenic background, and animate the avatar by giving them sentences to speak. Students can type the speech, or record it using a microphone. Instruct them to have the avatar teach others to be kind and to use vocabulary from this lesson. If you teach Kindergarten or 1st grade, we recommend creating a Voki as a whole class using a teacher computer and projector screen. Ask for input on how the avatar should look and speak.

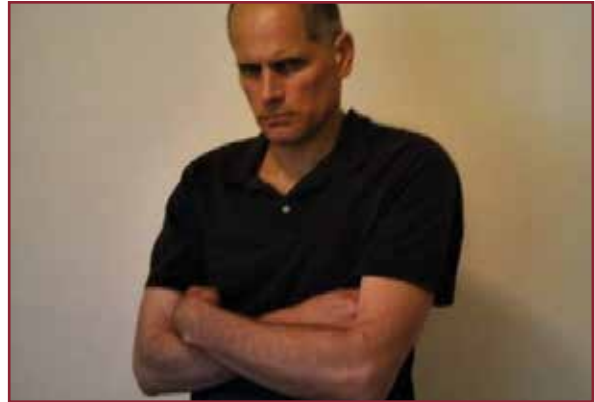
"AFTER ALL THAT'S BEEN SAID AND DONE" ACTIVITY

SAID	DONE (ACTION)	CONTEXT
"Welcome!"	Handshake	School
"May I have a turn please?"	Pointing to a toy	Playground
"Good morning/ afternoon!"	Smile	Passing crossing guard
Silence	Salute	In US Military
"Happy holidays!"	Wave	Winter season in the United States of America
"Bonjour/bonsoir!"	Kisses on the cheek	France (Europe)
"Kon'nichiwa"	Bow forward	Japan (East Asia)
"Do you need help?"	Holding open the door	On the street
"Good job!"	Applauding	At a performance
...

"DO YOU LIKE ME?" ACTIVITY
UNWELCOMING GESTURES



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**“DO YOU LIKE ME?” ACTIVITY
WELCOMING GESTURES**



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“DO YOU LIKE ME?” ACTIVITY
Teacher’s Guide – Answer Key

UNWELCOMING GESTURES

- #1 Sad person *(arms crossed, slumped posture, head down and tucked)*
- #2 Stern person *(arms crossed, frowning expression, brow furrowed)*
- #3 Afraid and slightly aggressive cat *(hissing, ears sideways, eyes wide, tail twitched to the side)*
- #4 Angry dog *(snarling, eyes back, ears back)*
- #5 Alert/Anxious dog *(head out, crouched posture, one paw up and tucked)*
- #6 Alert/Fearful cat *(crouched posture, paw up and tucked, tail low and twitched to the side, eyes wide)*

WELCOMING GESTURES

- #1 Relaxed cat *(tail relaxed, relaxed posture, lying comfortably)*
- #2 Content dog *(ears relaxed, tail relaxed, mouth slightly open, relaxed tongue, lying comfortably)*
- #3 Playful cat *(tail raised, eyes wide, relaxed back, paw up and out slightly)*
- #4 Happy/Friendly cat *(relaxed back, tail up and slightly curved)*
- #5 Excited dog *(mouth slightly open, ears perked, relaxed back, paws up and out, jumping, tail out and free, not stiff)*
- #6 Happy person *(smiling, direct eye contact)*

THEME:

KINDNESS—NEAR AND FAR

ONE WORLD FOR ALL

ESSENTIAL QUESTION

Are there rights that all children deserve?

OVERVIEW

Youth will think about the core similarities among all children, no matter who they are, and how those similarities relate to the Convention on the Rights of the Child created by the United Nations. They will play a children’s rights matching game to practice vocabulary and will match words to pictures. Then, they will compare the children’s rights to their original list of what they think all children have in common. They will imagine what the world would actually look like if all children had these rights compared to how the world is today. They will create a book of children’s rights to show, through writing and illustration, what these rights mean to them. Finally, they will think about how knowing about these rights might influence how they will treat other people and their actions in the future.

OBJECTIVES

Students will be able to...

- Identify at least five children’s rights.
- Describe the United Nations.
- Compare and contrast wants and needs to rights.
- Create a mini book based on what they learned about children’s rights.

Day 1:

1. Warm Up (10 min.)

- Show students pictures of children of different genders, ethnic backgrounds, religious/spiritual affiliations, and abilities.
- Ask students to share the differences they notice from looking at the pictures of the children. Allow for responses. Be aware of any inaccurate statements, assumptions, or stereotypes that might be made. Use this time as a teachable moment to ask the students how much information they can really know just from looking at the child. Additionally, ask critical thinking questions to help dispel any assumptions that children expressed. Use care not to embarrass or shame students while still addressing inaccuracies and stereotypes.

GRADE LEVEL K-2

TIME NEEDED Two 45 min. periods

SUBJECTS Reading, Social Studies, Art, English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.K.2, SL.1.2, SL.2.2
SL.K.5, SL.1.5
W.K.2, W.1.2, W.2.2

ISTE: Standard 7–
Global Collaborator

MATERIALS

- Pictures of children of diverse genders, ethnic backgrounds, religious/spiritual beliefs, and ability
- United Nations Goals* Handout
- White board/chalkboard/chart paper
- Children’s Rights Game* (picture cards and word cards)
- List of the children’s rights (1 per student)
- Children’s Rights book pages (enough copies for each student)
- Stapler

OPTIONAL

- *Convention on the Rights of the Child* (one per student)
www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf
- Three-hole-puncher
- Ribbon or string

VOCABULARY/TERMS

- Convention of the Rights of the Child
- United Nations



- Explain that while we cannot know much about these children’s personalities, their personal likes or dislikes, or about their individual lives just from their pictures, there are some things that all people have in common. Explain that even though they noticed differences among the children, we probably have more similarities.
- Ask the students to share what needs they think all these children have in common. Allow for responses. Possible answers include: happiness, care, proper clothing for the weather, family, friends, good health, health care, learning/education, play/fun, nature/time outside, shelter/home, support, and love.

2. Convention on the Rights of the Child (10 min.)

- Show students a map of the world.
- Introduce what the United Nations is in simple terms:
 - ➞ First define *united* as another word for *together*.
 - ➞ Then define *nation* as another word for *country* and point out different countries on the map.
 - ➞ Explain that many different countries came together to create the United Nations and work together to make the world a better place.
- Tell them that there are four main goals of the United Nations and help the students to understand each goal. (show the *United Nations Goals* Handout).
 - ➞ To keep peace throughout the world.
 - ➞ To develop friendly relations among countries.
 - ➞ To help countries work together to improve the lives of the poor, to end hunger, disease and illiteracy (not being able to read), and to encourage respect for each other’s rights and freedoms.
 - ➞ To be a resource for countries to achieve these goals.
- Ask youth to share what these goals mean to them. As part of the discussion, emphasize that these goals are about different countries not fighting, finding ways to solve problems by talking to one another and compromising, believing that we all have a responsibility to help everyone in the world, sharing resources, and cooperating with one another.
- Explain that one of the ways they worked toward these goals was developing a list of rights, things that everyone should have no matter what, specifically for children.

3. Children’s Rights Matching Game (15 min.)

- Let the students know that they are going to play a game. Explain the following rules of the game.
 - ➞ You will work in small groups, as a team.
 - ➞ You will receive two sets of cards. One set will be pictures of children’s rights and one set will be descriptions of children’s rights. Show an example, such as the picture of food and the words, “Right to Food.”
 - ➞ You will place the pictures face-up in front of you in a few rows.
 - ➞ You will take turns picking up from the word card pile. If you know what the word says, you will read it out loud and try to match it to

WARM UP NOTE

It is important not to become upset with a child who may make an inaccurate assumption or stereotype, but instead to use this as an opportunity to dispel any misinformation the child has and to help them recognize that every person is an individual and there is a minimal amount of information that we can know about someone just from looking at the person.

EDUCATOR SPOTLIGHT

Kim Korona

Because there are so many stereotypes and assumptions spread about people of different genders, ethnicities, and religions (among others), our children are sometimes exposed to misinformation without our knowledge. As educators, we have a responsibility to discuss the beauty of diversity and the core similarities of all human beings to help dispel the inaccurate and hurtful information that they hear, in order to create a new paradigm. In this lesson, youth learn about the *Convention on the Rights of the Child* to consider whether or not all children, no matter who they are, are deserving of these rights, and why or why not. I think it is imperative to start these conversations when children are young to encourage them to really understand and value the importance of treating everyone with equality and justice and supporting rights for all.

the right picture. If you are not sure what the word says you can ask the person sitting next to you for help. If they know, they can tell you. If not, the next person can tell you, and then the next person. If no one is sure what the word is, put it at the bottom of the pile and proceed to the next person's turn. If you or someone else does know what the word means, match it to the picture. You will continue until you match as many words to pictures as you can.

- Break the students up into small groups of four and review the game rules with them.
- Provide each group with a set of the Children's Rights Picture cards and a set of the Children's Rights Word cards.
- Give the students time to play the game and check on each group to see if they need any assistance.

4. Comparing Rights to Wants and Needs (10 min.)

- Once each group has had enough time to play the game and match as many words and pictures together as possible, bring their attention back for a whole group discussion.
- Have the Children's Rights from the game written on the board, on a projected screen, or on chart paper.
- Review each right, one at a time, and ask the students in each group to take turns holding up the picture they matched to that particular right. Discuss the picture they connected to the right and reveal to the students which picture most accurately represented the words.
- Once you have reviewed each right, refer to the "common wants and needs" list that the students made earlier and compare that list to the rights.
- The human rights cards are numbered, so you can write the number of the right next to the need it connects to. For example, the right to food is numbered as 4 in the matching game, so if the students brainstormed food as a need you will write a 4 next to food.
- Explain to your students that the children's rights were based on the things that the United Nations thought all people deserved to have just for being human and those things are similar to the common needs that we all have.

Day 2:

5. Understanding the Rights of Children (15 min.)

- Review the Convention on the Rights of the Child with your students.
- Ask students if they know of any examples of situations where not all children have these rights.
 - ☞ Possible answers include: Children who are hungry because they do not have food, children who are homeless because they have nowhere to live, and children who do not go to school because their families can't afford it.
- Explain that, unfortunately, even though so many countries agreed that these are rights all children deserve, not everyone has these rights. This is something that we can work toward, however.

RESOURCE LINKS

United Nations Convention on the Rights of the Child in Child-Friendly Language

<http://resourcecentre.savethechildren.se/library/un-convention-rights-child-child-friendly-language>

Edutopia

www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers

UNICEF Australia: Rights of the Child

www.youtube.com/watch/?v=V1BFLitBkco

EXTENSION PROJECTS

- **Art Project:** For this project, cut five large pieces of chart paper, poster board, or cardboard in half, so that you have ten halves. On the top of each piece write one of the children's rights as a heading. Divide your students into 10 groups (or fewer depending on the size of your group) and give each group one of the pieces of paper (or poster board or cardboard halves). Then give each group pages from old magazines. Ask them to find pictures or words that represent or relate to the right on their paper, to cut them out and glue them on their paper. Ask each group to present their poster to the rest of the class and explain how their images represent their specific human right.
- **Compare and Contrast Activity:** After youth learn about the needs of people, facilitate this activity as a way for them to consider the needs of other species as well. Ask youth to create a Venn Diagram, to compare the needs of companion animals with the needs of people. Ask your students to decide if they think satisfying these needs should be required by law, meaning that an animal's guardian would have to provide for all their pet's needs. Just as people have certain rights based on their needs, we also have laws to ensure that companion animals' needs are met. As a further extension, consider teaching the lesson "A Happy Pet Environment" on pg. 3 of the Humane Education Resource Guide (written by HEART, ASPCA, and IFAW), where kids create a diorama of an ideal home for an animal companion.

- Ask the students how they think people can work toward promoting human rights for all children. Allow students to respond. Suggest the following solutions as well:
 - Speak up when we hear someone not treating another person fairly based on the way they look, if they are a boy or girl, because of their religion, because of their skin color, etc.
 - Write letters to the government about situations where children do not have their rights and suggest ways to provide them with their rights. For example, the government could provide resources to make sure every child has healthful food.
 - Vote for people and laws that protect our rights and the rights of children.
 - Volunteer for organizations that work to provide for everyone's needs, such as soup kitchens and homeless shelters.
 - Educate others about the importance of rights for all and the specific rights of children.

6. Children's Rights Project (20 min.)

- Let the class know that they are each going to create their own mini book of Children's Rights. Pass out the Children's Rights pages and ask them to complete the sentence starters and to create an illustration to represent each right. If your students are able, ask them to write a short sentence on each page about why that particular right is important.
- Provide the students with an example such as, "All children have the right to an education, so that they can learn new information, ideas, and skills."
- Allow students enough time to work on their pages. As they finish, you can assemble the books in a couple of ways. You can put the pages together and staple them or you can use a three-hole-puncher and tie the pages together with a string or ribbon.

7. Wrap Up (10 min.)

- Set up a gallery walk so that all the students can see the others' books and illustrations.
- When the gallery walk is finished, ask the students the following:
 - What organization created the Convention on the Rights of the Child?
 - Why did the United Nations think these were rights that everyone should have?
 - Which Children's Right(s) do you think is/are the most important and why?
 - In learning about Children's Rights, what did you learn about how we should treat other people?
 - What is one way that we can help protect everyone's rights?



UNDERSTANDING THE RIGHTS OF THE CHILD NOTE

Explain to your students that even though they might not be old enough to take some of these actions now, such as voting, they can still write short letters to express their thoughts and opinions and they can still teach others about respecting everyone's rights. As they get older they will be able to continue getting involved in more ways.

CHILDREN'S RIGHTS PROJECT NOTE

Your students may need an additional class period to complete their books. As an alternative activity, have each student create one page for a children's rights book and assemble all the pages together to create one class book.

CHILDREN



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CHILDREN



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UNITED NATIONS GOALS

1.

To keep peace throughout the world.

2.

To develop friendly relations among countries.

3.

To help countries work together to improve the lives of the poor, to end hunger, disease and illiteracy (not being able to read), and to encourage respect for each other's rights and freedoms.

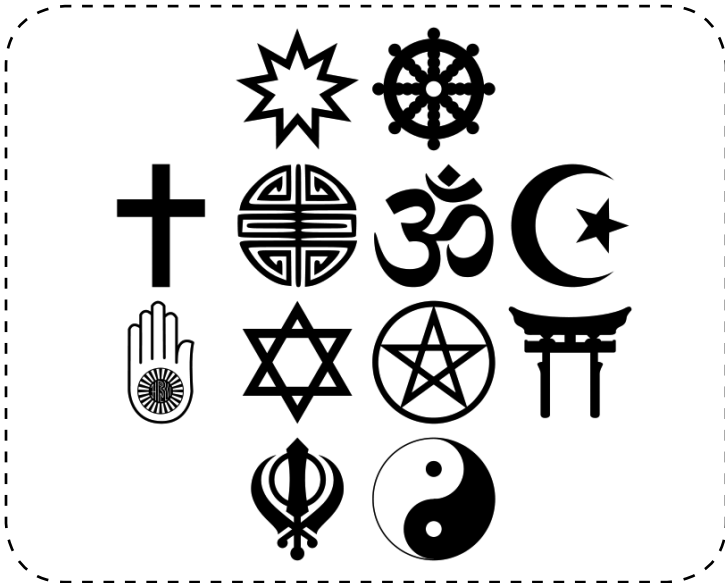
4.

To be a resource for countries to achieve these goals.





MATCHING GAME



1. Right to Play

2. Right to Family

3. Right to Health Care

4. Right to Food

**5. Right to a
Religion/Beliefs**

6. Right to Home

MATCHING GAME



Photo 1: *Playing with leaves*
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Photo 2: *Family*
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Photo 3: *Health Care*
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Photo 4: *Food*
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Photo 5: *Religion/Beliefs*
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Photo 6: *Home*
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Photo 7: *Clothing*
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Photo 8: *Speak Out*
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Photo 9: *School*
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Photo 10: *Safety*
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**7. Right to
Proper Clothing**

**8. Right to
Speak Out**

9. Right to go to School

10. Right to Safety

MY LITTLE BOOK OF CHILDREN'S RIGHTS

BY _____

1

12

RIGHT TO FOOD

The right to food is important because

2

RIGHT TO PLAY

The right to play is important because

11

RIGHT TO A HOME

The right to a home is important because

3

RIGHT TO SPEAK OUT

The right to speak out is important because

10

RIGHT TO HEALTH CARE

The right to health care is important because

4

RIGHT TO RELIGION/BELIEFS

The right to one's beliefs is important because

9

RIGHT TO SCHOOL

The right to school is important because

5

RIGHT TO SAFETY

The right to safety is important because

8

RIGHT TO PROPER CLOTHING

The right to proper clothing is important because

6

RIGHT TO FAMILY

The right to family is important because

7



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ESSENTIAL QUESTION

How can people and wildlife peacefully coexist in shared spaces?

OVERVIEW

In this lesson, students will learn what a habitat is and how habitats provide what animals need to be healthy and happy. They will examine human activities that can damage and disrupt habitats and harm the animals who live there. An example of such activity, which is highlighted in the lesson, is the way that human settlements (cities and towns, roads, and other infrastructure) have disrupted the habitat of native animals. Some animals remain in these settled areas and now people see them living in backyards or around cities. Students will learn how we can peacefully and respectfully coexist with the wildlife with whom we share the earth and our own neighborhoods. Finally, they will uncover ways to improve the damaged habitats to help wildlife live more safely alongside people.

OBJECTIVES

Students will be able to...

- Define the term *habitat*.
- Understand that wildlife species have unique needs and must live in specific habitats to be healthy and happy.
- List ways that human activity affects animal habitats and wildlife.
- Identify at least 4 ways people can be good neighbors to wild animals and peacefully coexist with them.

Day 1:

1. Warm Up (5 min.)

- Let students know that they will be learning about habitats, which are the homes where wildlife are most suited to live.
- Ask students how their own homes provide them with what they need.
- Then tell them they will be focusing on animals who are neighbors to some people because the animals live in backyards and in cities.

GRADE LEVEL K-2

TIME NEEDED One 45 min. class and one 60 min. class

SUBJECTS Science, Ecology

STANDARDS

Common Core
ELA-Literacy: SL.K.6, SL.1.6, SL.2.6

ISTE: Standard 6—
Creative Communicator

NGSS: K-LS1-1
K-ESS2-2
K-ESS3-3
2-LS4-1
K-2-ETS1-2

MATERIALS

- Habitat & Animal Matching Game* photos
- Urban Habitat* photo
- Creating Your Own Humane Backyard* Handout
- Design Your Own Humane Backyard* Worksheet
- Coloring materials (markers, crayons, color pencils)

VOCABULARY/TERMS

- Human/Human Being
- Habitat
- Wildlife/Wild Animals
- Coexist
- Environment
- Pollution
- Settlements
- Humane
- Urban

2. Who Lives in This Habitat? (15 min.)



- Explain that a habitat helps animals to be happy and healthy because it provides the animals who live there with everything they need, which includes their food, water, cover/shelter, and space.
- Show students the *Habitat & Animal Matching Game* photos. Each page has a photo of a habitat and three animals pictured below the habitat photo. Two animals do not belong in the habitat shown; one animal does. Ask which animal of the three lives in that habitat.
 - ➡ **Arctic Ocean** - walrus
 - ➡ **Desert** - horned lizard
 - ➡ **Temperate Forest** - deer
- Once they recognize which animal lives in the habitat, ask them to list other animals who live in those habitats.
 - ➡ **Arctic Ocean** - Examples: narwhal, polar bear, beluga whale, harp seal
 - ➡ **Desert** - Examples: vulture, rattlesnake, scorpion
 - ➡ **Temperate Forest** - Examples: porcupine, woodpecker, black bear
- Finally, ask the students why the other animals shown with each habitat would not be happy or be able to get what they need from that habitat.
 - ➡ **Arctic Ocean** - Rattlesnake: cannot live in cold climate, cannot swim. Green sea turtle: needs to live in warm water, needs warm sandy beaches to lay eggs
 - ➡ **Desert** - Orca: needs to live in water because orcas swim. Alligator: lives in a warm climate, but also needs swamps and ponds to swim and find prey
 - ➡ **Temperate Forest** - Yellowfin Tuna: cannot live outside of ocean water. Camel: lives in hotter, drier climate, best suited for eating prickly desert plants

3. Habitat Harm from Human Activity (15 min.)

- Next, ask students how habitats can be harmed by human activity.
 - ➡ Possible answers: Litter/pollution makes the environment dirty and unsafe; animals might eat litter for food or their bodies can get caught in it. Air or water pollution, such as smog or oil spills, can make animals sick or even die; it also makes their environment a dirty and unsafe place to live. Cutting down trees destroys the homes of animals who live in trees and rely on them for shelter and food.
 - ➡ If students do not bring it up, make sure to discuss the following: *When we build more and more homes, offices, factories, roads and other human-made structures, we take away the natural spaces these animals need, often leading to the kinds of harm listed above (like air and water pollution, litter and tree loss). People may also trap or otherwise harm animals who live near human settlements because they are afraid or consider them “pests,” even though the animals are just trying to live in what was once their habitat.*
 - ➡ Ask students how they think we can protect habitats that are not close to us? **Possible answers:** Reduce, reuse, and recycle. Explain that a lot of habitats are destroyed because of factories that pollute

WHO LIVES IN THIS HABITAT NOTE

When the students are trying to figure out which animal lives in which habitat, instead of just saying “yes” or “no,” consider asking them why they think that animal lives there. Ask them to consider the animals’ needs and abilities and compare that to the characteristics of the habitat.

EDUCATOR SPOTLIGHT

Liz Walch

Because we humans have built our own homes over the habitats of wild animals, we have a responsibility to be the best neighbors we can be. This means preserving and creating safe, humane spaces for the animals who live near us in our backyards and gardens. Some of my favorite outdoor activities as a kid were watching tiny toads hop around my house and sitting on the windowsill to watch the hummingbirds, who sipped nectar at the hummingbird feeder we had hanging up. In thinking about it, I am realizing that these are still two activities I love doing when I go back home to Michigan as an adult! Connecting with wild animals can be particularly problematic for city dwellers, but doing something as simple as putting out a bird feeder or building a *toad abode* will not only make the lives of the animals who live near us better, but also give us the opportunity to enjoy watching these animals from a distance.

when they make consumer goods, such as electronics, toys, furniture, clothes, and plastic. Clarify that everything we make uses resources taken from natural habitats, and these habitats are harmed as we remove resources and as we dispose of the products made from them. If we can reduce what humans take and use from our natural world, we can better protect the homes of our animal neighbors. Point out that when we reuse items instead of buying new ones, that also saves natural resources and limits waste and litter. When we recycle, those items are turned into new products for us to use, instead of extracting new resources.

4. The Backyard Habitat (10 min.)

- Show students the *Urban Habitat* photograph. It is an aerial view of a city neighborhood (Ann Arbor) in Michigan.
 - ➡ Ask students what animals they think lived in this part of Michigan before the houses, buildings, and roads were built. Explain that the city is in a temperate forest climate, so the students may name the same or similar animals to the ones they identified earlier during the *Habitat & Animal Matching Game*.
 - ➡ Ask students where they think the animals who lived there went after these houses, buildings, and roads were built.
 - ➡ Possible answers: Some of the animals might have moved away to live in the natural forest habitat around the city, but some of the animals might have stayed and continue to live in the natural spaces that remain in the city, like the trees in someone's yard.
- If your students live in a temperate forest-type environment, ask them if they have ever seen the animals they listed previously in their own backyards. If your students live in a different climate, ask them what animals they see in their neighborhood, backyard or nearby park.
- Let students know that during the next lesson they will learn about ways people can improve their own urban habitat for their animal neighbors, including how to build and plant in their own yards to make animals happier and healthier.

Day 2:

5. Review (5 min.)

- Review with the students what they learned during the last session. Remind them that a habitat is a place where plants and animals make a special home together. It provides what they need to thrive, and to be happy and healthy.
- Ask students if they remember the four things that a habitat provides an animal. (Answer: Food, water, cover/shelter, and space.)
- Explain that sometimes humans build their own homes in animal habitats. When this happens, some animals stay in the area and try to make their homes near their human neighbors.
- Tell the students that they will be learning how they can be good neighbors to wild animals living in their own backyards, streets, and other city spaces. Not only can humans and animals peacefully coexist, but people can also help animals live safer and healthier lives in our urban habitats by replacing



THE BACKYARD HABITAT NOTE
You may want to show your students where Michigan is located on a United States map.



REVIEW NOTES

There is much debate on whether it is actually helpful for people to provide food for wildlife because it can make the animals dependent on people for food, or it can increase their population causing resource depletion or inadequate space for the species to thrive. Consider suggesting that people provide a food source for animals, such as a bird feeder, only if: no one in the community is concerned about the species being overpopulated; the habitat has been damaged, making it difficult for the species to find enough food on their own; and if you think you can provide the food source for a long and consistent period of time, as animals will begin to rely on it.

the food, water, shelter, or space that has been destroyed.

6. Peacefully Coexisting (5 min.)

- Ask students these questions:
 - ➡ What does *coexist* mean? (Define it as: *to live alongside someone else*.)
 - ➡ How do you think someone would treat wildlife if they wanted to peacefully coexist with them in the spaces where they both live?
 - ➡ Why is it important to peacefully coexist with animals?

7. How to Be a Good Neighbor (20 min.)

- Explain to students that one of the easiest ways to peacefully coexist with animals who live nearest to them is to create a humane backyard.
- Review the items listed on the *Creating Your Own Humane Backyard* Handout with them.
 - ➡ Build a brush pile
 - ➡ Hang bird feeders
 - ➡ Plant flowers
 - ➡ Build and hang bird/bat houses
 - ➡ Provide a bird bath (Be aware of local city ordinances as bird baths are not allowed in certain communities due to concerns about illnesses, such as West Nile Virus.)
 - ➡ Leave wild spaces in your yard
 - ➡ Build and hang a *bug box*
 - ➡ Build a *toad abode*
- As you review each item, ask students which animals they think benefit from each item and if it is something they could have in their own yards or unused nearby spaces.
- Also ask if they have other ideas for what they could add or change in their own urban spaces to help animals.

8. Design Your Own Humane Backyard (25 min.)

- Now it is time for the students to design their own humane backyards.
- Pass out the *Design Your Own Humane Backyard* Worksheet. Instruct students to design their own humane backyard by drawing in each of the items you reviewed on the list. They should also draw in all of the animals who would enjoy these items. Encourage them to label each item, as they are able.
- Provide time for students to share their drawings with the class. Ask them to explain their thoughts and feelings about creating peaceful spaces where wildlife and people can coexist.

9. Wrap Up (5 min.)

- Finish the lesson by asking students how they plan to create a healthy, happy and humane urban habitat for animals in the future.
- Remind them that because we build our own homes in the habitats of animals, it is important to peacefully coexist with our animal neighbors.

RESOURCE LINKS

Humane Society of the United States, 13 Ways to Create a Humane Backyard

www.humanesociety.org/animals/wild_neighbors/humane-backyard/13-ways-to-create-humane-backyard-wildlife-habitat.html

Humane Society of the United States, Welcome to My Humane Backyard

www.humanesociety.org/news/magazines/2013/09-10/humane-backyard-maryland.html?credit=web_id444803346

National Wildlife Federation's Garden for Wildlife

www.nwf.org/garden-for-wildlife/create.aspx

EXTENSION PROJECTS

- **Service:** A possible extension project for this lesson is building some of the items listed on the *Creating Your Own Humane Backyard* Handout. Bird feeders can be made out of repurposed water bottles. Toad abodes can be made from old clay flowerpots, painted with non-toxic, waterproof paints. Bird and bat houses can be built from small scraps of wood. Once your students create some interesting projects, allow them to take pictures of their inventions and together as a class create a PowerPoint or slideshow to showcase each invention and how it can be used. This slideshow can be a powerful tool to teach other students and families in your school or community.
- **Research:** Ask students to research what plants are native to your area and are best for your animal neighbors, using the USDA's Native Plants database, which can be found on the website: <https://plants.usda.gov/java/>, or the National Wildlife Federation, which has a native plant finder via zip code at www.nwf.org/Garden-For-Wildlife/About/Native-Plants.aspx. Ask students to create an educational pamphlet about the native plants to grow in one's garden and why growing native plants is beneficial.

HABITAT & ANIMAL MATCHING GAME

Arctic Ocean Habitat



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Rattlesnake: © Ryan E. Poplin used under a Creative Commons BY-SA 2.0 Generic License

Walrus: © Jay Ruzesky used under a Creative Commons CCO Universal Public Domain 1.0 Dedication

Green Sea Turtle: © LASZLO ILYES used under a Creative Commons CC-BY 2.0 Generic License

HABITAT & ANIMAL MATCHING GAME

DESERT HABITAT



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Orca – © skeeze used under a CCO Public Domain

Horned Lizard – © Mike Lewinski CC BY-2.0 Generic License

Alligator – © tpsdave used under CCO Public Domain

HABITAT & ANIMAL MATCHING GAME

TEMPERATE FOREST HABITAT



Temperate Forest: © skeeze used under a CCO Public Domain

White-tailed Deer: © Dcoetzee used under a Public Domain

Yellowfin Tuna: © Bill Abbott used under a Creative Commons CC BY-SA 2.0 Generic License

Camel: © Kelapstick used under a Creative Commons CC BY-SA 3.0 Unported License

URBAN HABITAT (ANN ARBOR, MI)



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CREATING YOUR OWN HUMANE BACK YARD



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Brush Pile

A brush pile is a pile of logs, sticks, and leaves. Building one makes a safe home for small animals like toads, mice, and insects like beetles and spiders. To make a brush pile, stack small logs, sticks, and some leaves in a quiet corner of your yard.

Bird Feeders

Fill up your bird feeder with seeds and nuts. This is important in winter when it is harder for birds to find food. Some birds do not use bird feeders and only like to find food on the ground. Spread some seeds and nuts on the ground below the feeder so that ground feeders can eat too.



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Plant Flowers

Flowers are not only pretty, they also provide food to some animals. Animals like butterflies, moths, bees, and hummingbirds drink the sweet nectar from flowers. Plant flowers that you know will attract and feed the insects and birds found in your neighborhood.

Bird and Bat Houses

A bird or bat house is a small wooden box where a bird or bat can live. The house gives them a safe and quiet space where they can sleep or raise their babies. You can even build your own bird or bat house with a few pieces of wood and some nails.



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CREATING YOUR OWN HUMANE BACK YARD



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Bird Bath

A bird bath is a shallow bowl of water where birds and other animals can come to take baths and drink. Make sure to keep the bath clean and filled with water.

Wild Spaces

Many people mow the grass in their yards and use chemicals to kill other plants they don't want there. The short grass isn't the most natural place for an animal to live. Most animals want long grass, full of different types of plants, where they can hide and make their homes. You can help by keeping part of your yard's grass long, and weeding by hand. If you leave the grass long, soon other plants will start to grow as well. This is the best type of place for many animals to live.



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Bug Boxes

A bug box is a box filled with small holes and places where all sorts of insects can live. You can create your own "bug box" by building or finding a wooden box with one side open, then stack up things like sticks, stones, pinecones, or bricks on the inside.

Toad Abodes

A toad abode is a small home found on the ground where toads (and other small animals) can be safe. To build your own toad abode, turn a flowerpot on its side and bury half of it in the ground. This creates a small cave where a toad can live. You can also have an adult crack a flower pot in half to make two toad abodes. If you feel extra creative, use non-toxic paint to decorate the flowerpot.

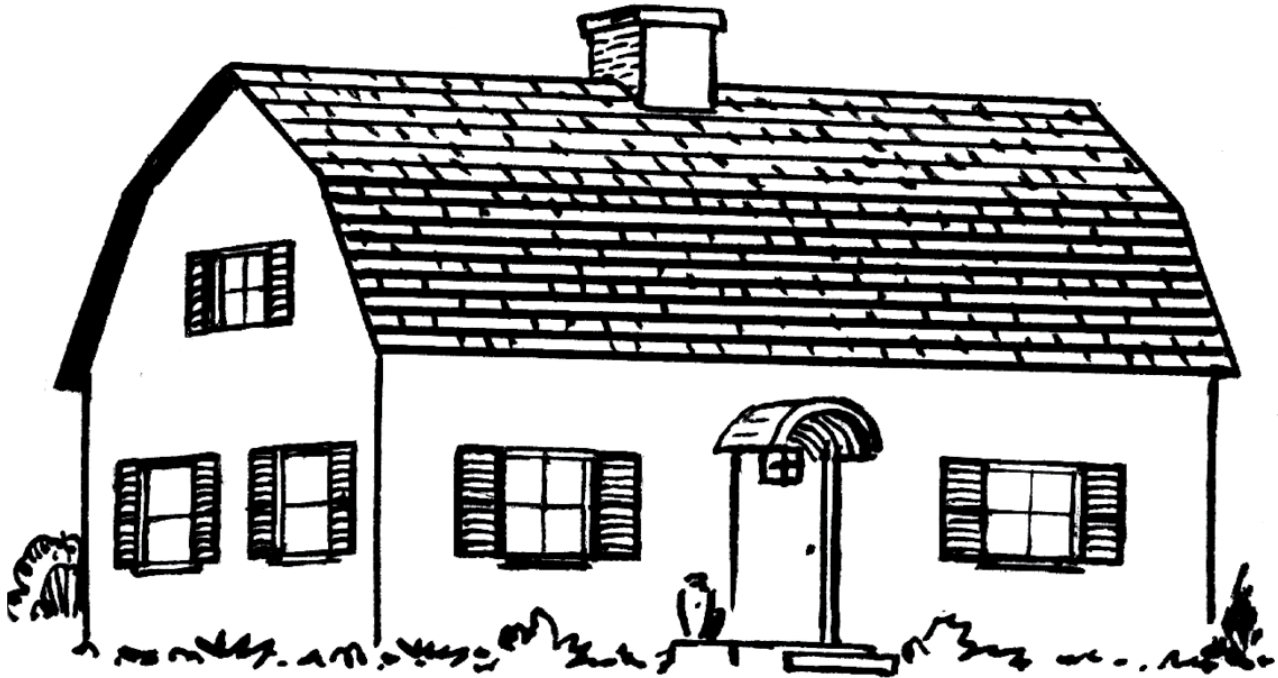


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DESIGN YOUR OWN HUMANE BACKYARD

Name _____ Date _____

Directions: Draw all the ways someone can create a humane backyard around this house. Make sure to include both the things that people can build for animals and the plants that people can grow. Show animals enjoying and using the features.



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THEME:

KINDNESS—NEAR AND FAR

PLASTIC PLANET

ESSENTIAL QUESTION

How does plastic pollution harm wildlife?

OVERVIEW

Students will learn how plastic waste that ends up in the natural environment harms wildlife and how people can reduce the hazardous effects of plastic pollution. Students will then create educational posters to tell people about the dangers of plastic pollution and what they can do to help solve the problem.

OBJECTIVES

Students will be able to...

- Explain how plastic waste can cause harm to wildlife.
- Identify at least three ways that people can protect wildlife.
- Create art with reused materials.

Lesson Preparation: This lesson requires the collection of plastic bottle caps from plastic beverage or household product bottles. These caps can be brought from home by the students and/or instructor(s).

As another option, organize a trash clean-up activity around the school. Separate the bottle caps and other bits of small plastic from the other waste collected. If the students help to gather this plastic litter, it will be a valuable lesson because they will see first-hand that this type of litter is all around them.

Whatever ways the bottle caps and plastic are collected, the plastic should be thoroughly cleaned by the instructor before being used for the lesson.

1. Warm Up (5 min.)

- Assemble the students in a circle on the floor of the classroom.
- Dump out a collection of bottle caps and any other small pieces of plastic.
- Ask students what the items have in common. **Possible answers:** the items are plastic, they are small, they came from the trash/recycling, these items are often found as litter, they are brightly colored (if this is true of your collection).

GRADE LEVEL K-2

TIME NEEDED 60 min.

SUBJECTS Science, Social Studies, Ecology, Visual Arts

STANDARDS

Common Core
ELA-Literacy: SL.K.1A, SL.1.1A, SL.2.1A
W.K.2, W.1.2, W.2.2

NGSS: K-LS1-1
K-ESS3-3
2-LS4-1

MATERIALS

- Plastic bottle caps
- Small bits of plastic waste (e.g. food wrappers or containers, pen caps, toothbrushes, plastic bags)
- Cardboard (repurposed from cardboard that has been thrown out) or cardstock paper
- Glue
- Pencils/markers
- Animal photos
- Animal outlines cut out
- Protecting Wildlife* Handout - 1 per student (use the top portion for beginning writers and the bottom portion for more advanced writers)

VOCABULARY

- Wildlife
- Plastic
- Landfill
- Litter
- Pollution
- Habitat
- Recycle
- Reuse

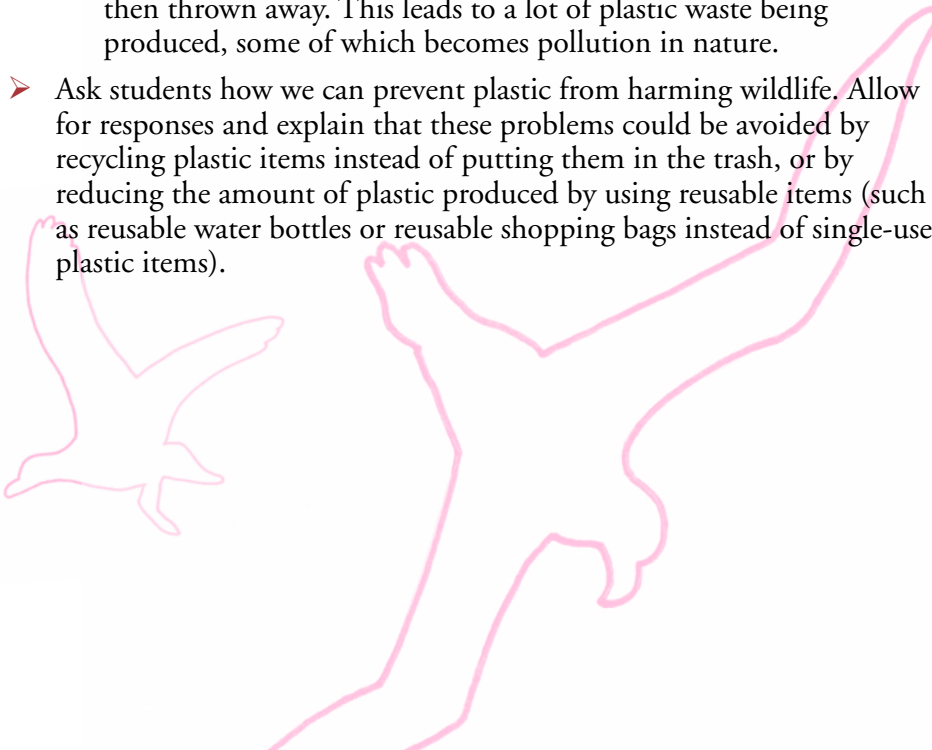
- Once these answers have been discussed, validate all the responses. If it is not mentioned, point out they are all items that can be dangerous to animals.

2. Discussing the Dangers of Plastic to Animals (5 min.)

- Ask students how they think the plastic can be harmful to animals. Allow for discussion and make sure to include the following:
 - ➡ Animals sometimes eat small bits of brightly colored plastic, like these bottle caps, because they think it is food. They can accidentally consume small bits of plastic as well.
 - ➡ The plastic can make the animals sick and can also possibly kill them. They can't digest the plastic and it fills up their stomachs so that there is no room for them to eat their real food.

3. Introducing Common Animals Harmed by Plastic (15 min.)

- Show the images of the albatross, seagull, sea turtle, and rainbow trout.
- Introduce each of these animals, teaching students the animals' names and discussing where these animals live (in/near marine habitats).
- Tell the students that these animals often eat small bits of plastic because they think it is food. For example, sea turtles mistake plastic bags in the ocean for the jellyfish they would typically eat. Sea birds can mistake floating bits of plastic for small fish. Rainbow trout mistake plastics for insects, other small fish, or crustaceans.
- Ask students how and why the plastic appears in these animals' habitats. If it is not said, discuss the following points:
 - ➡ Sometimes plastic items are littered or end up in the environment when trash blows away from landfills (explain that landfills are places where we dispose of and bury trash).
 - ➡ A lot of plastic waste also comes from items that are purchased from the store, used once as packaging (for food, for example), then thrown away. This leads to a lot of plastic waste being produced, some of which becomes pollution in nature.
- Ask students how we can prevent plastic from harming wildlife. Allow for responses and explain that these problems could be avoided by recycling plastic items instead of putting them in the trash, or by reducing the amount of plastic produced by using reusable items (such as reusable water bottles or reusable shopping bags instead of single-use plastic items).



EDUCATOR SPOTLIGHT

Liz Walch

I remember when I first learned, as an adult, about the large amount of plastic debris in the Pacific Ocean gyre and that some of that plastic is accidentally eaten by marine life. The fact that animals eat plastic and are sick or dying because of it and, worse yet, feeding it to their young, was so troubling to me. When I tell young students about this distressing problem facing wildlife and the environment, they have shown deep concern as well. They know that it isn't right when plastic trash ends up in animals' homes, hurting them and their babies. Students want to know how to prevent these tragedies from happening. Teaching young students early in life about these types of problems and solutions allows them and their families to practice humane actions together. It aids them in developing positive habits like recycling, reusing items, and reducing waste production throughout their lives.

RESOURCE LINKS

EcoWatch: 22 Facts about Plastic Pollution (And 10 Things We Can Do About It)

www.ecowatch.com/22-facts-about-plastic-pollution-and-10-things-we-can-do-about-it-1881885971.html

National Geographic Kids

<http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/>

Easy Science for Kids

<http://easyscienceforkids.com/all-about-pollution/>

EXTENSION PROJECTS

- **Charting Data:** Ask students to track how much plastic they use in just one week at school. Provide the students with a "plastic tracking" document for each day of the week – Monday through Friday. On the document include pictures of commonly used plastic items and a space for students to fill in additional

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE

4. Creating Educational Posters (25 min.)

- Tell students they are going to create educational posters to teach people about the problem of wildlife consuming plastic.
- Give each student a piece of cardboard or cardstock large enough to trace one of the animal outlines (provided below) with enough space for the students to write a few words or phrases around the perimeter of the animal.
- The students should pick which animal they want on their poster and use the animal outline to trace that animal onto their cardboard/ cardstock.
- Have the students glue the bottle caps and small bits of plastic inside the animal outlines to represent the plastic animals accidentally ingest.
- Instruct students to write short messages on their posters, outside of the animal outlines, teaching people about the danger of plastic to animals and what they can do to reduce their waste.
- Lastly, ask students to write a sentence or short paragraph using the *Protecting Wildlife* Handout (depending on their writing ability) to explain what their drawing represents and note one thing that people can do to protect wildlife from plastic pollution.

5. Wrap Up (10 min.)

- Ask if any student volunteers want to share their artwork and what they wrote on their posters.
- Ask students how they will work to protect wildlife from litter in the future.
- When the class is finished, the posters can be hung up around the classroom or, better yet, around the school for other students and adults to see. As an additional option, consider taking pictures of the posters and posting them on social media, or a special class-made website, so that the students' messages can reach more people.

EXTENSION PROJECTS

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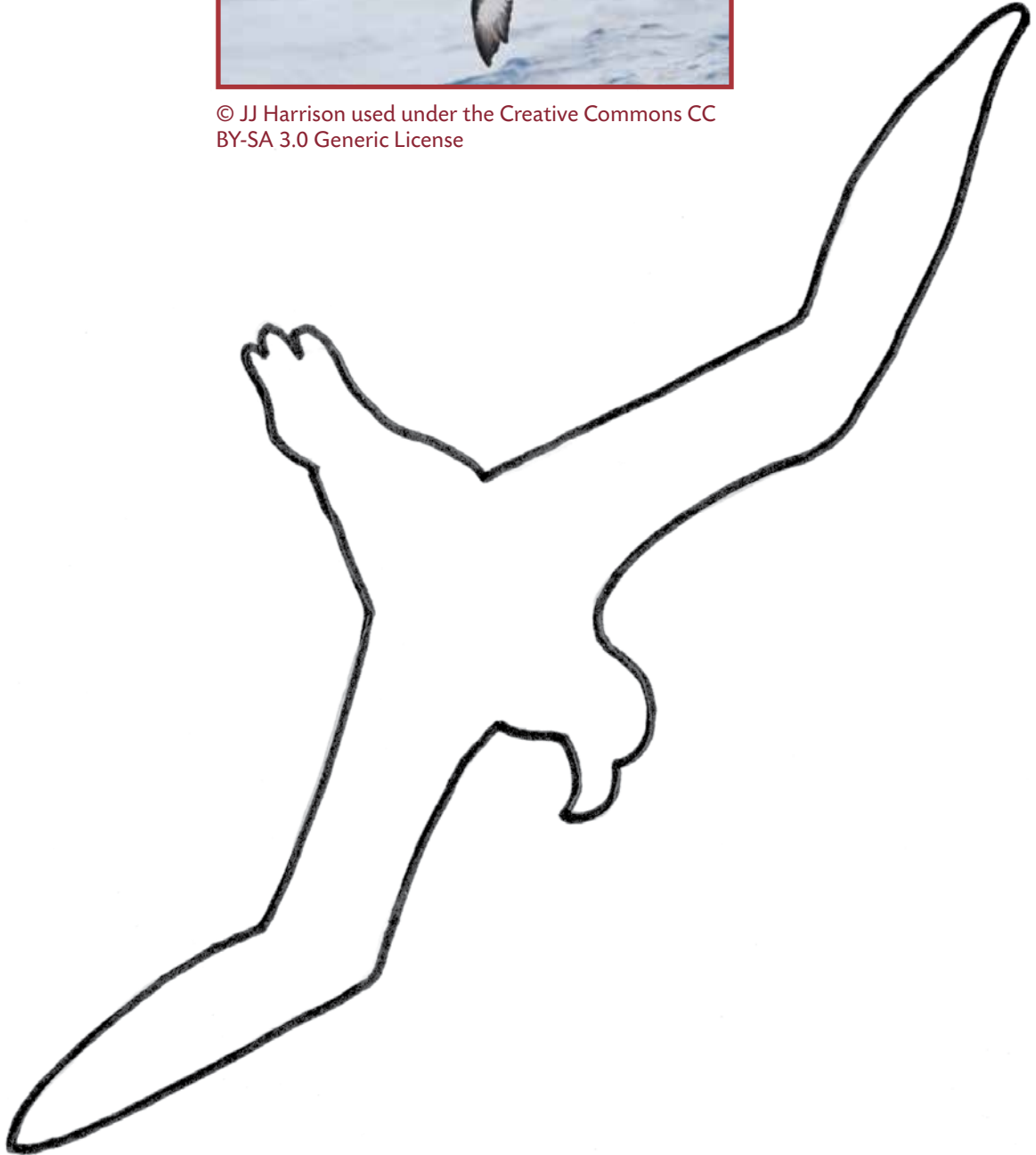
plastic items. If they use an item, ask them to circle it and put a hash mark under it to indicate how many additional times they use that item. At the end of the week, help students create a bar graph that represents the whole class' use of plastic.

Ask the students to recall which reusable items they could use instead to reduce their plastic usage throughout the week.

ALBATROSS



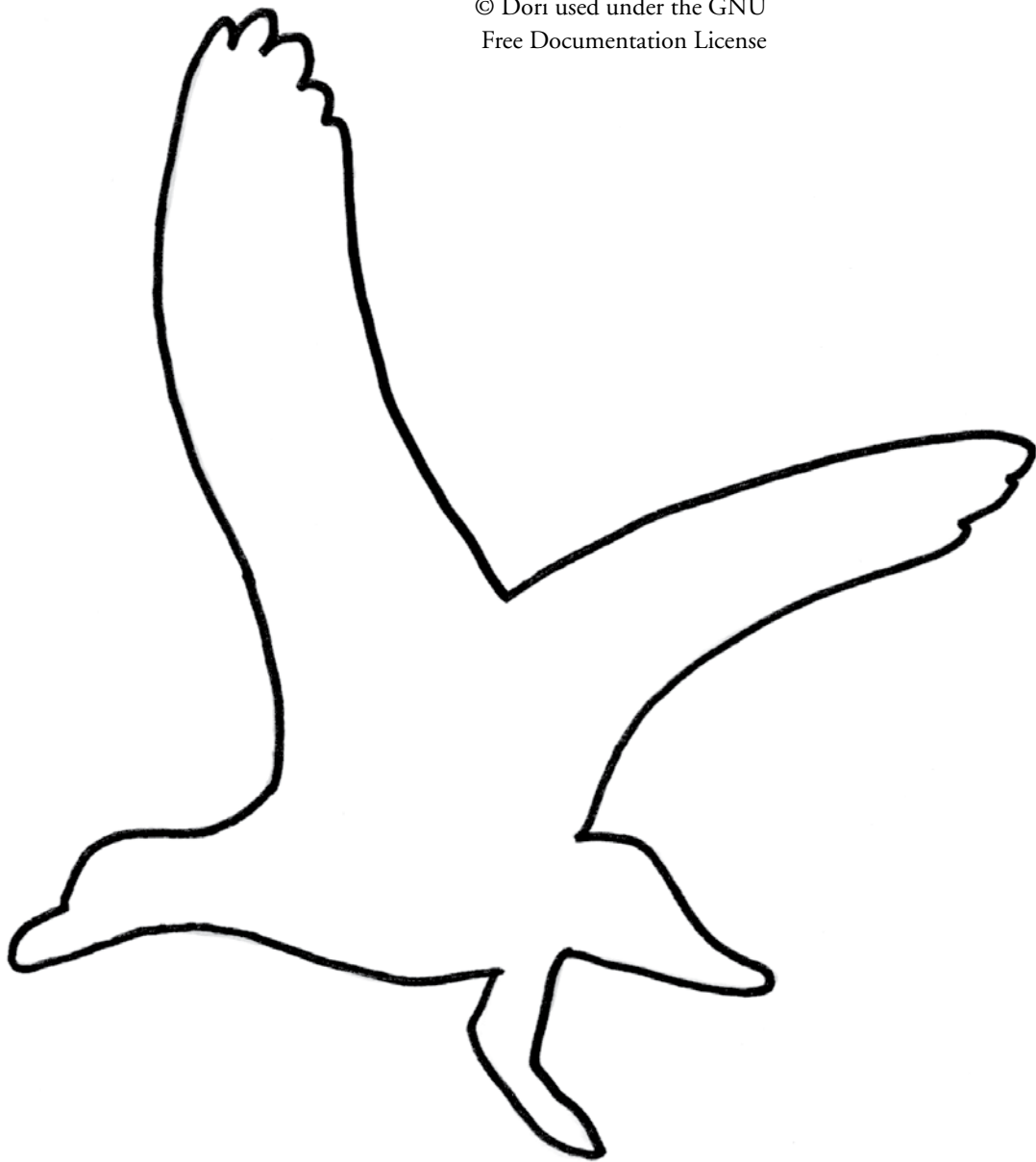
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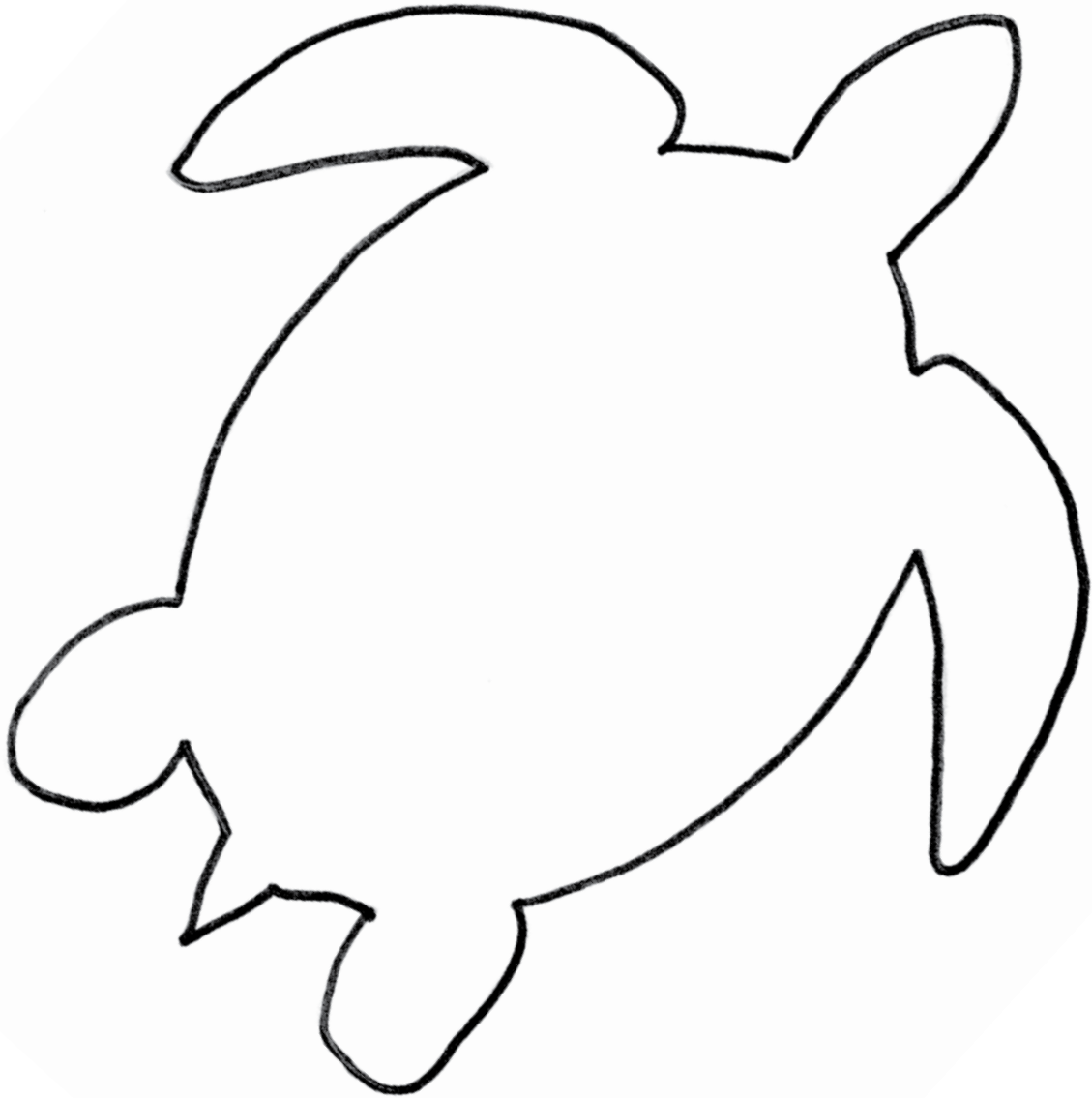
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GREEN SEA TURTLE



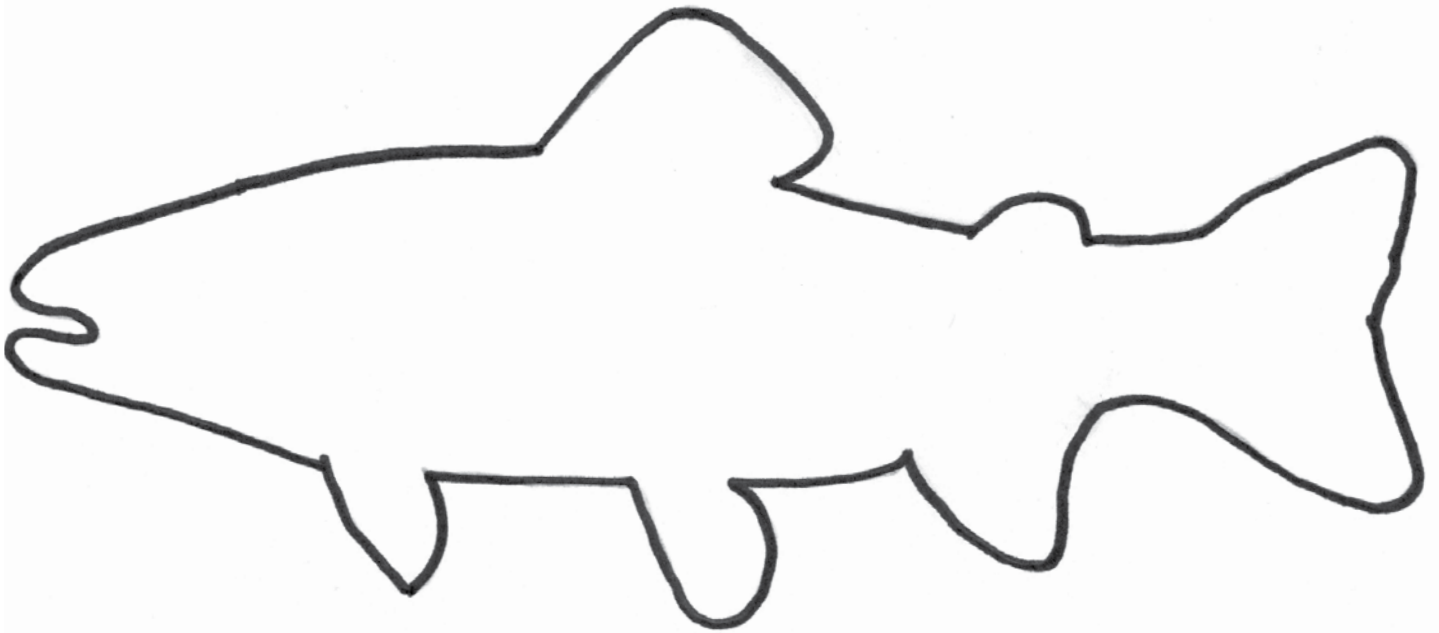
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RAINBOW TROUT



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PROTECTING WILDLIFE

Name _____ Date _____

Directions: Complete each sentence based on your art project.



My animal is _____

My art shows how my animal can get hurt from plastic by _____

One way I can protect my animal from plastic is _____



Name _____ Date _____

Directions: In a few sentences describe the animal you traced in your artwork, how your animal can be harmed by plastic, and one thing you can do to help protect your animal from plastic.

THEME:

KINDNESS— NEAR AND FAR

KINDNESS CAMPAIGN

ESSENTIAL QUESTION

How does the act of sharing positive messages toward other people, animals, and the environment encourage kinder personal habits and a more compassionate culture?

OVERVIEW

In this service-based activity students will brainstorm various expressions of kindness. These messages will explain why kindness matters as well as the ways we can be kind to other people, animals, and the environment. After students develop their messages, they create items such as kindness badges, bookmarks, magnets and posters to share with their schoolmates and promote a culture of kindness within the entire school.

OBJECTIVES

Students will be able to...

- Write about a specific topic based on personal experience.
- Define *kindness*.
- Define *slogan*.
- Identify examples of expressing kindness toward other people, animals, and the environment.
- Explain why kindness toward other people, animals, and the environment is important and necessary.
- Discuss how creating, repeating, and sharing messages of kindness can create a kinder world for everyone.
- Create inspiring slogans promoting kindness.

DAY 1:

1. Warm Up (10 min.)

- First, ask the students what being kind means to them.
- Once students have shared their ideas, ask them to give examples of how someone can be kind to other people, animals, and our natural world.
- Ask students to discuss with a partner an example of when they were kind to another person, animal, or natural space around them, or when someone was kind to them. Provide the group with an opportunity to share what they discussed and write all of their responses on the board.

GRADE LEVEL K-2

TIME NEEDED Two 45 min. periods

SUBJECTS Art, English Language Arts

STANDARDS

Common Core
ELA-Literacy : W.K.2, W.1.2
W.K.8, W.1.8, W.2.8

ISTE: Standard 6—
Creative Communicator

MATERIALS

- What Kindness Means to Me* Worksheet (for K students/those who need assistance with writing)
- Understanding Kindness* Worksheet (for 1st & 2nd grade students/stronger, independent writers)
- Understanding Kindness Group Work* Worksheet (for 1st & 2nd grade students/stronger, independent writers)
- Printer/construction paper, cardstock
- Bookmark template
- Scissors & hole punch
- Yarn
- Glue sticks
- Markers or colored pencils

OPTIONAL

- *Kindness Sentence Starters* Worksheet
- Blank magnets with adhesive backings
- Name Badges
- For decorating: stickers, pictures, old magazines

VOCABULARY/TERMS

- Kindness
- Slogan
- Inspiring/To Inspire

- Then, ask students why they think it is important to be kind to other people, animals, and the environment.

WARM UP NOTE

Consider teaching this lesson as a follow-up to at least one, if not more, of the other lessons within the *Kindness—Near and Far* theme. It would be best if utilized as a culminating service learning lesson for the students to put what they learned about kindness into action. If you have taught some of the other kindness lessons already, use the warm up as a review to see what they remember about kindness and examples of kind behaviors.

2. Kindness Writings (30 min.)

- Let students know that they are going to do a short writing activity.
- Pass out the *What Kindness Means to Me* Worksheet to students who need assistance with writing and the *Understanding Kindness* Worksheet to students who are stronger writers.
- In *What Kindness Means to Me*, students draw a picture to represent an example of kindness and write a short description of their picture. In *Understanding Kindness*, students write a short paragraph explaining what kindness is, why it is important, and provide a couple of examples of kindness.
- Invite students to do either of the following:
 - ➡ Sit in a circle and share their kindness drawings and writings with one another.
 - ➡ Work in small groups and share their paragraphs. Ask them to listen carefully to their peers and then complete their *Understanding Kindness Group Work* Worksheet. Once they complete their worksheet (which asks each group to create an agreed upon definition of kindness, a list of all their examples of how to be kind, and all the reasons kindness is important), ask the groups to share what they wrote with the whole class.

KINDNESS WRITING NOTE

You can enhance this activity by providing youth with more time to work on their drawings and/or writings, creating a rough draft and revising. Consider compiling their work into a class book of kindness. You could use a self-publishing company such as Lulu, <http://www.lulu.com/create/books>, to have the book published to share with parents, guardians and the local community.

3. Art Project Introduction (5 min.)

- Once students have had the opportunity to share and they have a strong understanding of what it means to be kind, introduce the project to them.
- Tell them that they will be teaching their schoolmates why kindness is important and how to be kind by creating bookmarks, badges and magnets with kindness messages to share throughout the school.

EDUCATOR SPOTLIGHT

Liz Walch

I'm not sure how many people still have VHS players, but "Be Kind, Please Rewind" sure is a catchy kindness slogan even today. All kidding aside, imagine if we could create a world where real messages of kindness were as catchy and repeated as "Be Kind, Please Rewind." Imagine if we lived with an abundance of messages, sayings, and slogans about the importance of being kind to other people, other animals, and the environment. That's a world I'd like to live in, which is why this lesson is so fun and significant. I believe we all – especially children – have an innate understanding of why it is important to be kind, but sometimes we don't have the precise language to talk about it. In a world full of "viral" videos where repeated slogans are used to sell us something, it would be wonderful if all of us started creating, talking about, and sharing more messages of kindness. If we want to get "viral," let's all catch the kindness bug!

RESOURCE LINKS

Random Acts of Kindness Foundation
www.randomactsofkindness.org

The Roots of Action
www.rootsofaction.com/art-kindness-teaching-children-care/

CASEL, SEL Competencies
www.casel.org/what-is-sel/

Adobe Spark
 for creating video slideshows
<http://spark.adobe.com>

EXTENSION PROJECTS

- **Art - Spreading the Message:**
 Since it may not be possible for your class to create a piece of small, shareable artwork for every person in your school (teachers, administrators and staff included), you may want to consider creating larger artwork featuring your students' messages of kindness to post around the school. This can be done by creating

EXTENSION PROJECTS
 CONTINUED ON FOLLOWING PAGE

- Let students know when they will begin working on the project and ask them to start thinking about kind messages that they might want to promote.

DAY 2:

4. Creating Kindness Messages (15 min.)

- Review what the students learned on day 1.
- Explain that a *slogan* is a short, memorable, inspiring phrase or sentence.
- Give them examples of humane slogans such as “Reduce, Reuse, Recycle,” “Give a Hoot, Don’t Pollute,” “Unity in Diversity” or “Adopt, Don’t Shop” (explain what these slogans mean).
- Next, it is the students’ turn to brainstorm their own messages of kindness. Encourage them to create messages based on their work from day 1. You can have students brainstorm, either as a class with the instructor writing the messages on the chalkboard, in pairs or small groups, or on their own, depending on the students’ ages and writing abilities.
- Share the following suggestions:
 - ➡ Their messages of kindness can be about: why it is important to be kind in general; what kindness looks like; why it is important to be kind to other people, animals or the environment; what kindness looks like to other people, animals or our natural spaces; or a combination of these.
 - ➡ Their messages of kindness should be memorable and inspiring. Because they will be picking out a few of their favorite messages to be part of their shareable artwork, they should think about how their messages can educate their schoolmates who will receive the art. They want their schoolmates to be inspired to be kind to each other and reach beyond their friends to create a culture of kindness throughout their entire school.
 - ➡ Their messages of kindness should be short – no more than a sentence or two.
 - ➡ A rhyming message is fun, but isn’t required.
- Ask the students to write down as many messages and ideas that they can and let them know that there are no wrong answers. If students are working alone or in small groups, you may want to spend some time having them share their messages with the whole class. This could inspire them and give students an opportunity to get help if they are stuck on something, such as coming up with a good rhyming word (if they choose to rhyme).

CREATING KINDNESS MESSAGES NOTE

If it will be helpful to your students, provide them with the *Kindness Message Sentence Starter* Worksheet. Once they have completed the sentences and/or drawings you can work with them, as a whole group, to help turn their sentences and pictures into catchy slogans.

EXTENSION PROJECTS

CONTINUED FROM PAGE 2

a bulletin board of kindness, as well as larger posters featuring their messages and drawings, and posting them around the school hallways. This way all students, teachers, staff, and even parents and visitors can see the messages.

- **Educating Others:** It is great when older students learn something and teach their younger peers. This activity gives younger students the opportunity to teach their older schoolmates.

Option 1: Consider having the students create short skits about kindness to perform for other classes in the school.

Option 2: As a class, work with your students to create a video or slideshow presentation sharing their definitions of kindness, examples of kind words and behaviors, and why they think kindness is important. One easy and powerful tool that you can use is Adobe Spark. Create a simple slideshow using images and photos and allow students to record themselves speaking about kindness and sharing different examples. One idea for a slideshow is to take photos of students holding their kindness message posters and recording them saying something about kindness.

Option 3: Organize a schoolwide assembly program where the students share their drawings/ writings, definitions of kindness, examples of kindness, and reasons why kindness is important. Encourage youth to create additional work on their own, including, but not limited to, poems, skits, artwork, songs, etc. You can also include additional resources that promote kindness, such as quotations, poetry and stories. Consider inviting parents, guardians and local community members to attend.

5. Creating Shareable Artwork (25 min.)

- Once each student/pair/group/class has finished brainstorming and writing down their messages of kindness, it's time to begin their shareable artwork.
- If students have difficulty writing, print out their slogans and let them each choose which slogans they like the most and allow them to glue the slogans onto their bookmarks, magnets, and name badges.
- Clearly explain the instructions for making each of the items to the students. Have the students start with one item at a time, and when they complete it, allow them the opportunity to make another item.
- Make sure students draft what they want to write and draw on blank or scrap paper before they write and draw on their final product.
 - Bookmarks: Use the templates provided to make the bookmarks. Print them on cardstock and cut them out for the students. Help them punch a hole on the top and tie a yarn through the hole. Then, students can decorate the bookmarks with their messages of kindness.
 - Magnets: If you want students to make magnets, you will need to get magnets with adhesive backings sold at arts and crafts stores. Have the students decorate a blank sticky label and then stick the label onto the magnet.
 - Badges: Use name badges to make the kindness badges. We suggest using the type of badge that fits into a plastic sleeve with a string. Students will decorate the white cards that are typically used for someone's name and then the tags can be worn as a necklace.
- Pass out supplies for making bookmarks, magnets, and badges as students are ready to work on each one.
- Tell students they can create multiple pieces of shareable artwork. They can make each piece with a different message or create multiple pieces with the same message. Remind them that this project is about creating as many kindness art products as possible to give to their peers and promote kindness.

6. Wrap Up (5 min.)

- Once students have finished creating their shareable artwork, ask them why they think it's important to share their messages with their schoolmates. Ask them why they think creating, repeating, and sharing messages of kindness can create a kinder world for everyone, including other animals and the natural world that we all share.
- Finally, decide as a class how you want to share your *kindness campaign* with the school.



CREATING SHAREABLE ARTWORK NOTE

Use this project as a teachable moment and encourage students to reuse the back of paper or scrap paper. Explain that using less paper is a way to show kindness to our environment and the animals who need trees to survive.



WRAP UP NOTE

One option for distributing the kindness message products is to give them away in the school cafeteria during lunch. Your class could set up a table during the lunch period every day for a week. Different students can volunteer to be at the table each day, with your assistance, to share their kindness campaign, and give out their kindness message artwork. Another option is to set up a "Caught You Being Kind" program. Place a box in the office where students, staff, faculty and administration write down the names of anyone in the school who was "caught being kind" and explain what the person did. At the beginning of every week the names could be read by the students over the PA system and those individuals would come to the office to choose their kind message bookmark, badge, or magnet. This program could continue until all the items are given away.

As a way to enhance the project, consider having the students sell their bookmarks, badges and magnets for a small fee and donate the money to an organization of their choosing. Consider a local or global organization whose mission relates to kindness for people, animals and/or the environment.

WHAT KINDNESS MEANS TO ME

Name _____ Date _____

Directions: Draw a picture that shows someone being kind to another person, animal, or the environment.

Writing: My example of kindness is _____

UNDERSTANDING KINDNESS

Name _____ Date _____

Directions: Write your ideas about kindness in the boxes provided. Then use your responses to write a paragraph about kindness.

♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥ **KINDNESS** ♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥

Define kindness.

Share an example of a time when you were kind.

Share an example of a time when someone was kind to you.

Why is being kind important?

UNDERSTANDING KINDNESS: GROUP WORK

Names of Group Members _____ Date _____



Our definition of kindness is _____



List your examples of kindness:

1. _____

2. _____

3. _____

4. _____



Reasons to be kind:

1. _____

2. _____

3. _____

KINDNESS MESSAGE SENTENCE STARTERS

♥ Kindness is when you _____

♥ We can all show kindness by _____

♥ We show kindness to other people by _____

♥ We can be kind to our natural world by _____

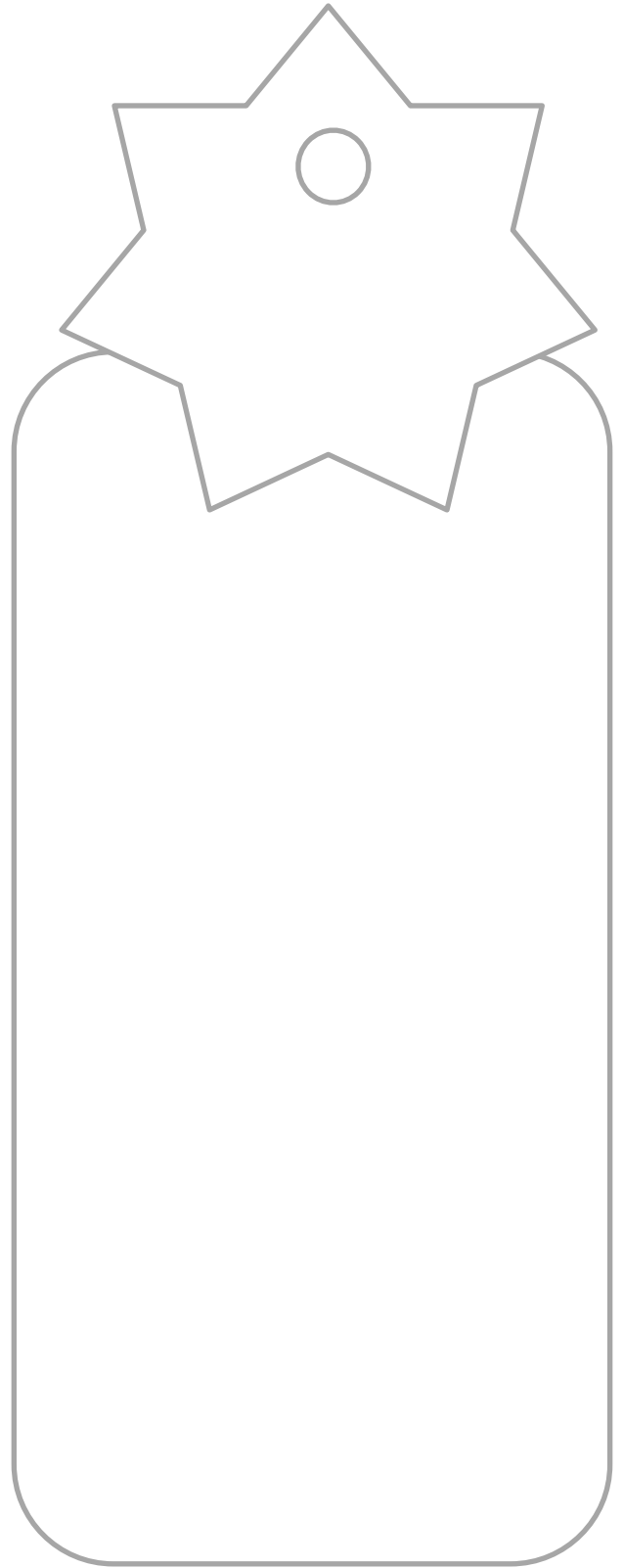
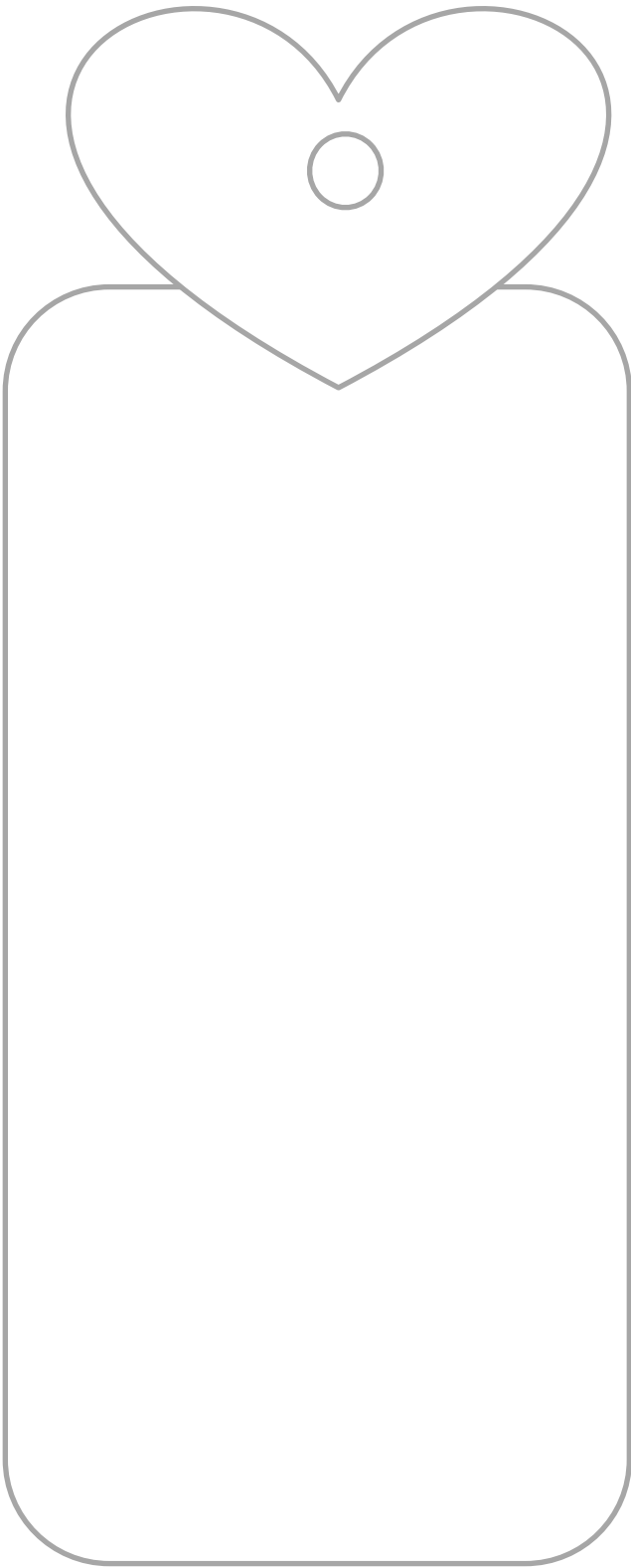
♥ We can be kind to animals by _____

♥ Let's show kindness in our school by _____

♥ We can help others when we _____

♥ When we are kind, we _____

BOOKMARK TEMPLATES





SUPERHEROES

(K - 2)

Youth and adults alike have a fascination with superheroes. The idea that someone has superpowers and will save the “good guys” from the “bad guys” makes some people feel safe. In real life, however, we recognize that life is not so black and white and that there are positive and negative traits within each of us, and we can all learn how to be more humane individuals. This unit will encourage youth to recognize the hero within themselves by considering how they can stand up for others in need and how they can help create a more humane world. They will learn that while they do not have superpowers, they do have the power within themselves to make a positive difference. Throughout this unit, as students discuss the difference between a fictional superhero and a real life humane hero helping people, animals, and our planet, they will have the opportunity to enhance their speaking, listening, reading and writing skills.



Being an Upstander



What Would You Do?



Thinking Outside the Box



Humane Heroes



Animal Heroes



Becoming a Hero



THEME: **SUPERHEROES**

BEING AN UPSTANDER

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ESSENTIAL QUESTION

How can students safely stand up for others who are being treated unkindly by their peers?

OVERVIEW

Students will learn the difference between an *upstander* and a *bystander*, participate in a survey to help eliminate misconceptions that could prevent upstander behavior, learn safe and simple ways to intervene when they see peers being mistreated, and practice these techniques through role playing.

OBJECTIVES

Students will be able to...

- Explain the difference between an *upstander* and a *bystander*.
- Identify specific upstander skills.
- Utilize specific upstander skills designed to allow for safe intervention in bullying and peer mistreatment situations.

1. Warm Up (10 min.)

- Ask your students to close their eyes and listen carefully. Tell them that you are going to ask a few questions and you need them to be as honest as possible. They can answer “yes” by raising their hand. Jot down the number of students who raise their hands next to each question for a discussion following the vote:
 1. *How many of you have seen students behave in an unkind way in our school (this can mean with words or actions)?*
 2. *How many of you want school to be a safe place where people are kind to one another?*
 3. *Do you think your peers want to continue to be unkind or mean to each other?*
 4. *How many of you wish you had a way to help make this school a kinder place for all students?*

GRADE LEVEL K-2

TIME NEEDED 60 min.

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: L.K.6, L.1.6, L.2.6
SL.1.1
SL.K.6
SL.2.2

ISTE: Standard 6–
Creative Communicator

MATERIALS

- Peer Mistreatment Scenarios Handout
- Upstander Poster (Think F.A.S.T.)

VOCABULARY

- Bystander
- Upstander

- Ask students to open their eyes. Share the survey results.
 - It may be useful to create a visual way to display the numbers (transferring the information into a graph, for example). The key message for them to understand is that most students don't like unkind, bullying behavior. This is very important for students to recognize because when they know their peers support standing up for others, they will be more likely to do it themselves.
- Take a moment to clear up any misconceptions that might be preventing your students from helping others who are being mistreated. The difference between the responses to question #3 and question #4, referred to above, will indicate the degree of misconception you are dealing with. Kids often assume others don't value kindness as much as they do. Imagine their relief discovering that they are not alone and that the majority of their peers want a safe, peaceful learning environment. *Note: If your results are skewed toward the negative, students could be confused or testing out boundaries and humor. Those results could have a negative effect, so it is okay to simply explain that most students want a safe place to learn where people are kind to each other and move on.*



WARM UP NOTE

One way to visualize the survey results is by integrating technology and using Plickers cards. Students can hold up special printed cards for yes/no, and by scanning the cards with the Plickers app, using a mobile device, you can show the class the results from each question. Visit www.plickers.com to learn more.

2. F.A.S.T. Actions (25 min.)

- Explain that you will all be talking about *peer mistreatment* (bullying falls under this heading so you can introduce that term as well), which is when people use actions or words to hurt someone else on purpose.
- Share the following important statements:
 - *When peer mistreatment happens, those of us who are not involved often watch and do nothing. When we do nothing to help, we are called "bystanders."*
 - *The good news is that experts found that one of the best ways to stop peer mistreatment is to help bystanders become upstanders.*
- Ask if they can predict what it means to be an *upstander*. Explain that an *upstander* chooses safe ways of helping mistreated peers in need. Sometimes kids are afraid of getting a peer in trouble, but when you become an *upstander* you are actually helping someone to get out of trouble.
- Explain that they are going to practice four things that they can do to be an upstander so that when the time comes, they will know what to do. Remind students that many of them raised their hands and shared that they wished they knew what to do when they witnessed peer

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

This activity encapsulates several best practices in the field of bullying and peer mistreatment that are both age-appropriate and engaging. For the purposes of this activity, the expression 'peer mistreatment' encompasses additional behaviors that would not typically qualify as bullying, but you can choose to use whichever words are most appropriate for your group (so long as you define them accurately). This lesson also has a very brief social norming element in the warm up that clears up misconceptions and empowers students to stand up for others. It allows them to think through and practice these skills so that students can adopt them as their own and hopefully feel comfortable using them. Practicing the skills before they are needed is a key element. There is a lot of research suggesting that upstanders have some of the most significant impacts on bullying and peer mistreatment.

EXTENSION PROJECTS

- 1. Art:** Allow students to create posters to put up in their classrooms or around their school, illustrating how F.A.S.T. actions (see 2. F.A.S.T. Actions) can help to prevent or reduce peer mistreatment. This activity can also lead to mini-lessons where your class teaches peers or younger students throughout the school how to be upstanders.
- 2. Technology and Drama:** If you have access to iPads in the classroom, consider asking students to use a digital storytelling tool, such as Toontastic, to create skits about bullying and peer mistreatment, as well as how to be an upstander. Using a digital storytelling tool can provide a safe space for students who may be uncomfortable playing a victim or bully in a physical skit.

mistreatment, so this should be very useful for them.

- Summarize the four skills using the acronym F.A.S.T. (share the poster and write or project these onto the board so the students can reference them in the next activity).
 - F – be a FRIEND (offer kindness and company to someone who needs it most). Asking someone to play or sit with you, and just being near them, helps a lot. Example: *“I saw that you had a hard time at lunch yesterday. Want to sit with us today?”*
 - A – Move ATTENTION away from the situation by distracting the audience or the person doing the mistreatment. Examples: *“Did you know that summer break is less than two weeks away?”*; *“Has anyone tried the new juice in the cafeteria? It’s disgusting!”*; *“Everybody! The basketball court is free. Who wants to play? Come on!”*
 - S – SPEAK UP! Tell the person that what they are doing isn’t right or okay. Disagree with the person using positivity, not mean words, or stand up for the person being mistreated. Examples: *“I don’t think it is funny to make fun of the way he talks. Who cares?”*; *“Let’s be nice to one another. I think she is awesome.”*; *“You guys, we shouldn’t say that. It could really hurt his feelings.”*
 - T – TELL a grown up. Talk to your teacher, a parent, or anyone who can help come up with a solution. If that person doesn’t help, ask another. If you are afraid the person will target you for telling on them, ask the adult to keep it anonymous.

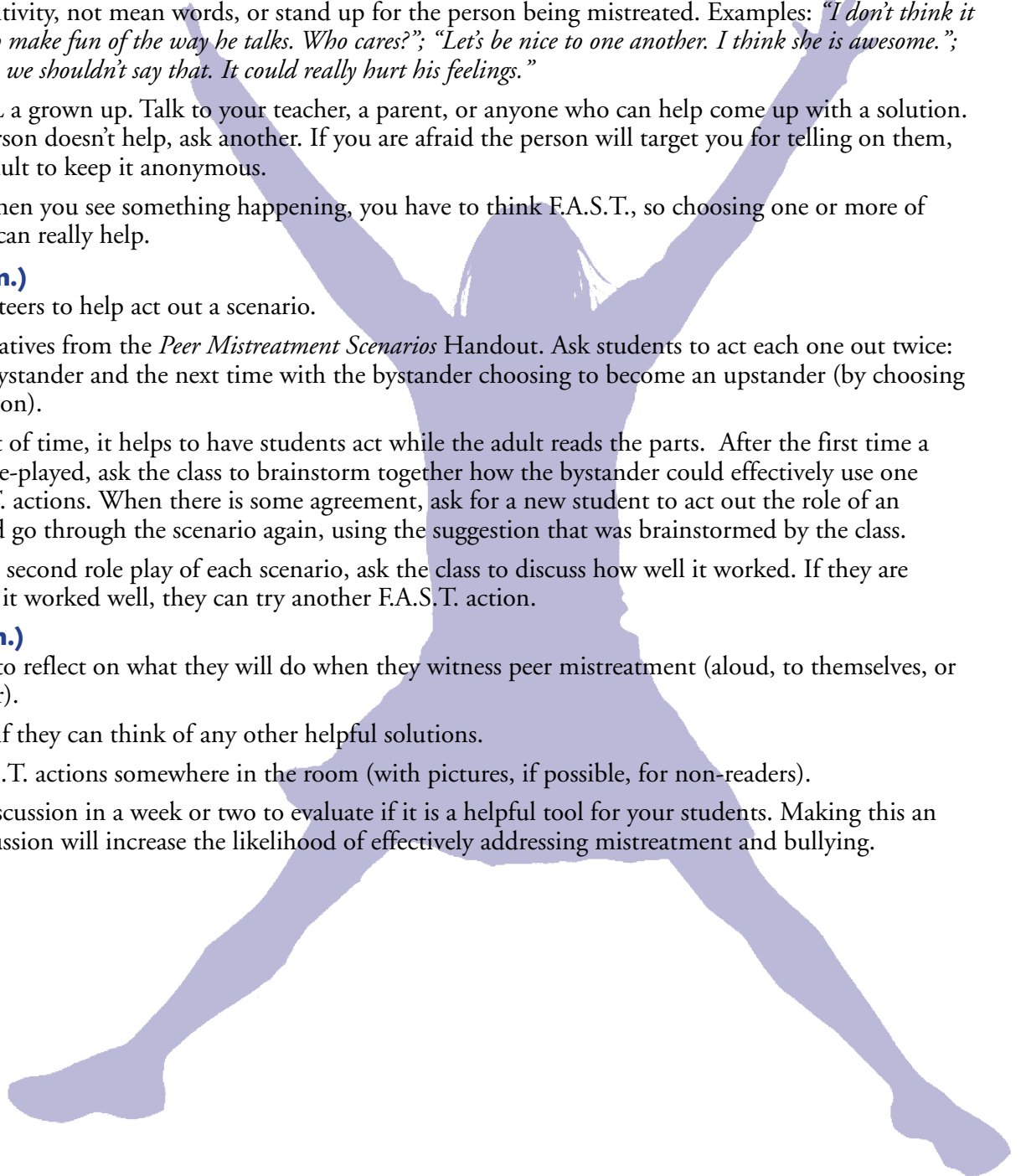
Sometimes when you see something happening, you have to think F.A.S.T., so choosing one or more of these actions can really help.

3. Practice (15 min.)

- Ask for volunteers to help act out a scenario.
- Read the narratives from the *Peer Mistreatment Scenarios* Handout. Ask students to act each one out twice: once with a bystander and the next time with the bystander choosing to become an upstander (by choosing a F.A.S.T. action).
- In the interest of time, it helps to have students act while the adult reads the parts. After the first time a scenario is role-played, ask the class to brainstorm together how the bystander could effectively use one of the F.A.S.T. actions. When there is some agreement, ask for a new student to act out the role of an upstander and go through the scenario again, using the suggestion that was brainstormed by the class.
- Following the second role play of each scenario, ask the class to discuss how well it worked. If they are doubtful that it worked well, they can try another F.A.S.T. action.

4. Wrap Up (10 min.)

- Ask students to reflect on what they will do when they witness peer mistreatment (aloud, to themselves, or with a partner).
- Ask students if they can think of any other helpful solutions.
- Post the F.A.S.T. actions somewhere in the room (with pictures, if possible, for non-readers).
- Revisit the discussion in a week or two to evaluate if it is a helpful tool for your students. Making this an ongoing discussion will increase the likelihood of effectively addressing mistreatment and bullying.



WAYS TO THINK F.A.S.T.

When you see a peer mistreating another person and want to help, sometimes you need to think F.A.S.T. Try being an upstander by using the following tools.

F

Be a **FRIEND** (offer kindness and company to someone who needs it most). Asking someone to play or sit with you, and just being near them, helps a lot.

Example: I saw that you had a hard time at lunch yesterday. Want to sit with us today?"

A

Move **ATTENTION** away from the situation by distracting the audience or the person doing the mistreatment.

*Examples: Did you know that summer break is less than two weeks away?"
"Has anyone tried the new juice in the cafeteria? It's disgusting!"
"Everybody! The basketball court is free. Who wants to play? Come on!"*

S

SPEAK UP! Tell the person that what they are doing isn't right or okay. Disagree with the person using positivity, not mean words, or stand up for the person being mistreated.

*Examples: "I don't think it is funny to make fun of the way he talks. Who cares?"
"Let's be nice to one another. I think she is awesome."
"You guys, we shouldn't say that. It could really hurt his feelings."*

T

TELL a grown up. Talk to your teacher, a parent, or anyone who can help come up with a solution. If that person doesn't help, ask another. If you are afraid the person will target you for telling on them, ask the adult to keep it anonymous.

PEER MISTREATMENT SCENARIOS

Have the students act out each scenario as the teacher narrates. The bystander will sit quietly the first time the role play is acted out. The second time the role play is acted out, the bystander will become an upstander and choose a F.A.S.T. action.

SCENARIO 1

- Maria: “Uh oh, here comes Rosa! Quick! Don’t let her have space to sit down!”
- Rosa: [*Looks around and sees nowhere to sit*] “Hey, can I sit here?”
- Maria: “No! We’re saving that seat for our friend. This is a friends-only table”
- Rosa: “We used to play together all the time last year. I’m your friend, aren’t I?”
- Maria: “This table is for my real friends only. We all have iPhones and that’s what we do at recess—you can’t join in, can you?”

SCENARIO 2

- Sonia: “Did you see that new kid in our class? He looks so weird!”
- Lucas: “Yeah, really! I never saw clothes like that. And he doesn’t talk right either.”
- Sonia: “Hey, you! What’s with the silly clothes? Are you a boy or a girl?”
- Thomas: [*Looks scared and confused*]
- Sonia: “Answer me, you weirdo! Why do you dress like that?”
- Thomas: “These clothes are mine. Why do you care?”
- Lucas: “No one is ever gonna play with you. Let’s take that stupid hat he’s wearing and see what’s under it!”
- Sonia: [*Moves to grab victim, then freezes*]

SCENARIO 3

- James: [*Pretends to peek at papers on the teacher’s desk, then goes back to his group table and whispers to his classmates*]
- “Wow! Looks like someone failed again! I peeked at the papers, and Joe got a 50! How can anyone be so dumb!?”
- Tim: [*Overhears at neighboring table*] “I know! I have to sit at his table! [*Turns to others at the table*]
“Someone failed his test! I wonder who it is?”
- Joe: [*Looks very worried and upset*]
- James: [*Turns to his group table*] “Ha, Ha! Did you hear that Joe failed his math test again! Pass it on.”
- [*Kids start whispering and laughing. Joe looks very upset as more kids start to laugh. He suddenly turns and hits one of the laughing kids*].*
- Tim: “Teacher! He hit me!”

*Tell the student playing Joe to pretend to hit the student playing Tim.



THEME: **SUPERHEROES**

WHAT WOULD YOU DO?

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ESSENTIAL QUESTION

What actions can young people take to help with real-world problems?

OVERVIEW

In this activity students will be presented with scenarios of problems and discuss possible solutions. They will learn about real young people who worked on these problems and what they did to help. Finally, they will review the numerous actions that people can take to make a positive difference for others.

OBJECTIVES

Students will be able to...

- Describe actions taken by young people to help with problems.
- Explain actions they can take to help with real-world problems.

1. Warm Up (5 min.)

- Begin the activity by explaining that there are times when people, animals, or the environment need our help. They will learn that there are a lot of ways we can get involved to make a difference.
- Ask students if they can think of a time when they thought that a person, animal, or part of nature needed their help.

2. What Would You Do? Scenarios (20-30 min.)

- Explain that you are going to read examples of times when people, animals, and the environment were in need.
- Read each of the *What Would You Do?* Scenarios and ask students the question at the end of each reading. Depending on your group, consider having the students “think-pair-share” before discussing their responses with the whole class.
- Use the *Teacher Discussion Guide* Handout to help you facilitate the conversation.

GRADE LEVEL K-2

TIME NEEDED 35-45 min.

SUBJECTS Social Studies, English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.K.1A, SL.1.1A,
SL.K.1B, SL.1.1B
SL.2.1A, SL.2.1B

ISTE: Standard 6–
Creative Communicator

MATERIALS

- What Would You Do?* Scenarios
- What Would You Do?* Scenarios:
Teacher Discussion Guide

VOCABULARY/TERMS

- Fundraising
- Donate
- Animal Cruelty
- Bullying

EDUCATOR SPOTLIGHT

Mickey Kudia

From my experience, all young people want to help with problems that are going on in the world. The only issue, however, is that they often don't know how. This lesson gives students practical ideas for how they can take action to help with problems they care about.



3. Wrap Up (10 min.)

- Review all the ways to make a positive difference in helping others and the environment that were discussed in the lesson. (Possible answers include: fundraising, direct action, spreading awareness, speaking out, talking to government officials.)
- Ask students to think of one thing they can do when they go home to help people, animals, or the environment. Allow them to share their answers with the class.



WRAP UP NOTE

Consider following up with students the next day to ask if anyone wants to share if they were able to do something to help others and, if so, what they did. Have a discussion about how they think the person/people or animal(s) they helped felt (and if they helped the environment how they think that made people or animals in the community feel) and how it made them feel as well.

RESOURCE LINKS

Youth Activism Project

<http://youthactivismproject.org/>

Haiti Before the Earthquake

http://eeas.europa.eu/delegations/haiti/documents/page_content/keys_facts_and_figures_about_eu_humanitarian_response_in_haiti_en.pdf

The Washington Post

www.washingtonpost.com/news/worldviews/wp/2015/05/13/does-france-owe-haiti-reparations/?utm_term=.8206613316df

EXTENSION PROJECTS

- **Service Learning:** Consider working with your students to brainstorm an issue that they are concerned about. Invite them to think of a way that they could do something to help the school and/or community. Work together to create an action plan of what needs to happen to complete the project. Ask students to consider the different ways of helping that they learned in the lesson to see which of those ways might work best. Ask them to consider fundraising, teaching others, talking to people in government, or other related actions. Help provide the materials and facilitate the project with your students. Give them an opportunity to reflect on the service they did after they complete the project. Let students know they are humane heroes for taking action.
- **Art and Technology:** Create a PSA. Brainstorm a way that students can help their school community. Examples include teaching others about the harmful effects of littering, or bullying. You can use digital storytelling tools and record each student giving advice. If you have access to tablets or digital cameras, consider planning a short skit with your students that you can film. Edit the video in a video editing platform such as iMovie, and celebrate with your students by watching the published video or inviting other classes to watch it. Show a sample PSA created by students in other schools to teach them what a PSA is: www.youtube.com/watch?v=Xq_yaGJueVA

WHAT WOULD YOU DO?



In 2010, there was an earthquake in a country called Haiti. Many people were hurt during the earthquake. Others lost their homes, which easily fell apart. A lot of people lost everything they owned. There were many people with so little money that they could not rebuild their homes, replace what was lost, or get the medical care that they really needed.



What would you do to help people who have been hurt during an earthquake or other natural disaster?

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KIDS IN ACTION



After learning about the earthquake, a class of middle school students organized a fundraiser for the people of Haiti. A fundraiser is an event where people donate or give money. The students created a music event and people paid to come. They also made shirts, jewelry, and desserts to sell. All the money collected was given to an organization helping to educate schoolchildren and create jobs. They raised over \$7,000.

WHAT WOULD YOU DO?



Litter is a problem at many parks and beaches. A lot of the waste comes from people throwing garbage on the ground. The litter can hurt animals who might eat it or get trapped in it. It is also bad for people because it pollutes our land and water. It also prevents people from enjoying the outdoors.



**What would you do if you saw a park
or beach full of litter?**

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KIDS IN ACTION



Youth at a summer camp took part in a litter cleanup at their school. They picked up over four bags full of trash from their school's park. After the cleanup, they noticed that a lot of the litter was candy wrappers, cans, and bottles. They wanted to remind their classmates and neighbors not to litter again, so they created and hung signs with messages about not littering.

WHAT WOULD YOU DO?



Sadly, there are many animals in our country who are treated badly. Some people do not give their companion animals the things they need including food, water, a warm place to live, or love and attention. Sometimes people hurt animals in other ways, such as by hitting them or chaining them up for their whole life. When people mistreat animals, it is called *animal cruelty*.



What would you do to help protect animals from animal cruelty where you live?

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KIDS IN ACTION



Eighth grade students from Chicago wanted to help animals by making laws that better protect them. They traveled all the way to their state capital, where the people in their state government work. The students went to their offices to talk with them about animal cruelty laws and to let them know about the changes they wanted to see in how animals are treated.

WHAT WOULD YOU DO?



Bullying is when someone says mean things or physically hurts someone over and over again. When people are bullied, it makes them feel bad about themselves. It can also cause them to be afraid to come to school. School should be a place where people can learn and feel safe, but bullying can prevent people from feeling welcomed.



What would you do to make sure everyone feels safe and welcomed at your school?

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KIDS IN ACTION



A class of middle school students wanted to make sure that everyone felt welcomed at their school. They also wanted everyone to know how they could take actions to stop bullying. They decided to conduct an assembly for their entire school. At their assembly they talked about respecting everyone and presented a short play about what to do if you see someone being mistreated. They also read poems about being kind.

WHAT WOULD YOU DO? SCENARIOS: TEACHER DISCUSSION GUIDE

Scenario #1 Haiti Earthquake and Student Fundraiser

Background information: Even though Haiti was the world's first black-led republic and the first independent Caribbean state when it obtained its independence from France in the early 19th century, it is considered the poorest country in the Americas. This is due in part to the United States, which was a slave-owning country at the time, and would not trade with Haitian merchants due to racial discrimination and for fear that the slaves in the United States might revolt following the Haitians example, and to France, which demanded that Haiti pay them reparations for their freedom. This complex history has negatively influenced Haiti's current economy because it took Haiti until the middle of the 20th century to repay France. The economic struggles were apparent well before the 2010 earthquake, with 2-3 million Haitians who did not have access to enough food. While this complex history might be difficult to explain to early education students, we suggest saying, "Sadly, due to continued mistreatment by the United States and France after Haiti's independence, Haiti's economy is very weak today." Discuss the importance of valuing all people equally, treating everyone fairly, and evenly distributing needed resources to promote justice and prevent inequality.

Discussion: Many students will say that they would help by donating money. When students give this response validate it, but ask for additional details as well. Ask them to consider the following:

- What might you do to raise money?
- What would you do or say to encourage people to donate?
- Will money fix all of the problems that people in Haiti are experiencing? Why or why not?
- What else can we do to help people in Haiti?

Allow for student responses and let them know they can also help by being creative and thinking of ways to let children in Haiti know that they are in solidarity, or unity, with them, and that they care about them and their experiences.

Scenario #2 Litter and Student Cleanup

Discussion: Many students will say that they would clean up the litter. When students give this response let them know that is a great way to start solving the problem. Encourage them to delve deeper by asking the following:

- How could you get other people involved with cleaning up the litter?
- What can be done to prevent people from littering in the first place?
- What types of messages would you write if you made posters about not littering?

Scenario #3 Animal Cruelty and Student Visit to the State Capital

Discussion: Many students will suggest calling the police or rescuing an animal if the animal is being abused. When students give these responses, validate their compassion and eagerness to help. However, it is essential that you explain that if they try to do these things on their own it may be difficult and unsafe so they need to tell their parents or a trusted adult and ask for help. Explain that they should not take another person's companion animal because there are trained professionals who know the proper procedures for dealing with that type of situation. Ask them the following:

- What can you do to prevent people from hurting animals in the first place?
- What would you tell government officials about how you think animals should be treated? (Consider role-playing the conversation.)

Scenario #4 Bullying and School Assembly

Discussion: Many students will say that they would stand up to any bullies or tell a teacher if they see bullying. These are important steps for youth to take if they do witness inappropriate behaviors between their peers. However, consider also focusing on prevention. Ask students the following:

- How can we prevent bullying in the first place?
- How can we create a learning space where everyone feels included?
- How can we show everyone respect?
- In what ways can we treat each other with kindness?

THEME: **SUPERHEROES**

THINKING OUTSIDE THE BOX



ESSENTIAL QUESTION

Why might heroes need to think outside the box?

OVERVIEW

In this lesson, students will engage in an interactive riddle to learn what it means to think outside the box. Next, they will hear the stories of people who thought outside the box to come up with creative ways to help solve an issue that concerned them. Finally, they will research someone they consider a hero who *thought outside the box* and will create a poster about their hero to share with the class.

OBJECTIVES

Students will be able to...

- Describe what *thinking outside the box* means.
- Explain the connection between being a hero and *thinking outside the box*.
- Provide examples of actions that can be taken to resolve real-world problems.

DAY 1:

1. Warm Up (10 min.)

- Let students know that you are going to teach them about *thinking outside the box*.
- Explain that *thinking outside the box* means thinking about a problem or a situation in a brand new way. Sometimes it means ignoring the way that things have always been done or using a brand new perspective. Often it also means tackling a problem that others think is impossible to solve.
- Let them know that you are going to do an activity with them to see if they can *think outside the box*.
- Ask four students to come to the front of the room. Explain that you have four apples in a basket, and you want to give each of the four students an apple, but you also want one apple in the basket. Ask them to think about how you would be able to do this.*

GRADE LEVEL K-2

TIME NEEDED Two 45 min. periods

SUBJECTS English Language Arts,
Social Studies, Art

STANDARDS

Common Core
ELA-Literacy: RL.K.3, RL.1.3, RL.2.3
W.K.2, W.1.2, W.2.2

ISTE: Standard 3–
Knowledge Constructor

MATERIALS

- Thinking Outside the Box Stories Handout*
- Thinking Outside the Box Notes Worksheet*
- Thinking Outside the Box Hero Poster Worksheet*

OPTIONAL

- Pictures related to the stories (see website and links in the resource section)

VOCABULARY/TERMS

- *Thinking Outside the Box*
- Solution
- Homelessness
- Water Pollution
- Animal Shelter
- Sanctuary
- Unique

*This riddle is modified from a riddle found on doriddles:

<http://www.doriddles.com/riddle-60>

EDUCATOR SPOTLIGHT

Kim Korona

This lesson is intended to teach youth at an early age about thinking outside the box. Thinking outside the box takes courage, creativity, and strong problem solving skills. The hope is that in hearing the stories of people who acted heroically by thinking outside the box, students will be inspired to develop their own unique solutions. As a follow-up to this lesson, I strongly encourage you to consider setting aside time each day when youth can discuss problems they are having and brainstorm possible solutions. While these stories are about large societal problems, the daily practice can include everyday issues, such as ways students can more respectfully cooperate with each other in class. Encourage students to come up with creative ideas that they think will help them to increase cooperation. Some of the ideas may not be practical or effective at first, but that is okay. Allow them to brainstorm all of their ideas and, with your help, adapt them into something that you can all try. Remind them of the apple activity in the warm up and let them know that sometimes you need to discuss a lot of options before you find the one that will best solve the issue.

RESOURCE LINKS

The Empowerment Plan

www.empowermentplan.org/about

The Ocean Cleanup

www.theoceancleanup.com

Farm Sanctuary

www.farmsanctuary.org/

Who Was? Book Series

(selected books)

www.whowasbookseries.com/who-was/

- Allow students time to brainstorm ways to solve the problem.
- For each suggestion that is made, ask them if they want to try it to see if it works.
- Validate all the answers by explaining that when it is difficult to find the solution, it helps to think about as many possibilities as we can—even ones that may not seem likely—to find one that works.
- Only continue as long as it is fun for the students. If they start to become frustrated, let them know that solving a problem can be difficult and ask them to take a deep breath, relax, and even take a short break if needed.
- If the students do not figure out how to solve the challenge, demonstrate it in the following way to help guide them to the solution. *Hand out 1 apple at a time to 3 students. When there is only 1 apple left in the basket, ask the students how the apple could remain in the basket and be given to the 4th student. Allow for responses and if it is not solved, hand the apple (while still in the basket) to the 4th student. Explain that all 4 students now have an apple and 1 apple is in the basket.*
- Ask students why this was a difficult problem to solve at first. Discuss with students how most people think that in order to give the 4th student the 4th apple you have to take it out of the basket like the other 3 apples. When our minds *think outside the box*, we realize that we can give the 4th student the last apple while it is still inside the basket.
- Ask the students to share what they learned from this activity.

2. Problem Solving (15 min.)

- Let students know that many people who think outside the box become heroes because they can often think differently about the world to solve problems in ways that no one else thought of before.
- Ask students if they can think of anyone who looked at the world in a new way and changed it. Allow for responses and then briefly describe the following people (if not mentioned already):
 - **Dr. Martin Luther King Jr.:** Dr. King lived in a time when our country created laws to separate people of color from white people, and people of color were not given the same rights as white people. They were not allowed to go to the same schools, they were not allowed to use the same bathrooms, and they were prevented from voting due to discriminatory policies and practices. However, Dr. King thought outside the box and questioned these unjust laws. He believed that one day people of color would have equal rights and that people would be judged, not based on their race, but by their character. He dedicated his life to this cause.
 - **Tim Berners-Lee:** Tim Berners-Lee is a computer scientist who invented the World Wide Web which is the way we have access to the websites on the Internet. He proposed the idea as a system to manage information. It is incredible to think that he came up with this novel idea and now people can quickly access more information than ever before and share information with others all around the world.

- Let students know that there are people who think outside the box all the time to create change and act heroically. Explain that you are going to share 3 thinking outside the box stories with them.
- Share the following three stories:

I) Homelessness:

- Ask students to define *homelessness*.
- Ask them what they think people who are homeless may struggle to obtain (e.g., food, shelter, clothes, money).
- Share Veronika Scott's story: *Veronika lives in Detroit, MI. She wanted to do something to help reduce homelessness, so she met with people who were homeless to find out what they really needed. She wanted to make coats for them to keep them warm at night, but she realized that, in addition to coats, people needed somewhere warm to sleep. She decided she would make a coat that turned into a sleeping bag. Then she realized that the sleeping bag coats would only help keep people warm, but they would still be living without shelter. She thought outside the box to help them in a way that would improve their lives in a bigger way. She decided that if the people who were homeless made the sleeping bag coats, then she could provide them jobs to help them earn money. She now has 34 people who used to be homeless working at her organization. They have all saved enough money to afford places to live. She hopes to continue growing her organization so that she can offer more people jobs. Her employees are also able to take education classes so that they have the opportunity to get other jobs as well.*
- Ask the following questions: What did Veronika do to help reduce homelessness? Why did Veronika need to think outside the box? How do you feel about Veronika's solution to the problem? In what ways is Veronika a hero?

II) Water Pollution:

- Ask students to define *water pollution*.
- Ask them to think about what we need to do to keep the water clean (e.g., dispose of trash properly, stop harmful chemicals from entering the water).
- Share Boyan Slat's story: *At 17 years old, Boyan Slat started an organization called The Ocean Cleanup to study plastic pollution and create a plan for cleaning up the world's oceans. People previously said it would take thousands of years to clean up the world's oceans because the currents of the oceans make it so difficult to collect all the plastic and trash in the water. Boyan invented a system to suck up the trash that is driven by the ocean's current to pull it out of the water. He thinks that his invention will be able to eliminate the vast majority of floating trash from the world's oceans. He is working with a team of people to study his invention and hopes to start test-runs in late 2017.*
- Ask the following questions: What did Boyan do to address the problem of water pollution? Why did he need to think outside the box? How do you feel after hearing about Boyan's invention?

EXTENSION PROJECTS

- **Real World Connection:** As a follow-up, ask students to think about problems that they are concerned about. Provide a sharing time when the class can think outside the box together to find possible solutions. If you have the time and resources, consider actually working on one of the problems. This would be a great way to incorporate service learning into your classroom.
- **Technology Integration:** Let the hero posters that students create come to life with Glogster. This website allows you to create an online interactive poster. Students can create a digital version of their hero posters. This activity might be too challenging for students in grades K-1, so consider creating a Glog as a whole class, with the teacher controlling the website functions on a projector screen. Visit the Glogpedia to see examples of other Glogs to give your class inspiration. There are great Glog posters of several historic heroes.

LESSON NOTE

Instead of teaching this as a single lesson, consider teaching it over several classes. First, introduce the concept of thinking outside the box. Then, follow up each day by telling one story at a time and discussing it with your students. End with an opportunity to complete the research and poster project.

RESEARCH NOTE

For students who need assistance with reading and writing, consider reading a book with them about a hero who thought outside the box. Take notes as a whole class. Then students can make their own posters.

Boyan was just a teenager when he came up with this invention: why might it be easier for kids to think outside the box than adults? In what ways is Boyan a hero?

III) Farm Animal Care:

- Ask students the following questions: What do you think of when you think of an animal shelter? Allow for answers. (Most youth will likely share that an animal shelter is a place that takes care of dogs and cats and helps them to get adopted.) Do you think that farm animals ever need an animal shelter?
- Share Gene Baur and Lorri Houston's story: *Gene and Lorri both cared about animals, and in 1986 they started an animal rescue organization called Farm Sanctuary. A sanctuary is a safe place. Instead of rescuing dogs and cats, they thought outside the box and rescued farm animals. They saw farm animals as their friends and were concerned about farm animals who were mistreated. The first animal they rescued was a sheep named Hilda who was sick and had been treated very badly. After Gene and Lorri found her, they brought her to a veterinarian who saved her life. They started rescuing more farm animals and taught others to have compassion for farm animals too. When the farm animals are rescued, they are cared for and most spend the rest of their lives at the sanctuary. Since most of the animals will stay at the sanctuary, unlike a dog and cat shelter where the animals are usually adopted out, sanctuaries have programs where people can sponsor an animal. These sponsorships help to cover the animal care costs. Today, there are sanctuaries you can visit all over the country, including Farm Sanctuary's shelters in New York, California, and soon in New Jersey. Gene is still president of Farm Sanctuary, and Lorri continues her farm animal advocacy outside of Farm Sanctuary.*
- Ask the following questions: How did Gene and Lorri help animals? Why did they need to think outside the box? How do you feel about what they are doing? In what ways are Gene and Lorri heroes?

PROBLEM SOLVING NOTE

After discussing Dr. Martin Luther King Jr. and issues of segregation, specifically the way people of color were not being permitted to use the same bathroom as white people, consider connecting it to a current human rights issue. Explain that it is easy to look back in history and see injustice, once the majority of society agrees that what happened was wrong, but it is more difficult to see injustice when it is a current issue being debated. Discuss how this is what thinking outside the box is all about, being willing to look at something from a new perspective and from someone else's point of view. Challenge students to think about an issue experienced by the transgender community on whether or not they can use the bathroom of their identified gender. Ask students to consider how this issue is different from what people of color experienced, how it is similar, and what their opinion is regarding the rights of transgender individuals. It is imperative that you are sensitive when facilitating this conversation, as you may have diverse opinions, as well as students who are transgender, and it is essential that everyone understands the importance of being inclusive and speaking respectfully and thoughtfully.

3. Research (20 min.)*

- Ask students what they think these three stories have in common.
- In the discussion, make a point to explain that the individuals in the story faced many challenges. Many people told them their ideas would not work, and they didn't know if people would support them. However, these individuals did not give up because they were committed to their cause. Eventually people began to not only support them, but also join them in their efforts.
- Explain to students that they will research a hero who made a difference in what others thought was an impossible situation by thinking outside the box. Explain that they will be making posters based on their research to share what they learn with the class.
- Provide students with books about humane heroes and encourage them to talk to their parents, family members or friends who might be a hero themselves or know of heroes. You might also consider sharing a list of people for students to choose from and then provide them with books about those specific individuals. Consider having them work together in small groups to gather information about their hero and then create posters individually, in pairs, or in small groups.

➤ Pass out the *Thinking Outside the Box Notes Worksheet* so students can take notes.

* This 20 minutes refers to the time needed to introduce the activity and to start working on it. Students will need additional time at home and/or in class to gather their information.

DAY 2:

4. Hero Posters (35 min.)

- After students have gathered information about their heroes, let them know they are going to create *Thinking Outside the Box Posters*.
- Pass out the *Thinking Outside the Box Hero Poster Worksheet* and instruct students to do the following:
 - ➞ Write the name of their hero.
 - ➞ Explain what the individual did to be a hero.
 - ➞ Draw or print a picture of the hero.
 - ➞ Describe the qualities or actions that made the hero unique.
 - ➞ Write a final thought about how the hero *thought outside the box* or did something that others had not done before.
 - ➞ Draw a picture to represent what the hero did.
- Provide students with time to work on their posters. They may need additional time at home.
- Once the posters are finished, allow students an opportunity to share their heroes with one another.
- Display the posters so that they can see their peers' work and learn about the heroes they all chose.



HERO POSTER NOTE

To help students with this activity, create a sample poster with them using one of the stories from the lesson.

5. Wrap Up (10 min.)

- Ask students how thinking outside the box can help someone to be a hero.
- Explain that if they want to make a difference, they too can think outside the box and find creative solutions to problems, or stand up for someone when no one else is willing to do so.
- Encourage students not to be afraid to think outside the box or to support others who are thinking outside the box.
- Let students know they can practice ways to think outside the box in their everyday interactions by working to find a solution whenever they are confronted with a difficult situation.

THINKING OUTSIDE THE BOX STORIES

I) Veronika Scott: Homelessness

Veronika lives in Detroit, MI. She wanted to do something to help reduce homelessness so she met with people who were homeless to find out what they really needed. She wanted to make coats for them to keep them warm at night, but she realized that, in addition to coats, people needed somewhere warm to sleep. She decided she would make a coat that turned into a sleeping bag. Then she realized that the sleeping bag coats would only help keep people warm, but they would still be living without shelter. She thought outside the box to help them in a way that would improve their lives in a bigger way. She decided that if the people who were homeless made the sleeping bag coats, then she could provide them jobs to help them earn money. She now has 34 people who used to be homeless working at her organization. They have all saved enough money to afford places to live. She hopes to continue growing her organization so that she can offer more people jobs. Her employees are also able to take education classes so that they have the opportunity to get other jobs as well.

II) Boyan Slat: Water Pollution

At 17 years old, Boyan Slat started an organization called The Ocean Cleanup to study plastic pollution and create a plan for cleaning up the world's oceans. People previously said it would take thousands of years to clean up the world's oceans because the currents of the oceans make it so difficult to collect all the plastic and trash in the water. Boyan invented a system to suck up the trash that is driven by the ocean's current to pull it out of the water. He thinks that his invention will be able to eliminate the vast majority of floating trash from the world's oceans. He is working with a team of people to study his invention and hopes to start test-runs in late 2017.

III) Gene Bauer and Lorri Houston: Farm Animal Care

Gene and Lorri both cared about animals, and in 1986 they started an animal rescue organization called Farm Sanctuary. A sanctuary is a safe place. Instead of rescuing dogs and cats, they thought outside the box and rescued farm animals. They saw farm animals as their friends and were concerned about farm animals who were mistreated. The first animal they rescued was a sheep named Hilda who was sick and had been treated very badly. After Gene and Lorri found her, they brought her to a veterinarian who saved her life. They started rescuing more farm animals and taught others to have compassion for farm animals too. When the farm animals are rescued, they are cared for and most of them spend the rest of their lives at the sanctuary. Since most of the animals will stay at the sanctuary, unlike a dog and cat shelter where the animals are usually adopted out, sanctuaries have programs where people can sponsor an animal. These sponsorships help to cover the animal care costs. Today, there are farm animal sanctuaries you can visit all over the country, including Farm Sanctuary's shelters in New York, California, and soon in New Jersey. Gene is still president of Farm Sanctuary, and Lorri continues her farm animal advocacy outside of Farm Sanctuary.

THINKING OUTSIDE THE BOX NOTES

Name _____ Date _____

Hero's Name _____

Resources _____

How would you describe your hero?

Why is this person a hero?

How did your hero think outside the box?

(What did they do that was heroic?)

Additional facts

THINKING OUTSIDE THE BOX HERO POSTER

Name _____ Date _____

My hero is _____

Place picture of your hero
(draw or print)

My hero made a difference by

My hero is unique because _____

My hero thought outside the box by _____

Draw an image of what your hero did here:



THEME: SUPERHEROES

HUMANE HEROES

ESSENTIAL QUESTION

What makes someone a humane hero?

OVERVIEW

Students begin with a pantomime activity, acting out and then discussing the differences/similarities between a superhero and an ordinary kid or person who helps others. Then they will learn the definitions of *humane* and *compassion*—to apply them to the concept of *humane heroes*. They will look at photos and hear stories of real kids who have made a difference for people, animals and the planet (humane heroes). Finally, they will draw a picture and write a first-person statement about how they themselves can be humane heroes.

OBJECTIVES

Students will be able to...

- Describe the qualities of a humane hero.
- Define and understand the concepts of *humane* and *compassion*.
- Consider qualities they possess that they can use to help people, animals and the planet.
- Create a drawing and write a descriptive, first-person statement based on an inner reflection of their heroic capabilities.

1. Warm Up (10 min.)

- Gather students in a circle, if possible.
- Explain that you are going to be reading aloud a description of a type of person and you would like them to pantomime or act out with body movements (but no sound) what you read.
- Let them know that in between their pantomimes, they will return to *actor's neutral*. Explain that *actor's neutral* is when their arms are by their side, their legs are slightly apart, and they have a neutral, or plain expression, on their face.

GRADE LEVEL K-2

TIME NEEDED 45 min.

SUBJECTS Social Studies, English Language Arts, Performing Arts/Arts

STANDARDS

Common Core
ELA-Literacy: SL.K.1, SL.1.1, SL.2.1
SL.K.2, SL.1.2, SL.2.2
W.K.2, W.1.2, W.2.2

ISTE: Standard 6– Creative Communicator

MATERIALS

- Pantomime Readings
- Humane Heroes* Stories and Photos
- How Can I Be a Humane Hero?* Handout (one for each student)
- Crayons, pencils, pens and/or markers for coloring and writing

OPTIONAL

- Picture book biographies of humane heroes, <http://bit.ly/2a5KE62>, <http://bit.ly/1jlbVzM>
- Senna Helps Sea Lions, <https://www.amazon.com/Senna-Helps-Sea-Lions-You/dp/0692420398>

VOCABULARY/TERMS

- Humane Heroes
- Pantomime
- Hero
- Humane
- Compassion

EDUCATOR SPOTLIGHT

Megan Pincus Kajitani

With K-2 students, doing some movement, hearing stories and drawing pictures tend to be favorite activities, so all of these elements are incorporated into this lesson. I also find that about 15 minutes is the typical amount of time kids this age can concentrate well in a group lesson, so the focused part of the lesson sticks to that timeframe (before the coloring/writing time). If your students want to talk more in the discussion time and it runs longer, you may want to save the drawing and coloring for after a break, or the next day. I do encourage the follow-up extension activities in weeks after this lesson. I spent a whole school year reading picture book biographies of humane heroes to K-3 students most every week, and they continued to ask for them through the end of the school year and loved discussing them.

RESOURCE LINKS

Earth Saver Girl

<http://earthsavergirl.com/news/index.html>

WE

<http://we.org/>

Senna TEDx Talk

Lemons to Lemonade:
<http://bit.ly/2aj0AoK>

- Explain to students that you are going to show them an example of a pantomime, such as an opera singer, and then act it out.
- Ask students to stand up and pantomime while you read the following passage. Explain that you will continue to add more details about the person as you read the passage. Remind them not to talk or say aloud if they have any ideas of what kind of person this is:
 - *I have big, strong muscles.*
 - *I wear a cape.*
 - *I run super fast.*
 - *I can fly through the air all by myself.*
 - *I can see through walls.*
 - *I know when people or animals need help.*
 - *I make daring rescues.*
 - *I save people and animals from harm.*
 - *My job is to help the world!*
- Then, ask the students to raise their hand—but not talk—if they have an idea of what kind of person they were pantomiming. Most hands will likely rise. Ask them to say, on the count of three, who they think it is. Then count *1...2...3!*
- Tell them that if they said a superhero, they are correct. The class was pantomiming what we think of as a superhero.
- Ask the students to return to actor's neutral. You should return to it as well to remind them of what actor's neutral is.
- Explain that they are going to do one more pantomime about another type of person. Ask them to pantomime again as you read the following passage:
 - *I am seven years old and kind of short.*
 - *I love my family and hug them a lot.*
 - *I love to play with dogs and cats and to care for different animals.*
 - *I love trees and rivers and oceans and all kinds of nature.*
 - *If I see someone upset, I try to comfort them.*
 - *If I see an animal in trouble, like a baby bird fallen from a nest, I try to find someone who can help.*
 - *If I see litter on the ground, I pick it up and put it in the trash or recycle bin.*
 - *I think it's up to me to help when I see a need!*
- Then, ask the students, again, to raise their hand—but not talk—if they have an idea of what kind of person they were pantomiming. Not as many hands may rise this time. Then, ask them to say on the count of three who they think it is. Count *1...2...3!* Their (likely varied) answers will lead to your discussion.

2. Discussion: What Makes a Hero? (5 min.)

- Explain to students that the second pantomime was “an ordinary kid who acts with compassion.” Ask the students if they know what *compassion* means.
- Read the following definition of compassion:
 - ☞ “*To see a living being suffering and want to do something to help.*”
- Ask the students if they think they have compassion for people, then for animals, and then for the planet, such as the oceans, trees, and flowers. Explain that a similar word for compassion is *humane*. Ask if they have heard this word, or if it sounds like another word they know. Explain that *human* is the root of the word, and *humane* describes, “a human who tries to be the best person they can be in how they treat others and helps others when they are suffering.”
- Now, ask the following questions:
 - ☞ *What does the ordinary kid who acts with compassion have in common with the superhero? How are they alike?* (Possible answers: they both help people and animals; they both save others; they both feel it is their job to help—they take responsibility; they care; they are brave or strong.)
 - ☞ *What is different between a superhero and an ordinary kid who acts with compassion?* (Possible answers: superheroes have superhuman powers, like flying or seeing through walls—while ordinary kids do not; superheroes are pretend and ordinary kids are real; superheroes can inspire us to help those in need and ordinary kids can actually help those in need.)
- Explain that they can actually think of compassion as a superpower, (the power to care for and help others), which they all possess, just like a superhero. They also possess many other personal qualities that allow them to help others—like courage, creativity, caring, curiosity.
- Introduce the term *humane hero* and explain that “an ordinary person who takes responsibility and acts with compassion toward people, animals or the planet” is a humane hero. Explain to students that while they may not be superheroes, they all have the power to be humane.

3. Humane Hero Stories (10 min.)

- Ask students if they would like to hear a few stories of some real humane heroes who are ordinary kids like them.
- Read each of the following stories and show each changemaker’s picture. After each story, ask the students to share what the story was about with a partner. Then, ask them to share at least one important detail that they remember from the story with another partner.
 - ☞ **Brooklyn:** Brooklyn was a 7-year-old girl living in a neighborhood in the city of Atlanta that had a lot of litter on the streets and sidewalks. She was upset by this, and the way people were treating the earth. She tried to pick up trash whenever she could, but she also decided she wanted to do something more. So, Brooklyn wrote a book called *Earth Saver Girl* about kids

EXTENSION PROJECTS

- **Reading:** Read students biography picture books of humane heroes (see the resource links for book options) each week, and discuss how each hero helped people, animals and/or the planet, and what personal qualities they displayed to take action.
- **Classroom Community Building and Service:** Create a humane heroes action bulletin board to acknowledge the humane actions taken by your students to help people, animals, and the planet.
- **Writing:** Ask students to write a letter to a humane hero they admire (perhaps someone you read about in a book or the newspaper—especially kid humane heroes).
- **Guest Speaker:** Invite local humane heroes (from local news stories or friends in the community) to come talk to the class about what they did and why.
- **Mindfulness:** Did your students enjoy the pantomime activity? Infuse mindfulness and encourage kindness every day with GoNoodle (<https://www.gonoodle.com/>). This great website makes videos that kids can dance, sing and listen to. Their Empower channel has videos that teach kindness and personal empowerment. We recommend the video “Have Compassion” to supplement this lesson.
- **Technology Integration:** Create a digital poster about being a humane hero with Glogster (<http://edu.glogster.com/>). This website allows you to create an online interactive poster about any topic you’d like. Here is an example of a student-created Glog about kindness and caring: <http://bit.ly/2f8dX03>. This activity may be too challenging for students in younger grades, so we recommend that you create it with your students as a class. One idea for a digital poster is to put the topic in the middle of the poster (i.e. what does a humane hero do?) and insert words, phrases, images and even video that relate to the topic.

helping the planet and fighting pollution. She also wrote a play, and went to schools talking to kids about how they can make the earth a cleaner, healthier place. Today, Brooklyn is a teenager who has won many awards for helping the planet. Now she helps run a summer camp near Atlanta that teaches kids about environmental conservation.

- **Craig:** Craig was a 12-year-old boy living in a comfortable, happy home in Canada when he saw a newspaper story about a 12-year-old boy across the world, in Pakistan, named Iqbal. Iqbal had been forced to work in a windowless factory weaving rugs all day since he was 4 years old. He was trying to teach others about children working in poor conditions in factories, to put a stop to it. Across the world in Canada, Craig was inspired by Iqbal speaking out, and gathered his friends together to create a group that teaches other kids, grown-ups, and even government officials, about children who are forced to work in poor conditions, and what can be done to stop this practice. Craig is now a grown-up and he still works to inspire kids around the world to speak up and make a difference for children in need.
- **Senna:** Senna was a 7-year-old girl living near the beach in California when, one day, she and her family spotted two sea lion pups struggling in the ocean. They appeared to be starving and had no mother in sight. Senna and her mom learned that hundreds of sea lion pups were stranded on beaches, starving, because the sea lions did not have enough food supply, due to overfishing and pollution of the oceans. Senna decided to start a fundraiser for the sea lions and asked friends, neighbors, schools and churches to donate. She raised over a thousand dollars to help a local rescue center where they feed the sea lion pups fish smoothies until they can get their own food and be released back to the ocean. Senna is now 10 years old and she makes speeches to thousands of people about helping animals. She even helped her mom write a book about their story.

➤ After reading the stories, ask the students these follow-up questions in a whole group discussion:

- *Describe what you remember about each humane hero.*
- *What do you think about the actions that they each took?*
- *How do you feel about these humane heroes and what they did?*
- *What was similar about these humane heroes? What was different?*
- *What did you learn from these humane heroes?*
- *Do you have any additional questions about any of the humane hero stories?*
- *In what ways have you been, or would you like to be, a humane hero?*
- *Allow for discussion and then explain that they can be heroes by doing small things, like helping one person or animal, as well as bigger things like the children in the stories they heard. Being a hero to one living being is important, and can lead to being a hero for more people, animals or environments.*

4. Coloring and Writing (15 min.)

- Provide each student with the *How Can I Be a Humane Hero?* Handout.
- Guide the students in drawing a picture of themselves taking a compassionate action to help a person, an animal or the planet. Let them know that the action can be of something that they have done or would like to do.
- Help them write one or two sentences about their picture.

5. Wrap Up (5 min.)

- Ask students to share what they drew and wrote with a partner.
- Then ask a few student volunteers to share with the class examples of the compassionate actions that they drew and wrote about.
- Hang up the students' work to remind them of ways they have and can be humane heroes for others.



PANTOMIME READINGS

READING #1

I have big, strong muscles.

I wear a cape.

I run super fast.

I can fly through the air all by myself.

I can see through walls.

I know when people or animals
need help.

I make daring rescues.

I save people and animals from harm.

My job is to help the world!

READING #2

I am seven years old and kind of short.

I love my family and hug them a lot.

I love to play with dogs and cats
and to care for different animals.

I love trees and rivers and oceans
and all kinds of nature.

If I see someone upset, I try
to comfort them.

If I see an animal in trouble, like a
baby bird fallen from a nest, I try to
find someone who can help.

If I see litter on the ground,
I pick it up and put it in the trash
or recycle bin.

I think it's up to me to help
when I see a need!

HUMANE HEROES



© <http://www.earthsavergirl.com>

Brooklyn

Brooklyn was a 7-year-old girl living in a neighborhood in the city of Atlanta that had a lot of litter on the streets and sidewalks. She was upset by this, and the way people were treating the earth. She tried to pick up trash whenever she could, but she also decided she wanted to do something more. So, Brooklyn wrote a book called *Earth Saver Girl* about kids helping the planet and fighting pollution. She also wrote a play, and went to schools talking to kids about how they can make the earth a cleaner, healthier place. Today, Brooklyn is a teenager who has won many awards for helping the planet. Now she helps run a summer camp near Atlanta that teaches kids about environmental conservation.

Craig

Craig was a 12-year-old boy living in a comfortable, happy home in Canada when he saw a newspaper story about a 12-year-old boy across the world, in Pakistan, named Iqbal. Iqbal had been forced to work in a windowless factory weaving rugs all day since he was 4 years old. He was trying to teach others about children working in poor conditions in factories, to put a stop to it. Across the world in Canada, Craig was inspired by Iqbal speaking out, and gathered his friends together to create a group that teaches other kids, grown-ups, and even government officials, about children who are forced to work in poor conditions, and what can be done to stop this practice. Craig is now a grown-up and he still works to inspire kids around the world to speak up and make a difference for children in need.



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© J. David Pincus

Senna

Senna was a 7-year-old girl living near the beach in California when, one day, she and her family spotted two sea lion pups struggling in the ocean. They appeared to be starving and had no mother in sight. Senna and her mom learned that hundreds of sea lion pups were stranded on beaches, starving, because the sea lions did not have enough food supply, due to overfishing and pollution of the oceans. Senna decided to start a fundraiser for the sea lions and asked friends, neighbors, schools and churches to donate. She raised over a thousand dollars to help a local rescue center where they feed the sea lion pups fish smoothies until they can get their own food and be released back to the ocean. Senna is now 10 years old and she makes speeches to thousands of people about helping animals. She even helped her mom write a book about their story.



HOW CAN I BE A HUMANE HERO?



Directions: Draw a picture in the space below of yourself acting as a humane hero. You can be doing something you actually did, or something you imagine yourself doing. Then write a description of your picture on the lines.

THEME: **SUPERHEROES**

ANIMAL HEROES



ESSENTIAL QUESTION

How can animals be heroes?

OVERVIEW

Students begin with a kinesthetic activity, learning some American Sign Language (ASL) signs for certain animals. Then they will imagine whether these animals make a difference in the world, and if they can even be heroes, as they learn the definitions of *make a difference* and *hero*. Students will hear stories about real animals who have helped people and other animals, becoming heroes. Next, they will discuss how all of these animals have feelings and relationships, building empathy for a range of animals. Finally, they will draw a picture of and write a few sentences about one of the animal heroes, and discuss ways animals can make a difference.

OBJECTIVES

Students will be able to...

- Utilize ASL to sign several animals.
- Define what it means to *make a difference* after listening to real stories about animals.
- Explain what makes someone a *hero* using examples from the stories they heard.
- Recognize an animal's capacity for feelings and relationships.
- Summarize a story in their own words and make a connection to how animals are helpful.

1. Warm Up (5 min.)

- Gather students in a circle, if possible.
- Ask students how many of them like animals. (Likely most or all hands will go up.)
- Let students know that you are going to warm up their bodies and brains by teaching them to *talk with their hands* about animals, using some signs in ASL. Use this as an opportunity to discuss the importance of learning new languages to increase one's ability to communicate with others.

GRADE LEVEL K-2

TIME NEEDED 45-50 min.

SUBJECTS American Sign Language, English Language Arts, Fine Arts

STANDARDS

Common Core ELA-Literacy: RL.K.3, RL.1.3, RL.2.3
SL.K.2, SL.1.2, SL.2.2
W.K.3, W.1.2

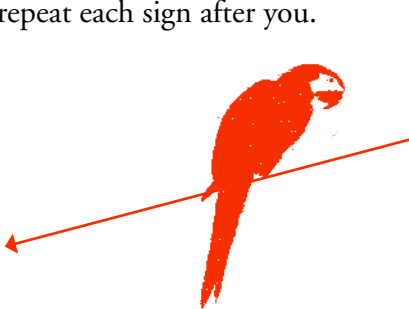
ISTE: Standard 7—Global Collaborator

MATERIALS

- American Sign Language (ASL) Video Dictionary
 - o www.handspeak.com
 - o www.aslpro.com (Add about 10 minutes of preparation time to learn this lesson's signs from the videos). If you want verbal explanations with the signs, use: www.babysignlanguage.com/dictionary. Outside the U.S., you can use www.spreadthesign.com, which includes several national sign languages.
- Animal Hero Stories
- My Animal Hero Worksheet
- Crayons/markers/colored pencils
- Pencils

- Explain that sign languages are how Deaf people communicate with others. While some in the Deaf community do not have any hearing, many have minimal to partial hearing. Rather than relying on sound, they use their hands, facial expressions, and bodies to create words and communicate ideas.
- Teach them each of these six ASL (American Sign Language) signs; have them repeat each sign after you.

- Dog
- Pig
- Cow
- Goat
- Parrot
- Seal



WARM UP NOTE

Search “bird” in the ASL dictionary if “parrot” does not come up, and search “sea lion” if “seal” does not come up.

2. Discussion: Can an Animal Be a Hero? (5 min.)

- Write the name of each animal you just signed in ASL on the board.
- Explain to students that you’re going to think more about these particular animals.
- Ask students the following questions and discuss:
 - *Do you think all of these animals have feelings?*
 - *Which of these animals do you think has the most feelings?*
 - *How would you describe the way people usually interact with each of these types of animals?*
 - *Which do you think has the strongest relationships with people or other animals?*
- Most likely, many students will think dogs have the strongest feelings and relationships. If this is the case, ask them if they think dogs have the strongest feelings and relationships because they are the animal on the list that the students know best or if they think dogs are really that much different from the other animals on the list.
- Explain that while having feelings and relationships with others is often something we think about as a human trait, and perhaps a trait of certain animals, scientists now have shown that almost all animals have these same traits. This ability to feel and connect with others is also what we often think of as the reason humans can make a difference in the world.
- Ask students to discuss, with a turn and talk partner, what it means to make a difference. After, invite them to share their responses in a whole group discussion.
- Explain that making a difference means doing something that helps another living being or the community. Have the students repeat the definition: *making a difference means doing something that helps another living being or the community.*

OPTIONAL

- Photos of the animal heroes or photos of a pig, goat, cow, parrot, dog, and harbor seal
- National Geographic Kids, which has several books full of real animal hero stories, all with color photographs and kid-friendly language.
- The “Unlikely” book series (*Unlikely Friendships, Unlikely Heroes, Unlikely Loves*) from Workman Publishing, highlighting how animals make connections with others and make a difference.

VOCABULARY/TERMS

- American Sign Language (ASL)
- Make A Difference
- Hero
- Deaf

RESOURCE LINKS

ASL Video Dictionary

Search all animal words, and any other words in this lesson, that you want to sign. To get a video link of a native ASL speaker signing it visit: www.handspeak.com or www.aslpro.com or www.babysignlanguage.com/dictionary. If you are outside the U.S., you can use www.spreadthesign.com.

EDUCATOR SPOTLIGHT

Megan Pincus Kajitani

With K-2 students, I love to start with some kind of movement, so with this lesson we use American Sign Language to get their bodies and brains warmed up. Kids this age tend to soak up ASL and love using it. They also almost universally love animals, so this lesson capitalizes on that affinity for animals to expand their understanding of how all kinds of animals have feelings and relationships and can make a difference in the world. Additionally, the K-2 students I’ve worked with love the extension activity we provided below where they complete an “animal research project” about one of the species of animals they learned about in the lesson.

- Ask students:
 - *What makes us want to make a difference? (Here point to how when we care about others—people, animals, the planet—we want to help.)*
 - *Who do you think can make a difference besides people?*
 - *What does it mean to be a hero?*
 - *Who do you think can be a hero?*
- Explain that a hero is someone who cares so much about others that they go out of their way to take a risk and help those in need.
- Ask the students to work in small groups to brainstorm three qualities they think all heroes have. (Possible answers include: brave, kind, compassionate, courageous, wise, loyal.)
- Write the qualities on the board in a column.
- Let students know that you are going to share some true stories with them. As they listen, they will decide if they think the main character in the story has any of those qualities and if they think she or he is a hero.
- As you read each story, create a chart, such as the one below, for the students to decide if they think each main character has the qualities they brainstormed. Then they can explain why they think the animal in the story is a hero. Let the students know they do not have to have every quality to be a hero.

QUALITIES	Lulu	Olivia	Willie	Dog & Harbor Seal
Risk Taker	✓			
Brave	✓			
Loyal	✓			
Kind	✓			
HERO	✓			

EXTENSION PROJECTS

- **Research:** Help students create an “animal research project” about each of the animals in this lesson, or another animal. They can learn more about the traits and abilities of their chosen animal. Challenge them to identify any possible threats their animal is experiencing and protective actions people can take to help. Provide an opportunity for students to present what they learned to their classmates in an oral or artistic presentation.
- **Literature:** Read picture books and stories of more animal heroes (see optional materials above and be on the lookout in the news), and then discuss the traits of each animal they may not know about, especially each animal’s capacity for connection with others.
- **Guest Speaker:** Invite ambassadors from local animal shelters/rescues/sanctuaries (companion animal, wildlife, and farm animals) to come in and talk with students about the animals, and the relationships they form with others. If it is difficult to invite ambassadors to visit, consider reaching out to animal sanctuaries, shelters, and rescue groups all over the country to video conference with your class. Many educators use Skype or Google Hangout to connect with experts virtually. Use a website like www.petfinder.com to find an animal welfare group near you, and reach out via phone or email to see if they can virtually connect with your class. Before the virtual chat, have students generate questions.

3. Animal Hero Stories (10-15 min.)

- Read the following stories. With each story, have the students repeat the ASL sign for the animals discussed, when indicated below.
 - **LuLu the Pig (Sign “pig” in ASL)**
LuLu was a big pot-bellied pig who lived with a woman named JoAnn and a dog named Bear. (Sign “dog” in ASL.) JoAnn had a weak heart. One day her heart problem flared up and she fell on the floor, unconscious. Bear, the dog, barked for help for JoAnn, but nobody heard him. So, LuLu squeezed her body through the dog door, scraping herself, to get out of the house. She ran into the road and laid herself down in the street to get people’s attention. She kept getting up to run to the house to check on JoAnn, then back to lie in the street. Finally, someone stopped their car, followed LuLu to the house, and saw JoAnn on the floor. The person called 911 for an ambulance. The medics were able to revive JoAnn and get her to the hospital. Fortunately, she recovered, thanks to LuLu, the pig, who got her the help she needed.

ANIMAL HERO STORIES NOTES

*Lulu the Pig’s story is retold from the book *The Inner World of Farm Animals* by Amy Hatkoff, as well as media accounts of Lulu’s heroism.*

*Olivia the Goat’s story is retold from the books *The Lucky Ones* by Jenny Brown and *Ninety-Five: Meeting America’s Farmed Animals in Stories and Photographs* by No Voice Unheard.*

*Willie the Parrot’s story is retold from the book *Unlikely Heroes: 37 Inspiring Stories of Courage and Heart from the Animal Kingdom* by Jennifer S. Holland and media accounts.*

*The Dog and the Harbor Seal’s story is retold from the book *Unlikely Heroes: 37 Inspiring Stories of Courage and Heart from the Animal Kingdom* by Jennifer S. Holland.*



ANIMAL HERO STORIES NOTE

Write Lulu's name on the board and review each quality that the students identified one at a time. Ask students to give a thumbs-up if they think Lulu has the quality and a thumbs-down if they do not think Lulu has the quality. Allow students to explain their answers. If the majority thinks she does have the quality, put a check mark to acknowledge it. Then ask the students if they think Lulu is a hero. Have them justify their opinions. If the students think she is a hero, put a check mark to indicate that on the chart. Repeat this process after each of the stories.

➔ **Olivia the Goat (Sign "goat" in ASL)**

Olivia was a goat who lived on a farm sanctuary in New York after a human family abandoned her. Olivia spent her days at the sanctuary making rounds of the farm, napping and grazing on grass. One day, a tiny baby cow (sign "cow" in ASL) named Dylan came to live at the sanctuary. Dylan had been rescued after he was taken away from his mother on a dairy farm just after he was born, so the farm could sell his mother's milk to people. He was very scared, shaky-legged and hungry, mooing sadly and looking for his mom everywhere. The staff at the farm sanctuary fed Dylan milk, but they couldn't seem to console him. Then, he met Olivia the goat, and he stopped his sad mooing and began to follow her on her walks around the farm. Olivia let Dylan follow her around and sleep next to her, and she became his stand-in mother. She didn't have to do this, but, the sanctuary staff say, she clearly saw that Dylan needed it. Dylan counted on Olivia as a mother even when he grew to be much, much bigger than her! He finally moved on to be with the other cows when he became an adult. Olivia then became an "orphan magnet," acting as a stand-in mother to several more scared, lonely baby animals of all kinds who came to the sanctuary. The sanctuary staff said she never, ever turned any of them away.

➔ **Willie the Parrot (Sign "parrot" in ASL)**

Willie was a Quaker parrot who could squawk a few words and mostly lived quietly in an apartment with his guardian Meagan, her roommate, and her roommate's little girl. One day Meagan was babysitting the little girl, two-year-old Hannah. Meagan had to go to the restroom, so she left Hannah happily watching cartoons on TV in the kitchen. She was only gone a moment when she heard Willie the Parrot making a huge racket like she had never heard before. Willie was screaming, "Mama! Baby!" Meagan ran out of the bathroom to find that Hannah had climbed onto the kitchen table, grabbed a Pop Tart (cookie), put the whole thing into her mouth, and was now choking on it, turning blue in the face. Meagan ran to Hannah and got the Pop Tart quickly out of her throat so she could breathe again. A few minutes later, Hannah's mom, Samantha, came home to Hannah playing happily again, and to babysitter Meagan shocked and shaking. Meagan told Samantha about Willie's call of "Mama! Baby!" alerting her to Hannah choking, thus saving her life. Samantha couldn't believe it as both women said Willie had never used those two words together before. Willie was given an award from the Red Cross for his heroic actions.

➔ **The Dog and The Harbor Seal (Sign "dog" in ASL)**

This is a story of a dog not being the rescuer but of being the one rescued. This dog was a German Shepherd mix who lived in England near a large, deep river. One day he got out of his home and ran down to the riverbank, somehow getting himself both lost and injured. A man named Chris saw the dog and went toward him to help, but the scared pup tried to run away from Chris and fell into the river. Because the dog was injured, he couldn't swim well, so he started floating away and getting pulled underwater. Chris became alarmed and called other people to help. But, then, as the people tried to figure out how to help the sinking pup, they saw him come up to the surface of the water and start moving toward the shore. However, the dog wasn't swimming; he just seemed to be floating across the water without moving a muscle. That was when the people realized that a harbor seal (sign "seal" in ASL), who lived in the river, had helped him. The seal got underneath the dog and swam him all the way to the riverbank, delivering him to the people now waiting to help. Once the dog was safely on shore, the seal dove back underwater and swam away. The seal didn't stick around to hear all the people thanking her for saving the dog.

- After reading the stories and completing the chart, ask students these follow up questions:
 - *How do you feel about these animals?*
 - *What did you learn from these animal stories?*
 - *What do you feel in learning that animals can be heroes?*
 - *What did you learn about the feelings of different animals from these stories? What did you learn about the relationships that different animals have with others?*
 - *In what ways can animals make a difference?*
 - *Did these stories change your mind about anything?*
 - *What will you most remember from these stories?*

4. My Animal Hero (15 min.)

- Using the attached worksheet, *My Animal Hero*, guide students in drawing a series of pictures to retell one of the animal hero stories. Ask them to complete the sentences in each picture box using details from their animal hero's story.
- Ask students to share their drawings with a partner and to tell them why they chose that animal hero as the one they wanted to draw and write about.



ANIMAL HERO STORIES NOTE

In discussing the stories, make sure students understand that actions like lying in the street or jumping into a river are dangerous and not required for people to be heroes. Explain that these are actions that animals have taken when they had no other way of communicating, but people should use language, when possible, as their primary method of communicating before taking action.

5. Wrap Up (10 min.)

- Review each of the animal heroes and ask who illustrated that animal hero, then choose one student for each animal hero to share their drawing and explain why they chose that animal hero.
- Either post the pictures on the wall to remind the class of the amazing ways animals can make a difference, or ask them to take the pictures home to tell their families about their animal heroes and all the ways that animals can make a difference.





MY ANIMAL HERO



Directions: Fill in the blanks by using information from your animal hero's story. Draw pictures in the spaces below that match the text. In box #1 draw your animal hero. In box #2 draw who was in need and why. In box #3 draw a picture to show how your animal was a hero.

Name _____ Date _____ Story Title _____

My animal hero is:

needed help when

**My animal hero made
a difference by:**



THEME: SUPERHEROES

BECOMING A HERO

ESSENTIAL QUESTION

How can we prepare ourselves to be heroic when someone is in need?

OVERVIEW

This lesson is written as a 3-day mini unit and will be best received as a follow-up after teaching the other lessons within this theme. First, students review what it means to be a hero. Then, they focus on defining 6 specific traits and skills most heroes have in common that will help them to understand what being heroic really entails. Next, they complete some activities related to those traits to prepare themselves to be heroes. Finally, students will apply the skills and traits they studied to complete a class service project. They learn that it is never too early to prepare to become a hero, so they are able to act heroically when the opportunity presents itself. If you are not in a position to complete the service project on day 3 you can still teach days 1 and 2.

OBJECTIVES

Students will be able to...

- Explain what skills and traits help to make someone a hero.
- Identify steps for preparing to act heroically.
- Develop specific heroic traits and skills.
- Create a plan for completing a service project.

DAY 1:

1. Warm Up (5 min.)

- Let students know that they will be discussing what it means to be a hero.
- For 2 minutes, ask students to describe what comes to mind when they think about a hero. They can free write or discuss with a partner.
- Allow time for them to share all the ideas they came up with and write them on the board.

2. Hero Traits and Skills (15 min.)

- Let students know that they came up with great ideas for what it means to be a hero. Then explain that they are going to read a short text about what it means to be a hero.
- Read the first paragraph of the *Becoming a Hero* Handout to students: *Not everyone has the same definition of what it means to*

GRADE LEVEL K-2

TIME NEEDED Three 45 min. periods (with additional days to complete a service project)

SUBJECTS Social Studies, English Language Arts

STANDARDS

Common Core
ELA-Literacy:

RI.K.1
RI.1.4, RI.2.4
W.K.2

ISTE:

Standard 6–
Creative Communicator

MATERIALS

- Becoming a Hero* Handout
- Heroic Traits and Skills* Words
- Heroic Traits and Skills* Definitions
- Hero Bubble Map* Worksheet
- How to Become a Hero* Worksheet

OPTIONAL

- Children's book or biography of a well-known hero
- *Suggested Role Play Scenarios* Handout

VOCABULARY/TERMS

- Hero
- Role Model
- Develop
- Traits
- Skills
- Educated
- Compassionate
- Inspired
- Connected
- Generous
- Brave

be a hero. A good definition of heroism is: “selflessly doing the best you can in a time of need.” While we are not born heroes, many believe that “there are things you can do to prepare yourself to take heroic action when the time is right.” If we know more about the traits and skills of heroes, we can work to develop these skills as a way of preparing ourselves to become heroes.



WARM UP NOTE

If you are teaching this lesson as a follow-up to the other lessons within this theme, use it as an opportunity for an informal assessment. Let students know that you will be reviewing what it means to be a hero. Ask them to include what they have learned about being a hero in the previous lessons.

EDUCATOR SPOTLIGHT

Kim Korona

While people are often fascinated by heroes, I hope that this lesson teaches youth that no one is born a hero, but that everyone has the potential to become one. In learning about skills and traits that describe most heroes, students can develop those traits and skills within themselves. Whenever we practice a skill we become more successful at it. If youth can practice acting in heroic ways, they will be better prepared to stand up for someone or support something they believe in when needed. When students are given the opportunity to complete a service project, at the end of this mini unit, they can actually be heroes and make a positive difference.

RESOURCE LINKS

Moral Heroes

moralheroes.org

Giraffe Heroes Database

giraffeheroes.org/giraffe-heroes

Heroic Imagination Project

heroicimagination.org/

- Ask students if they want to prepare to become heroes. (Allow for responses and encourage enthusiasm.)
- Explain that the first step to becoming a hero is understanding heroic traits and skills.
- Either tape the *Heroic Traits and Skills Words* to chart paper and hang the paper in the front of the room or write them down on a whiteboard/chalkboard.
- Have the *Heroic Traits and Skills Definitions* printed on cardstock and hold them face down.
- Ask student volunteers to come up individually to pick one of the definitions. Read it together and ask the class to decide which word the definition fits. You and the student volunteers can point to each word and if students think it is a match, they can give a thumbs-up and if they do not think it is a match, they can give a thumbs-down. If there is agreement (and the students are accurate), let the student volunteer tape the definition next to the word. If there is disagreement, then help guide the students by asking them what they know about each word and help them to find the right one.
 1. Educated: Well informed, understands the world, has learned a lot
 2. Compassionate: Feels and shows care and concern
 3. Inspired: Wants to do something positive because of someone else or in honor of someone or something
 4. Connected: Creates togetherness, encourages involvement
 5. Generous: Gives to others
 6. Brave: Willing to do something difficult, has courage
- Once all the words are matched with the right definitions, review them with the students. Ask them to say each word in unison. Then read each definition to them as well as the information about that word from the *Becoming a Hero* Handout.
- Allow students time to ask and answer questions about the meaning of each word.

3. Heroes in Action (20 min.)

- Let students know that they are going to discuss an example of how someone demonstrated these traits and skills as a hero.
- Introduce them to a hero you think they are somewhat familiar with, such as Dr. Martin Luther King Jr. (read a short story or biography about the hero you choose that is age-appropriate).
- Pass out the *Hero Bubble Map* Worksheet and draw the same bubble map on the board.
- Ask students how each of the traits and skills relates to the identified hero. Fill in the bubble map on the board as students complete their

map worksheet. Example:

- **Educated**—Dr. King learned to read at an early age. He attended Morehouse College and Crozer Theological Seminary in Pennsylvania to become a minister.
- **Compassionate**—Dr. King saw the good in everyone and practiced and promoted nonviolent resistance to injustice.
- **Inspired**—As a young man, he was inspired by his father, Reverend Martin Luther King, Sr., who instilled in him his religious beliefs and his moral character. In college he was inspired by Henry David Thoreau, a writer who encouraged people to peacefully disobey, or not follow the law, when they did not think the law was just. He was also inspired by Gandhi from India, who used nonviolence to end a civil war and help India gain independence and equality.
- **Connected**—He inspired others through his incredible speeches and his thoughtful actions. Millions of people followed him because they believed in his message of equality and justice.
- **Generous**—He devoted the majority of his life to civil rights and traveled around the country to help end segregation and promote social equality.
- **Brave**—He led marches and spoke out despite being attacked, threatened, and arrested. Tragically, he eventually lost his life fighting for civil rights.

4. Review (5 min.)

- Ask students what they learned about heroes.
- Let students know that people who become heroes are not born heroes; they are ordinary people who do something extraordinary to make a difference.
- Explain that during their next class, they will think about ways they can become heroes.

Day 2:

5. Hero Traits and Skills Follow Up (10 min.)

- Review the 6 traits and skills of a hero.
- Explain to students that they are going to create a plan for how they can prepare to be a hero by thinking about:
 - Ways they can become informed
 - Ways to be compassionate
 - Who or what inspires them
 - How to connect with others
 - How to practice generosity
 - How to act bravely

6. How to Become a Hero (35 min.)

- Provide each student with the *How to Become a Hero* Worksheet. Review the worksheet with the students and discuss some possible responses that they can write or draw in each box.
- Allow students time to complete their worksheets.

EXTENSION PROJECTS

- **Role Play:** To enhance this lesson and help students understand the meaning of the six heroic traits and skills that are its focus (educated, compassionate, inspired, connected, generous and brave), ask them to act out a short role play. Break students up into six groups and provide each group with one of the traits or skills and the short role play that corresponds (provided in the *Suggested Role Play Scenarios* Handout) to represent what that skill or trait looks like in practice. After they role play their skit, ask the rest of the class to guess which skill or trait they think they were acting out. While there is one trait or skill most associated with each scenario, there may be other skills or traits that are also represented. When students guess the word they think it represents, ask them to explain their answer, validating their responses when they provide accurate explanations, and challenge them if their reasoning is lacking evidence. Let students know there can be more than one answer because these skills and traits are related.

Be sure to let the students know that even though some of the scenarios specify the characters as boys or girls, each character can be played by either a boy or girl.

- **Creative writing:** Teach students how to write a Cinquain poem and/or an Acrostic poem. Then ask them to choose one of the six traits or skills (i.e., educated, compassionate, inspired, connected, generous and brave) and write either an Acrostic poem using the word, or a Cinquain poem about someone or something they associate with the word, and include the word in their poem. For younger students the class can write the Acrostic poem together.

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE

- **Technology Integration:** After students have completed their service projects, use Adobe Spark to allow each student to share what their idea is and create a call to action. Adobe Spark allows you to add a voice recording on each slide, so students can take turns giving a 30 second speech and each student will have their own slide. Decorate the slides with appropriate pictures, or show students how to take appropriate pictures with a camera. Then, ask each of them to take a picture with a class camera.

See this sample Adobe Spark video about recycling:

<https://spark.adobe.com/gallery/causes/example/the-key-to-a-clean-world/>



CREATING A PLAN NOTE

Accurately identifying a community need can be extremely difficult, and this critical step should not be taken lightly. When “heroes” are too quick to make judgments or assumptions about what a community needs, they often end up harming or inconveniencing the community rather than helping it. Therefore, after your class identifies a few potential needs from their perspective, research the issue by talking to community members and community organizations who may already be involved in the issue. If possible, work with a local organization to partner with them. Consider inviting someone to your class to discuss the issue with your students in more depth.

- Ask them to share their work with a partner and then with the whole class. Encourage them to discuss their thoughts and feelings about becoming a hero.

Day 3:

7. Creating a Plan (10 min.)

- Let students know how well they did finding ways to embody the traits and skills of a hero. Review a few specific elements that were interesting or positive from the discussion or worksheet the previous day. Explain that they are going to put some of their ideas into action.
- First, brainstorm the beneficial resources in your school or community. Then, identify a need in your school or community where the students can work together to create positive change. If the idea of identifying needs doesn't immediately spark discussion, ask them to think about things in the school or community that are not working well for people, animals, or the planet.
- Have a chart with each of the 6 words and explain that as you work on the project, you will focus on how each of the heroic traits and skills you have learned about are relevant to the project.
- For example:
 - Educated: learn about the issue
 - Compassionate: feel an honest desire to help
 - Inspired: meet or read about others involved with a similar project
 - Connected: find a way to get school/community members involved
 - Generous: spend time on the project
 - Brave: doing something new and different.
- As you work on the project, complete the chart by writing down the actions being taken that relate to each trait and skill.

8. Begin Service Project (25 min.)

- Ask each student to talk to at least one other community member (such as a parent, teacher, neighbor or student in another grade) before taking any action to make sure they have identified an actual need that others support and think would be a valuable change for the school or community. If there is not support or agreement for the identified need, recognize a new need and start the process again.
- Provide your students with resources (i.e., books, videos, or a guest speaker) to begin the *educate* phase of the project so that they can learn about the issue that they will be working on.
- Ask students what they learned and how they feel about it.
- Proceed with the other phases of the project as time permits.

9. Wrap Up (10 min.)

- Let students know that this is an ongoing project and that you will continue to work on it a little each day.
- Allow time for questions and ideas on how to proceed with the project.
- When the project is completed provide time for independent and class reflection.

Educated

Compassionate

Inspired

Connected

Generous

Brave

DEFINITIONS

Well informed, understands the world, has learned a lot

Feels and shows care and concern

Wants to do something positive because of someone else or in honor of someone or something

Creates togetherness, encourages others to be involved

Gives to others

Willing to do something difficult, has courage

BECOMING A HERO*

Not everyone has the same definition of what it means to be a hero. A good definition of heroism is: “selflessly doing the best you can in a time of need.” While we are not born heroes, many believe that “there are things you can do to prepare yourself to take heroic action when the time is right.” If we know more about the traits and skills of heroes, we can work to develop these skills as a way to prepare ourselves to become heroes.

KEY HEROIC TRAITS AND SKILLS

Educate Yourself: Heroes are often interested in learning about the world around them. They want to understand other people, animals or the environment, and see things from someone else’s point of view. They are open to listening to others in order to learn from them. They appreciate that the world is complex and they strive for understanding. They want to learn and gather information so that they can use their knowledge to find solutions to problems.

Practice Compassion: When we practice compassion, we put the needs of others before ourselves. Being compassionate often means keeping our eyes and our ears open to perceive the needs of those around us and taking the time to be there for them. You can start acting with compassion in your everyday life by identifying instances where someone has been hurt or is in need.

Be Inspired: We can be inspired by people, animals, and the world around us. We can also learn from heroes of the past, follow their successful example, and gain understanding from the challenges they experienced. Find guidance from those around you who live in a way that you respect and be open to the lessons that they have to teach you. When you learn about people who have made a positive difference in the world, do not just admire those individuals, but be inspired by them. Then, you can continue in their footsteps and be a hero to those who need you today.

Connected: Heroes rarely accomplish change on their own. For every leader who acts as a hero, there are usually a lot of people who supported them or believed in them and became involved because of them. Heroes find a way to connect with others and encourage them to join in their effort. Change-makers can only do so much on their own, but if they are able to connect with others and unite, they can become even more effective at taking action.

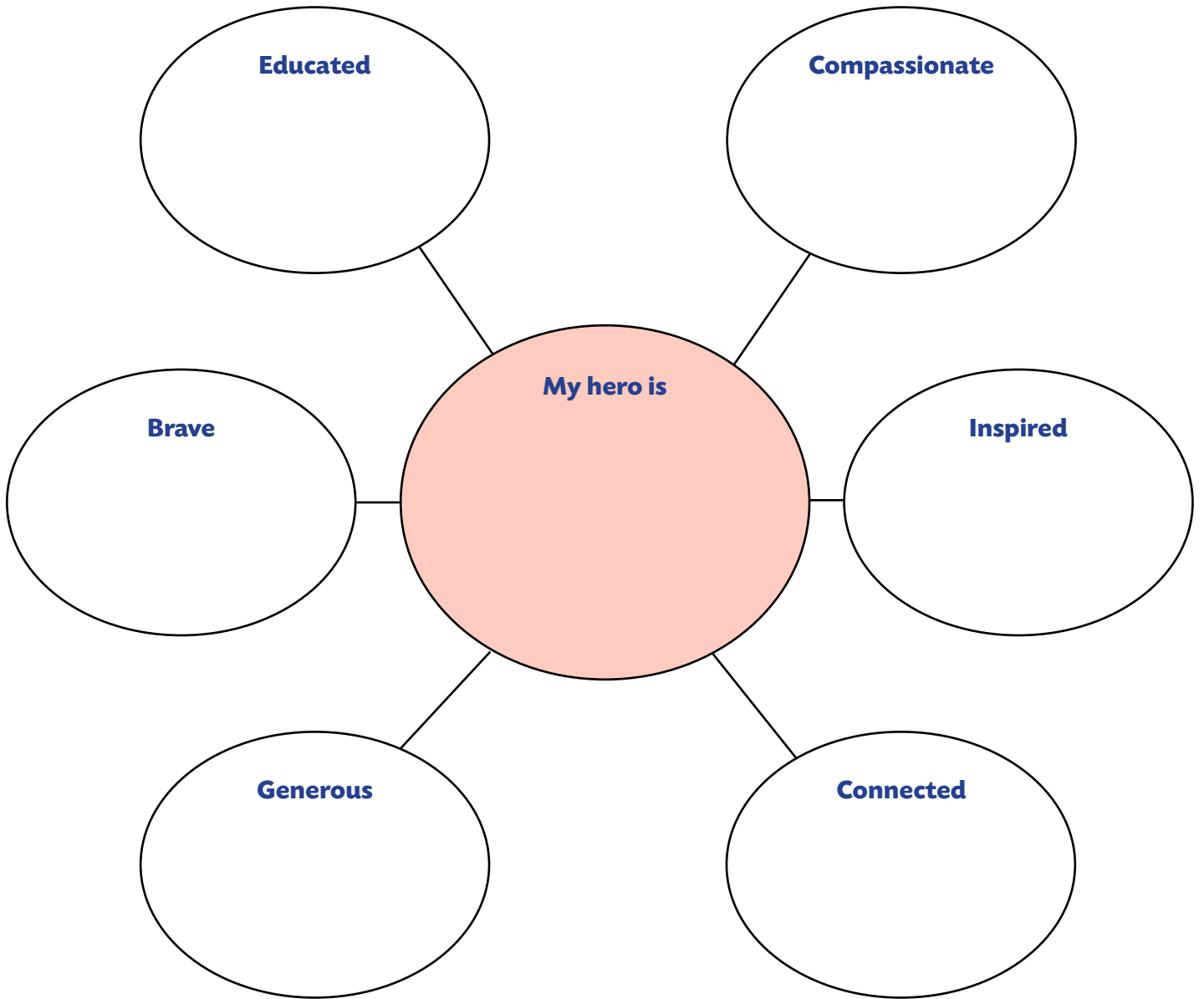
Generous: Being generous means giving to others. Some heroes give up their time to help others. Some donate money, even if they do not have enough for their own wants or needs. They give up these things in order to make a difference.

Brave: Those who become heroes usually have a cause that they believe in so strongly that they become determined to achieve it, no matter what it takes. They are brave because they know that some people may not agree with their cause, including family or friends. Sometimes they give up their freedom by getting arrested if they think a law is not fair or equal. They are willing to take a risk, as well as to be judged, for what they consider to be a greater good.

*This handout was adapted from a blog by MoralHeroes.org, <http://moralheroes.org/how-to-become-a-hero>

HERO BUBBLE MAP

Directions: Write the ways your hero demonstrated each trait in the bubbles below.



HOW TO BECOME A HERO

Directions: Complete the sentences in each box. Draw a picture to illustrate what you wrote.

My name is:

Three words I use to describe myself are:

(Draw a picture of yourself)

I will learn by:

(Educated)

I will help others by:

(Compassionate)

I am inspired by:

(Inspired)

I want to encourage others to:

(Connected)

I will be brave by:

(Brave)

I will be generous by:

(Generous)

I want to be a hero because:

SUGGESTED ROLE PLAY SCENARIOS

Educated Scenario: A group of kids see a news story on companies dumping waste into a local river. They ask several people about it and do their own research to learn more about what is happening and to better understand the waste management laws.

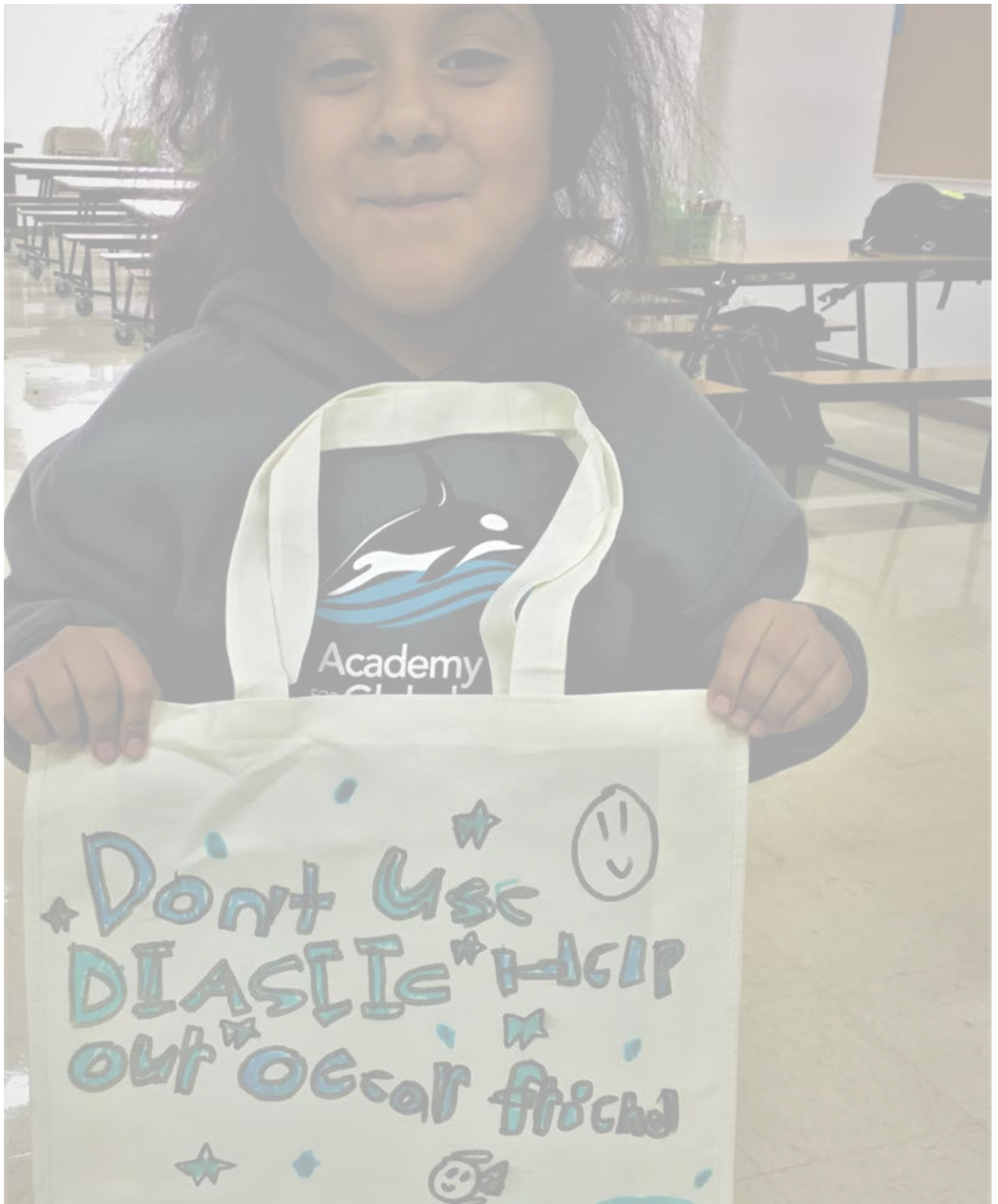
Compassionate Scenario: A couple of kids are crying. Some other kids come over to them to see what is upsetting them and to ask if there is anything they can do to help.

Inspired Scenario: A kid and his mom or dad are walking down the street. They give food to someone who is homeless. There are some kids nearby who see what they did. The kids talk about how they want to find a way to help the homeless too.

Connected Scenario: A student explains the problem of animal homelessness to his friends. He explains that he has been volunteering at the local animal shelter. He wants to know if anyone else wants to get involved and join him in volunteering.

Generous Scenario: A group of friends are watching television. Another kid comes over to them and asks if any of them will help him with his homework. Almost everyone says they are too busy watching television, but one kid says that she has time and offers to help.

Brave Scenario: A couple of kids are teasing a girl in their class, making fun of her clothes. Another group of kids are nearby: one is laughing; one is looking away; and one looks concerned, but does not say anything. Another student calls out, "I think her outfit is awesome. She dresses her own way. That's cool. I am going to dress my own way tomorrow, too." The kids stop teasing the girl and walk away.





EMPATHY CONNECTION

(3 - 5)

This unit builds multiple pathways for students to develop and practice empathy for those around them. Based on an emerging body of research, we have learned that empathy can be enhanced by witnessing it, practicing it, discovering commonalities with others, creating space to process empathy in real time, and learning how good it feels to understand and ultimately help others. In this unit, through true narratives from peers to those based on real experiences of humans and animals around the globe, your students will experience perspectives, emotions, and connections that will give their empathy muscles quite a workout!

-  **Circle of Compassion**
-  **Someone Else's Shoes**
-  **A Day in the Life**
-  **If You Could See the World through My Eyes**
-  **Empathy Blockers**
-  **Find Your Voice**
-  **Empathy in Our School**

THEME:
THE EMPATHY CONNECTION

CIRCLE OF COMPASSION

ESSENTIAL QUESTION

How can we connect our concern for the world around us with acts that meaningfully impact those in need?

OVERVIEW

After being introduced to the concept of compassion, students will be challenged to think about how much they express it in their everyday lives and how to find opportunities to practice compassion meaningfully in the world around them.

OBJECTIVES

Students will be able to...

- Define *compassion*.
- List people, animals, groups, and places for whom/which they have demonstrated compassion.
- Apply what they understand about challenges faced by others to create opportunities to practice compassion.
- Identify ways to demonstrate compassion.

1. Warm Up (10 min.)

- Ask students if they are familiar with the word compassion. Allow for responses. Then, provide the following definition: *having concern for the needs of others and wanting to do something to help.*
- Next, tell your students the following story. *On the way home from the park one evening, a family saw a young, frightened dog walking in the street. She tried crossing the road and was nearly hit several times. The family put a leash on the dog to get her out of harm's way and eventually adopted her.*
- Explain that this is an example of someone acting with compassion (or being aware of the suffering of another and taking action to help). Others may have walked by and not helped, but this family chose to show compassion. Luckily, many people choose to demonstrate compassion every day to help people and animals in need.

GRADE LEVEL 3-5

TIME NEEDED 50 min.

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.1, SL.4.1, SL.5.1

ISTE: Standard 3–
Knowledge Constructor
Standard 6–
Creative Communicator

MATERIALS

- Circle of Compassion Handout*
- Compassionate Kid Stories*

VOCABULARY

- Compassion

LESSON NOTE

This is a modified version of HEART's *Circle of Compassion* activity from the Humane Education Resource Guide, which can be downloaded for free at: www.teachheart.org.

ACTIVITY NOTE

The *Compassionate Kid Stories* are fictional stories written to inspire and teach youth about effective ways to demonstrate compassion.

- Ask students to think about a time when someone showed them compassion (allow them to share with a partner and for a few to share with the whole group). Allow the group to reflect on what it feels like when someone shows compassion.
- Ask students to think of a time they acted with compassion. Encourage them to think of examples that include not only people and animals, but also the environment. Explain how our natural world is also deserving of compassion. Allow a few students to share.

2. Compassion Activity (25 min.)

- Explain that most of us make choices every day that are compassionate, but we could probably find ways of adding even more compassion into our lives.
- Explain that they will be creating their own *Circle of Compassion*.
- Give each student a copy of the *Circle of Compassion* Handout. Explain that they are to add (with pictures or words) any people, groups, animals, or natural places they have compassion for. This means that they have done something to help that person, animal, or place (and do not harm them by their current actions). Challenge them to only add to their circle of compassion if they have been compassionate toward that person, place, or animal. If, for example, they really love tigers but have done nothing to help them, have them put tigers on the outside of the circle.
- Ask students to share an example of who or what they have compassion for, emphasizing the acts that demonstrate that compassion (e.g., if students have compassion for trees, encourage them to explain how they conserve trees by recycling their paper).
- Encourage students to share additional ways that they can show compassion to each other, to family, and to people and animals in our global community.
- Encourage students to think about ways that they can express compassion in their everyday lives related to the things they use, eat, and buy, and to the people, animals, and environments with whom or which they interact. Hand out the *Compassionate Kid Stories*.
- Organize the students into small groups, and have them read the *Compassionate Kid Stories*.
- Ask students what the kids in the stories have in common, and allow for a short discussion about any ideas or inspiration the stories may have given them as they try to bring more elements into their own *Circles of Compassion*.

3. Wrap Up (15 min.)

- Explain to students that even though this lesson is ending, this stage is when their real work to become compassionate can begin. Ask them to look at the list of people, places, animals, and groups outside of their circles. Ask a few students to share what is outside of their circle and brainstorm, as a group, what actions they can take to bring those elements into their circle.

EXTENSION PROJECT

- **Research and Technology:** Allow students to choose something they placed outside of their circle of compassion (see the *Circle of Compassion* activity in the Warm Up) to research and to consider how they can help that person, animal, or place. Allow students to use the internet to do an online research project with a safe internet search engine like www.kidrex.com. Using their research, ask students to create a presentation or digital poster that describes the person, animal, or place that they want to help, and make a call to action with ideas for how to show more compassion. If students are working in groups, we recommend using Google Slides or Padlet, and if they are creating a digital poster, we recommend Glogster. For presentations, students can do a gallery walk to see their classmates' presentations. To save on printing paper, use QR codes or create a simple classroom website with links to each student's presentation.

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

I use this activity to really challenge students to think courageously about their own actions. I think that the core of humane education is not only about understanding the issues affecting other people, non-human animals, and our natural world, but also pairing that with an interest and a willingness to engage with those issues positively. This activity asks students to think of themselves as part of the real life action that unfolds before them every day and encourages them to be active participants by aligning their actions with their beliefs. There is an incredible thing that happens with this activity. You will have students opening up about what they care for in the world around them and searching for ways they can make a difference. Seize these moments and allow your students to harness this care and good will. This lesson can be the launching point for some poignant and meaningful projects and units of study.

COMPASSIONATE KID STORIES

Trey and the Birds

Trey loved birds and he really enjoyed watching them. He was devastated when he saw how many flew into the glass windows at his school and injured themselves or died. He researched solutions and helped install nets around the windows prone to bird collisions. The netting helped the birds see the solid surface better, and fewer flew into the windows as a result.

Maria and the Bees

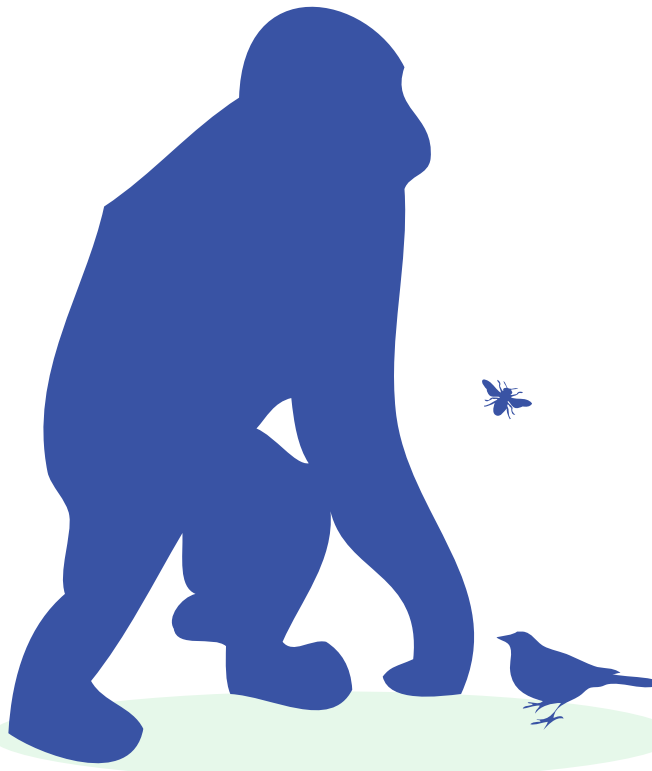
Maria was always fascinated with bees. She had recently noticed there were fewer bees around and began to ask why. After some research, she started to think it had something to do with the chemicals her parents and neighbors were using on their lawns. She convinced her parents to stop using the chemicals and made flyers to teach her neighbors about the problem as well. Maria hoped that her efforts would help to bring the bees back.

Julian and Friendship

Julian was really upset that some of the kids at his school were being mean and bullying other students. He decided to do something about it. He began asking kids who looked lonely to sit with him at lunch and included them in games on the playground. He also gave a speech to his class about why being mean to others is such a harmful thing to do. Many of the kids at his school became concerned and made friends with kids who were often left out. They also started to speak up when they heard their peers being unkind to one another.

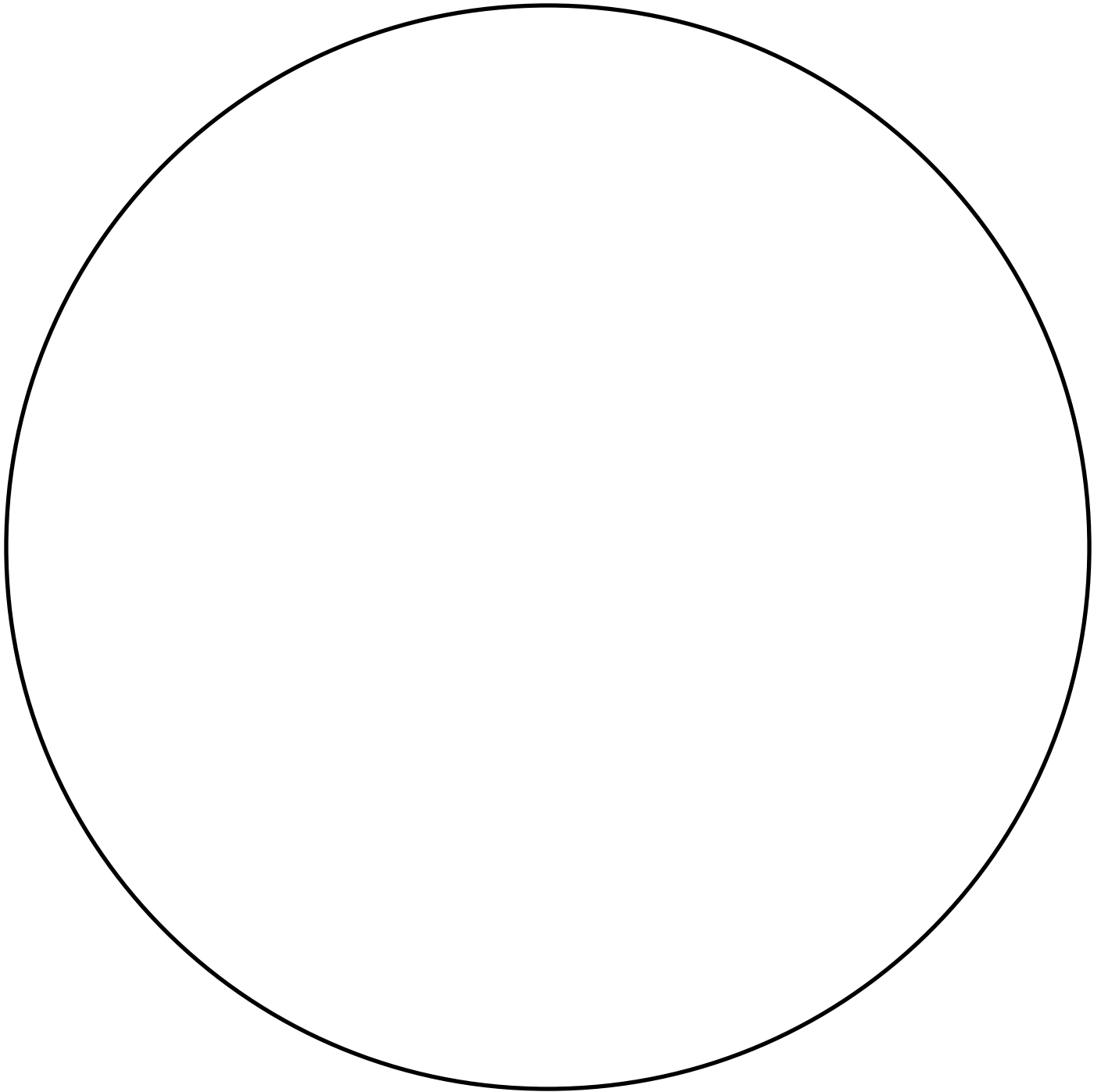
Himiko and the Orangutans

Himiko loved orangutans. She had never seen one in real life, but read about them and even watched movies about them. She worried that she couldn't help them because she lived in the United States, far from the Asian rainforests where most wild orangutans live. Then, she learned that one of the problems facing orangutans is that their forests are being destroyed to make room to grow palm fruit trees for palm oil. She was surprised to learn how much of her food contained palm oil. Himiko decided to boycott products that contained palm oil and encouraged others to do the same. One of her favorite brands of cookies even replied after she sent them a letter explaining her decision to boycott their product. The company said that it would take the palm oil out of its cookies.



CIRCLE OF COMPASSION

Directions: Add (in pictures or words) any people, groups, animals, or natural places that you have compassion for.



THEME: THE EMPATHY CONNECTION

SOMEONE ELSE'S SHOES

ESSENTIAL QUESTION

How does our understanding of the world around us change when we look at the world from another's perspective?

OVERVIEW

This activity invites students to imagine what life is like from another person's point of view, such as a sugar plantation worker and a person with a disability. They will work collaboratively in groups and present their findings and reflections to the class. After students put themselves *in someone else's shoes*, the activity culminates by inviting them to employ empathy in their everyday lives.

OBJECTIVES

Students will be able to...

- Collaborate with peers to complete a task.
- Engage in role play to increase empathy.
- Reflect on situations from someone else's perspective.
- Develop responsible choice-making by understanding situations from another's perspective.

1. Warm Up (5 min.)

- Ask students to think of a school staff member, such as a custodian. Explain that whether we think about it or not, we are connected to this person. If we leave a big mess, their job is harder. If we help pick up after ourselves, they have more time to work on other parts of the job. Explain that one way to understand the world around us even better is to take the time to think about situations from another person's point of view.
- Explain that when we feel empathy, we strive to look at the world through another person's point of view and feel what they feel or walk in their shoes.
- Discuss the following fictional situations, and ask students to use empathy to identify the character's feelings and see situations from another point of view.
 - ➡ **Situation #1:** *Amber is being bullied each day at recess by three other girls. They make fun of her clothes and her hair. She doesn't understand why they will not leave her alone. When she returns*

GRADE LEVEL 3-5

TIME NEEDED 45 min.

SUBJECTS Social Studies, English Language Arts

STANDARDS

Common Core
ELA-Literacy: RL.3.1, RL.4.1, RL.5.1
SL.3.1, SL.5.1, SL.4.2
SL.3.4, SL.4.4, SL.5.4

ISTE: Standard 6—Creative Communicator

MATERIALS

- Someone Else's Shoes* Empathy Cards
- Someone Else's Shoes: Empathy Cards* Instruction and Reflection Worksheet

VOCABULARY

- Empathy
- Perspective

RESOURCE LINKS

Edutopia: 4 Proven Strategies for Teaching Empathy

www.edutopia.org/article/4-proven-strategies-teaching-empathy-donna-wilson-marcus-conyers

Start Empathy: A Toolkit for Promoting Empathy

<https://startempathy.org/resources/toolkit/>

to class, she sits quietly in the back, trying not to be noticed. The other kids often exclude her because she always keeps to herself and they think it is because she is self-involved.

➤ Follow-up questions: *Using empathy, describe how you think Amber feels. Describe the situation from her point of view. Using empathy, describe how you think the girls bullying her feel when they bully her. How do you think the girls will feel the rest of the day? How is the bullying situation affecting Amber's relationship with the rest of her classmates?*

➤ **Situation #2:** *Antonio's mother is sick with cancer. Recently, she has been doing worse and is in the hospital. He is having difficulty paying attention in school because he is thinking about his mom. He is also having a hard time doing his homework because his dad picks him up after school to go directly to the hospital. He is worried about his mother, and he can't concentrate. Antonio's science group is frustrated with him and they think he is lazy because he is not contributing as much as they are to their joint project.*

➤ Follow-up questions: *Using empathy, how do you think Antonio feels? Describe the situation from his point of view. How is Antonio's situation affecting his relationship with his science group? Ask students to reflect on why empathy is important.*

➤ Break students into groups. Give each group an *Empathy Card*. Each card includes a fictional story about a person in a difficult situation. After reading their card, the goal is to understand the person's perspective and feelings.

2. Small Groups (20 min.)

➤ Pass out the *Empathy Cards* and *Someone Else's Shoes Instruction and Reflection* Worksheets.

➤ Ensure each group has a reader, recorder, role player(s), time keeper, and speaker. The reader will read the card and the instructions, the recorder will do the writing, the role player(s) will perform the activities and report their thoughts and reactions, the time keeper will keep the group on track, and the speaker will present the answers to the reflection questions. Give the group about 15 minutes to complete the handout.

3. Sharing (15 min.)

➤ Allow each group to share, beginning with the speaker summarizing the group's *Empathy Card*. The role players will talk about how they stepped into their person's shoes. Then give each group 1-2 minutes to share the answers to the questions.

4. Wrap Up (5 min.)

➤ Ask the class to recall some of the connections the groups shared. Ask if they can think of any ideas for how to use those connections to improve life for the people they studied. Ask the group to think about other ways they could practice empathy.

➤ Explain that one of the exciting things about empathy is that you can choose to practice it whenever you like. Challenge students to look at the world from the point of view of a classmate, another person, or an animal, in the next couple of days. Encourage students to remember this activity when they have a disagreement with someone. Ask them to practice empathy, to feel what the other person is feeling, and look at things from that person's perspective.

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

This activity asks students to practice empathy, which is a skill that improves with practice. By providing memorable examples, students will remember what it feels like to experience empathy and will have an increased understanding of how to manifest it in their lives. Encouraging students to embrace empathy in everyday situations is essential because it is a vital skill for developing healthy relationships and executing positive conflict resolution. It is also a critical component of social and emotional learning. This activity will further students' understanding of how interconnected our choices are with the realities of others' lives.

EXTENSION PROJECT

• **Technology:** Let your students apply what they learned in this lesson, by stepping into someone else's shoes with Voki. Students will create a virtual avatar based on someone they learned about from their empathy cards. If you can give your students access to computers or tablets, let students go to www.voki.com and create an avatar. Students may need to sign up, so we recommend creating a sign-in and giving students the login information. Students can pick a character from the empathy cards and animate the avatar by giving them sentences to speak. Students can type in the speech or record it themselves using a microphone. Let students use Voki to make these characters come to life by narrating their story in the first person. This activity will enable students to practice paraphrasing, writing from a different perspective, and to consider tone and setting as they build their Voki avatar.

SOMEONE ELSE'S SHOES: EMPATHY CARDS

EMPATHY CARD #1: Migrant Farmworker

You are Miguel, a farmworker who works picking vegetables in fields in Georgia. Your days are long. You start at 6 a.m. and work up to 14 hours at a time. You and the other farmworkers are exposed to toxic pesticides, chemicals used to kill bugs that might cause harm to the crops. During the work day it is extremely hot, but you are not given water breaks. You are only given 30 minutes to eat lunch. You do your best to work non-stop because the owner of the farm watches you from a distance with his binoculars, and he notices if you stop at all. You put up with these conditions for your family since they are everything to you. You make \$5.50 per hour; while it may not be much, you need the money.

You spend your nights in the housing provided by the farm. It consists of a small room that you share with five other farmworkers. Everyone shares the bathroom facilities, which are dirty and have no privacy. There is no hot water for showers either. You do not want to complain about these working conditions, however. The thing that is most difficult is being away from your family. You have a son who is five years old and a daughter who is seven. They are living with your wife, Lupe. You do not have the legal documents to be in the United States, so it is extremely difficult to go back to Mexico to see them. You would rather work in Mexico, but it was impossible to find employment. You have been in Georgia for the past three years. Working in the United States was a last resort, but you did it so that you could provide for your beloved family. You work hard so that you can send money back to them to meet their basic needs and to earn enough for your children to attend school. You hope that your sacrifices will give them a chance for a better life.*

Role Play

To simulate Miguel's day, pour a handful of beads or small pieces of paper on the floor to represent the vegetables he picks. Whoever is playing Miguel will put on a heavy backpack to represent the back pain he has from working 14 hours a day. Bend down and pick up one bead or paper at a time, and then stand back up. Continue until the reader finishes the story or all of the "vegetables" have been picked up. Be sure to stand all the way up in between each "vegetable" you pick up to simulate the back breaking work that farmworkers experience from being in the fields for such a long period of time. The reader should read the following story while the role player performs the activity: *A pickup truck comes at sunrise and you jump in the back with five others. It's hot; it is supposed to get to 100 degrees today. There's a thermos at the end of a row, but by noon you know the water in it will be so warm that you won't want to drink it. Everywhere you look, there are crops to pick. Picking and dumping, picking and dumping...your hands itch. They tell you not to rub your eyes with your hands, but when sweat is dripping down, you forget. When everything itches like this, you know a rash is coming. Why are the green beans covered with a white film? What's on them? Whatever it is, it makes you cough. No time to deal with this now, so much to pick.*

*This story was adapted from an interview on the National Farm Worker Ministry's website: <http://nfwm.org/farm-worker-stories/>

SOMEONE ELSE'S SHOES: EMPATHY CARDS

EMPATHY CARD #2: A Person with a Learning Disability

Your name is Nicole and you are 12 years old. You have dyslexia, which is a condition that can make it difficult to read words, numbers, letters, and symbols.

You always feel lost in your thoughts. You're constantly thinking about one thing or another. You are told that it will become easier as you get older and more literate, but that seems like a long way off. You feel frustrated because the world seems strange and confusing. Everywhere you look, there are words: books, computers, and signs all day every day. It would be easier if all the letters always looked the same. You are using techniques to manage your condition, but with all the different fonts and sizes, the letters look different all the time and it is difficult to make sense of them. You often feel insecure and you have low self-esteem. You are becoming more introverted and keep to yourself. School is very challenging for you, not because you are not smart, but because the way you see words makes it difficult to read and write. Almost everything in school depends on reading and writing. It is all so stressful. If you can't read or write, it can make it difficult to learn anything else.

Being dyslexic makes it very hard to feel comfortable around others. You don't feel like you fit in, and you avoid people because you do not want them to know that you have difficulty reading and writing. It seems like everyone else can do it so easily when you struggle so much with it. You worry about what you will be able to do for a career when you finish school.

Role Play

To simulate a day in Nicole's life, you will need to use a clock, a pencil, and piece of paper. Copy down the following text using the opposite hand from the one you usually use for writing. You should complete the task within two minutes.

Mae bod yn ddyslecsig yn ei gwneud yn anodd iawn i deimlo'n normal. Cyn gynted ag y bydd pobl yn gwybod eich bod yn ddyslecsig maent ymyleiddio chi. Rydych yn teimlo fel nad ydych yn cyd-fynd â'ch cyfoedion yn yr ysgol. Rydych yn aml yn ofni na fyddwch yn gallu cael swydd.

Activity follow up: This activity loosely simulates what it might feel like to have problems recognizing words and letters. It demonstrates how complicated writing and reading can be when words look unfamiliar. Timing, handwriting, spelling, and frustration are just a few elements of this simulation.

This story was adapted from the Beating Dyslexia website:
www.beatingdyslexia.com/being-dyslexic.html

This exercise was adapted from the demos "Online Resources for Staff Disability Awareness"
webpage: <http://jarmin.com/demos/course/dyslexia/09.html>

SOMEONE ELSE'S SHOES: EMPATHY CARDS

EMPATHY CARD #3: Child Laborer

Your name is Sunita, you are from Nepal, and you work as a child laborer. Your parents died when you were 9 years old and you were sent to live with your father's cousin. He was supposed to take care of you, but he sold you to a carpet factory owner to pay off his debts instead. He said that you have to work there now. You think you have been working there for three years, but it is difficult to keep track of time at the factory. Each day is the same. Instead of going to school, you work making carpets all day long and your hands always ache. Your days are long, starting work before sunrise and not finishing until after the sun sets. You are only given two short breaks during your 16 hours of work to eat a bowl of rice or lentils. Your supervisors often yell at you, and the other children in the factory, to work faster. If they do not think your work is good enough, they hit you. At night you sleep on the factory's dirt floor, which serves as your bed. You often feel scared and wonder if you will ever escape this place.

Role Play

To simulate Sunita's day, squat and imagine handling a sharp tool in this position for over 12 hours. Imagine staying in this position all day, tying the colored yarn to the threads. You can use the tool to push the fibers down. If you stop or slow down, you will be yelled at or beaten. Your hands hurt and often bleed, but if you complain you will be punished.

This story was adapted from an interview on CNN's website (www.cnn.com/2013/08/14/world/asia/nepal-child-labor), from information gathered from *The Runaway: Nepal, Kumar's Story* (https://newint.org/easier-english/child_labour/kumar.html), and from *Children of the Looms: Rescuing the 'Carpet Kids' of Nepal, India and Pakistan* (www.colorado.edu/journals/cye/13_2/FieldReports/ChildrenoftheLooms/ChildrenoftheLooms.htm).

SOMEONE ELSE'S SHOES: EMPATHY CARDS

EMPATHY CARD #4: Sugar Plantation Laborer

Your name is Bayani and you are from the Philippines. You are 15 years old and your job is to harvest sugarcane. Even though you are young, you already suffer from back pain because harvesting sugarcane is such difficult work. You have cuts on your hands and legs from injuries you got while harvesting.

You have to work quickly or you'll lose your job and what little income you earn to support your family. You are paid by how much you can harvest in a day, so you push yourself to work as fast as you can. It is very hot and you become dehydrated from working for such long hours under the sun and sweating in the extreme heat.

You wish you could go to school to learn to read and write, but instead you are in the fields all day. The only future you see is that in two years, when you are 17, you will have the challenging task of cutting the sugarcane and stripping the leaves with a machete, a very large and sharp knife. This is not something that you are looking forward to doing.

For the millions of farmers and plantation laborers who depend on harvesting sugarcane for a living, earning a decent wage is not easy. You work for 8 or 9 hours per day and earn about \$3.50 a day.

Role Play

To simulate a day in Bayani's life, pick up a ruler or pencil to represent a heavy tool. While standing a few feet away from anyone else, and being careful not to hit anyone or anything, swing it as you would to cut sugarcane for three minutes without stopping. Remember the faster you work, the more money you will make, so chop down as much as you can. You would be doing this work for at least 7 hours in the heat.

This story was adapted from a CNN interview, www.cnn.com/2012/05/01/world/asia/philippines-child-labor/, and information gathered from Human Rights Watch's website, [/www.hrw.org/reports/2004/elsalvador0604/11.htm](http://www.hrw.org/reports/2004/elsalvador0604/11.htm)

SOMEONE ELSE'S SHOES: EMPATHY CARDS

EMPATHY CARD #5: Factory Farm Worker

Your name is Jacob and you work in a factory farm that produces eggs. Factory farms are large industrial farms where animals are raised for food, kept in crowded conditions and suffer from lack of care. The owner of the farm runs the operation this way because he makes large profits. Your job is to walk through the large shed, where the hens are living in metal wire-floor cages, and to collect the eggs that they lay.

There are hundreds of hens confined to cages that are stacked on top of each other throughout the shed. The hens' waste falls down under the wooden floors of the building. The odor from all the waste is almost unbearable. But worse than the odor are the gases released from the large amount of waste gathered over such a long period of time.

You suffer from a severe respiratory infection from breathing in the ammonia released from the waste and the lack of ventilation in the building. You feel like you are constantly struggling to breathe. Your eyes are also irritated; they feel itchy and watery, making it difficult to do your job. More recently, you have been suffering from painful headaches and chronic coughing.

While you work, the hens sound like they are screaming, and they look miserable. They are thin, they have missing feathers, and they have sores on their bodies and their feet. You have to work through your own suffering and ignore the suffering of the hens to get through your shift. You walk along the long narrow path in between the two stacks of cages on both sides of you, collecting as many eggs as you can. You feel sick and you are having difficulty seeing what is in front of you.

While you do not make much money, you live in a community where the factory farm is the only industry in the area. You depend on this work to pay your rent and to feed your family. However, you are concerned that you will not be able to continue much longer if your health problems continue to get worse. The owner of the farm does not provide any health insurance, and you are afraid that your medical expenses will cost more than what you make. You are not sure what to do, but you will continue working as long as you can.

Role Play

To simulate Jacob's day, pinch your nose while breathing through a straw. At the same time, walk back and forth across part of the classroom. The rest of your group will make loud screeching sounds, like stressed out hens. **Note:** Immediately stop walking, sit down (have an empty chair available), and breathe normally if it becomes too difficult.

This story was written from information gathered from The Food Empowerment Project website: www.foodispower.org/factory-farm-workers/

This activity was adapted from a simulation described on the EarthJustice website: <http://earthjustice.org/blog/2011-june/what-s-asthma-like-try-breathing-through-a-straw>

SOMEONE ELSE'S SHOES: EMPATHY CARDS INSTRUCTION AND REFLECTION

Directions: Before you begin reading the empathy card, select different members of your group to be the reader, recorder, role player(s), timekeeper, and speaker. If anyone is not assigned a part, they can also be a role player. The reader will read the card and the instructions, the recorder will do the writing, the role player(s) will act out the activity from the empathy card and report their thoughts and reactions, the time keeper will keep the group on track, and the speaker will present the answers to the reflection questions.

Group Roles

Our Reader is _____ Our Recorder is _____

Our Timekeeper is _____ Our Speaker is _____

Our Role Player(s) is (are) _____

1. Our empathy card is _____

2. The person we learned about is _____

3. How did the role player(s) feel when doing the activity? _____

4. What surprised you about this person's life? _____

5. How might you be connected to this person? (Do you buy the products they make? Do you know anyone like this person in real life? Do you have something in common with this person?) List any connections you can think of.

6. What do you think others should understand about this person? _____

7. What do you think others could do to make life better for this person?

THEME:

THE EMPATHY CONNECTION

A DAY IN THE LIFE

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ESSENTIAL QUESTION

What would it really be like to experience a day in the life of another creature?

OVERVIEW

Students will read a brief story about an animal's life and will be asked to imagine life from that animal's perspective. They will then write a letter to communicate what a day in his or her life is like.

OBJECTIVES

Students will be able to...

- Practice perspective-taking.
- Write a friendly letter utilizing all five parts of a letter and appropriate grammar conventions.
- Write a fictional informative text from an animal's point of view.

Day 1:

1. Warm Up (15 min.)

- Ask students to imagine that they are away from their parents (at camp or visiting family) and need to write a letter home to tell their parents how they are doing and what a normal day is like for them.
- On the board or on a projection device, demonstrate the steps of writing a letter, including the elements of a heading, greeting, body, closing, and signature. Model age-appropriate level of detail, vocabulary, and content.
- Involve students in writing the details to help demonstrate the notion of writing about an imagined perspective. Explain that perspective-taking is when we try to understand a situation from someone else's point of view.
- Ask students to share times when they needed to understand someone else's perspective. If students are having difficulty thinking of actual situations, ask them to think of a situation when one of the following happened:
 - ➡ They had a disagreement with someone.
 - ➡ Someone reacted in a way that was unexpected.
 - ➡ They tried to find a compromise with someone.

GRADE LEVEL 3-5

TIME NEEDED Two 45 min. periods
(plus time for revision)

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: W.3.2, W.4.2, W.5.2
W.3.5, W.4.5, W.5.5

ISTE: Standard 3–
Knowledge Constructor
Standard 6–
Creative Communicator

MATERIALS

- ❑ *A Day in the Life* Photo and Story Cards

VOCABULARY

- Perspective

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

Perspective-taking and role-playing are powerful ways to help students develop empathy. We are rarely asked to consider the world from someone else's point of view, much less the point of view of an animal. This activity challenges students to use their creativity and empathy, while shining light on topics that are often hidden from their view. Students are fascinated by these stories and, in my experience, appreciate the opportunity to learn about such real and important topics.

2. Meeting the Animals (15 min.)

- Put students in 10 small groups, and pass out the *Day in the Life Story Cards* so that the students can read the stories with their peers. Ask them to discuss the following questions:
 - ➡ What surprised you about the life of the animal in your story?
 - ➡ What would you like to know more about?

3. Research (15 min.)

- Explain that they will consider what a day in the life of their animal is like.
- Allow students time to research questions that arose from the discussion.

Day 2:

4. Writing (30 min.)

- Using information from their research and story, read the following to the students: *You may have thought about what it might be like to be another person, but have you ever considered what it would really feel like to be an animal? You are going to be asked to imagine that you are the animal from the story you read and the research you just did.*

Imagine you are away from your family and need to write them a letter to tell them how things are going and what you are doing. Think about your daily routine from morning until night. What kinds of things do you do? What do you think about? What emotions do you have? What does your world smell, feel, and sound like? What do you like or not like about your experience?

Add as many details as possible to make it interesting and real. Include all of the elements of a letter and be as creative as possible.

- Set the tone by asking for a quiet writers' workshop. Allow students to revisit the story, review sample letters, view photos, and conduct research as they write.

4. Wrap Up (15 min. plus editing time)

- Encourage multiple drafts and thorough editing (peer editing).
- Once letters have been edited, invite students to read their letters to each other in large or small groups.
- Ask students to think about some of the situations these animals experience in real life. Allow them to reflect openly.
- Discuss the differences between the experiences of the same species of animals.
- Invite discussion on ways that they can help animals. Guide students to understand tangible ways they can help (awareness campaigns, letter writing, consumer action, etc.)



RESEARCH NOTE

It may save time to gather a few books, chapters from books, or articles about each animal from a library and have those available for each group. Children are often curious about details about animals, such as what types of foods they eat, their average lifespan, how “intelligent” they are, etc. If you have access to technology, consider allowing students to conduct online research. Use a safe search engine like Kidrex.org or build your own with only the sites you want students to see with a Google custom search engine.

WRITING NOTE

Some students may remark that because their animals can't write, they shouldn't have to write anything. Acknowledge that this activity requires them to use their imagination because animals do not write the way people do, but do communicate with each other and experience thoughts, feelings, and senses in very similar ways. Explain that this activity is a way to imagine what an animal would want to communicate and then put those thoughts and feelings into words.

WRAP UP NOTE

Be prepared to provide students with specific actions that they can take, related to each animal's story. If possible, allow time for a class project to follow through on one of the ideas generated when discussing ways to help animals.

EXTENSION PROJECTS

- **Art:** Provide students with an opportunity to create masks of their animal. Then, have them read their letters while role-playing as their animal. Record the readings and post them on a classroom-created website.
- **Technology:** Make the letters that your students write come to life with the website Blabberize.com. Blabberize lets you animate any picture of a character and add a sound recording so that it looks like your character is talking with your voice. Allow students to research and find pictures of animals, or find pictures for them. Students can then upload the picture onto Blabberize, and record themselves, using the microphone on a computer or tablet, reading their letter out loud. You may need to help students use Blabberize's mouth tool to locate where the mouths on the animals are. The end product is a very engaging video that helps students imagine what their animal's letter would sound like. Here is an example of Sasha the Elephant: <http://blabberize.com/view/id/1511544>

A DAY IN THE LIFE STORIES



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SASHA

Meet Sasha. She lives with her family in southwest Africa. She is an African elephant who spends her days roaming through the savanna in search of food, eating, splashing around, and drinking from water holes. She travels in a herd with her calf and other elephants. It can get very hot where she lives so she enjoys squirting water from her trunk onto her body to cool off.

She eats grasses, roots, leaves, fruit, twigs, and sometimes tree bark. She actually can eat as much as 300 pounds of food per day. Her herd members help her care for her young, and they depend on each other for protection as well as companionship. The leader of the elephant group is the eldest female elephant, Sasha's aunt. Elephants use low vibrations to communicate with other elephants up to 50 miles away. Female elephants, like Sasha, will stay with their families for their entire lives.

She occasionally visits the bones of family members who have passed away. Scientists think this is how elephants mourn and remember their deceased relatives. She will live to be about 60 or 70 years old.

A DAY IN THE LIFE STORIES



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MANGO

Meet Mango. Mango is an Asian elephant who tours with a traveling circus in the United States, visiting many cities to perform various acts. He was taken from his family and herd in Asia when he was young and became a captive animal, which means he cannot roam freely or choose what he does or where he goes the way other wild animals do.

Mango is forced to stand in strange positions, balance on platforms, and perform other tricks, by his trainers who use tools called electric prods and bull hooks. Sometimes Mango screams during his training sessions. His trainers are very forceful with him because they want him to learn tricks for the circus acts. He is used to being whipped many times a day.

Circus attendees have observed Mango swaying, chewing, rocking, and licking. Some scientists think that these actions are related to stress and boredom.

He spends his days traveling from city to city in a small trailer, getting trained to learn tricks, and performing. He is alone much of the time.

Most circus elephants only live to be 14. Because they spend most of their time standing on hard surfaces like concrete, they often develop serious foot and joint problems like arthritis, which eventually become so painful they cannot stand up.

A DAY IN THE LIFE STORIES



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SARAH

Meet Sara. She lives at an animal sanctuary, which is a place where animals who are in need of help are able to live out their lives in peace.

Sara was raised on a factory farm, a place where many chickens are kept indoors with very little space. She was found in a cage after a tornado destroyed the area. She was very nervous for a long time after she was rescued.

She sleeps in a barn, wakes up when she wants to, and is able to wander around the dirt and grassy areas whenever she likes. Sara is a bit shy, but she found companionship with a couple of other hens at the sanctuary. She loves spending time with her friends, investigating her surroundings, scratching in the dirt, pecking for and finding fruit, and taking naps in the sun.

A DAY IN THE LIFE STORIES



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#4654

Meet #4654. #4654 has never been given a name. She has never known her family and is used to laying eggs for people to eat. She lives in a building with thousands of other chickens. When she was younger she was debeaked, which means people used a sharp, hot blade to cut off part of her beak to keep her from pecking her cage mates. She shares a cage, called a battery cage, with 8 other chickens. She has a space that is smaller than the size of a piece of writing paper to live, so she frequently gets into fights with the other chickens. She will spend her entire life in this cage unable to stretch her wings. Her cage is made of wire and often rubs her feathers off and hurts her feet. She has to produce more than 260 eggs per year. They are all taken for food for people and none are allowed to hatch. When she doesn't produce eggs, the people starve her for a week and a half (a process called "forced molting") to shock her body into producing more eggs. She will never be able to go outside, give herself a dust bath, raise chicks, or feel sunshine.

A DAY IN THE LIFE STORIES



HANDSOME

Meet Handsome. Handsome is a 7-year-old Labrador-Chow mix. He lives in Indianapolis, Indiana. He was born near 22nd Street to a stray female dog. A woman picked him up and brought him to the vet. She fell in love with him so she decided to keep him.

The veterinarian diagnosed him with heartworm, an infection where a parasite harms the dog's heart. Luckily they were able to cure him, and he has been healthy ever since.

He loves taking walks, playing tug of war, swimming, rolling in the grass, and playing with his sister, a dog named Nia. He sleeps on his human mom's bed and always watches out for strangers, barking whenever he hears something that he thinks is suspicious. He loves treats and is often spoiled—receiving more than 3 or 4 of them a day.

He has a new baby sister who is a human and loves to watch out for and play with her. He likes scratches behind his ears and lying on the back deck when the weather is nice. Handsome is a very happy and well loved dog.

A DAY IN THE LIFE STORIES



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ARLO

Meet Arlo. Arlo is a 4-year-old Shepherd-Labrador mix. He lives in New Jersey and has been tied in a backyard since he was 6 months old. His mother was a homeless dog, and several of his litter mates were hit by a car. A boy picked him up and convinced his mom to allow Arlo to stay with them. He was allowed to stay inside when he was a puppy, but when he became big, his family put him in the backyard on a chain. He has fleas, which are very itchy, so his people don't let him come inside at all anymore.

He is not fed every day because sometimes his people forget to give him food. He has only been to the vet once. When it rains, he gets stuck in puddles because he is tied to such a short chain. He gets very cold and has to live near his own waste because of the short chain. He gets very thirsty when his people forget to give him water and very lonely since he spends almost every second of his life alone. He watches birds and squirrels, but can't run to play or chase them. He gets very scared by fireworks and thunder, but does not have any way to protect himself. Arlo longs for someone to take care of him.

A DAY IN THE LIFE STORIES



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HANNO

Meet Hanno. Hanno is a Philippine Eagle who lives in a protected forest in the Philippines. This means no one can harm his habitat, tear it down, or use it for farm land. He is 3 feet long and weighs 15 pounds. He is expected to live anywhere from 30 to 60 years. He has strong talons and a powerful beak, which he practices using when he is not hunting for food. He travels with his mate, Erma, and they are raising a chick, their son, named Frederico.

He is able to fly, hunt, sleep, and use his time as he wishes in his forest home.

A DAY IN THE LIFE STORIES



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WINIFRED

Meet Winifred. Winifred is a Philippine Eagle. This was her home. It was torn down to harvest the trees to build furniture and other household goods. Now she is separated from everything she has ever known and is trying to survive in an unfamiliar territory, where she is struggling to find food and nesting materials. She eats all kinds of animals who live in the woods, but since the trees were cut down it has become harder to find food. More than 80% of the trees in her country have been cleared.



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A DAY IN THE LIFE STORIES



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TREY

Meet Trey. Trey is a wild coyote who lives inside a protected forest and prairie area in Ohio. He has a partner, May, with whom he spends most of his time. He has had several litters of pups with her. He is a wonderful hunter and lives on animals like mice and rabbits, as well as fruit and insects. There is plenty of food where Trey lives, and he has no reason to move beyond his home. He has never seen a car and only briefly encountered one human being, who was a hiker.

A DAY IN THE LIFE STORIES



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JIM

Meet Jim. Jim is a coyote who was born just outside Denver. He used to live near a chicken farm. He couldn't always find enough mice or rabbits, so he occasionally took a chicken. One night the farmer caught him and tried to shoot him. The farmer shot his cubs and his partner. Jim ran almost 100 miles away. He began looking for more food near a neighborhood. He ate a lot of garbage, some rats, and whatever else he could find. He began living in some shrubs near a family's home. One night, when walking their dog, a neighbor saw him and called animal control. The big white truck chased him out of the neighborhood. He ran until he came to an airport which, to a coyote, is a loud and scary place without much food. He goes through trash cans and scavenges for food that people throw away.

THEME: THE EMPATHY CONNECTION

IF YOU COULD SEE THE WORLD THROUGH MY EYES

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ESSENTIAL QUESTION

How would we behave toward one another if we could understand things from someone else's perspective?

OVERVIEW

This activity asks students to share a challenging situation from their viewpoint and then imagine a different scenario from the viewpoint of a peer. It is focused on fostering and encouraging perspective-taking, empathy, and group problem-solving.

OBJECTIVES

Students will be able to...

- Articulate their concerns in a respectful manner.
- Positively receive constructive feedback from peers.
- Thoughtfully provide constructive feedback to their peers.
- Reevaluate a situation by considering diverse perspectives.
- Listen to the concerns of others and support others as part of a group dialogue.

1. Warm Up (15 min.)

- Inform students that today's activity will give them a chance to voice concerns over a problem they are dealing with and to receive support from their peers. Explain that this activity gives them an opportunity to practice empathy.
- Ask students to define *empathy*, and allow for responses. Then, let them know that empathy allows us to look at the world from another's point of view and to "walk in their shoes."
- Pass out the *If You Could See the World Through My Eyes* Worksheet, and allow students 10 minutes to fill it out. Encourage them not to overthink it. Tell them that anything they are worried about, even if it seems like a small problem, is worth including (provided they don't mind others discussing their problem).
- Have students cut or tear the bottom portion of the worksheet, and turn it in. Allow them to keep or recycle the top portion.

GRADE LEVEL 3-5

TIME NEEDED 60 min.

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.1, SL.4.1, SL.5.1

MATERIALS

- ☐ *If You Could See the World Through My Eyes* Worksheet

VOCABULARY

- Empathy

WARM UP NOTE

Ask students not to write down a problem that would make anyone else in the classroom uncomfortable because they were involved or know someone who was involved. Also, tell them not to use the actual names of anyone related to the dilemma out of respect for the individuals involved.

2. Set Up (10 min.)

- This activity can take place in a large group or smaller groups. Use your judgment on how much adult supervision your group will need at this point.
- Collect the worksheets, and then pass them back out so each student has a classmate's sheet.
- Ask students to read the sheet they are given; make sure it is not their own. Tell them to take a moment and consider the problem as if it were their own.



SET UP NOTE

If you are concerned about what the students may have written, you can read through the problems as you pass the worksheets back out. If you are uncomfortable about discussing some topics in a full group, keep those, and ask some students to pair up with a single topic so that each student has a chance to practice empathy. Address any topics of particular concern one-on-one with the student, or enlist the help of a social worker or parent.

3. Activity (25 min.)

- Remind the students of your expectations for their behavior and that this may feel uncomfortable as a speaker or a listener. Laughing, making fun, or arguing are not appropriate ways of dealing with those feelings. Emphasize that the point is to listen and support, not guess who wrote what.
- Ask students to share the problem they received aloud, one at a time, as if it were their own problem.
- Ask them to talk about how they feel and what they need from others.
- Invite the rest of the students to share their thoughts, similar experiences, and any advice they have about the topic.
- After the students share, if you have an interactive and supportive group, you can invite students to identify themselves if they wish to clarify anything about the situation, or ask for more support. This is entirely optional and not necessary. If you do not opt for this step, explain that students can seek out a peer or teacher support afterward for more help with their problem.

4. Wrap Up (10 min.)

- Thank the students for listening and offering support to their peers.
- Remind students that if they would like more advice, they can approach a peer or trusted adult for additional support.
- Close the discussion by asking the following questions:
 - ➡ What surprised you about looking at things from another person's perspective?
 - ➡ What will you do differently now, after learning about these problems and perspectives?
 - ➡ What changes would you like to see in the classroom after learning about these problems and perspectives?
 - ➡ In what other situations might empathy be a useful skill to practice?

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

One of the most challenging parts of building community is often that first step of addressing conflicts with one another. This activity allows students to venture into what is otherwise a particularly vulnerable area with anonymity, allowing for a safe discussion. Most often, this activity allows students to prove to the adults who work with them that they are full of incredible insight and maturity. I am always amazed at the kindness, support, and brilliance this activity pulls out of students.

IF YOU COULD SEE THE WORLD THROUGH MY EYES

What are three things that have been bothering you lately? It can be a problem with a friend, a problem at school, or something happening at home.

- 1.
- 2.
- 3.

Circle the one that you think your peers might be able to help you with. If this matter is very private, choose something else that you don't mind sharing with the class.

Write 3-5 sentences about the problem, explaining what someone might need to know to really understand it from your perspective:

A problem I'm dealing with is...

Something I tried that didn't work is...

THEME:

THE EMPATHY CONNECTION

EMPATHY BLOCKERS

ESSENTIAL QUESTION

What prevents us from being empathetic?

OVERVIEW

In some circumstances having empathy for a person or an animal can be relatively straightforward. For example, when you see a dog's tail wag when you come home, you can feel the dog's happiness. The reason having empathy can be difficult is that our ability to empathize can become blocked. In this lesson, four common empathy blockers will be discussed: a lack of information, strong feelings of fear or anger, prejudice, and denial. Students will think critically about what can prevent people from being empathetic, and how they can engage with this information to become more empathetic themselves.

OBJECTIVES

Students will be able to...

- Identify at least three influences that can prevent someone from feeling empathy.
- Explain how certain influences can prevent someone from feeling empathy.
- Develop solutions to empathy blockers that will help people embrace empathy.

Day 1:

1. Warm Up (10 min.)

- Begin the lesson by explaining to students that they will be discussing *empathy*.
- Explain that *empathy* is the ability to understand how a person or animal feels. Provide two examples, such as, "When my cat had to go to the vet for a check-up, I empathized with her, and I could feel her fear" and "When we surprised my dad with a birthday party, I could feel his excitement."
- Then, ask students to share a time when it was easy for them to understand how a person or animal felt. As they share their examples, ask them why they were able to understand how that person or animal felt. They might explain that they knew how the

GRADE LEVEL 3-5

TIME NEEDED Two 45 min. periods

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: RI.3.1, RI.4.1, RI.5.1
RL.3.3
RL.4.1, RL.5.1

MATERIALS

- Empathy Blockers* Reading
- Empathy Blocker* Scenarios

VOCABULARY/TERMS

- Empathy, Empathetic, Empathize
- Empathy Blockers
- Prejudice
- Amygdala

WARM UP NOTE

It may be difficult for students to think of examples of when they were not able to have empathy for someone else, so be prepared to share a few examples.

individual felt because they have experienced something similar or because of the way that person or animal acted (e.g., crying, laughing).

- Ask students if there has ever been a situation where they had a difficult time understanding the feelings of a person or animal. Ask them to share and provide an example such as, “When my friend received an A on the test he seemed upset, but I was not sure why. I could not understand exactly what he was feeling or why he felt that way” or “When my sister came over, my dog was barking in a way she had not barked before. I could not understand exactly what she was feeling or why she felt that way.”
- Name the following four common *empathy blockers*, which can prevent people from feeling empathy:
 - ➡ Lack of information
 - ➡ Strong feelings of fear and anger
 - ➡ Prejudice
 - ➡ Denial

2. Empathy Blockers Reading (15 min.)

- Explain to students that they will read about these four reasons people can have a difficult time experiencing empathy.
- As a group, read *Common Empathy Blockers*.
- Invite students to share their experiences with these empathy blockers or share your own experiences with empathy blockers.

3. Empathy Blocker Scenarios (20 min.)

- Next, share some examples of people not expressing empathy. The student’s task is to decide which empathy blocker(s) is/are best demonstrated in the situation and then consider what the people in the scenario can do to overcome what is blocking their empathy. This activity can be done as a class or in small groups.
- Pass out the *Empathy Blockers Scenario* Worksheet to each student.
- Either read each of the following scenarios to the class or ask student volunteers to read the scenarios. Allow the students time to answer the two questions on their own or to discuss in small groups before sharing their responses with the whole class.
 - ➡ **SCENARIO #1:** *The Geracy family (Hassan, Lena, and their son, Lewis) lives in Montana. Hassan is a professor at the local community college and Lena is a volunteer at a homeless shelter. The family is Muslim and, just like most followers of any major religion, they believe in treating people with kindness and respect. However, their neighbor does not understand their religion, and is afraid of all Muslims because of the terrorist acts committed by a small number of extremists, who happen to be Muslim. This neighbor is unfriendly to the Geracys and has told others that he does not want them in the community, even though the family has been respectful and kind to him.*

RESOURCE LINKS

Six Habits of Highly Empathetic People

<http://bit.ly/1d8k46p>

Empathy Library

<http://empathylibrary.com/about-the-library>

Cool School: Where Peace Rules

<http://coolschoolgame.com/>

Common Sense Education Review of Cool School: Where Peace Rules

<http://bit.ly/2cT2DyXSpent>:
<http://playspent.org/>

Common Sense Education Review of Spent

<http://bit.ly/2dA3JDV>

EXTENSION PROJECTS

• Historical and

Current Events Connections:

Challenge students to apply what they learned about empathy blockers to examples from history or current events. Ask students to work in small groups. Provide each group with information about either a historical or current event when a certain group of people or a specific animal species experienced oppression. Challenge students to apply what they learned about empathy blockers to consider how a lack of empathy might have affected the way that group was treated. Ask them to consider how the treatment of their group might have been different if other groups in society expressed empathy for them. Consider having the students create presentations about the event they studied for the class.

- **Discussion:** Screen a film with your students that is told from the point of view of a person or animal who experiences mistreatment in the story, such as *Black Beauty*. Ask your students to identify when someone did not appear to have empathy for the narrator and what caused the lack of empathy. Then ask them to identify when someone appeared to have empathy for the narrator and how empathy was demonstrated.

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE

➔ **SCENARIO #1 DISCUSSION:** Allow students to share their answers. If students do not mention it, explain that this scenario could demonstrate several empathy blockers, but the blockers causing the most influence are “prejudice” and “lack of information.” During the discussion of how the neighbor could overcome these empathy blockers, explain that it is important that we question our opinions of others and think about whether they are caused by prejudice. We should also make an effort to learn about diverse religions, cultures, and lifestyles that are different from our own so that we will have more information about the perspectives of others. Additionally, we can make an effort to talk with people we think are different from us and work towards seeing ways that we are similar.

➔ **SCENARIO #2:** *Arthur, a sweet dog, is now living in a home with a loving family, but his life used to be very different. He used to live with a man named Frank who became very angry with him when he barked too loudly or chewed on Frank’s shoes. Frank did not know that Arthur barked because he was anxious when a stranger walked past the house. Frank also did not know that Arthur chewed on shoes because he did not have any toys to chew. Instead of helping Arthur with these problems, Frank would hit Arthur or make him sleep outside in the cold. A neighbor could see that Frank was cruel to Arthur and offered to take him to an animal shelter. Frank decided he did not want Arthur anymore so he agreed. While at the adoption center a family who understood Arthur’s feelings and needs adopted him and gave him a loving home.*

➔ **SCENARIO #2 DISCUSSION:** Allow students to share their answers. If students do not mention it, explain that this scenario could demonstrate several of the empathy blockers, but that the blockers causing the most influence are “strong feelings of anger” and “lack of information.” During the discussion of how Frank could overcome these empathy blockers, explain that it is important that we learn how to cope with our anger. It is okay to be angry, but we have to express our anger by communicating our feelings in an open and honest way. It is not okay to express our anger by being cruel toward people or animals. We should also learn to better understand animals and how to correct unwanted behaviors by using techniques that are effective and humane. There is a lot of information available in books and online about how to teach animals through humane training techniques.

Day 2:

4. Writing (35 min.)

- Review what empathy means and the examples of empathy blockers with students.
- Ask students to complete one of the following writing activities:
 - ➔ Choose one of the empathy blocker scenarios from the handout to re-write. In your new version show how the characters

EXTENSION PROJECTS

CONTINUED FROM PREVIOUS PAGE

● **Educational Game:** There are several online games that teach students how to be more empathetic. Consider allowing your students to play some of these games. For younger grades, the game *Cool School: Where Peace Rules* allows students to explore a virtual school and resolve conflicts among cartoon characters involved in common classroom conflicts. When students are resolving conflicts in the game, ask them which empathy blockers are happening and what advice they would give to the characters in the game.

● **Educational Game:** For older students, the game *Spent* is a poverty simulator that simulates the life of an adult who faces daily struggles due to difficult financial circumstances. This game will let you foster a discussion around issues of poverty, misconceptions about those who struggle with poverty, and how to develop more empathy toward those individuals. It could raise some sensitive issues, and it is best if the teacher facilitates the conversation with the entire class. Please refer to the resource links for these two games and the Common Sense Education rating.

EDUCATOR SPOTLIGHT

Mickey Kudia

I think empathy is the most important thing we can teach young people, and not just empathy for people and animals with whom they are familiar. Having empathy for your friends and companion animals is easy, but having empathy for all living beings, especially those who are marginalized in society, may be more challenging and is necessary to create a world that is truly just and peaceful.

could feel empathy and then put their empathy into action. Demonstrate how the story changes when an individual feels empathy for someone else.

- ➔ Write an empathy blocker scenario based on a time when you did not feel empathy for someone else or someone did not have empathy for you. Identify the empathy blocker that prevented you or someone else from feeling empathy and explain how the situation would have been different if empathy was expressed.
- ➔ Write an empathy scenario based on a time when you felt empathy for someone or someone felt empathy for you, a person or an animal. Explain how the empathy was expressed, how it made the individual who was empathized with feel, and what happened in the situation.
- Consider providing students time to share their writing with a partner, a small group, or with the whole class, if they want to. Be cognizant that some of their work may be too personal to share.

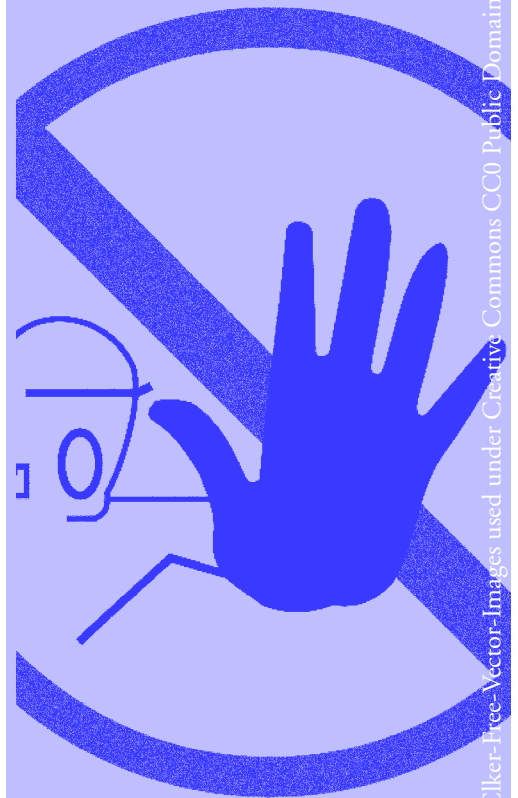
5. Wrap Up (10 min.)

- Review with students the four common empathy blockers: (1) they lack information about the perspective of the person or animal; (2) they have strong feelings of fear or anger; (3) they have a prejudice against a person or animal; and/or (4) they are in denial of what the person or animal is feeling or experiencing.
- Then ask students what they can do to prevent themselves from blocking their own empathy. Allow for responses and then discuss the following:
 - ➔ Read books/watch movies with stories told from different perspectives; talk with people who they think might be different from themselves; be mindful of their emotions especially when they are angry or afraid; be critical of their opinions and how they might be influenced by prejudice; be open to what someone else might be experiencing or feeling; and research information they hear about what a person or animal might be experiencing if they are unsure of its accuracy.



WRITING NOTE

You could assign this activity as homework, instead of an in-class activity. This would give students more time to think about and write their scenarios. As an enhancement to this activity invite students to include an illustration with their writing.



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COMMON EMPATHY BLOCKERS

Having empathy for someone can be difficult because it can mean being vulnerable and opening ourselves up to understanding someone's feelings of frustration, pain, confusion, or sadness. There are also certain influencers known as *empathy blockers* that can make it even more difficult to feel empathy. Below is a description of four common empathy blockers: lack of information; strong feelings of fear or anger; prejudice; and denial.

1. Lack of Information

We can never know everything about someone or what they have experienced. Often people will guess how a person feels or why they are acting a certain way. Since we do not have all the information, these assumptions can be inaccurate.

Example: Gael's teacher thought that Gael was being stubborn because he did not participate in the class activity. What Gael's teacher did not know was that Gael's parents were getting a divorce and he felt upset and depressed. Gael could not concentrate on the activity because he was so anxious about his home life. He didn't know why his parents were fighting so much and he didn't know where he would end up living.

negative feelings toward them, such as anger, fear, or disgust. People's prejudices are often based on characteristics like skin color, ethnicity, gender, religion, or sexual orientation. People can even be prejudiced against animals because they have unfavorable feelings about a certain animal species.

Example: Jacob sees his neighbor walking her pet Pit Bull. Jacob is scared of Pit Bulls because he heard a story on the news about a Pit Bull who bit someone. He thinks that because this dog is also a Pit Bull, she is mean and aggressive. If Jacob felt empathy for the dog, he would realize from the dog's wagging tail and smile that the dog is happy, friendly, and does not want to hurt him.

2. Strong Feelings of Fear or Anger

When someone feels scared or angry, it can be difficult to have empathy for others because a part of the brain that allows someone to think and use empathy is taken over by the amygdala, another part of the brain. The amygdala causes people to act and say things without thinking. When the amygdala takes over, it is sometimes called the *fight-or-flight response* or the *amygdala hijack*.*

Example: Sandra is angry with her younger sister for accidentally spilling a drink on her new shirt. Her sister tries to explain that it was a mistake, but Sandra is so upset about what happened that she does not have empathy for her sister and accuses her of doing it on purpose. If she felt empathy for her sister, she would realize that her sister feels guilty and wants to figure out a way to fix the situation.

3. Prejudice

Prejudice is when someone develops an opinion about someone before they know the individual. Their opinion is not based on truth, but on an unfair judgment they have of a group with which they associate the individual. When someone is prejudiced toward someone else they often have

4. Denial

When someone is in denial they refuse to believe that something is true. Sometimes when we hear new information it is difficult for us to accept it. Also, if something really terrible happens or someone is in an awful situation, people deny that it is actually happening because it is too difficult for them to accept that something so bad could actually be true.

Example: Naoki told his friend Camila that he did not eat meat because cows, pigs, and chickens can experience the same feelings as dogs and cats. He said that they are treated cruelly on large-scale farms and he did not want to support that. Camila told Naoki that he was wrong. She explained that her parents told her cows, pigs, and chickens are here for people to eat. She also said that farms would be shut down if they were that cruel to animals. Camila was in denial that what Naoki was telling her might be true because she loved animals and did not want to think about them being mistreated.

*The term *amygdala hijack* was coined by Daniel Goleman in his book, *Emotional Intelligence: Why It Can Matter More than IQ*.

EMPATHY BLOCKERS WORKSHEET

Name: _____

Scenario #1

The Geracy family (Hassan, Lena, and their son, Lewis) lives in Montana. Hassan is a professor at the local community college and Lena is a volunteer at a homeless shelter. The family is Muslim and, just like most followers of any major religion, they believe in treating people with kindness and respect.

However, their neighbor does not understand their religion, and is afraid of all Muslims because of the terrorist acts committed by a small number of extremists, who happen to be Muslim. This neighbor is unfriendly to the Geracys and has told others that he does not want them in the community, even though the family has been respectful and kind to him.

Which empathy blocker[s] do you think best describe[s] this situation? Use evidence from the text to support your answer.

Using empathy, how do you think the Geracy family feels, knowing that their neighbor does not want them in the community? How does the neighbor feel?

What could this neighbor do to better understand the Geracy family?

Scenario #2

Arthur, a sweet dog, is now living in a home with a loving family, but his life used to be very different. He used to live with a man named Frank who became very angry with him when he barked too loudly or chewed on Frank's shoes. Frank did not know that Arthur barked because he was anxious when a stranger walked past the house. Frank also did not know that Arthur chewed on shoes because he did not have any toys to chew. Instead of helping Arthur with these problems, Frank would hit Arthur or make him sleep outside in the cold. A neighbor could see that Frank was cruel to Arthur and offered to take him to an animal adoption center. Frank decided he did not want Arthur anymore so he agreed. While at the adoption center a family who understood Arthur's feelings and needs adopted him and gave him a loving home.

Which empathy blocker[s] do you think best describe[s] this situation? Use evidence from the text to support your answer.

Using empathy, how do you think Arthur felt when he lived with Frank? How do you think Arthur felt when he was taken to the animal shelter? How do you think he feels now with his new family? How do you think Frank feels?

What could Frank have done to better understand Arthur?



THEME: THE EMPATHY CONNECTION

FIND YOUR VOICE

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ESSENTIAL QUESTION

What do people need to know about one another for optimal understanding and mutual respect?

OVERVIEW

In this activity, students will be able to find their voice by giving others insight into their identity as a member of a group they believe is misunderstood. They will be asked a series of questions that may help clear up misconceptions and create an opportunity for greater understanding among individuals and groups of students.

OBJECTIVES

Students will be able to...

- Define *stereotype*.
- Identify and share relevant information about groups to which the students belong.
- Develop a deeper understanding about peers and their group identities through shared discussion.
- Participate in bridging the gaps between people by speaking honestly and listening empathetically.

1. Warm Up (10 min.)

- Begin by asking students to think about, and then share, groups to which they belong. Students will likely volunteer information about teams, activities, and interests.
- Affirm these groups and ask them to think about other parts of their identity that make them who they are. In essence, encourage students to share what might feel more personal or even make them feel more vulnerable. If students seem uncomfortable talking about topics like gender or race, take time to review basic classroom agreements for treating each other with kindness and respect.
- Some examples of groups youth may identify with that might resonate on a deeper, more personal level for them include: people with disabilities, adopted children, residents of specific neighborhoods, people of certain ethnicities, biracial individuals,

GRADE LEVEL 3-5

TIME NEEDED 60 min.

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.4, SL.4.4, SL.5.4
SL.3.6

ISTE: Standard 6–
Creative Communicator

MATERIALS

- Find Your Voice Handout

VOCABULARY

- Stereotype
- Assumptions

followers of certain faiths, children of same sex parents, etc.

- Ask students to generate a list of groups which are often misunderstood or misrepresented; draw from some of the examples above if students are having difficulty. Write this list out so students can see it.
- This activity will enable students to speak up for a group they are connected to and allow others to learn new information about that group as well. Explain that misunderstandings often happen when people don't take the time to listen and learn about each other's lives.

2. Writing Prep (15 min.)

- Give each student the *Find Your Voice* Handout and 10 minutes to complete it. Remind students that you want them to be brave and share things that may be new to their classmates. They should only *find their voice* for a group to which they belong.
- Allow them to prepare to share in front of the whole group by pairing each student with a peer and having them take turns answering the questions.

3. Find Your Voice Activity (20 min.)

- Reconvene and remind the students to take the activity seriously and to listen respectfully to the very best of their abilities. Remind them that this may feel uncomfortable, as a speaker or a listener, and that laughing, making fun, or arguing are not appropriate ways of dealing with those feelings.
- Invite volunteers to come up one at a time and ask them the questions. If some students wish not to speak, there is likely a reason why. Explain that more students can present at a later time, and then meet with students individually to see why they are uncomfortable sharing and to help them prepare.
- After you have taken volunteers, ask all students to write down three things that they learned about another group or a person in the box marked *Notes* on the handout.
- Invite students to listen quietly and respectfully as their peers *find their voice*.
- Ask the speakers to stand or sit near you, as they may need support from an adult if they are nervous.
- Ask them the following questions:
 - ➡ Which group did you find your voice for today?
 - ➡ What do you enjoy about being...(example: an immigrant from Colombia, a person with dyslexia, a girl who likes sports, etc.)?
 - ➡ What makes you frustrated about being...?
 - ➡ What do you wish others understood about being...?
 - ➡ What do others get wrong about being...?
 - ➡ How can others who are not in your group be more understanding or helpful?

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

One of the best ways to overcome bias is to listen to the stories of people in groups different from our own. This lesson creates a meaningful way to do just that and can be an extraordinarily powerful activity for you and your students. To get maximum participation, the group must feel comfortable and safe (knowing they will not be criticized, made fun of, or bullied for speaking their truth) so use your judgment, and prepare your group accordingly. I recommend teachers participate in the activity as well, so your students can better understand you.



LESSON NOTE

This lesson will probably be best received if you teach it after you have completed the *Agreements for Peace* activity on page 10, with your students, which aims to create a safe and inclusive classroom.

4. Discussion (10 min.)

- Allow for a short discussion by asking students to share something new that they learned about another group.
- Ask students to raise their hands if they still feel curious about something someone said. Tell them that this activity will hopefully open the door to asking their classmates questions in order to better know them, as well as the groups to which they belong. Revisit the activity to allow all students to share (even if several weeks later).
- Ask students if hearing these stories made anyone realize that they may have made assumptions about their classmates that were not true. Ask students to try to imagine why we (our brains) assume things about people based on small amounts of information (like, for example, what they look like or what clothing they wear). Explain that people categorize things all the time, as a way of understanding the world, and when two things are similar in some way, we often associate any feelings and thoughts we had about one with the other. Clarify that while this type of association is not usually intended to be harmful, it can be. Let students know that just because two people or things share one characteristic, it does not mean everything is similar about them.
- Take a moment to define and provide an example of the word stereotype. Share that a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Explain that it is stereotyping to believe that something is true about a person solely based on a group they are a part of. For example, it is stereotyping for someone to assume that all boys are not good at talking about their feelings just because that person encountered a couple of boys who had difficulty talking about their feelings. Stereotypes are not necessarily true and are not applicable to everyone in a given group.

5. Wrap Up (5 min.)

- Ask students to share what *finding your voice* means to them. Follow up by asking what they think giving a voice to someone else means to that person.
- Ask students to reflect and share ways they can take the lessons they learned during this activity to see everyone as an individual and to avoid stereotyping.
- Encourage them to recognize when they are making an assumption about someone else, to ask people questions to get to know them better, and to tell their own stories.
- Acknowledge that they rarely will know what a person feels, thinks, likes/dislikes, or believes without hearing about that person's experience.
- Allow students to share any final thoughts or feelings they have related to the activity.

EXTENSION PROJECT

- **Technology Integration:** Digital storytelling is a great way for students to tell personal stories about themselves while using technology to construct content. Often, students who are uncomfortable presenting to their classmates find their voice with digital storytelling. There are several good tools for digital storytelling, and we recommend **Adobe Spark** (spark.adobe.com).

With Adobe Spark, your students are able to easily create a compelling story or narrative and even add their own voice narration. Please be aware that students will need an email address to sign up for Adobe Spark. A good alternative that does not require student emails is Voicethread.

Example of Adobe Spark post:

<https://spark.adobe.com/gallery/causes/example/i-am-rosie/>

Example of Adobe Spark video:

<https://spark.adobe.com/gallery/gallery-editors-choice/example/make-it-work/>

FIND YOUR VOICE!

Name: _____

I) **What groups are you a part of?** (Think of what makes you who you are but that you feel like others don't really understand.) **Brainstorm your list here:**

II) **Choose the group you feel comfortable speaking up for, and circle it in the box above.**

III) **Fill in the blank with the group you have chosen, and think about how you would answer each question.**

1. What do you enjoy about being _____ ?
2. What, if anything, makes you frustrated about being a member of _____ ?
3. What do you wish others understood about _____ ?
4. What do others get wrong about _____ ?
5. How can others who are not _____ be more understanding or helpful?

IV) **Notes: Write 3 things that you didn't understand about other groups before listening to your classmates.**



THEME:
**THE EMPATHY
CONNECTION**

EMPATHY IN OUR SCHOOL

ESSENTIAL QUESTION

How can listening to others help us become more empathetic?

OVERVIEW

In an effort to increase empathy for people at their school, students will interview someone they do not know well, such as a cafeteria worker, custodial worker, office administrator, or a student in a different grade. They will report what they learn to their classmates. Through this process, students will learn how active listening and conversation can help us to better understand one another.

OBJECTIVES

Students will be able to...

- Demonstrate active listening.
- Create connections between active listening and empathy.
- Form relationships with new people.

DAY 1:

1. Warm Up (10 min.)

- Begin class by asking students if they remember what empathy means.
- Explain that each student will interview someone at the school, with whom they are not familiar, as a way to put themselves in “someone else’s shoes” and practice empathy.
- If students do not know the definition of *interview*, explain that “an interview is usually when one person meets with another to ask him/her questions. The purpose of the interview is for one person to find out information from or about another.”
- Explain that some people, such as reporters and talk show hosts, have jobs where they conduct interviews.
- Ask students which behaviors or qualities they think someone needs to be a successful interviewer. Allow for responses and make sure to include *asking thoughtful questions* and *being an active listener*.

GRADE LEVEL 3-5

TIME NEEDED Two 45 min. periods

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.1B
SL.3.4, SL.4.4, SL.5.4

MATERIALS

- ☐ *In Your Shoes Survey Worksheet*

VOCABULARY/TERMS

- Interview
- Passive listening
- Active listening
- Empathy

LESSON NOTE

This lesson will be best received as a follow-up to at least one other lesson in the Empathy Connection theme, since students need to be familiar with the meaning of empathy. This is a project-based lesson intended to help students put what they have learned about empathy into practice. They are challenged to use active listening to see something from someone else’s point of view and understand that individual’s feelings.

2. Active Listening (20 min.)

- Explain that you will be discussing the difference between an active and passive listener.
- Tell students to think about a time when they knew someone was not listening to them. Ask them to think about how they knew the person was not paying attention so they can show what not listening looks like to their peers
- Let them know that when you say “go” you want them to act out what it looks like when someone is not listening and when you say “freeze” you want them to immediately pause and hold their position.
- Give the “go” cue and observe their behavior.
- Then say “freeze.” While the students are frozen, point out some of the things you see students doing. For example, “I see that Manuel is rolling his eyes” and “I see that Tamara is playing with her hands.”
- Have students “unfreeze” and ask them to share any additional behaviors they observed while they were pretending not to listen.
- Ask students what most people are thinking about when they are not listening. Allow for responses, then discuss that people often think about what they plan to say next, not about what the person talking is saying.
- Explain to students that they have now seen what it looks like when people do not listen respectfully to others. Ask how they think their interviewee would feel if they behaved this way during their interview.
- Next, discuss appropriate ways to behave while conducting an interview. Share that great interviewers use active listening techniques to ensure that others know they are being heard.
- Have students share ideas on how to show they are actively and respectfully listening; write their ideas on the board. If not mentioned, be sure to include the following tips:
 - ➡ Focus on the speaker and make eye contact.
 - ➡ Listen closely. If you cannot hear everything clearly, politely ask the speaker to repeat what they said.
 - ➡ Wait quietly for the speaker to finish talking before responding (emphasize the importance of being patient and not interrupting, even when we are excited).
 - ➡ As you listen, concentrate on what the person is saying and try to visualize it.
 - ➡ Ask questions if there is something the speaker said that you do not understand. Re-phrase the speaker’s main points to make sure that you have understood them using sentence starters like: “I hear you saying that...”; “Your point is...”; “You think that...”

3. Interview Instructions (15 min.)

- Distribute the *In Your Shoes* Worksheet. Explain to students that they will be asking the questions on the worksheet to someone at their school, preferably someone whom they do not know very well, such as a cafeteria worker, custodial worker, or an office administrator. They can

EDUCATOR SPOTLIGHT

Mickey Kudia

What I love about this lesson is that it provides students with an opportunity to practice empathy by taking the time to listen to someone at their school. There are many people who make up a school community and strong communities are built on trust and mutual understanding. By interviewing a cafeteria worker, custodial worker, librarian, or office administrator at their school, students connect with members of their community and learn about the important role they have in their school. It will also humanize people who the students might see everyday, but never get the opportunity to speak with and understand their unique perspectives, interests, and feelings.

EXTENSION PROJECT

- **Writing and Technology:** As a class, create a website about empathy using Weebly (www.weebly.com). Suggest that your students ask their interviewees for permission to turn their interviews into blogs or videos for the site. Students can share their knowledge about increasing empathy through active listening with people from around the world, while practicing their writing and speaking skills. Encourage your students to produce additional content related to empathy and what it means to them for the website.

RESOURCE LINKS

Conflict Research Consortium

<http://conflict.colorado.edu/>

Greater Good in Action

http://ggia.berkeley.edu/practice/active_listening

also interview a teacher they have never had or a student in a different grade.

- Ask students what they think the purpose of this activity is and allow for responses. Make sure to share the following key points: to better understand someone at their school, to exhibit empathy for that person, and to learn how active listening and asking questions are some of the best ways to get to know someone.
- Ask for volunteers to role play how they will conduct the interviews.
- Have one student act as the interviewer and the other as the interviewee. Before they start the role play, emphasize that you want them to demonstrate being active listeners, using the tips they discussed earlier.
- After students finish role playing, ask their peers to provide them with positive feedback on what they did well. If needed, you can provide constructive criticism on ways they can improve. Then, as a whole class, discuss any additional suggestions for being a successful interviewer. Respond to any questions the students have about the project.
- Provide students with an appropriate deadline for finding an interviewee and conducting their interview. Make sure you also give them enough time to prepare for their presentation.
- Let students know that they will have to explain the project to the person that they want to interview. They should ask if the person is willing to participate and able to set up a day and time to be interviewed before the deadline. If the person does not want to participate for any reason, the student should be respectful and thank the person for their time and consideration. Explain that they will then have to ask someone else to be interviewed.

DAY 2:

1. Review (5 min.)

- Review active and respectful listening skills with students.
- Encourage them to demonstrate their best active listening skills as they take turns sharing what they learned from their interviews.

2. Student Presentations and Discussion (35 min.)

- Have each student present their interviewees' responses to the questions.
- After all the students have shared, ask the class the following questions:
 - ➡ Was there anything surprising that you learned from your interviews?
 - ➡ Was there anything surprising that you learned from your classmates' interviews?
 - ➡ Were there any similarities in interviewees' responses to the interview questions?
 - ➡ What did you learn about the connection between respectful, active listening and really getting to know someone?
 - ➡ How does trying to really understand others affect our empathy toward them?
 - ➡ How can you use active listening to better understand the people you meet at school and in your personal life?



INTERVIEW INSTRUCTIONS NOTE

You may want to inform the staff and faculty about the project in advance to ask if anyone has a particular interest in participating or if there is anyone who would prefer not to participate. Then, you can inform your students of individuals they should not ask to interview or create a list of people to consider approaching. You also might want to create a shared list of interviewees that your students can fill out so that the students do not ask the same person to be interviewed multiple times. Encourage students to create their own interview questions about empathy instead of, or in addition to, using the ones provided in the lesson. Review the questions provided as an example and discuss the questions they create. Teach students how to best phrase their inquiries so they are able to effectively obtain the information they are curious to learn.



STUDENT PRESENTATIONS NOTE

You can enhance this project by asking students to create more formal presentations about what they learned from their interviews and the connection between getting to know someone and exercising empathy. They could create a poster, tri-fold, or PowerPoint to share what they learned about both the interviewee and themselves. Encourage students to include how the experience influenced their understanding of others and how it enriched their own lives.

3. Wrap Up (5 min.)

- Thank students for their work on the project and the discussion.
- Let them know that you hope they continue to use what they learned about active listening both in this class and in their personal lives.
- Ask them the following questions:
 - How would school be different if everyone had the opportunity to talk with everyone else at the beginning of the school year?
 - How can we work toward having a more empathetic school, even though we may not be able to talk to everyone in the school?



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IN YOUR SHOES SURVEY

NAME _____

Empathy is when we “put ourselves in someone else’s shoes” to think about the world from their point of view and understand their feelings. To build empathy, you will interview someone at the school who you do not know well, practicing your best active listening skills. You can interview a cafeteria worker, custodial worker, librarian, office administrator, teacher (one you’ve never had), or a student in another grade. Ask them the questions below and write down their responses.

1. What is your name? _____

2. What is your role at the school? _____

3. How do you feel about your position at this school? _____

4. What is your favorite thing about our school? _____

5. What is one thing you would like everyone in the school to know about you? _____

6. Have you ever felt misunderstood by people at our school? If so, please explain why you felt this way?

7. What is one thing that we can do to better understand each other at our school?

8. Draw a picture of the person you interviewed below.













MYSTERIES UNCOVERED

(3 - 5)

A distinct feature of humane education—in addition to fostering empathy and compassion for people in our local community— is promoting respect and understanding for all people near and far, for every species, and for our entire planet. In the Mysteries Uncovered unit, students will have an opportunity to develop their academic skills while learning about topics that are typically hidden from view. In a safe educational environment, they will have the opportunity to delve into a variety of pressing issues and will be challenged to think critically about them. The aim of this unit is for youth to develop their own unique opinions about these issues and to feel empowered to take action to address problems they are concerned about through both their individual behaviors and larger systemic change.

-  **Investigations: Finding the Truth**
-  **Is it Child Labor?**
-  **How Much Does that Really Cost?**
-  **Water is Life**
-  **Children Just Like You**
-  **It's Raining Cats and Dogs**
-  **What's Really Happening on the Farm?**
-  **The Consequences of Our Changing Climate**

THEME: MYSTERIES UNCOVERED

INVESTIGATIONS: FINDING THE TRUTH

ESSENTIAL QUESTION

In what ways might a documentary film influence our opinions or behaviors?

OVERVIEW

Students will uncover a mystery by delving into a topic of their choice through the medium of documentary film. They will select a documentary based on a topic they wish to investigate and will be tasked with teaching their peers about what they learned by completing the *Detective Findings Report* Handout.

OBJECTIVES

Students will be able to...

- Define the term *documentary film*.
- Discuss and share information about a topic in a respectful manner.
- Demonstrate a deeper understanding of a topic by gathering new information and presenting that understanding orally and in writing.

DAY 1:

1. Warm Up (10 min.)

- First, ask students to think of a world issue that they wish they understood better. Allow students to share their answers. Then, ask students what they can do to learn more about the topic they selected, and allow a few students to share their answers.
- If students do not mention it, explain that films are one way to learn more about a topic, especially films that are non-fiction. These are called *documentaries*.
- Define documentary films as “nonfictional videos or film narratives intended to accurately record something from real life, usually to educate about an issue or to create a record of history.”
- Explain that for this activity, students will select and watch a documentary film about a topic they want to learn more about, and then write a report on what they learned.

2. Detective Findings Report (25 min.)

- Provide students with a list of age-appropriate documentary films with humane themes and a summary of each film. Ask students to choose a film from the list, with a topic they want to learn more about.

GRADE LEVEL 3-5

TIME NEEDED Two 35 min. periods

SUBJECTS Social Studies,
English Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.1A, SL.4.1A,
SL.5.1A
SL.3.1B

ISTE: Standard 3–
Knowledge Constructor
Standard 6–
Creative Communicator

MATERIALS

- ❑ *Detective Findings Report* Handout

OPTIONAL

Suggested films: Documentary films
(Age ratings sourced from Common Sense Media):

- *Born to Be Wild* – (Ages 5+)
Endangered animal conservation
- *Wings of Life* – (Ages 6+)
Plants and animals
- *Arctic Tale* – (Ages 6+)
The lives of polar bears
- *What’s On Your Plate* – (Ages 8+)
How food is produced
- *Kindness is Contagious* – (Ages 9+)
The power of being nice
- *A Place at the Table* – (Ages 9+)
Poverty in America
- *Koran by Heart* – (Ages 10+)
The cultural background of 3 Muslim children and their understanding of a sacred text

OPTIONAL
CONTINUED ON FOLLOWING PAGE

- Distribute the *Detective Findings Report* Handout.
- Ask students to complete the *Preview Questions* on their handouts before watching their film.
- Explain that they must then watch the video and complete the *Detective Findings Report* in order to present their findings to the class.
- Provide students enough time to watch the video outside of class and complete their *Detective Findings Report*. Let the students know when they will be asked to present their findings.

DAY 2:

3. Share Detective Findings Report (30 min.)

- After students are given an appropriate amount of time to complete the activity, have them share their reports with their classmates.
- If students struggle with presenting to the whole group, consider having them present to a partner or a small group. Give each student 2-4 minutes to present and allow other students to ask questions.

4. Wrap Up (5 min.)

- In a group discussion, after students have presented, ask them to share the most striking thing that they learned from their documentary.
- Ask the students whether or not viewing and reporting on the film changed their feelings or ideas about the topic and, if so, how. Ask if they plan to change any behaviors or take any new actions after seeing the film. Then, ask them what the most important thing was that they learned from one of their peers.

EXTENSION PROJECTS

Create a PSA: After students have watched the documentary, consider asking them to create a Public Service Announcement related to the film's topic.

Student Documentaries: Challenge students to create their own documentary about a topic they are interested in to educate their peers. Since capturing footage may be difficult for many students, consider using a digital storytelling tool like **Adobe Spark**. Students can search for or upload relevant images and media to insert into a slideshow format and narrate over the slides. A good practice is to have students storyboard their video first, planning out what they will show and say.

Essay Project: Ask students to write a short essay on their topic by including information from the film and from their own independent research of at least three additional sources. This can be a great chance to teach age-appropriate online research skills. Consider having students conduct research online using a safe search engine like **www.kidrex.com** or using a Webquest, which is a collection of different online resources related to a topic. You can find Webquests that have already been created at **www.zunal.com** or create your own.

EDUCATOR SPOTLIGHT

Mickey Kudia

I have found that showing documentary films is a great way to provide content to students. Films combine images and sound, so it is perfect for students who are auditory or visual learners. Also, most documentary films tell a story, which allows students to develop empathy for the people or animals in the film. It makes the topic much more personal because students can see the topic through the eyes of another individual. Hopefully, their discoveries will set them up for a new interest, encourage further exploration of their selected topic, and inspire them to embark on similar studies of other important issues.

OPTIONAL

CONTINUED FROM PREVIOUS PAGE

- **BYKIDS Films – (Ages 10+)**
Several films made by kids about their lives to promote a more global community
<http://bykids.org/our-films/>
- **I Am Eleven – (Ages 10+)**
Bullying
- **Fed Up – (Ages 10+)**
Human health and sugar consumption
- **Living on a Dollar – (Ages 10+)**
Poverty in Central America
- **God Grew Tired of Us – (Ages 11+)**
The lives of the Sudanese refugees, known as “the lost boys”
- **The Revolutionary Optimist – (Ages 11+)**
Activism in Indian slums

VOCABULARY/TERMS

- Documentary Film

RESOURCE LINKS

Institute for Humane Education's Documentary List

<http://humaneeducation.org/blog/tag/documentaries/>

Movies Inspire Kids to Change the World by Common Sense Media

<https://www.commonsensemedia.org/lists/movies-that-inspire-kids-to-change-the-world>

DETECTIVE FINDINGS REPORT NOTE

See our suggested documentary list under optional materials. If it is too difficult for students to watch one of the documentaries on their own at home, consider having the class vote for one documentary to watch together, in class. Have students complete the *Detective Findings Report* after the viewing.

ACTIVITY NOTE

Remind your students that they are watching these films for educational purposes, so they should view them in a critical manner. Ask the class to consider when the film was made, who directed it, what the director's motives were, and whether the film shares multiple points of view on the issue.

DETECTIVE FINDINGS REPORT

Name: _____ Date: _____

PREVIEW QUESTIONS

Movie Title: _____

According to the documentary film list, this film is about...

Three things I want to learn about this topic are...

- 1.
- 2.
- 3.

POST-VIEWING QUESTIONS

Three things I learned from the film are...

- 1.
- 2.
- 3.

Was there anything in the film that you disagreed with? If so, what?

What will stay with you the most from the film?

Would you recommend this film to others? Why or why not?

Has this film inspired you in anyway? Explain your answer.



THEME:
MYSTERIES UNCOVERED

IS IT CHILD LABOR?

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ESSENTIAL QUESTION

What is the difference between oppressive child labor and fair work?

OVERVIEW

This activity is intended to introduce students to the concept of oppressive child labor. It begins by asking students to think about some basic rights of children (e.g., having time to play and access to education). Next, students will define oppressive child labor and learn that some youth spend their childhood working instead of having fun or going to school. Students will review several scenarios and decide whether or not they think the scenarios are examples of oppressive child labor. Students are challenged to provide evidence from the text to explain their positions. Finally, they consider why children are exploited for work, how they feel about child labor, and actions they can take to help children who are being taken advantage of for their labor.

OBJECTIVES

Students will be able to...

- Define *oppressive child labor*.
- Describe examples of oppressive child labor and examples of fair work.
- Compare and contrast oppressive child labor to fair work.
- Identify at least one action that can be taken to help address the problem of oppressive child labor.

1. Warm Up (10 min.)

- Write the following on the board and ask the students to either discuss with a “turn and talk” partner or answer in a 5-minute free write.
 - ➡ Should all children have time to play and learn? Why or why not?
 - ➡ Provide 3 reasons to support your opinion.
- Facilitate a short whole class discussion for students to share their responses.

GRADE LEVEL 3-5

TIME NEEDED 45 min.

SUBJECTS Social Studies

STANDARDS

Common Core
ELA-Literacy: RL.3.1, RL.4.1, RL.5.1

ISTE: Standard 3–
Knowledge Constructor

MATERIALS

- ❑ *Is It Child Labor?* Activity

VOCABULARY/TERMS

- Oppressive child labor
- Child laborers
- Manufacture
- Debt
- Migrant farmworker
- Fair trade

LESSON NOTE

Consider teaching this activity as an introduction to either the *Children Just Like You* lesson, on page 239, or the *How Much Does that Really Cost?* lesson, on page 208. *Children Just Like You* will allow students to learn more about the issue of child migrant farmworkers in the United States and possible solutions to that problem. *How Much Does that Really Cost?* focuses on the cost that products have on people, animals and the environment, as well as possible ways to mitigate those costs.

2. Defining Oppressive Child Labor (5 min.)

- Provide students with the following information:
 - ➡ Unfortunately, not all children have the opportunity to go to school or have time to play because they have to work.
 - ➡ When children work, depending on how they are treated and the conditions under which they are working, it can be considered oppressive child labor.
- Present the meaning of *Oppressive Child Labor* on a PowerPoint/whiteboard/poster board and ask a student volunteer to read the definition to the class.
 - ➡ *Oppressive child labor is when a child works in unsafe conditions, for long hours, for very little money. Most of these children are not able to go to school because they have to work.*

3. Compare and Contrast (20 min.)

- Ask students to assess several scenarios to decide if they think each scenario is an example of oppressive child labor or not.
- If they think it is fair and appropriate work they will give a thumbs-up; if they think it is oppressive child labor they will give a thumbs-down; and if they are not sure they will give a sideways thumb. Explain that they should consider the following questions as a guide (write the questions on chart paper or on the board):
 - ➡ Is the child working in unsafe conditions?
 - ➡ Is the child working for very long hours?
 - ➡ Is the child working for very little pay?
 - ➡ Does the child get to go to school?
- Ask students to provide evidence for why they think the scenario is or is not oppressive child labor or why they are not sure.
- *Is It Child Labor?* stories include:
 - ➡ Willie, coal miner*:
Yes, dangerous conditions, not able to go to school
 - ➡ Rahim, factory worker:
Yes, works all day, dangerous conditions, little pay
 - ➡ Maryama, store clerk:
No, safe conditions, minimum wage, attends school
 - ➡ Hassan, cocoa farmer:
Yes, no pay, slavery
 - ➡ Khadija, rug weaver:
Yes, long hours, indentured servitude
 - ➡ Darweshi and Ashon, school chores:
No, safe, attends school, rewarded
 - ➡ Luciana, migrant farmworker**
Yes, long hours, low pay, not able to attend school year-round
 - ➡ Keisha, chores around her home:
No, safe conditions, contributing to her own home, attends school

RESOURCE LINKS

Satyarthi: Kailash Satyarthi Children's Foundation
<http://satyarthi-us.org/>

WE
www.we.org/

ILO (International Labor Organization)
<http://www.ilo.org/global/lang-en/index.htm>

HEART Blog: Our Students Were Shocked to Learn this Fact about Child Labor
<http://teachhumane.org/2014/03/24/our-students-were-shocked-to-learn-this-fact-about-child-labor/>

Scholastic: Child Labor
http://teacher.scholastic.com/scholasticnews/indepth/child_labor/child_labor/index.asp?article=help

EXTENSION PROJECTS

Writing: Ask students to choose two of the stories from the Compare and Contrast section of this activity (one example of oppressive child labor and one example of fair treatment). Ask them to write a poem, paragraph or short story comparing and contrasting the lives of the two children described in both stories. Let students know that these are fictional stories and they can imagine what their lives are like and add additional details, but they must include information from the text.

Research & Service: Ask students to research an organization such as Satyarthi or WE (see Resources above) to learn about work that is being done to help free children from oppressive child labor and provide them with the opportunity to attend school. Consider discussing possible actions your class can take to help work on the problem of oppressive child labor, such as raising money to build a school for former child laborers or donating school supplies to newly built schools.

Educational Game: Let students play the game "Eliminate Child Labour" by World Vision to learn more about child labor and what they can do about it. In this game, the player has to train to become a social worker and learn about child labor. The player then reviews individual child labor cases and makes decisions to help those children.

EXTENSION PROJECTS
CONTINUED ON FOLLOWING PAGE

* *After you discuss this story, let the students know that this was an example of oppressive child labor that used to be legal and common in the United States, but is not legal or common any longer. Let them know the rest of the examples you will discuss are either legal in the country where they are taking place, or not legal, but still commonplace.*

** *Define child migrant farmworker as a child who moves from place to place seasonally to work harvesting crops, which are plants grown for food (such as grains, fruits, or vegetables).*

4. Wrap Up (10 min.)

➤ Ask students the following questions:

- How do you feel about oppressive child labor? Why do you feel that way?
- Why do you think children are forced to work? (Possible answers: “employers” can take advantage of children more easily; it is more difficult for children to speak up for themselves; children often do not know their rights; children in these situations are scared and often do what they are told; the children are often taken away from their families and they have nowhere to go; and it is easy to pay children little to no money, allowing for higher profits.)
- What do you think can be done to help with the problem of oppressive child labor? (Possible answers: support, through their own family’s purchases, fair trade companies that only hire adults and pay fair wages; write letters to governments demanding that they develop stricter labor policies to force companies not to use children; pay adult workers fair wages, and provide safe working conditions; support non-profit organizations working to free children from oppressive child labor; and educate others about oppressive child labor.)



COMPARE AND CONTRAST NOTES

The pictures of these children are real but the stories are fictional. The stories are based on real situations experienced by youth.

While discussing the stories consider introducing students to the terms fair trade and organic, so that they know there are products available that are made without the use of oppressive child labor or pesticides. You can also show them fair trade and organic labels so they know what they look like.

EXTENSION PROJECTS

CONTINUED FROM PREVIOUS PAGE

When students are done playing the game, ask them to write a game review to summarize what they learned and whether they think the game is a good way to learn about child labor. Play the game at <http://bit.ly/2kK6hhu>

EDUCATOR SPOTLIGHT

Kim Korona

Oppressive child labor is a serious problem affecting youth all around the world, including the United States. While it may seem like an upsetting topic to discuss with elementary school children, it is a relevant issue because it is affecting youth of all ages. This activity helps students compare and contrast oppressive child labor and fair work. Youth will gain perspective about the difference between doing simple chores around the house and being forced to work in dangerous conditions. In teaching this lesson, doing the “thumbs-up” for fair treatment and the “thumbs-down” for oppressive child labor is really important because it provides an opportunity for all the students in the class to be involved. In general, this part of the activity is fairly easy for the students, but gets harder when they are asked to explain their answers, as they have to practice how to provide evidence defending their positions. Since this activity is an introduction in defining oppressive child labor, I really encourage you to follow up with both the *Children Just Like You* lesson and the *How Much Does that Really Cost?* lesson where they will learn more about these issues, and have the opportunity to learn more about possible solutions to the problem of worker exploitation.

IS IT CHILD LABOR? ACTIVITY



It is 1911 in Pennsylvania. Willie and his friends are at the coal mine. They work there separating impurities from coal by hand. Willie does not know how to read because he is not able to go to school.

This is an image of children who are coal miners, similar to Willie and his friends.

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IS IT CHILD LABOR? ACTIVITY



Rahim is 10 years old and he lives in Pakistan. He works in a hot factory, all day long, operating a large machine. His job making carpets is very exhausting work. He has difficulty breathing from all the thread dust. His hands have cuts from the sharp claw tool that he uses to pull down the thread. He is only paid pennies a day.

This is an image of a child who is doing work that is similar to what Rahim does.

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IS IT CHILD LABOR? ACTIVITY



Maryama is 16 years old and she lives in California. She has a part-time job at the corner store. She works after school and earns minimum wage. She is saving up money to help pay for some of her future college expenses. She dreams of becoming a doctor.

This is an image of a young woman who is doing the same type of work that Maryama does.

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IS IT CHILD LABOR? ACTIVITY



Eight-year-old Hassan lives in the Ivory Coast and works on a cocoa farm. He spends his days collecting cocoa beans after they have dried. He was taken from his family, and working on the cocoa farm has become his whole life. He does not know what the cocoa beans are used for because he has never eaten chocolate before. He is not paid any money for the work that he does.

This is an image of a child who is doing the same type of work that Hassan does.

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IS IT CHILD LABOR? ACTIVITY



Khadija lives in Morocco and is 6 years old. She works all day at a weaving loom making rugs. She never receives any money because she is told that she has to pay off her debt, the money she owes, for the meager food she is provided.

This is an image of a child who is doing the same type of work that Khadija does.

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IS IT CHILD LABOR? ACTIVITY



12-year-olds Darweshi and Ashon are from Kenya. Each morning they come to school early to help their teacher with some chores. They enjoy doing the work and they like hanging out together. One example of their chores is sweeping in front of their classroom. Their teacher provides them with breakfast as a thank you for their work. Darweshi is a good writer and hopes to become a novelist. Ashon enjoys math and science and wants to be an engineer.

This is an image of two children who are doing one of the chores that Darweshi and Ashon do for their teacher.

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IS IT CHILD LABOR? ACTIVITY



Luciana lives in Texas and she is 13 years old. She travels to different farms throughout the United States so that she can work as a migrant farmworker and help her family with living expenses. She has to leave school early, sometimes in April, and does not return until October, so that her family can have more time to farm around the country. She works up to 12 hours each day and makes about \$12 per day. The migrant farmworkers do not receive many breaks and it gets very hot working in the fields. Luciana hopes that one day she can go to college to study organic farming and business. She wants to buy her own land so that she can be a farm owner. She would farm the land sustainably, work on the land herself, and pay any additional workers fairly. She understands how important farming is because we all need food to live. She wants people who do this work to be treated well and to be appreciated.

This is an image of someone harvesting yams, the same type of work Luciana does when she is in Virginia.

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IS IT CHILD LABOR? ACTIVITY



Every day after school Keisha has to do housework, which sometimes includes washing the dishes. She is 11 years old. Her parents have a chore list that she and her siblings follow. If Keisha and her siblings complete the chore list for the week, their parents reward them with family game night on Saturday evening.

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THEME: MYSTERIES UNCOVERED

HOW MUCH DOES THAT REALLY COST?

ESSENTIAL QUESTION

What are the hidden costs of the products we buy to the planet, other humans, and animals?

OVERVIEW

As part of the *Mysteries Uncovered* theme, we are exploring the mystery of where some of our products come from. Often the people who grow and make the things we buy, the resources used for these products, and the way they impact the planet and animals are unknown to the consumer. This activity allows students to peer into the secret lives of everyday purchases to understand how they can use their own purchasing power to support their values.*

*This lesson is adapted from the Institute for Humane Education's activities: <http://www.humaneeducation.org>.

OBJECTIVES

Students will be able to...

- Examine the impact a consumer good has on the environment, animals, and people.
- Identify at least one consumer choice that will be more beneficial to the environment, animals, or people than the conventional option.

1. Warm Up (15 min.)

- Ask students to find a partner and look at the tags on each other's shirts to see if they can find where their shirts were made.
- Make a list of countries represented and, if possible, locate the countries on a map or globe.
- Ask them if they know much about what their shirt is made of, who made it, and what it took for the shirt to get to the store where it was purchased.
- Explain that there are many steps involved in a product's life cycle and that most of them are kept invisible to the average person. Walk students through a hypothetical product life cycle, using a tee shirt as an example. Ask them to imagine the following:

GRADE LEVEL 3-5

TIME NEEDED 75 min.

SUBJECTS English Language Arts, Social Studies

STANDARDS

Common Core
ELA-Literacy:

RI.3.1, RI.4.1, RI.5.2
SL.3.1, SL.5.1, SL.4.2
SL.3.4, SL.4.4, SL.5.4

ISTE:

Standard 3—Knowledge
Constructor

MATERIALS

- Hidden Cost Cards
- How Much Did That Really Cost? Worksheet

OPTIONAL

- Story of Stuff Video
<http://storyofstuff.org/movies/story-of-stuff/>

VOCABULARY/TERMS

- Materials Economy
- Extraction
- Production
- Distribution
- Consumption
- Disposal

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- **Materials extraction:** Where the parts of a product are grown, harvested, mined, etc. (Example: the cotton in the shirt was grown in China with a lot of pesticides used to keep the insects off. The workers who picked the cotton were exposed to the pesticides, as was the local habitat.)
- **Production:** The way the product is made. (Example: a young girl assembled the shirt in Honduras. She was not able to finish school so she works in a factory to make clothing for very low wages.)
- **Distribution:** How the product gets to the store. (Example: this shirt started as cotton in China, was assembled in Honduras, and sold in the United States.)
- **Consumption:** The purchase and use of the product. (Example: this shirt was purchased at a big box store in the US and was worn for 9 months.)
- **Disposal:** What happens to the product when it is no longer wanted. (Example: the person who bought the shirt decided that it was too baggy and threw it away. It ended up in a landfill with other garbage.)

2. Exploring More Products (20 min.)

- Divide students into 10 groups. Provide each group with one of the *Hidden Cost Price Tags* and the *How Much Did That Really Cost?* Worksheet.
- Explain that the price we see on products does not account for the cost to other people (such as the mistreatment of workers), to the environment (like pollution or the removal of natural resources), or to animals (such as the use of their habitats or of animals themselves to make products).
- Give students 15 minutes with their *Hidden Cost Price Tags* and explain that they will need to complete the worksheet and present what they learned from their products' price tags. Some of the information may be challenging for the students, so float between groups to ensure they understand the information outlined.

3. Sharing New Information (20 min.)

- Give each group 1-2 minutes to share 3 facts they found interesting.
- Ask each group to brainstorm ways that they can positively impact the situations for humans, animals, and the environment related to their product's life cycle.
- Tell them that after each group has presented, the group will think about ways to help.

4. Solutions (15 min.)

- Many students will be surprised at how pervasive some of the negative costs of products we use every day can be. It is important for them to know that there are a lot of ways that they can positively impact these situations. Brainstorm suggested solutions for reducing or preventing the harm caused throughout the materials economy with your students.

EDUCATOR SPOTLIGHT

Kristina Hulvershorn

Understanding the nature of supply and demand and the materials economy may sound like a complicated subject to cover. Many groups of children have proven to me, however, that it is a subject that they readily understand. It is one of the most empowering realizations for youth and adults to understand that we can improve the world every day with our purchases (or with our choice not to purchase). If your group is struggling with the topic, ask them to imagine a neighbor who started a lemonade stand. The neighbor is forcing his little sister to juice the lemons all day and is adding way too much sugar. It tastes good but it is not good for the teeth or the health of the children who drink it. He is also using styrofoam cups, that will never decompose. Ask students what would help that lemonade stand owner to change his practices. Ask them what they are telling him every time they buy his lemonade. Frequently, when the people who buy a product ask for change (or else they won't buy it) companies pay attention. Explain that this is why consumers are so powerful.

RESOURCES

Story of Stuff

<http://storyofstuff.org/movies/story-of-stuff/>

The True Cost of Fashion

by Louise Spillsbury

The True Cost of Food

by Katie Dicker

The True Cost of Toys

by Mary Colson

The True Cost of Technology

by Mary Colson

- Here is a suggested list of ways to help:
 - ➡ Researching the life cycle of a product before we buy it
 - ➡ Writing letters to companies
 - ➡ Boycotting companies with practices that do not support our values
 - ➡ Buying fair trade, organic, or union-made clothing
 - ➡ Buying used products from thrift stores
 - ➡ Keeping our products for as long as possible
 - ➡ Donating or recycling things when we are finished using them
 - ➡ Buying as few things as possible
- As you discuss each one, see if the students can identify how it would help people, animals, and/or the environment.

5. Wrap Up (5 min.)

- It is important to recognize that children are rarely solely responsible for a family's consumption decisions. Explain that although their parents decide how to spend money, there are lots of free and low cost ways to help. Ask the group to brainstorm solutions that they feel they have more control over. Invite students to continue to research and learn stories of ways consumer habits and actions can positively influence the world.

EXTENSION PROJECTS

Research Activity: Allow students the opportunity to explore and uncover some of the hidden costs of a product they use. If possible, show the short film *The Story of Stuff* which is readily available online (see *Resources* above). Encourage them to choose a food, hygiene product, toy, or article of clothing and then assign them to research it utilizing one of the activity options below.

OPTION 1: They can research their product by contacting the company, searching the internet, or any other avenues they can find. Encourage them to find the answers to as many of the questions below as possible.

- Where was the product made or grown?
- What were the conditions for the people involved in making it?
- How far did the product need to travel? What kind of transportation was used? How much pollution was generated?
- If animals are involved in the development of the product, how were they used and treated?
- How many resources were used?
- How much packaging is usually involved with this product?

Inevitably, much of this information will be challenging to gather (even if they ask the company directly.) Ask them why some companies might try to keep some of this information a mystery. Follow up by asking them to compare what they find with the information they see in commercials and advertisements. If possible, have students write a report or create a slideshow presentation so that they can present this information to others. A "gallery walk" where students exhibit their work (printed or on devices) around the room is an engaging way for them to share their work with one another.

OPTION 2: Encourage students to discover the life cycle process of the product. Review the product life cycle with the students: Materials Extraction> Production> Distribution> Consumption> Disposal. If possible, allow students to use a flowchart creator such as www.draw.io to create a process map that shows this life cycle. Ask students to include details of how each stage of the process may impact people, animals, or the environment.

HOW MUCH DID THAT REALLY COST?

Names:

As you read over the price tag with your group, answer the following questions:

1) What is your product?

2) What are three new things you learned about the product?

3) What are some possible alternatives to the product that would cause less harm to people, animals, and the planet (i.e. what else could you do, buy, or use instead of this product)?

4) Why do you think more people do not choose the alternatives or make the choices that you listed for number 3?

5) How do you feel about the product now?

6) Would you make different choices or take any new actions based on what you learned? Why or why not?

Global War



A collage of educational materials and student work. At the top, a large green poster reads "GLOBAL WARMING" with a drawing of the Earth. Below it, a smaller poster says "GLOBAL WARMING" and "WARMING" with a picture of a polar bear. To the left, a poster features a drawing of a green tractor and a blue and red figure, with text including "MILK" and "PLAY HUNT There's someone beh you SE HS". Another poster says "SAVE THE EARTH!" and "SAVE US! Please!". A pink poster says "SAVE ANI". A yellow poster shows a recycling symbol and a picture of a polar bear. At the bottom, there's a drawing of a landscape with trees, a path, and signs that say "FACTORY" and "SUN".

PRICE TAG HANDOUT

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FRONT



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PRICE TAG HANDOUT

In addition to purchasing a comfortable pair of **jeans**, you are also purchasing a product made of cotton. Cotton uses more insecticides than any other crop, harming workers, the environment, and wildlife. 77 million cotton workers are affected by pesticide poisoning every year. Cotton also takes a lot of water to grow. It takes 2,246 gallons of water to grow enough cotton for one pair of jeans. Many jeans have also been traced back to sweatshops, where workers are treated unfairly and paid poorly and are known to work long, difficult hours. One big problem with jeans is that many are treated with sandblasting, which is very harmful to the workers' lungs and eyes. In addition, jeans are often colored with synthetic dyes, which are known to cause cancer. On the positive side, buying jeans contributes to the economy and many jeans last a long time. *Buying used jeans, organic cotton jeans (grown without pesticides), jeans made of recycled materials, or jeans made by responsible companies that treat their workers well are great options to consider.*

••••• **BACK** •••••

In addition to purchasing a fashionable **shirt**, you are also purchasing a product made of polyester, which is synthetic, or human-made, from chemicals found underground. Polyester is not biodegradable and manufacturing it creates greenhouse gases. According to the American Department of Labor, over 50% of U.S. garment factories are sweatshops. Most of our clothes (97%) are made in other countries where the working conditions are known to be very harsh for workers. In sweatshops, workers often only earn \$13-15 per month (that's way less than \$1 per day). Most garment workers are women, who generally do not receive equal pay or fair treatment. Shirts with small sequins or beads often rely on child labor because small hands can do intricate work. This means kids who are 10 years old or younger could have sewn this shirt and may have been forced to work 16-hour days. This also means that they miss out on school and time for fun. On the other hand, buying this shirt helped pay for some people to have jobs. *Purchasing clothes made of natural materials and made by companies that are part of the Fair Wage Network are great alternatives. Buying used clothes also reduces the demand for products like these.*

PRICE TAG HANDOUT

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Dreamstime Stock Photos



FRONT



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PRICE TAG HANDOUT

In addition to purchasing a comfortable pair of **athletic shoes**, you are buying a product made of leather. Leather is made from the skin of cows and has to be treated using dangerous chemicals that pollute the environment and harm workers and wildlife. There are a lot of chemicals and glues used to make shoes, which are linked to nerve, reproductive and liver problems in workers. About 90% of our shoes are made in Chinese factories. Most cost about \$13 each to produce: \$10 in materials and \$3 in labor. This means that of the \$89.99 spent on the shoes, only \$3 is used to pay for the work done to make them. In fact, the CEO of Nike, Mark Parker, earned over \$35 million in 2014, while his workers are often paid about \$0.50/hour. *A good alternative is to research the companies selling the shoes you purchase, looking for those that are known for treating their employees well and using materials that are safe for the environment and kind toward animals.*

http://www.alternet.org/story/148376/why_are_people_willing_to_fork_out_a_fortune_for_shoes_that_cost_little_to_make
The True Cost of Fashion by Louise Spilsbury

••••• BACK •••••

In addition to purchasing a delicious bar of **chocolate**, you are purchasing a product made of cacao beans, sugar, and sometimes milk. The milk comes from a cow who has had her calves taken away from her so that she can produce milk for people to add to the chocolate. The sugar is grown on a sugar plantation and is a crop that pollutes the environment and is known for being harmful to local wildlife. About 40% of our chocolate is grown in the Ivory Coast. The average cocoa farmer in Africa earns just \$0.80 a day. Many of the workers who harvest cacao beans are children, who work high in branches using machetes or chain saws, which can be very dangerous. They often work long days and do not get to go to school. Forests are being cleared to make room for cacao plantations and growing it requires a lot of water and harms the soil. Transporting and processing the cacao also produces a lot of pollution. On the positive side, jobs for store clerks and advertisers are paid for when you buy this product. *To stand up against the problems, choose fair trade chocolate, which will have the "Fair Trade Certified" label. Fair Trade means that a guaranteed minimum price for the cocoa is paid under direct contracts, there is no abusive child labor, and the plantations promote environmental sustainability.*

<http://www.foodispower.org/slavery-chocolate/>
The True Cost of Food by Katie Dicker
<http://www.worldwildlife.org/industries/sugarcane>

PRICE TAG HANDOUT

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FRONT



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PRICE TAG HANDOUT

In addition to purchasing a tasty **pineapple**, you are buying a fruit grown in Costa Rica. About 75% of the pineapples sold in the U.S. come from Costa Rica. Pineapples are usually pretty cheap but the plantation workers and families, as well as the natural environment, pay a much higher price. Tropical forests are often deforested to make room for pineapple plantations. The soil is also being destroyed at a startling rate because pineapples use so many pesticides to grow. These chemicals pollute rivers and streams, causing contaminated drinking water and dead fish. Workers are exposed to a combination of chemicals, which often make them sick. The workers get paid per pineapple and the conditions are very difficult as they work in the hot sun or the rain. On the positive side, pineapple is a healthful food that can give you energy and nutrition. *Look for the “Fair Trade Certified” label. Fair Trade means that a guaranteed minimum price is paid for a product under direct contracts, there is no abusive child labor, and sustainable farming is practiced. Purchasing fair trade, organic pineapples is a choice that supports care for the earth and fair treatment of workers.*

The True Cost of Food by Katie Dicker

BACK

In addition to purchasing a satisfying meal, the **fast food** you bought costs about 16 square feet of rainforest, which is cleared for grazing land for the cows who are used for hamburger meat. Every pound of beef produced releases about 500 pounds of carbon dioxide (a major contributor to climate change). You are also purchasing a food that is more harmful than helpful to your health. Excessive meat consumption is linked to heart disease, diabetes, obesity and cancer. Fast food is packaged in paper or plastic that is only used once, and then thrown in the trash (almost no fast food restaurants offer recycling options). Most of the animals are raised in confined conditions called factory farms that are known for their cruel and inhumane conditions. Animals are separated from their families and killed at a young age. Many fast food workers earn only the federal minimum wage of \$7.25 per hour, making it very difficult to pay for food, shelter, transportation, and other basic necessities. In fact, about half of fast food workers have to rely on public benefit programs. *If you are concerned about these costs, consider trying vegetarian/vegan options, cooking more at home, and supporting restaurants that pay employees well.*

The True Cost of Food by Katie Dicker

PRICE TAG HANDOUT

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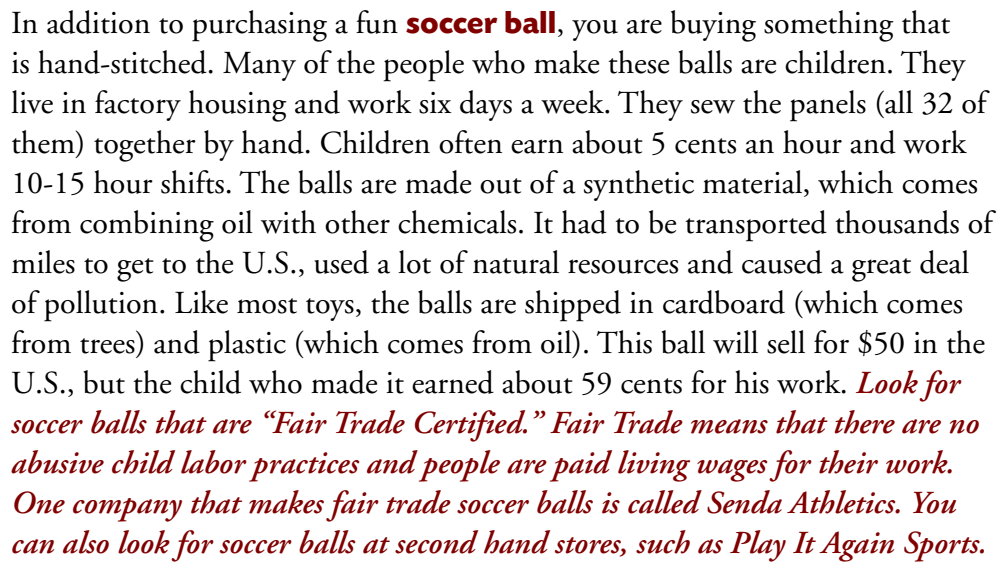


FRONT



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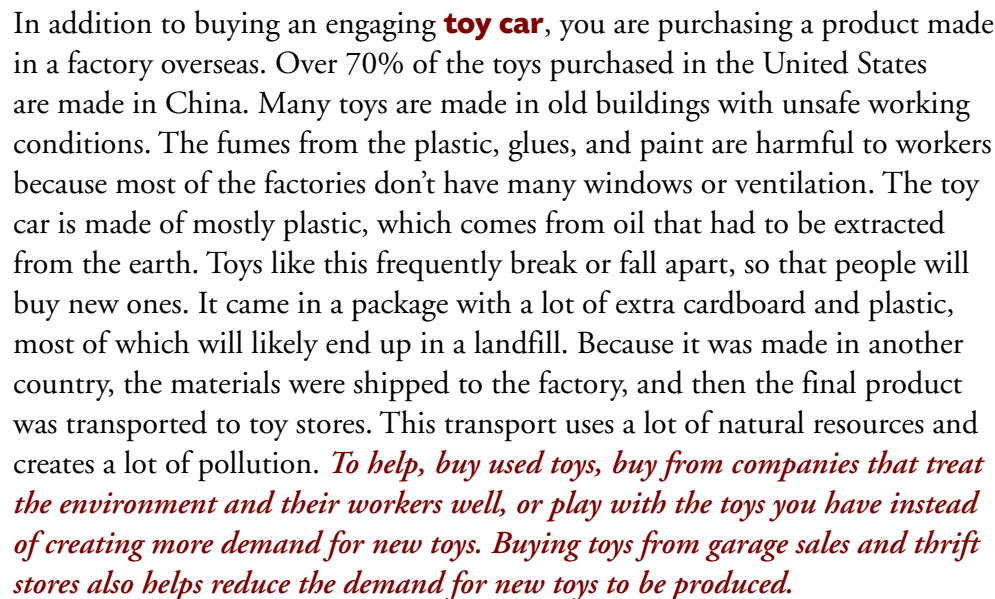
PRICE TAG HANDOUT



In addition to purchasing a fun **soccer ball**, you are buying something that is hand-stitched. Many of the people who make these balls are children. They live in factory housing and work six days a week. They sew the panels (all 32 of them) together by hand. Children often earn about 5 cents an hour and work 10-15 hour shifts. The balls are made out of a synthetic material, which comes from combining oil with other chemicals. It had to be transported thousands of miles to get to the U.S., used a lot of natural resources and caused a great deal of pollution. Like most toys, the balls are shipped in cardboard (which comes from trees) and plastic (which comes from oil). This ball will sell for \$50 in the U.S., but the child who made it earned about 59 cents for his work. *Look for soccer balls that are “Fair Trade Certified.” Fair Trade means that there are no abusive child labor practices and people are paid living wages for their work. One company that makes fair trade soccer balls is called Senda Athletics. You can also look for soccer balls at second hand stores, such as Play It Again Sports.*

The True Cost of Toys by Mary Colson
http://www.judessfairtrade.ca/wp-content/uploads/2011/12/Sports-Balls-Case-Study_FT-A-Better-Deal.pdf

.....● BACK ●.....



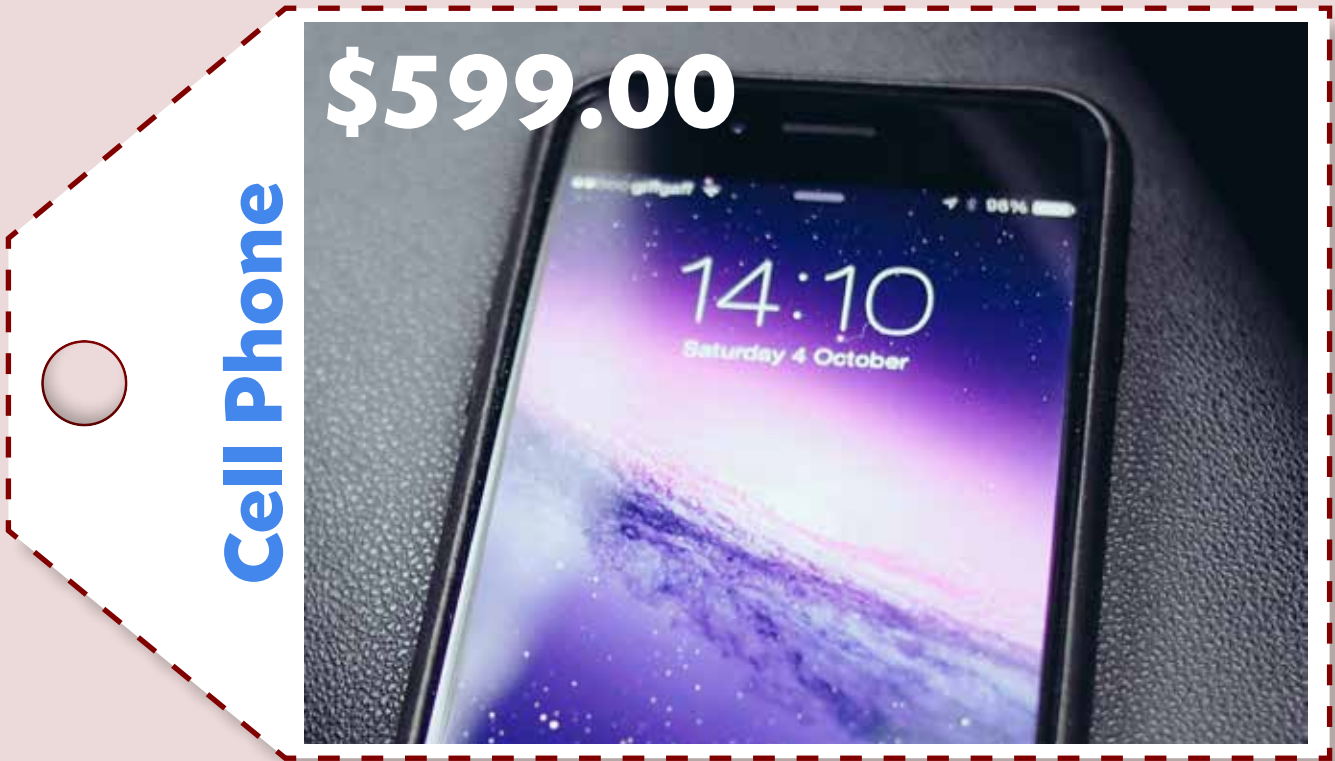
In addition to buying an engaging **toy car**, you are purchasing a product made in a factory overseas. Over 70% of the toys purchased in the United States are made in China. Many toys are made in old buildings with unsafe working conditions. The fumes from the plastic, glues, and paint are harmful to workers because most of the factories don't have many windows or ventilation. The toy car is made of mostly plastic, which comes from oil that had to be extracted from the earth. Toys like this frequently break or fall apart, so that people will buy new ones. It came in a package with a lot of extra cardboard and plastic, most of which will likely end up in a landfill. Because it was made in another country, the materials were shipped to the factory, and then the final product was transported to toy stores. This transport uses a lot of natural resources and creates a lot of pollution. *To help, buy used toys, buy from companies that treat the environment and their workers well, or play with the toys you have instead of creating more demand for new toys. Buying toys from garage sales and thrift stores also helps reduce the demand for new toys to be produced.*

PRICE TAG HANDOUT

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FRONT



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PRICE TAG HANDOUT

In addition to purchasing a useful **computer**, you have purchased many materials including: plastic, silicon, copper, platinum, lead, tin, aluminum, mercury, cadmium, and PVC. Most of these are mined, which uses a lot of energy and causes pollution. Some of the mining takes place in very unsafe conditions where miners are treated poorly. Many computers are made in Asia, some by child workers. Children who work in factories do not get to attend school, limiting their future opportunities. People who work in computer factories often work on assembly lines for shifts of about 12 hours. A person who, for example, puts together keyboards does the same thing up to 35,000 times a day, earning about \$0.50 an hour. This computer will likely be left on standby for many hours a day, which can use up to 10% of its family's energy bill. All of these parts use a lot of fuel and generate pollution traveling all over the planet before the completed computers make it to store shelves. On the positive side, computers allow us to reduce the amount of printing we do, so they can help us save paper. They also allow us to quickly learn and connect with others far away. *Check out Better World Shopper to see if the companies you buy from are making responsible choices. Additionally, consider purchasing refurbished computers to save resources.*

<http://www.Betterworldshopper.org>
The True Cost of Technology by Mary Colson

• BACK •

In addition to purchasing a slick **cell phone**, you have purchased a whole lot more. Your phone is made of parts mined from the earth and combined to make small electronic parts. Mining and extracting these parts is very hazardous to water, air, and forests. One of the main resources used in cell phone batteries, cobalt, is frequently mined for by children. The workers who put cell phones together often work in unsafe conditions and are not paid fair wages. Many live in dorms and have to work well over 40 hours a week to earn enough to pay for their basic needs. Only about 0.5% of cell phones are recycled. In fact, we throw away over 130 million cell phones a year in the U.S. Batteries from cell phones contain many materials that leak toxic chemicals from the landfill into the water, and then into our food chain. We produce over 11 million tons of electronic waste a year. On the positive side, cell phones allow us to stay in touch and research information quickly and easily. *Donate or reuse your old cell phone, recycle it, send it back to the manufacturer, or use rechargeable batteries, if possible. Ask yourself if you really need a new version of an electronic product before making a purchase.*

<http://www.Betterworldshopper.org> *The True Cost of Technology* by Mary Colson
<http://www.chinalaborwatch.org/>
<http://money.cnn.com/2016/01/18/technology/smartphone-child-labor-cobalt/>

THEME: MYSTERIES UNCOVERED**WATER IS LIFE****ESSENTIAL QUESTION**

What are some major causes of pollution and overuse of our waters, and how can we better protect this natural resource?

OVERVIEW

Students will understand that water is essential to all life on our planet. They will learn about pollution and overuse of fresh water sources due to industrial, agricultural, and energy extraction processes. Along with these examples of direct water pollution, many of our local fresh water sources are becoming partially or wholly privatized for use in the soda and bottled water industries. Students will understand the connection between privatization of fresh water sources and pollution of ocean waters, and explore alternatives to non-sustainable water use.

OBJECTIVES

Students will be able to...

- Describe how water is essential for all life on earth.
- Compare and contrast perspectives on water as a right or a privatized commodity.
- Discuss the consequences bottling public drinking water has on people, animals, and the environment.
- Identify at least 3 ways to reduce plastic pollution.

Day 1:**1. Warm Up (10 min.)**

- Provide students with the following challenge:
 - ➡ Can you identify any living being (plant or animal) who does not need water?
 - ➡ Can you think of any habitat on earth where there is no water at all? Allow for responses, and explain that there is water even in the driest places, with underground water tables that sustain microbial life and many plant and animal desert species.
- Explain the following points:
 - ➡ Water is the substance that connects all living beings on earth.

GRADE LEVEL 3-5

TIME NEEDED Two 45 min. periods

SUBJECTS Science, Ecology

STANDARDS

Common Core
ELA-Literacy: SL.3.1B, SL.4.1B, SL.5.1B
SL.3.1C, SL.4.1C, SL.5.1C
SL.3.1D, SL.4.1D, SL.5.1D
SL.3.2, SL.4.2, SL.5.2

ISTE: Standard 3–Knowledge Constructor
Standard 4–Innovative Designer
Standard 5–Computational Thinker

NGSS: 3-LS4-4,
4-ESS3-1, 5-ESS3-1

MATERIALS

- Impacts on Our Water* Images
- Cost of Bottled Water* Images
- Photos of bottled water labels and associated company logos (not provided)
- Three empty plastic water bottles: Dasani, Poland Springs, Aquafina
- 6 Ways to Dispose of a Water Bottle* Worksheet
- Water Bottle Cycle Game Picture* Packets
- Plastic Boycott Pledge* Handout

OPTIONAL

- Live Science article: www.livescience.com/4949-sugar-changed-world.html

VOCABULARY/TERMS

- Privatization
- Fresh water
- Salt water/Ocean
- Tap water/Potable water
- Littering
- Throwing in the trash
- Recycling
- Reusing
- Upcycling
- Reducing
- Boycott
- Pledge

EDUCATOR SPOTLIGHT

Jeannie Russell

Water is Life has become a rallying cry for people around the world who are working to protect our limited supplies of fresh, potable water, and to ensure that access to clean water is recognized as a basic human right. There are so many ways that students can get engaged with their own communities in supporting protection of both our fresh and ocean waters. As covered in this lesson, a good place to start is by reducing the amount of plastic they use and discard in their daily lives. I've come to believe that helping students critically evaluate the differences between exploitative and protective ways of using our waters needs to be at the heart of any environmental ethics curriculum. The issue is so critical -- and will only become more so as rapid climate change increasingly and unpredictably disrupts global weather systems.

RESOURCE LINKS

EPA - Information about Public Water Systems

www.epa.gov/dwreginfo/information-about-public-water-systems

Food and Water Watch - Water Privatization: Facts and Figures

www.foodandwaterwatch.org/insight/water-privatization-facts-and-figures

Food Empowerment Project – Water Usage and Privatization

www.foodispower.org/water-usage-privatization/



PUBLIC VS. PRIVATE WATER NOTE

As a way to enhance this portion of the lesson, consider asking students to research the history of the sugar trade and its connection to slavery. You can provide students with this article from Live Science, ask them to read it, and then discuss further. www.livescience.com/4949-sugar-changed-world.html

- The special homes or habitats that plants and animals create together, in a given area, are built around water.
- The building blocks of our habitats, including clean air, water, and minerals are natural resources; resources are items that are available for our use.
- Ask students to discuss the following:
 - Who depends on water?
 - Do you think people have the right to use water in any way that they want? Why or why not?
 - How have people damaged our world's water?
 - When water is polluted, who suffers?

2. Impacts on our World's Water (10 min.)

- Let students know that they will consider how human activity has affected fresh and ocean waters. They will also think about the impact such activity has had on plants and animals.
- Show students the *Impacts on Our Water* images, and after you show each picture, ask them to consider who is affected and how they are affected by the practice. After the students respond, provide this additional information:
 - Industrial Waste in Water: There are factories that make many of the products we use every day. Sometimes, the factories dump their toxic chemical waste into our waterways.
 - Oil Spill: Oil, gas, and coal companies that drill for the fossil fuels that we use to run most of our machines, generate our electricity, and heat our homes, have all had serious accidents that polluted our waters.
 - Factory Farm Lagoon: Animal and industrial agriculture, which produces most of the food consumed in the U.S., uses more than 80 percent of all the fresh water consumed in the U.S. every year. It is also a major source of water pollution because animal waste and toxic chemicals used on crops leak into the ocean.
 - Bleached Coral Reefs: Rapid climate change, which is caused by some of the human activities shown in the previous images, is increasing the temperature of our oceans much faster than temperatures on land. This fluctuation of heat is destroying many critical ocean habitats, like coral reefs.

3. Public vs. Private Waters (15 min.)

- Discuss how communities all over the world are working to change the way some large industries operate in order to reduce and prevent water pollution and scarcity.
- Introduce the topic of public water as compared to privatized water.
- Show the labels of the following bottled water brands, one at a time, and ask the students if they recognize them. Then flip over the photo to reveal the company that owns the brand.
 - Dasani, produced by Coca Cola
 - Poland Springs, produced by Nestle
 - Aquafina, produced by Pepsi.

- Explain that these three companies are by far the largest marketers of bottled water, and ask the following:
 - ➡ What are these three big companies most known for?
Answer: Chocolate and soda
 - ➡ What main ingredient do chocolate and soda have in common?
Answer: Sugar
- Share the following information:
 - ➡ These large corporations, whose most profitable products have been based on sugar, started to see sales decrease in the last 20 years or so, as people began to worry about the way sugar contributes to obesity and other major health and dental problems.
 - ➡ What are the main ingredients in most soda? (Answer: water, sugar in the form of corn syrup, chemical flavors, and food coloring.)
 - ➡ Soda companies already had the water bottling plants, so they began using this resource to simply market their products without the sugar, flavor, and coloring.
 - ➡ Why do people buy water in a bottle, when they can drink it from their own taps or water fountains? (Allow for responses and if it is not said, mention that some people think bottled water is cleaner and safer to drink.)
 - ➡ Refer the students to the bottled water labels:
 - Dasani – close to half of all bottles sold are treated tap water.
 - Poland Springs – more than half of all bottles sold are treated tap water.
 - Aquafina – all the bottles sold are treated tap water.
- Ask these follow-up questions:
 - ➡ What do we learn from this?
 - ➡ If someone’s tap water, which is maintained by our taxes, is not clean and safe to drink, how do you think that problem should be solved? What actions would you propose be taken?
 - ➡ Compare and contrast the benefits and consequences of privatized water to public water.
- Refer to the water bottle labels, and make note of the following:
 - ➡ Remind students that these are among the top-selling bottled water brands in the U.S.
 - ➡ Ask students what their opinion is about privatized water as compared to public water.

EXTENSION PROJECTS

Research: Have students research current events issues regarding access to clean water and communities of color in the United States. Examples include the city manager of Flint, Michigan’s cost-saving decision that led to the contamination of public drinking water with lead (www.cnn.com/2016/01/11/health/toxic-tap-water-flint-michigan) and the political decision to switch the route of an oil pipeline from proximity to drinking water for a predominantly white city in North Dakota to the fresh water source on the Standing Rock Sioux Tribe’s land (www.smithsonianmag.com/smart-news/understanding-controversy-behind-dakota-access-pipeline-180960450).

Art Project: Have students ‘spread the word’ about plastic pollution and alternatives to plastic shopping bags by using fabric markers to decorate organic cotton shopping bags with illustrations and an advocacy slogan or message aimed at reducing plastic use.

Lesson to Self Connection: Challenge students to take this interactive quiz, on their own or with their family, to assess their use of plastic and its impact on the planet: <https://www.nytimes.com/interactive/2016/science/bottled-water-or-tap.html>. Empower students to educate others about the impact of plastic by collecting the statistics from the quiz and creating an infographic poster. Tools like Visme (www.visme.co) and Piktochart (www.piktochart.com) let people create digital infographics that can be easily shared with others or posted online.

EXTENSION PROJECTS

CONTINUED ON FOLLOWING PAGE

4. What's the Real Price of Bottled Water? (10 min.)

- Explain that large beverage corporations buy the rights to use the local water supply in order to sell the same water back to people for a profit.
- Discuss how the price of a bottle of soda or water may be high at the store, compared to free drinks from the tap, but there is also another price connected to this industry.
- Share the *Cost of Bottled Water Images*, and provide the following information:
 - ➡ *Map of the Ocean Gyres*: This map shows the way the circling currents in our oceans trap and concentrate the many millions of tons of plastic waste that decades of plastic packaging have produced.
 - ➡ *Plastic on the Beach*: This photo gives you a sense of what plastic waste looks like when it washes ashore.
 - ➡ *Mute Swans Nesting in Plastic Trash*: Hundreds of thousands of marine animals die annually as a direct result of exposure to the thousands of miles of toxic plastic trash that is accumulating in our oceans. Thousands of species are threatened with extinction due to this level of toxic pollution.
- Ask the following:
 - ➡ How does this plastic pollution end up in the ocean and in wildlife habitats?
 - ➡ How can we prevent plastic pollution from harming wildlife and the environment?

Day 2:

5. Water Bottle Cycle Game (30 min.)

- Review what was discussed during the previous class regarding water pollution and overuse.
- Tell students that they are going to do an activity to better understand how so much plastic ends up in our oceans.
- Explain that, for many people, using and discarding plastic products like water bottles is just not something they think about. Explain the phrase: *Out of sight, out of mind*. Tell students they will try to figure out what really happens after people dispose of a water bottle. They will think about the many different paths a water bottle can take, based on our choices. These choices affect our world's natural homes and the beings who live there.
- Pass out the *6 Ways to Dispose of a Water Bottle Worksheet*.
- Review this list of 6 different options for how someone might discard a water bottle:
 - ➡ Reusing
 - ➡ Littering
 - ➡ Upcycling
 - ➡ Reducing
 - ➡ Recycling
 - ➡ Throwing in the Trash

EXTENSION PROJECTS

CONTINUED FROM PREVIOUS PAGE

Educational Game: Let students play an educational game to learn more about a specific body of water that is threatened by pollution. In the game, *Where Rivers Meet the Sea*, students play as Valerie, a young woman, who meets Oscar, a talking otter. Oscar shows Valerie his estuary, which is in poor condition due to pollution. Valerie and Oscar then embark on a journey to restore the estuary and learn about its importance to bodies of fresh water, as well as the ocean. This game was created by the National Oceanic and Atmospheric Administration (NOAA) and can be played for free at <http://games.noaa.gov/oscar/welcome.html>

- Together, referring to the worksheet, briefly define each choice.
- Divide the class into six small groups. Explain that each group will receive a packet of photos that represents one of those six ways that a water bottle might be disposed.
- Explain that each group will have the task of arranging the photos in the proper sequence of events. Ask students to work together, and discuss what each photo in the sequence represents so they can explain each step to the whole class.
- Pass out the photo packets, and have everyone in the group work together.
- Once each group has finished, ask them to present their work to the rest of the class.
- When all the students have spoken, ask the class which of the six choices for disposal this sequence represents.
- Refer to the *6 Ways to Dispose of a Water Bottle Worksheet*, and ask students to rank each disposal method in the order they think is the least harmful to people, animals, and our living home to the most harmful. Then discuss their opinions as a whole class.

6. Wrap Up (15 min.)

- Ask students what they think we can do if we are concerned about the plastic pollution in our fresh and salt waters.
- Provide students with the *Plastic Bag Pledge Handout*.
- Discuss the terms *reduce*, *boycott*, and *pledge* in more depth to make sure the students understand what these words mean.
- Have the class discuss which actions, described in the pledge, they agree with and believe they would be able to take.
- If students are comfortable, provide them with the opportunity to sign the pledge. Let the class know that anyone who wants to abstain has the right to do so.



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IMPACTS ON OUR WATER

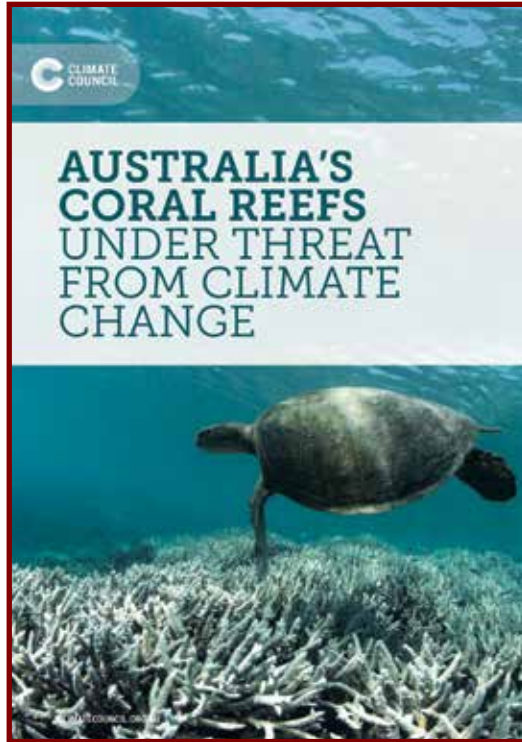


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IMPACTS ON OUR WATER

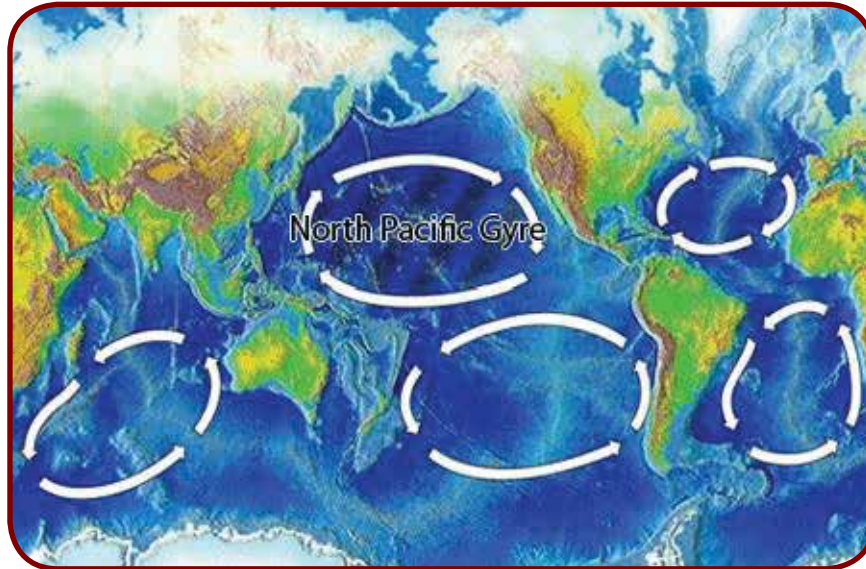


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COST OF BOTTLED WATER IMAGES



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6 WAYS TO DISPOSE OF WATER BOTTLES

When we dispose of a product, it has an impact on other people, animals, and the environment. Some of the ways that we dispose of our waste can cause more or less harm than others. Below are 6 ways that people dispose of a water bottle.

- Reusing** Using something over and over again.
- Littering** Throwing waste on the ground.
- Upcycling** Creating a product out of discarded objects or materials that is of higher quality or value than the original.
- Reducing** Limiting the amount consumed to conserve resources.
- Recycling** Turning waste into something new, at a special facility, by melting it down and re-molding it.
- Throwing in the Trash** Putting waste into a trash can. This trash eventually ends up in landfills. A landfill is a place where a large amount of waste is stored.



Directions: Order the following from 1 – 6 (with 1 causing the least harm and 6 causing the most harm).

- _____ **Reusing**
- _____ **Littering**
- _____ **Upcycling**
- _____ **Reducing**
- _____ **Recycling**
- _____ **Throwing in the Trash**

Littering



Water Bottles at Store: © Ivy Main used under a Creative Commons CC BY-SA 3.0 Unported License

Woman Drinking: © Elvert Barnes used under a Creative Commons CC BY 2.0 Generic License

Bottle on Ground: © Kate Ter Haar used under Creative Commons CC BY 2.0 Generic License

Beach Litter: © Rob Noble used under a Creative Commons CC BY-SA 2.0 Generic License

Swan on Plastic Nest: © Thue (based on copyright claims) used under a Creative Commons CC BY-SA 3.0 Unported License

Throwing in the Trash



Water Bottles at Store: © Ivy Main used under a Creative Commons CC BY-SA 3.0 Unported License

Woman Drinking: © Elvert Barnes used under a Creative Commons CC BY-2.0 Generic License

Plastic Bottles in Trash: © Hyena used under a Creative Commons CC BY-SA 3.0 Unported License

Garbage Truck: © GTD Aquitaine at English Wikipedia used under a Creative Commons CC BY-SA 3.0 Unported License

Garbage Dump: © Marcello Casal Jr./Agência Brasil used under a Creative Commons CC BY-2.5 BR Brazil License

WATER CYCLE GAME PICTURE PACKETS

Recycling



Water Bottles at Store: © Ivy Main used under a Creative Commons CC BY-SA 3.0 Unported License

Woman Drinking: © Elvert Barnes used under a Creative Commons CC BY-2.0 Generic License

Recycling Containers: © ProjectManhattan used under a Creative Commons CC BY-SA 3.0 Unported License

Recycling Center: © Jaggery used under a Creative Commons CC BY-SA 2.0 Generic License

Recycled Plastic Mug: © Maurice Svay used under a Creative Commons CC BY 2.0 Generic License

Reusing



Water Bottles at Store: © Ivy Main used under a Creative Commons CC BY-SA 3.0 Unported License

Woman Drinking: © Elvert Barnes used under a Creative Commons CC BY-2.0 Generic License

Saving Bottles for Reuse: © Reciclado Creativo used under a Creative Commons CC BY 2.0 Generic License

Refilling Water Bottles: © faungg's photos used under a Creative Commons CC BY-ND 2.0 Generic License

Pouring from Bottle: © Walter J. Pilsak, Waldsassen, Germany used under a GNU Free Documentation License

Upcycling



Water Bottles at Store: © Ivy Main used under a Creative Commons CC BY-SA 3.0 Unported License

Woman Drinking: © Elvert Barnes used under a Creative Commons CC BY-2.0 Generic License

Earrings from Plastic Bottle: © Reciclado Creativo used under a Creative Commons CC BY 2.0 Generic License

Plastic Rose on Beach: © Reciclado Creativo used under a Creative Commons CC BY 2.0 Generic License

WATER CYCLE GAME PICTURE PACKETS

Reducing



Metal Water Bottles: © Amraepowell used under a Creative Commons CCO 1.0 Universal Public Domain Dedication

Glass Water Bottles: © Amraepowell used under a Creative Commons CC BY-SA 3.0 Unported License

Refilling Station: © Rachael Ludwick used under a Creative Commons CC BY-SA 2.0 Generic License

Refilling Kiosk: © 18488657s used under a Creative Commons CC BY-SA 4.0 International License

Refilling Spring Water: © Grand Canyon National Parks photostream used under a Creative Commons CC BY 2.0 Generic License



Plastic Bag Pledge

Make a promise to reduce your plastic use
and to stop using plastic bags.

Support the Cause

Plastic does not break down like other materials, such as paper. It enters our waterways and causes harm to marine animals, birds, and other wildlife. Plastic is made to last and when plastic bags, bottles, and other plastic containers are thrown into the trash, they will stay in a landfill forever.

If you recycle plastic, it can be used to make new plastics using up fewer natural resources. It is important to recycle, but it still uses a lot of energy and resources to create plastic and to recycle it. That is why reducing our plastic use, in addition to recycling, is so important for preserving our natural resources.

Reduce and Boycott

Think before you buy! Pay attention to the packaging of a product. Make an effort to use less plastic and avoid products that are wrapped in plastic or delivered in plastic packaging.

Join the Boycott

Plastic bags have been banned, or prohibited, in several cities in the United States and around the world. You do not have to wait for your city to start the ban to help support the effort. Instead of using plastic bags offered at stores when you are shopping, bring your own reusable bags.

Take the "Less Plastic for the Planet" Pledge

I want to help protect our environment and keep animals safe from plastic trash. I, _____, pledge that I will buy fewer products that contain or are delivered in plastic. I will bring a reusable bag when I go shopping, and use that instead of a plastic bag. When I do use plastic, I will always reuse or recycle it.

Signed _____ Date _____



THEME:
MYSTERIES UNCOVERED

CHILDREN JUST LIKE YOU

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ESSENTIAL QUESTION

How can we better understand the lives of child migrant farmworkers and empathize with their experience?

OVERVIEW

Students begin by thinking about appropriate working conditions for youth. They will compare and contrast these working conditions to those of oppressed child laborers. They will participate in a guided visualization, as well as a kinesthetic activity, to gain awareness about the lives of child migrant farmworkers. Then, after reading a handout about different perspectives on ways to take action to help farmworkers, students will work in small groups and have a whole class discussion to consider these different potential solutions to the problem. Finally, using a graphic organizer to gather their ideas, they will write a short narrative from the perspective of a child migrant farmworker to demonstrate their learning.

OBJECTIVES

Students will be able to...

- Define the term *child migrant farmworker*.
- Describe the challenges experienced by child migrant farmworkers.
- Compare and contrast different perspectives on how to resolve the issue of oppressive child labor in the United States.
- Write a narrative from a first person point of view with descriptive details and clear event sequencing.

Day 1:

1. Warm Up (5 min.)

- Explain to students that you will be talking about young people working in the United States.
- Show the students the *Youth at Work* Images. Ask students what their initial observations are regarding these images. (Allow for responses.)
 - ➡ Explain that some young people start working at certain types of jobs, like babysitting or yard work, when they are 13 or 14 years old and at more official jobs at 16 years old. Explain that these jobs, such as being a cashier, assisting with child care, or bagging groceries provide safe working conditions, pay by the hour, and limit the number of hours youth can work outside of the school day.

GRADE LEVEL 3-5

TIME NEEDED Two 45 min. periods

SUBJECTS Social Studies, English
Language Arts

STANDARDS

Common Core
ELA-Literacy: SL.3.2, SL.4.2, SL.5.2
W.3.3, W.4.3, W.5.3

ISTE: Standard 3—Knowledge Constructor
Standard 6—Creative Communicator

MATERIALS

- Youth at Work* Images
- Child Migrant Farmworkers* Images
- 2 – 3 cups
- 1 cup of dried beans
- Different Perspectives* Handout (1/student)
- A Day in the Life of a Child Migrant Farmworker* Graphic Organizer and Worksheet (1 per student)

OPTIONAL

- Background information on the FLSA: www.dol.gov/whd/childlabor.htm
- Additional photos of child migrant farmworkers

VOCABULARY/TERMS

- Child Migrant Farmworker
- Crops
- Debt
- Fair Labor Standards Act
- Oppressive Child Labor
- Sequential

2. Child Migrant Farmworkers (10 min.)

- Explain that you are going to read a story of a child working in a very different type of job from the ones discussed during the Warm Up.
- Read Mateo's story.
 - ➡ *Mateo is 9 years old and he is a child migrant farmworker moving from place to place seasonally to work harvesting crops, such as grains, fruit, or vegetables. He travels from May to October with his mother and sister. He enjoys being with his family, but the work is difficult and dangerous. He has to use sharp tools while working in the field, and sometimes his hands get badly cut. His parents feel terrible that he is missing so much school. He does not even have time to play. Unfortunately, they need Mateo to work because it is the only way they are able to make enough money to pay for their basic needs, such as food and rent. It became especially difficult when his father became ill and could no longer work. Mateo does not make much money, but it helps his family, nevertheless. He hopes to one day become a legislator so that he can help create laws to improve the lives of farmworkers.*
- Ask these questions as a follow-up to Mateo's Story:
 - ➡ How would you describe Mateo and his family?
 - ➡ Why does Mateo have to work? Provide evidence from the text.
 - ➡ How do you think Mateo feels about working as a migrant farmworker?
 - ➡ Compare Mateo's experience to the jobs we discussed earlier.
 - ➡ Why do you think Mateo wants to create laws to help farmworkers?
 - ➡ What do you think about child migrant farmwork in the United States? Please explain.
- Show students the pictures of child migrant farmworkers, so they have an image to connect to the topic.

3. Fair Labor Standards Act (5 min.)

- Introduce the United States Fair Labor Standards Act, using the following text, on a PowerPoint/whiteboard/poster board, and ask a student volunteer to read it.
 - ➡ *The Fair Labor Standards Act was signed into law in 1938 to protect the rights of workers and to protect children. It became illegal to hire children for many different types of jobs, making it possible for those children to attend school instead. However, it still permits children, as young as 12 years old, to work on farms for an unlimited number of hours outside of school, if their parent allows it. In other jobs there is a limit to the number of hours a child can work. It also allows youth, at 16 years of age, to perform work considered dangerous on a farm, even though they would not be permitted to do dangerous work in other jobs.*
 - ➡ Ask students which laws are being broken by the farm owners in Mateo's story, based on the Fair Labor Standards Act. (Possible answers: Mateo is underage, he is working an unlimited number of hours during the school day, he is performing dangerous work.)

WARM UP NOTE

As an alternative Warm Up, consider beginning this lesson with the *Is It Child Labor?* activity on page 197.

EDUCATOR SPOTLIGHT

Kim Korona

Students are often very engaged in this lesson, and shocked to learn that oppressive child labor is a current problem in the United States, affecting youth their own age. At the same time, they are often eager to take action to help child laborers and their families. I am always inspired to see youth become so passionate about something they are learning that they want to get involved. We can help channel that passion into empowerment by providing them with an opportunity to take action. If you have time, I encourage you to follow up this lesson with our first suggested extension activity, giving students a chance to write letters to their government officials about how they feel about the treatment of farmworkers in the United States.

CHILD MIGRANT FARMWORKERS NOTE

Mateo's story is fictional, but it is based on the real lives of child migrant farmworkers in the United States.

- Explain that Mateo’s story is not that uncommon. Ask why they think this is happening. (Possible answers: the law is not well enforced, there is not enough effort made by the government to protect child farmworkers, the farms put making profits above the law, consumers have a high demand for low cost food, the families of child migrant farmworkers feel desperate.)

4. Blueberry Picking Activity (10 min.)

- Explain to students that they are going to learn more about the life of child migrant farmworkers.
- Select 2 - 3 volunteers to role play as Michigan blueberry pickers.
- Hand each of the volunteers a cup to collect the “blueberries.”
- Pour 1 cup of dried beans onto the floor in two long rows and tell the students that the beans represent the blueberries.
- Instruct the student volunteers to pick up as many “blueberries” as possible while following these guidelines:
 - ➡ Pick one “blueberry” at a time.
 - ➡ Bend all the way down and then stand straight up while picking each of the “blueberries” to represent the back-breaking work involved in farming.
 - ➡ Note: Demonstrate the fruit picking for your students and then ask them to practice once before they officially start the activity.
- Ask the student volunteers to begin picking up the “blueberries” while you read this guided visualization: *A pickup truck comes at sunrise and you hop in the back, with five other people. You drive by the school where you want to learn and the playground where you want to have fun. You arrive at the field. It is really hot already and it’s supposed to reach 90 degrees by the afternoon. There’s a thermos at the end of a row, but by noon you know the water in it will be so warm you won’t want to drink it. Everywhere you look, there are blueberries. Picking and dumping, picking and dumping... they make your hands itch. They tell you not to rub your eyes with your hands, but when sweat is dripping down, you forget. When everything itches like this, you know a rash is coming. Then you see in the distance that a plane is descending. It sprays pesticides down on the fields and you begin to cough. The pesticides are toxic chemicals meant to kill insects to stop them from harming crops. The chemicals are also harmful to people and the environment. You wish the farm used natural methods to protect their crops, but there is no time to deal with this now. There is so much work to do. After several hours you begin to get tired, but you have to keep working as fast as you can. If you slow down you will not make enough money for the day. You know they are not going to pay you for how long you work and how hard you try, but only for how much you pick.*
- Ask student volunteers debriefing questions and discuss the activity.
 - ➡ How do you feel?
 - ➡ Would you like to continue picking these “blueberries” for 10 more hours? Why?

RESOURCE LINKS

Farmworker Justice

<https://www.farmworkerjustice.org/advocacy-and-programs/us-labor-law-farmworkers>

Human Rights Watch

<https://www.hrw.org/news/2011/11/17/child-farmworkers-united-states-worst-form-child-labor>

The Harvest

<http://theharvestfilm.com/>

EXTENSION PROJECTS

Letter Writing: Provide students with an opportunity to write to their federal legislators about how they feel about the issue of child migrant farmwork. Ask them to include their suggestions for what can be changed to improve the lives of child migrant farmworkers and their families.

STEM Research Project: To reinforce the interconnections between people, animals, and the planet, ask your students to do an online research project to learn more about the consequences that pesticides can have on people, animals, and the planet. Consider breaking the class into small groups and assign each group to research one of the following: child farmworkers, consumers, water, air, land or wildlife. Consider having students use a safe search engine like www.kidrex.org. The groups can create a presentation and teach each other about what they learn. Good tools that let your students work together on an online presentation include Padlet: www.padlet.com and Google Slides (requires a Google Apps for Education account).

BLUEBERRY PICKING NOTE

You may want to pour the dried beans on top of a sheet so that it is easier to pick them all up when the activity is finished. As an alternative, you can invite the whole class to stand by their desks and bend up and down, imagining that they are picking blueberries, while you read the guided visualization.

- Remind the students that in actuality this work would be much harder because they would be in the heat, the amount of time they would have to work would be much longer, and they might have actual pesticides sprayed on them.
- Facilitate a whole class discussion and ask the following questions:
 - *How might our daily choices impact child migrant farmworkers?* (Possible answer: Some of the food we eat might come from the food picked by child farmworkers.)
 - *What is our responsibility, if any, to help with this problem?*

5. Critical Thinking Connection (15 min.)

- Inform the students that while many people agree that this problem needs to be resolved, there are many different perspectives about how to address the issue. Direct the students to the *Different Perspectives* Handout and read it together as a whole class. Read the first part, Mitchell's perspective, to the students. Then ask for student volunteers to read Zeke and Lenora's perspectives.
- In pairs or small groups, direct them to discuss whose perspective they agree with most and why. Each student should take his/her turn sharing whose perspective they support. After they hear everyone's reasons they should go around again and say whether or not they have changed their mind, how so, and why or why not.
- When the groups finish sharing, lead a whole class discussion about their opinions on the *Different Perspectives* Handout. Ask students what we can learn from hearing all three of these people's perspectives. Allow for responses.

Day 2:

6. Writing Prompt (35 min.)

- Review with students what they learned about child migrant farmwork on the previous day.
- Challenge students to write a short narrative from the point of view of a child migrant farmworker, using the *A Day in the Life of a Child Farmworker* Graphic Organizer.
- Review the graphic organizer with the students and explain that they will create a fictional story about a child migrant farmworker from the child's point of view.
- Let students know that they should complete the graphic organizer, turn it in for feedback, and then write their story.
- The story should be three paragraphs. In the first paragraph the narrator, who is the child, will introduce herself and her family. In the second paragraph she will describe her life, her work, and her day in sequential order. In the last paragraph she will explain her hopes for the future, what she wants people to know about her situation, and what they can do to help farmworkers.

7. Wrap Up (10 min.)

- If students feel strongly about this issue and they want to do something, tell them to consider the actions that Mitchell, Zeke, and Lenora took.
- Review questions:
 - How would you describe the life of a child migrant farmworker?
 - What is the Fair Labor Standards Act?
 - How do you feel about the way farmworkers are treated?
 - What will stay with you the most from this lesson?



WRITING PROMPT NOTE

This can be an in class writing exercise or a take home assignment. Allow students time to share their stories in pairs, small groups, or with the whole class.

YOUTH AT WORK



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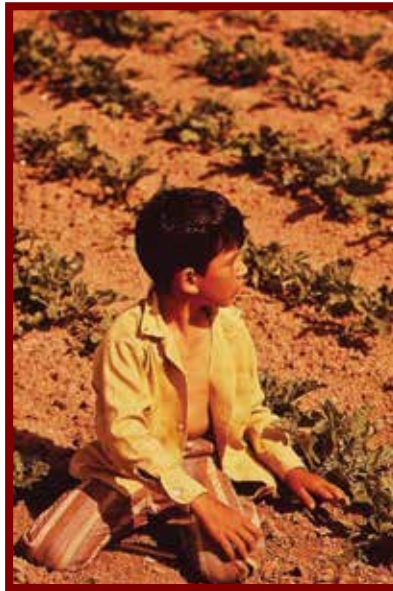


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CHILD MIGRANT FARMWORKERS



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DIFFERENT PERSPECTIVES: HOW TO HELP FARMWORKERS IN THE UNITED STATES



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My name is **Mitchell**. I help children who work on farms by volunteering for an organization called the Coalition of Immokalee Workers.

The Coalition of Immokalee Workers is trying to persuade companies to pay farmworkers more money. They have already convinced three fast food chains to only buy tomatoes from farms that pay the workers a fair amount of money.

Right now they are trying to get another fast food chain to do the same. I help this organization by going to their protests, handing out pamphlets, and writing letters to companies to educate them on this issue.



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My name is **Zeke**. I help children who work on farms by boycotting food companies that treat their workers unfairly. When I learned that some restaurants buy their tomatoes from farms that do not pay their workers enough money, I stopped eating at those places.

Now I buy most of my fruits and vegetables at farmers' markets. Farmers' markets are places where farmers sell their food directly to people. This is different from a grocery store where the food is sold by people who did not grow the food themselves.

When I buy my food at the farmers' market, I can meet the people who grew my food and ask them questions about working conditions and wages.

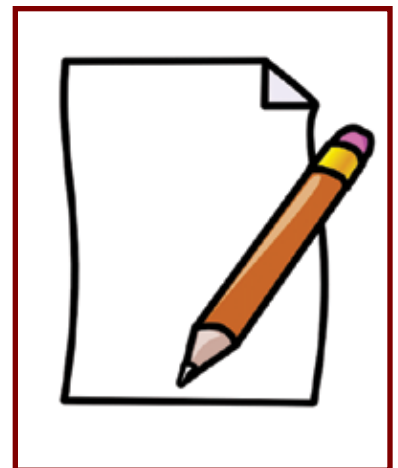


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My name is **Lenora**. When I learned about the treatment of farmworkers in the United States I knew I had to do something. I felt really concerned for the children and their families. I try to help them by writing letters to my elected officials and letting them know that this situation has to change. In my letters, I ask for improvements to be made to the Fair Labor Standards Act. I want child and adult migrant farmworkers to receive the same protections that workers are given in other industries. I also encourage my representatives to support stronger enforcement of the laws that already exist. Farmworkers feed America, and I think they deserve to earn a fair wage, and work in a safe, healthy environment. You could say I help children working on farms by being an active citizen.



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A DAY IN THE LIFE OF A CHILD MIGRANT FARMWORKER

Directions: Respond to the following questions and writing prompts in the notes section provided.

What is your name and where do you live?	
Describe your family.	
Where are you now and why are you there?	
What challenges does your family experience?	
Describe your daily routine, in sequential order.	
How do you feel about the work you are doing? What challenges do you experience? Explain your answer.	
What plans, if any, do you have for the future?	
What would you say to people who do not know anything about your life?	
What can people do to help children and families like yours?	
Provide any additional details that you want to include in your story.	

THEME:
MYSTERIES UNCOVERED

IT'S RAINING CATS & DOGS

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ESSENTIAL QUESTION

What are the underlying causes of dog and cat homelessness, and how can this problem be resolved?

OVERVIEW

Students will learn about dog and cat homelessness and uncover the mysteries behind this problem. Some of the reasons may seem clear to students, but some of the reasons are hidden from view. Students will read different homeless animal stories, participate in small group and whole class discussions, and watch a video to discover the reasons for the problem. Students will conclude the lesson by considering ways to reduce and prevent animal homelessness.

OBJECTIVE

Students will be able to...

- Define *dog and cat homelessness* and *overpopulation*.
- Compare and contrast an animal shelter and a pet store.
- Identify four ways to reduce animal homelessness.

1. Warm Up (10 min.)

- Show students two pictures of a dog and cat on the street. Ask them to discuss all their initial observations and any questions they have about both pictures with a partner. Then ask them to share with the whole class.
- Allow for responses. Through their observations, facilitate a discussion, and cover the following points:
 - The dog and cat are both homeless or *stray*.
 - They probably do not have anyone to take care of them, give them love, or provide them with veterinary care.
 - They might face a lot of dangers on the street including getting hurt by cars, insufficient food, lack of healthful food, little to no access to clean water, no proper shelter, and/or becoming sick or injured.

GRADE LEVEL 3-5

TIME NEEDED 60 min.

SUBJECTS English Language Arts,
Social Studies

STANDARDS

Common Core
ELA-Literacy: RL.3.1, RL.4.1, RL.5.1
SL.3.1, SL.4.1, SL.5.1

ISTE: Standard 3—Knowledge
Constructor
Standard 4—Innovative
Designer

MATERIALS

- Homeless dog and cat pictures
- Vocabulary Terms and Definitions (1 set per student or group)
- Homeless Animal Stories* and follow-up questions
- H.E.A.R.T.'s *What is a Puppy Mill?* video: <http://teachheart.org/educational-videos/>

OPTIONAL

- H.E.A.R.T.'s *What is an Animal Shelter?* video: <http://teachheart.org/educational-videos/>

VOCABULARY/TERMS

- Spay
- Neuter
- Dog and Cat Homelessness
- Dog and Cat Overpopulation
- Forever Home
- Guardian
- Adoption Center
- Puppy Mill
- Domesticated Animal

- Emphasize to students that dog and cat homelessness is a serious problem and that there are several causes for it. Explain that if we can understand some of the reasons for animal homelessness, we can take steps to reduce and prevent the problem.

2. Vocabulary Connection (10 min.)

- Let students know that there are some vocabulary terms you want to share with them to help them better understand the topic.
- Provide them with two stacks of cards: vocabulary terms and definitions. Ask them to match the terms to the definitions. Students can work independently, in pairs, or in small groups.
- Ask for student volunteers to share which term they matched to which definition.
 - ➡ **Dog and Cat Homelessness:** Dogs and cats living outdoors without a guardian or in an animal shelter where they are waiting to be adopted.
 - ➡ **Dog and Cat Overpopulation:** When there are more homeless dogs and cats than there are people who can provide them with loving forever homes.
 - ➡ **Spay/Neuter:** A safe surgery that stops animals from having babies. The surgery is called *spaying* when the animal is female and *neutering* when the animal is male.
 - ➡ **Forever Home:** A loving person or family who will take care of an animal for his/her entire life.
 - ➡ **Guardian:** A person who is responsible for the care and safety of another.
 - ➡ **Animal Adoption Center:** A temporary shelter for animals, where they are cared for while the shelter workers try to find them a permanent home.
 - ➡ **Domesticated Animal:** An animal who lives in close association with people and depends on them to provide for his/her needs.

3. Homeless Animal Stories (25 min.)

- Break students into groups of four. Tell them to designate one person as the reader, one as the writer, one as the presenter, and one as the time tracker. Everyone should participate in answering the questions. Let the students know how much time they have to complete the activity.
- Provide each group with one story from the *Homeless Animal Stories* Handout and a copy of the corresponding questions. Ask students to read the story and answer their questions. Allow each group to present a summary of their story and their answers to the class.
- When each group finishes presenting, ask the whole class to answer the following questions using their vocabulary words and terms.
 - ➡ Where are all of the homeless animals at the end of their stories?
Answer: An animal adoption center



VOCABULARY TERMS NOTE

When teaching students about the vocabulary term *animal adoption centers*, consider showing H.E.A.R.T.'s video, *What is an Animal Shelter?* Following the video, facilitate a short discussion. This video will help give an overview of what an animal adoption center does.

EDUCATOR SPOTLIGHT

Kim Korona

While many youth are aware that a great number of dogs and cats live on the street, they are frequently unaware of the many reasons that animals become homeless. Additionally, they often do not understand the difference between buying an animal from a pet store and adopting from an animal shelter. This is a very important distinction for people to understand if they are concerned about the dog and cat homelessness problem. Additionally, while knowledge about puppy mills has increased, it is still a *mystery* hidden from view that also plays a large role in this problem. In learning about this issue, students gain the necessary skills to analyze a problem from multiple perspectives and consider effective strategies for resolving it.

- What are each of the homeless animals waiting for?

Possible answers: A guardian, a forever home

- Describe a story that demonstrated the problem of dog and cat overpopulation. Explain your answer.

Example: *Ivy's Story* demonstrates cat overpopulation because the guardian cannot find homes for the kittens, so she brings them to the animal shelter. Then Ivy explains how sad it is to see so many cats there already waiting for homes.

4. Puppy Mills (10 min.)

- Following up from *Forest's Story*, let students know that they are going to learn more about puppy mills.
- Ask if any of them know what a puppy mill is. Allow for responses.
- To help explain what a puppy mill is, show H.E.A.R.T.'s video, *What is a Puppy Mill?*

- Ask the follow-up questions below:

- What are your initial reactions/thoughts to what you saw in the video? Allow for responses.

- How would you describe a puppy mill?

Possible answers: dirty, animals crammed into small cages, filthy water, little food, dogs with matted fur, sick dogs, dogs standing in their own waste.

- Why are the puppy mill owners breeding dogs?

Possible answer: they want to have a lot of dogs to sell and make money.

- Why do you think they treat the dogs this way?

Possible answers: they are more concerned about their profits than the care of the dogs; it would cost money and time to give the dogs more space, vet care, cleaner conditions, and better food; better care would mean less profit; they think of the dogs as objects instead of living beings; they do not think they have other options for making money.

- Where do the puppies born in the puppy mill go?

Possible answers: sold to pet stores, sold online

- When people buy dogs from puppy mills or from online breeders, how does that contribute to animal homelessness and animal overpopulation?

Possible answers: giving money to support the breeding of more dogs who need homes, whoever buys these dogs could have adopted a homeless animal from the shelter.

RESOURCE LINKS

ASPCA

<http://www.aspca.org/pet-care>

Humane Society of the United States

<http://bit.ly/23kg1nl>

Michigan State University: Animal Center

<http://bit.ly/1qzVKsE>

Pets of the Homeless

<http://bit.ly/1SWizzX>

Puppy Mill Notes

This video may be too challenging for 3rd graders to watch. As an alternative, consider using the resource links to show them a few age-appropriate images to explain what a puppy mill is and describe it in basic terms without being too graphic.

For students who do watch the video, prepare them by explaining that some of what they will see in the video may be upsetting. Let the students know when people see something uncomfortable, they can respond in different ways so they should be respectful of everyone's reactions.

- What can people do if they are concerned about puppy mills?

Possible answers: adopt animals from shelters instead of buying them, write letters to government officials to create stronger anti-puppy mill laws, educate others about the problem, donate money to organizations that have humane investigators working to shut down puppy mills and rescue the dogs there, educate others about the problem.



Puppy Mill Follow Up Questions Note

It is important, when talking about the difference between buying an animal from a pet store and adopting an animal from a shelter, to let students know that some pet stores no longer sell animals. Instead, they only sell pet supplies. Some stores even work with adoption groups, allowing their adoptable animals to stay at the store until they find homes, or hosting adoption events.

5. Wrap Up (5 min.)

- Ask students to review the actions that can be taken to reduce dog and cat homelessness.
 - ➡ Possible answers: adopting animals instead of buying them, spaying and neutering dogs and cats, providing dogs and cats with ID tags/microchips so that they can be found if they are lost, humane training to teach animals good manners so that they are more likely to remain in the home, writing letters to legislators about stronger puppy mill laws, educating others.

EXTENSION PROJECTS

STEM Connection—Spreading Awareness: After students learn about the reasons for animal homelessness, ask them to create multimedia posters about the problem and possible solutions using <http://www.Glogster.com>. Encourage students to use a variety of media including text, pictures and embedded video to present their information. Show students examples of Glogs such as: <http://bit.ly/1Vws6Sz>. Glogs can also be printed out and hung around the school. You can have an even bigger impact if you identify businesses in the area that will allow you to hang the posters in their establishments.

STEM Connection—Research Project: According to the Coalition for the Homeless, 5%-10% of the homeless population have dog and/or cat companions. In some areas of the country, the rate is as high as 25%. Ask students to conduct an online research project to investigate some of the most common causes for homelessness among people and effective solutions to help in the short term as well as actions to eradicate homelessness in the long term. Ask students to use a safe search engine like www.Kiddle.co to conduct their research. Challenge them to consider the reasons a person who is homeless would have a companion animal, the additional difficulties that person might experience, and suggested solutions that could help both the person and their animal. Allow students to present their research by creating a brochure or slideshow presentation where they incorporate their research.



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VOCABULARY TERMS AND DEFINITIONS

For teachers: Make copies of the vocabulary terms and the definitions. Cut out all the words and clip them together. Then cut out each definition, mix them up, and clip them together. Ask students to match the words to the definitions.

Vocabulary Terms	Definitions
Spay/Neuter	A safe surgery that stops animals from having babies. The surgery is called <i>spaying</i> when the animal is female and <i>neutering</i> when the animal is male.
Dog and Cat Homelessness	Dogs and cats living outdoors without a guardian or in an animal shelter where they are waiting to be adopted.
Dog and Cat Overpopulation	When there are more homeless dogs and cats than there are people who can provide them with loving forever homes.
Forever Home	A loving person or family who will take care of an animal for his/her entire life.
Guardian	A person who is responsible for the care and safety of another.
Animal Adoption Center	A temporary shelter for animals, where they are cared for while the shelter workers try to find them a permanent home.
Domesticated Animal	An animal who lives in close association with people and depends on them to provide for his/her needs.

HOMELESS ANIMAL STORIES*



Chloe's Story

Hi, my name is Chloe, and my family really loved me. They let me roam all around our neighborhood. I thought that was cool until I realized how dangerous it was. I ended up way too far from home and could not find my way back. I was picked up and brought to an animal shelter. They wanted to find my family, but they had no way to know who they were. I tried to tell them, but they did not understand my meowing. I was never brought back to my family. I miss them so much.



Duke's Story

I had a great family, and I felt so happy when they were around. They played with me, petted me, and gave me lots of attention. When they were gone for the whole day I missed them. There was nothing to do when they were away, so I chewed things to keep myself busy. I did not know I was doing anything wrong. My family was very upset about it and they became so angry they brought me to an animal shelter and never came back. Now, I am really sad, and I wonder where I will go next.

*These homeless animal stories are fictional and the associated images are not of animals with these backgrounds.

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HOMELESS ANIMAL STORIES*



Ivy's Story

My name is Ivy. My mother was always allowed to roam the neighborhood. One day, when she came back from being out all night, she was pregnant with me and three others. When my siblings and I were born, my mother's guardian did not want to take care of four extra kittens. She tried to give us away for free, but could not find anyone who wanted us. We were scared because she was just going to give us to anyone who came along, without making sure they knew how to treat us. She decided to bring us to an animal shelter. It was sad to see so many other cats already waiting for homes when we arrived.



Forest's Story

My name is Forest. I was born at a puppy mill. Puppy mills are places where people breed dogs to sell at pet stores and online. It was a very dirty and scary place. They did not take very good care of us, and many of the dogs had health problems. My mother lived her entire life there, in a tiny cage, where she was forced to become pregnant over and over again. Then her puppies, including me, were shipped to different pet stores to be sold. I lived at the pet store for several months, but no one wanted to buy me. Once I became a little older, the pet store owner was concerned he would lose money on me. His daughter did not like her father's business. She convinced him to let me go. She brought me to an animal adoption center. I hope that someone nice will adopt me and take care of me. I still think about my mom and hope that she is okay.

*These homeless animal stories are fictional and the associated images are not of animals with these backgrounds.

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CHLOE'S STORY

FOLLOW-UP QUESTION GUIDE

Directions: Read *Chloe's Story*, then write your responses in the notes section. Use evidence and quotes from the text when appropriate.

Chloe's Story Questions

Notes

1. How did Chloe end up at the animal shelter?	
2. What do you think it is like for Chloe living at the animal shelter compared to living in a home?	
3. What do you think Chloe's family thought about when she never came home? How do you think they felt?	
4. What could Chloe's family do to try to find her now?	
5. If you were Chloe's family, what would you do differently to prevent her from becoming lost?	



DUKE'S STORY

FOLLOW-UP QUESTION GUIDE

Directions: Read *Duke's Story*, then write your responses in the notes section. Use evidence and quotes from the text when appropriate.

Duke's Story Questions

Notes

1. Why did Duke's family get upset with him?	
2. Compare how Duke felt when his family was home to when they were away.	
3. Imagine that you are Duke. What do you think he would say to his family if he could talk?	
4. What could Duke's family have done to prevent him from chewing?	
5. Based on Duke's story, what do you think people need to know before adopting a dog?	



IVY'S STORY

FOLLOW-UP QUESTION GUIDE

Directions: Read *Ivy's Story*, then write your responses in the notes section. Use evidence and quotes from the text when appropriate.

Ivy's Story Questions

Notes

<p>1. Why did Ivy end up at the shelter?</p>	
<p>2. What do you think the difference is between giving an animal away to someone on the street and adopting an animal from an animal shelter?</p>	
<p>3. What do you think Ivy meant when she said, "It was sad to see so many cats already waiting for homes when we arrived"?</p>	
<p>4. What steps can the guardian in the story take to prevent any more unwanted kittens from being born?</p>	
<p>5. Do you think it is important to prevent a companion cat or dog from having puppies or kittens? Why or why not?</p>	



FOREST'S STORY

FOLLOW-UP QUESTION GUIDE

Directions: Read *Forest's Story*, then write your responses in the notes section. Use evidence and quotes from the text when appropriate.

Forest's Story Questions

Notes

<p>1. What is a puppy mill?</p>	
<p>2. Compare the daughter in the story to her father. Why do you think she didn't like her father's business?</p>	
<p>3. Identify three challenges that Forest has experienced in his life.</p>	
<p>4. What do you think will happen if pet stores do not make money from selling puppies?</p>	
<p>5. If you wanted to have a dog companion, where would you go? Please explain your answer.</p>	

THEME: MYSTERIES UNCOVERED

WHAT'S REALLY HAPPENING ON THE FARM?

ESSENTIAL QUESTION

What impact does large-scale animal agriculture have on people, other species, and the planet?

OVERVIEW

Students will compare and contrast the common images and ideas we often have of traditional farming practices with the reality of modern-day factory farming by viewing: *The Meatrix® Relaunch* video. After discussing the practices outlined in the video, students will break into small teams to represent one of the four main groups most impacted by the negative consequences of factory farming: farm animals; local wildlife living close to factory farms; agricultural farm workers; and meat, dairy and egg consumers. Each small team will write up a brief first-person statement from the perspective of the group they are representing, based on facts they are provided, as a way to speak up about the problems they experience because of factory farming. Finally, the students will brainstorm possible solutions to create a more sustainable and just farming system for people, animals, and the planet.

OBJECTIVES

Students will be able to...

- Explain at least two ways that people, farm animals, and the planet are affected by large-scale farming operations.
- Create a first-person statement out of facts written in the third-person.
- Demonstrate empathy toward other people and other species.
- Identify at least two ways that food can be produced in a sustainable way.

DAY 1:

1. Warm Up (5 min.)

- Start by letting students know that they are going to review one of the very first things they probably ever learned at home or in school. Explain that it is a “test” they will probably do very well on.

* Due to the mature content, this lesson is probably most applicable to 5th graders/older students.

GRADE LEVEL 5*

TIME NEEDED Two 45 min. periods

SUBJECTS English Language Arts, Science

STANDARDS

Common Core
ELA-Literacy: L.5.2
RI.5.1
SL.5.4
W.5.2

ISTE: Standard 3–
Knowledge Constructor
Standard 6–
Creative Communicator

MATERIALS

- Farm Animal Picture Packet
- The Meatrix® Relaunch*, <http://themeatrix.com>
- Speak Out Translation Worksheet*
- Animal Agriculture Fact Cards*

VOCABULARY/TERMS

- Factory Farm
- Consumer
- Steward
- Ag-Gag Laws
- Ideal
- Recruits
- Wages
- Hazardous
- Immigration
- Outcasts
- Hydrogen Sulfide
- Manufacturing
- Trauma
- Paralysis
- Battery Cages
- Gestation Crates
- Compulsive
- Nitrogen
- Water-Fowl
- Parasites
- Antibiotic Resistant Bacteria
- Neurotoxin
- Greenhouse Gases
- Overexposure
- Feedlots
- Contamination
- Unsanitary

EDUCATOR SPOTLIGHT

Jeannie Russell

Younger students almost always recognize the inherent 'personhood' of other animals, which is why farm animals are so often used to engage them in learning activities. I tried to structure this lesson so students can keep that special emotional connection they feel in relation to these animals and use their maturing voices to speak up about the real conditions under which farm animals live, while also highlighting the many others who are directly affected by factory farming systems. Confronting the disconnect between our mythologized images and stories and the realities of modern farming offers students a powerful opportunity to practice what critical thinking is really about: looking honestly at core unexamined feelings and assumptions and being able to reassess them, even when it is uncomfortable. In my experience, students really love this kind of incisive and emotionally meaningful critical thinking challenge. Some of the most passionate and thoughtful responses I have ever had in my teaching career have come from students learning about the conditions of factory farms and honestly exploring their own connection to our modern food industries.

- Ask for student volunteers to tell the class the sound that each of the following animals makes:
 - ➡ Cow, pig, chicken, sheep, duck
- When you ask about the sound for each type of animal, show a picture of that animal from the *Farm Animal Picture Packet*.
- End the activity by exclaiming, “*Wow! You all passed pre-K very well!*”
- Then discuss with the students how they may have realized that in pre-K their teachers told them stories that were very simple, but now that they are older, many things are more complicated than what they may have originally thought.
- Ask them what stories they have been told about how farm animals live on farms. (Allow for responses.)
- Explain that they will be learning about modern farms and farm animals in a way that goes beyond the pictures and farm animal sounds that they learned about when they were younger.

2. Inside the Farm (10 min.)

- Explain to your students that while farm animals seem familiar, most people do not really have much direct contact with them nowadays.
- Let students know that most of the ideas people have about farms come from the way farms were operated many years ago, but a lot has changed in the way farms operate in the U.S. today.
- Tell students that you will show them a video that describes some of these changes and the way they affect everything and everyone around them.
- Show the video: *The Meatrix® Relunched*.
- Ask these follow-up questions:
 - ➡ Compare how you thought farms were operated to what Leo thought at the beginning of the video.
 - ➡ The film shows how farms affect everything around them. In what ways are farms affecting people, animals, and the environment?
 - ➡ How do consumers support what's happening on large-scale farms?
 - ➡ How do you feel about the way large-scale farms are operated?
 - ➡ How was Leo able to see the truth about modern animal agriculture?

3. Farm Laws (10 min.)

- Explain that some factory farms want to keep the reality of how they operate out of public view.
- Let students know that in 8 states laws have passed that make it a crime to take pictures or videos of what happens inside of a large-scale animal farm. These laws are commonly referred to as *Ag-Gag* laws.
- Ask students the following questions about Ag-Gag laws:



FARM LAW NOTE

As of December 2016, states that have passed Ag-Gag laws are: Alabama, Iowa, Kansas, Missouri, Montana, North Carolina, North Dakota, and Utah.

- ➔ Why do you think the big animal agriculture businesses wanted these laws passed?
- ➔ Why do you think the lawmakers in these states voted to pass them?
- ➔ Why do you think some people support these laws? Why do you think some people oppose (or do not support) these laws?
- ➔ What's your position on this kind of legislation? Please explain.



4. Speaking Up for Others (20 min.)

- Referring to the video, point out how the farm animals were able to stand up for themselves by speaking out, but they are not able to communicate with people that way in real life.
- Ask students, “Who can be a voice for farm animals when they are mistreated?” (Allow for responses.) Follow up by emphasizing that we can all be a voice for farm animals and anyone else who is treated unjustly.
- To give students an opportunity to practice speaking out, divide the class into four teams. Each team will represent a group who is affected by the way factory farms operate.
 - ➔ The four groups are: animal agriculture workers; farm animals; local wildlife; and meat, dairy and egg consumers.
- Share the following directions with the class:
 - ➔ Each team will learn some facts about the way their group is affected by large-scale farming.
 - ➔ Each member of the team will imagine being the individual they are representing.
 - ➔ Within their team, they should split into pairs or triples, and each smaller group will work together to rewrite one or two of their team's facts (depending on the size of their team) “in their own words” as the person or animal they are representing.
 - ➔ They will use the *Speak Out Translation* Worksheet to write their facts out in their own words.
 - ➔ Once everyone has finished rewriting their facts, they will share who they are and read their translation out loud to the rest of the class.
- To start, provide the students with the following example of a farm animal fact card:
 - ➔ *On large factory farms, cows do not get to graze in fields to eat their natural foods, grass and hay. They are confined inside and fed a diet of corn because it is cheaper and easier to manage. This gives them indigestion and, as a result, they release much more intestinal gas than they would on a natural diet.*
- Ask students to consider how they might write this in the first-person, from the point of view of a cow. Allow students to share their ideas, and write them on the board. Then share this example with them.
 - ➔ *The big metal shed where I live doesn't have any grass for me to graze on when I'm hungry. Grass and hay are my favorite foods and they keep me healthy. The workers feed me corn instead. It may be cheaper for the farm owners, but it hurts my stomach! I'm sorry to*

SPEAKING UP FOR OTHERS NOTE

To enhance this activity, invite students to create visuals (drawings, posters, PowerPoint slides, masks) and/or props to better represent themselves as the person or animal for whom they are speaking. Also, consider asking students to create brief video reports of their first-person statements.

RESOURCE LINKS

Humane Society of the United States (Ag-Gag Laws)

http://www.humanesociety.org/issues/campaigns/factory_farming/fact-sheets/ag_gag.html?referrer=https://www.google.com/

Farm Sanctuary

<https://www.farmsanctuary.org/>

EXTENSION PROJECTS

Writing Activity: Provide students with the following writing prompt and time to answer this question, either in class as a short free write activity or as a longer research project followed by a short essay.

- o *Imagine that you are a farmer. What type of farm would you have and how would you operate? Explain the reasons behind your farming choices.*

Research Project Activity: Explain that many urban communities (cities) are making room for gardens to bring healthful foods close to home, protect natural (wild) communities by using less land for farming, and to make the cities themselves cleaner and healthier spaces. Challenge students to research some of the farming techniques used in urban communities such as: community gardens, vertical gardens, and green roofs. Ask students to share their discoveries in a brief report or presentation.

have to tell you this, but it makes me pass gas all day long, and that does not feel good!

- Discuss how the first person rewrite provides similar information to the original text, but expresses the information from the point of view of the cow.
- Provide all the pairs or small groups, within each team, with one or two of the facts relating to their team. Pass out the *Speak Out Translation Worksheets* as well.
- Allow students time to work on their translations. Either allow students time to finish during the following class period or ask them to complete their write-ups at home.

DAY 2:

5. Speaking Up for Others Presentations (30 min.)

- Review the team work instructions with the students.
- If needed, allow time for them to meet back with their partner or small group to review what they wrote on their *Speak Out Translation Worksheet*.
- If they have finished, encourage them to practice presenting what they wrote with their entire team. Allow time for them to create any visuals or props if that enhancement was part of the activity.
- Once all the teams are ready to present, ask students to be respectful of the presenters and give them their undivided attention.
- Allow each team to present one at a time.
- After each presentation, ask the rest of the class what they learned about the group from the team's presentation. Ask the team what they learned from seeing the fact(s) from their group's point of view.
- At the end, ask students if they have additional comments or questions.

6. Brainstorming Solutions (10 min.)

- Challenge students to work independently, with their partner, or in their small group to brainstorm the following:
 - ➡ Ways to change how farms operate so that they cause less harm or no harm to people, animals, and the planet.
 - ➡ Ideas for producing food for humans that does not cause harm to people, animals, or the planet.
- Once students have finished brainstorming, allow them an opportunity to share with the whole class while recording their ideas on the board.

7. Wrap Up (5 min.)

- Congratulate the students on being such great advocates for some of the people and animals who don't usually have a voice in deciding how farming is done.
- Tell students that people all over the world are starting to change the way they eat to improve their health and the well-being of all the animals with whom we share this planet.
- Ask students to share one thing they most want to see improved or changed in animal farming practices.



Brainstorming Solutions Notes

If students have some difficulty thinking of possible solutions, prompt students with these suggestions to help them get started:

- **Farm Animals:** Conditions that respect their natural needs; not using them for meat, eggs, or dairy; raising substantially fewer animals on farms to better meet their needs.

- **Local Wildlife:** Much smaller farms to reduce animal waste; no clear-cutting of forests for planting animal feed; raising a lot fewer (or no) cows and providing them a healthier diet to reduce the amount of methane (a greenhouse gas) they produce, which contributes to global warming; organic farming techniques to reduce pollution from chemicals and medicines.

- **Farm Workers:** Fair pay; safe and healthy working conditions; protections for migrant workers; small and family-owned farms with much fewer animals; farmer cooperatives to help smaller farmers sell their food to wider markets.

- **Consumers:** No agricultural antibiotic use; reducing the number of animals raised on a farm and processed so food safety is improved; access to local farms; access to organic foods; eating less meat, eggs, and dairy; eating no meat, eggs, and dairy.

FARM ANIMAL PICTURE PACKET



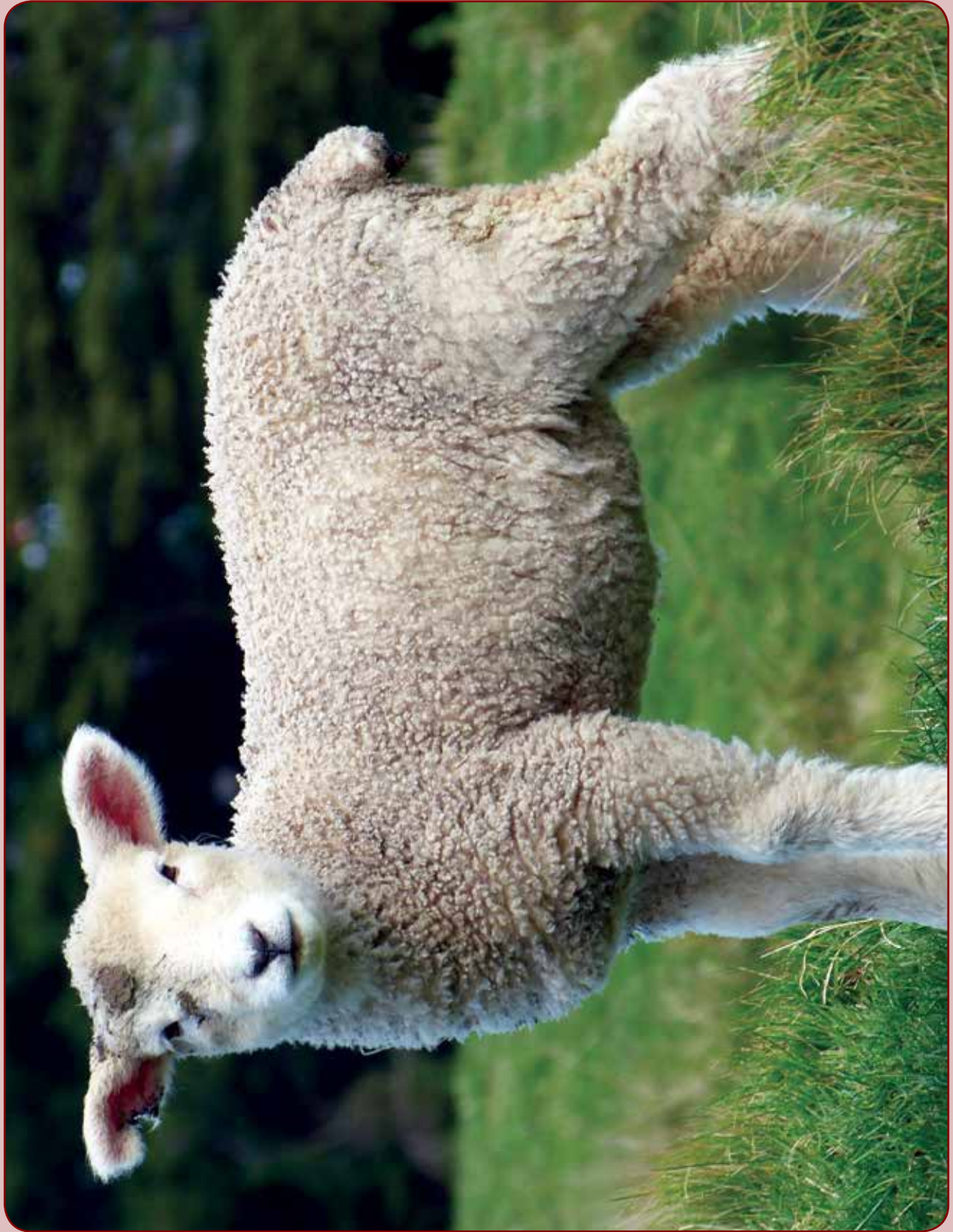
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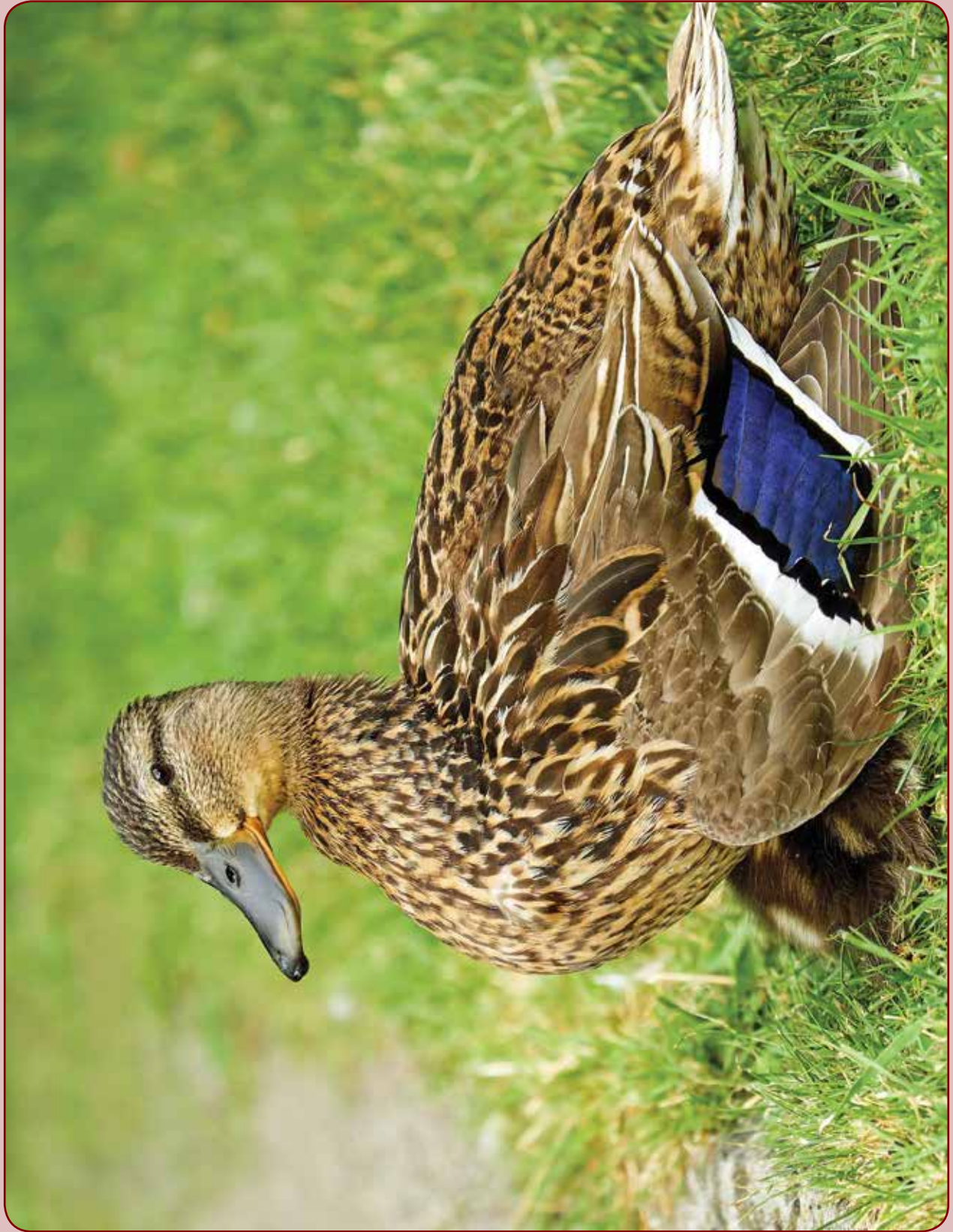
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ANIMAL AGRICULTURE WORKERS

1. **Topic - Migrant Laborers:** An unknown percentage of full-time and part-time animal farm workers are undocumented. This means they have come to the U.S. to work without the legal papers that immigration services provide. Farm owners often prefer to hire undocumented workers because they are less likely to complain about low wages and hazardous working conditions. They are afraid they will be arrested and sent back to their native country with no job options if they complain. Workers are largely unaware of the health hazards and social struggles they will experience as animal farm workers. Differences in language and culture often leave workers feeling isolated in their new communities.
2. **Topic - Gases from Pig Factory Farms:** Hydrogen sulfide is an extremely toxic gas to humans and animals. (Handbook of Hazardous Materials, 1993). During the processing of liquid manure in swine CAFO's (Concentrated Animal Feeding Operations, another name for factory farms), the concentration of hydrogen sulfide in the air surrounding workers can rise to deadly levels within seconds. (University of Iowa, 1995)
3. **Topic - Meat-Packing Workers:** The harmful effects of industrial food production are not limited to farm workers. Food manufacturing has some of the most dangerous jobs in the country. Workers in meat-packing plants often develop repeated trauma injuries (which involve small injuries over a period of time that damage joints or nerves, causing severe pain and even paralysis). This happens because they must perform the same action, on the assembly line, over and over for hours without a break.
4. **Topic - Chicken Processing Factory Line:** Poultry workers have long hours with few rest breaks. In just one shift, 7-10 chicken catchers will catch 30,000-60,000 chickens. Chicken processing workers may process up to 140 birds per minute. This high-speed work causes many injuries, and workers are also exposed to the very harsh disinfecting chemicals used to kill bacteria. Workers who are injured on the job may have trouble getting their employers to pay for workman's compensation, medical bills, or sick leave.
 1. <http://www.foodispower.org/factory-farm-workers/>
 2. <http://www.sraproject.org/wp-content/uploads/2007/12/airpollutionfacts.pdf>
 3. <http://www.sustainabletable.org/273/workers>
 4. <http://www.ncfh.org/uploads/3/8/6/8/38685499/fs-poultryworkers.pdf>

FARM ANIMALS FACTS

1. **Topic - Chickens in Battery Cages:** The majority of egg-laying hens in the U.S. live their whole lives in battery cages. The average laying hen is given only 67 square inches of space to live her entire life. That is less space than a single sheet of letter-sized paper.
2. **Topic - Pigs in Gestation Crates:** Most breeding sows (female pigs who have babies) spend nearly all of each pregnancy in gestation crates, which are so small that they cannot lie down comfortably or even turn around. Their waste falls through the slatted floors of the crates, so the sows live above manure pits and are exposed to high levels of ammonia, which often causes lung disease.
3. **Topic - Dairy Cows:** In most large-scale dairy farms in the U.S., cows spend their lives indoors, usually on hard, concrete floors, and are frequently connected to a milking machine. The average dairy cow was forced to produce more than 20,000 pounds of milk in 2007. This number is more than twice the quantity produced by the average cow in the dairy industry 40 years earlier. The cows suffer from painful infections as a result of this extremely high level of milk production. They also sustain injuries to their udders from being hooked up to milking machines. The cows are repeatedly impregnated to produce milk and are separated from their babies so that the calves can't drink their milk, which is sold for money.
4. **Topic - Debeaking:** Female chicks used as egg layers are debeaked when they are only a few days old in order to reduce the damage caused by pecking one another; this means that the very sensitive tips of their beaks are cut off. Hens are also debeaked to prevent them from pecking each other. This is not usual behavior for hens, but they do it because their living conditions are so stressful on the severely over-crowded factory farms.
 1. http://www.humanesociety.org/issues/confinement_farm/facts/cage-free_vs_battery-cage.html
 2. <http://www.farmsanctuary.org/learn/factory-farming/pigs-used-for-pork/>
 3. <http://www.farmsanctuary.org/learn/factory-farming/dairy/>
 4. <http://freefromharm.org/animal-cruelty-investigation/debeaking-video-shows-standard-practice-on-free-range-egg-farms/>

LOCAL WILDLIFE FACTS

1. **Topic - Animal Waste & Water:** According to the EPA (Environmental Protection Agency), a dairy farm with 2,000 cows can produce more than 240,000 pounds of manure daily, or nearly 90 million pounds a year. The USDA (US Department of Agriculture) estimates that the manure from 200 milking cows releases as much nitrogen as the sewage from a community of 5,000 to 10,000 people. This nitrogen in cow manure causes massive pollution to local waters and can result in large die-offs of fish and water-fowl.
2. **Topic - Neurotoxic Gases:** Toxic wastes released into air and water from hog farms can contain viruses, parasites, and antibiotic resistant bacteria (all of which cause illness in humans and other animals). They also contain hormones, which regulate the way we grow and physically mature, and chemicals like ammonia, methane, and hydrogen sulfide (which is a neurotoxin that affects brain function). People and animals living near these hog farms often have very high rates of diseases.
3. **Topic - Methane and Global Warming:** CAFOs (Concentrated Animal Feeding Operations, another name for factory farms) are a major cause of global warming because they release a large amount of greenhouse gases into the atmosphere—more than all the cars, trucks, planes and other transportation vehicles in the whole world combined. Global warming is changing our climate too rapidly for our environment to adapt and is already causing many plant and animal species to become endangered or go extinct.
4. **Topic - Wildlife Extermination:** In order to protect the profits of the livestock industry (cows used for meat production), the US Department of Agriculture and the Bureau of Land Management pay for programs to kill or trap local wildlife that might interfere with the cattle rancher's use of the land. This has led to the severe reduction of wolf populations in the Pacific Northwest and the mass round up of wild horses in the Midwest. These animals compete, for public land to graze on, with cattle and sheep being raised for meat by ranchers. Cattle ranchers use publicly owned lands but are not sharing these spaces with the plants and animals already living there.
 1. http://e360.yale.edu/feature/as_dairy_farms_grow_bigger_new_concerns_about_pollution/2768/
 2. <http://buffaloriveralliance.org/page-1547312>
 3. <http://www.ecowatch.com/how-factory-farming-contributes-to-global-warming-1881690535.html>
 4. https://journals.law.stanford.edu/stanford-environmental-law-journal-elj/blog/leading-cause-everything-one-industry-destroying-our-planet-and-our-ability-thrive-it#_ftn8

MEAT, DAIRY AND EGG CONSUMERS

1. **Topic - Antibiotic Resistance:** Factory farms use antibiotics in animal feed to promote faster growth and prevent diseases due to overcrowded conditions. Most of the antibiotics used in the U.S. are not prescribed to people to treat infections, but are given to animals in factory farms. Bacteria become resistant to antibiotics when these drugs are overused, and then the medicine is not as effective on humans when needed to fight infections and diseases.
2. **Topic - Food Safety Concerns:** When thousands of beef cattle or other farmed animals are packed into overcrowded spaces full of manure, disease-causing bacteria can spread quickly. One animal can contaminate thousands of pounds of meat or other animal food products exposed to the bacteria. In 2010, the crowded, unsanitary conditions at two Iowa egg companies caused more than half a billion eggs to be pulled from the stores because of possible Salmonella contamination (Salmonella is a bacteria that produces severe food poisoning symptoms).
3. **Topic - Hormones & Other Additives:** rBGH is a genetically engineered artificial hormone given to dairy cows to make them produce more milk. Even though scientists, some farmers, and consumers have expressed concerns about the effects of a growth hormone on the people who consume the milk, the U.S. currently allows this practice. The hormone is then passed on in the milk to consumers who buy and drink it.
4. **Topic - Meat Consumption & Health:** In 2012, Harvard medical school published a long-term study on the health effects of eating meat. People in the study who ate the most meat over many years tended to die at a younger age, and to be more likely to develop cardiovascular (heart) disease and cancer. Red meat includes beef, pork, and lamb; processed meats include bacon, hot dogs, hamburgers, sausage, salami, and bologna. People who ate the most meat also tended to weigh more, exercise less, smoke tobacco more, and drink more alcohol than those who ate less or no meat in the study. Yet even when the researchers looked only at the effects of meat-eating on the health of the people in their study, they still found that it was associated with shortened life spans.
 1. http://www.ucsusa.org/food_and_agriculture/our-failing-food-system/industrial-agriculture/prescription-for-trouble.html#.V91vHLf3arU
 2. <https://www.foodandwaterwatch.org/problems/factory-farming-food-safety>
 3. <http://www.health.harvard.edu/staying-healthy/cutting-red-meat-for-a-longer-life>

SPEAK OUT: TRANSLATION

Names _____

Part I: Introduction

Complete the following based on the team you are in and the topic you are focusing on.

Group (Who are you representing?)

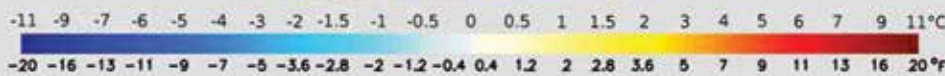
What is your fact number and topic?

Part II: In Their Words

Rewrite your fact from the point of view of the group you are representing.

THEME:
MYSTERIES UNCOVERED

THE CONSEQUENCES OF OUR CHANGING CLIMATE



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ESSENTIAL QUESTION

What are the causes and consequences of rapid climate change and how can we mitigate its threat to our living home?

OVERVIEW

Our global climate is rapidly changing largely due to human activity. Students will work in groups as “climate science reporters” to investigate the impact burning fossil fuels and other types of industrial activity are having on the natural world, which includes both animal and human communities. Using research packets, groups will present what they learn about climate issues to their peers in the form of a newscast.

OBJECTIVES

Students will be able to...

- Identify major global biomes.
- Understand the important roles habitats play in the survival of the species who live there.
- Define and distinguish between the terms *climate* and *weather*.
- Define *fossil fuels* and understand their contribution to the *greenhouse effect*.
- Identify at least 4 consequences of rapid climate change.
- Identify solutions to anthropogenic climate change and ways of protecting our global communities.

DAY 1:

1. Warm Up (15 min.)

- Start the class by presenting a large physical map of the world.
- Show the 5 land-based biome photos, including an image of a native plant or animal representative from that biome. Point out where these different regions are located on the map.
- Ask what other plant and animal species might be found there.
- Tell students that habitats exist within each of these biomes. Explain that these are special homes that the plants and animals in a region maintain over time by giving and receiving energy (food) to and

GRADE LEVEL 3 – 5

TIME NEEDED Two 45 min. periods

SUBJECTS Science, Social Studies

STANDARDS

Common Core
ELA-Literacy: RI.3.2
RI.4.3, RI.5.3
SL.3.4, SL.4.4, SL.5.4

ISTE: Standard 5—
Computational Thinker
Standard 6—Creative
Communicator

NGSS: 4-ESS3-2
5-ESS3-1

MATERIALS

- Globe/World Map
- Images of 5 different habitats in distinct biomes with a native animal or plant from that biome
- 5 distinct *Rapid Climate Change* Research Packets
- Rapid Climate Change* Newscast Prep Worksheet

OPTIONAL

- Video or other recording devices to enhance the student “newscast” presentations

VOCABULARY/TERMS*

- Rapid Climate Change
- Biome
- Greenhouse Effect
- Fossil Fuel
- Mitigate

*In addition to these terms, for the group work portion of the lesson, each group will receive a *Rapid Climate Change* Research Packet with its own set of vocabulary related to their specific topic.

from each other. A habitat is also made up of physical factors such as soil, moisture, light intensity and temperature range.



WARM UP NOTE

In teaching about the 5 land-based biomes, make sure to explain that our planet also has marine (oceans, coral reefs, and estuaries) and fresh-water (streams, ponds, rivers, lakes, and wetlands) biomes that contain many diverse habitats. Explain that different types of physical factors create these aquatic habitats and that they play a big role in affecting the weather systems that make each land biome so distinct. The land biomes illustrate what different climates look like and marine and freshwater biomes help to create them.



GROUP WORK NOTE

Circulate around the class to help facilitate group work and ensure that all members are participating in reading and discussing their research, and in creating a brief presentation.



PRESENTATIONS NOTE

Extend this activity by having student “reporters” use recording equipment to make a YouTube PSA of their climate investigations and newscast. To enhance these PSAs, use a green screen app like Green Screen by Do Ink to let students place themselves in the scene that they are reporting about. Use common video-editing software like iMovie to let students edit their PSAs, and add enhancements like title cards and music/sound effects.

- Share that: *Every living being, from giant redwood trees to the tiniest insect, needs a healthy habitat to survive and thrive.*
- Ask students what they think makes the plants and animals living together in one biome differ from those living together in another (refer to the biome images and ask students to compare and contrast the main differences between them).
- After getting responses, explain that the habitats within each biome have something in common; they all share a similar climate, which is different from the climate of the habitats in another biome. Plants and animals live in the biome that has the climate which best meets their needs.

2. Rapid Climate Change (10 min.)

- Ask students to raise their hand if they have heard of global warming or climate change. Share that most of us have heard about it, but many people still don't really understand what it means.
- Explain that because it is such an important topic they are going to become “climate science reporters.”
- Ask students what they need to do in order to be good reporters. Allow for responses. If not noted, emphasize the importance of doing research to present information clearly and accurately.
- Explain that the class will break into small groups to conduct research on the topic of rapid climate change, and create a ‘breaking news’ report to share with the whole class.
- In their groups, they will research the following:
 - ➔ What climate is
 - ➔ What's changing in our global climate systems
 - ➔ What's causing these changes
 - ➔ How these changes are affecting the many different habitats we share around the world with other animals and plants.
- Each group will receive their own packet of research materials to read and examine. They will have to work together as a news team to make sure they understand the part of the story for which they are responsible.
- Each member of the group will play the role of a newscaster, and each should prepare a few sentences to present in their own words.

DAY 1 Continued and DAY 2:

3. Group Work and Presentations (20 min. day 1; 30 min. day 2)

- Break the class into 5 small groups.
- Give each group one of the *Rapid Climate Change* Research Packets and instruct them to read over the material together, examining and discussing the photos.
- Pass out the *Rapid Climate Change Newscast Prep* Worksheet to students to take notes and to write out their portion of the “newscast.”
- Point out that their research packets include vocabulary and main ideas that are printed in bold to help them organize their presentations.

EDUCATOR SPOTLIGHT

Jeannie Russell

It is essential that we help our students understand the way in which human communities affect natural habitats, because it will be their responsibility to restore balance and protect them for future generations. They are the ones who will make critical choices—both locally and within the wider context of our social and political lives—about what our relationship to the countless other living beings with whom we share our world will be, amid increasingly unstable natural conditions. As a humane educator, I try to keep a focus on helping my students see themselves as active participants in these complex, interconnected communities: I want them to understand that they are a part of, not apart from, their natural world. Engaging the students as ‘investigative reporters’ for this lesson also highlights the special responsibility they have to pass along their knowledge and ideas for action, and to speak out on behalf of those whose voices are not always included in decisions or policies that affect us all.

➤ When everyone has read their research materials and prepared a brief presentation on their news story, ask each group to make a dramatic presentation on the following topics, in the order listed below:

- What Is Climate?
- People Use Machines
- The Greenhouse Effect
- Consequences of Rapid Climate Change
- Solutions

4. Wrap Up (15 min.)

- Validate the work the students did: learning about and reporting on such an important and complicated subject. Explain that now that they are experienced “climate science reporters” they will be able to help their family and community better understand the issues related to climate change when they hear about it on the news.
- Ask students which topics they think would be important to continue investigating. Allow for responses and share the importance of continuing to learn more about the causes and consequences of, and solutions to, rapid climate change.
- Explain that investigative reporters often continue working to understand how their stories affect the communities in which they live.
- Discuss how understanding climate and potential solutions are critical for protecting our entire living home and all of its inhabitants.

RESOURCE LINKS

NASA: Climate Kids climatekids.nasa.gov/menu/teach/

NASA: Global Climate Change climate.nasa.gov/resources/education/pbs_modules/

National Education Association: The Roof is Growing www.nea.org/tools/lessons/the-roof-is-growing.html

EPA: A Student Guide to Climate Change www3.epa.gov/climatechange/kids/solutions/technologies/solar.html

EXTENSION PROJECTS

- **Critical Thinking and Essay:** Introduce the following topic to students and ask them to write a short essay in response to the question. *Scientists from several disciplines have been concerned about the impact of fossil fuel use on global climate systems for many decades. Yet governments in the wealthiest countries that produce the majority of the greenhouse gas emissions have not effectively responded to the need for a change in the way we generate and use energy. Why do you think this is so?*
- **Research:** Explain that while students briefly discussed some possible solutions to climate change, there is more research to be done. Break students up into groups and ask each group to research one of the topics below, as possible methods to mitigate or counter the effects of climate change. Ask them to explain what their topic is and in what way(s) it could help to alleviate or prevent the harmful consequences of climate change. Also, ask them to provide examples of where these actions have already been utilized and to illustrate their effectiveness. Suggested topics include: investing in and developing clean (solar, wind, water, and geothermal) energy (ask the group to only focus on one form of clean energy in depth); green and cool roofs; vertical gardens; and citizen engagement, such as lobbying Congress to create sustainable policies.
- **STEM Connection:** Let students explore the science behind how climate change works with simulations from the Concord Consortium. The simulation “Sunlight, Infrared, CO₂ and the Ground” explores how solar radiation interacts with the earth’s surface and atmosphere (<http://bit.ly/2lhAd6L>). The simulation “Global Climate Change Model: Making Predictions about Future Climate” explores how human emissions affect the earth’s temperature (<http://bit.ly/2kzEoxM>). Let students explore these simulations and write a report to share their conclusions about what they have learned.

Arctic Biome



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Arctic Fox



© Algalv Walk used under a Creative Commons CC BY 3.0 Unported License

Desert Biome



© Felix Gottwald used under a Creative Commons CC BY-SA 3.0 Unported License

Lithops

Also known as Pebble Plant or Living Stone



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Rainforest Biome



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Parrot



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Temperate Forest Biome



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Black Bears



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Savannah Biome



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African Elephants



© Bjorn Christian Torrissen used under a Creative Commons CC BY-SA 3.0 Unported License

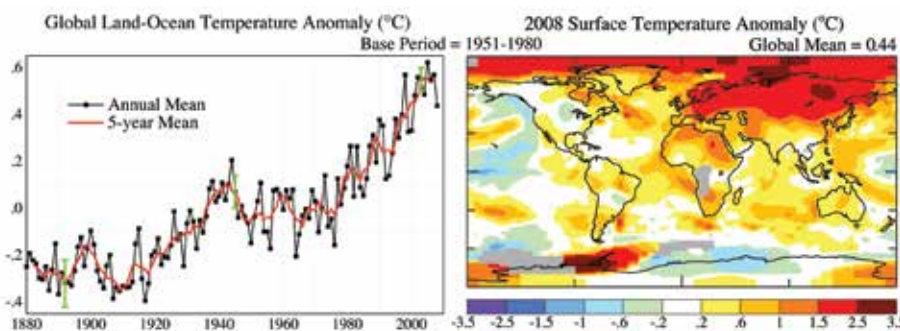
Rapid Climate Change Research Packet 1

Topic: What is Climate? Our Planet's Climate is Changing

Directions: Read the following as a group. Create a newscast to explain what climate is and how our global climate is changing. Include a "special report" using information from the *Special Report: Our Living Home* section in your newscast.

Weather changes day to day, but **climate** is the pattern of weather in a large region over a long period of time. For example, within the desert regions of North Africa, the temperature will not always be the same, but it will on average be much hotter than in the tundra regions of Alaska and Northern Canada. A region's latitude, distinctive land features, like mountains and fresh or ocean waters, and the plant and animals who live there, all affect what the climate will be.

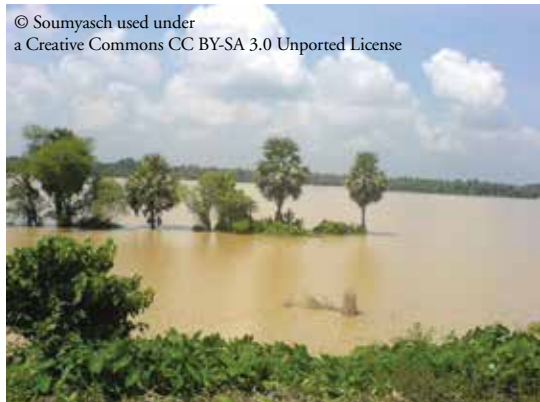
We know the weather will change, but we expect the climate to stay the same in our lifetime. In a temperate climate where there are different seasons, we expect the winter part of the year to be much colder than the summer. Likewise, in others parts of the world there is a predictable wet season when it rains frequently, and a dry season when there is much less rain.



Picture 1: Depicts the abnormal increase in global land-ocean temperature between 1800-2000. Picture 2: Illustrates unusually hot surface temperature of the Earth in 2008.

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The **climate is changing rapidly** in all regions of our planet right now. Look at the map and notice what is happening to the average temperature.

Special Report: Our Living Home: Monsoon Climates

The climate systems of different regions around the world create distinctive patterns of weather. Most people in North America are familiar with a seasonal pattern of winter and summer. In other parts of the world these seasonal changes are quite different.

In the tropical regions of Southeast Asia, the temperature doesn't change with seasons as dramatically as it does in more northern parts of the globe. The monsoon climate instead has seasonal winds that change their direction almost completely during their winter and summer months. Southwesterly winds blowing across the Indian Ocean are full of moisture and bring a rainy season during the summer. The northwesterly winds are blocked by the huge Himalayan mountain ranges, so most of South and Southeast Asia experience a dry season in winter. The weather patterns of the monsoon climate thus have a huge influence on human life, particularly on the farming methods that depend on predictable seasonal rains.

With our warming global climate, the monsoon rainy seasons in many recent years have brought destructive flooding to parts of Southeast Asia. Warmer air can hold more moisture than cold air, so the warmer air over the ocean brings too much rain to this region during monsoon season.

Rapid Climate Change Research Packet 2

Topic: How Are People Affecting Our Climate? Modern Human Communities Use Machines

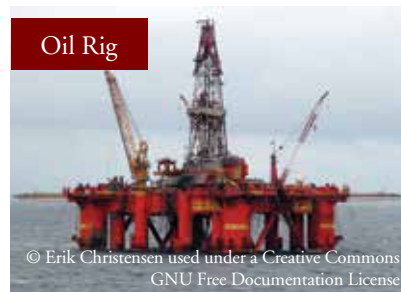
Directions: Read the following as a group. Create a newscast to explain what fossil fuels are: how they are made in the earth, how we extract them, and how we use them. Include a “special report” using information from the *Special Report: Our Living Home* section in your newscast.

There has been a big change in the way people in many human communities live and work in their natural habitats over the past few hundred years. This has had a huge impact on our global climate.

Over the past 200 years or so, people have invented **machines** of all different kinds: cars, trucks, airplanes and rockets; power plants that generate electricity for lights and refrigerators and other appliances; boilers and air conditioners to heat and cool buildings all year around; and machines for farming, repairing roads and building skyscrapers.

Most of the machines we use are fueled by **burning oil, natural gas or coal**. These fuels are called **fossil fuels** because they are found deep in the earth, like the dinosaur fossils from the same geologic period. They come from the carbon (an important element in all living beings) in decayed plants and animals that has been changed to **oil, coal, and natural gas** by heat and pressure deep in the earth’s crust over tens of millions of years.

We get the coal, oil and gas from deep within the earth by **drilling, fracking, mining, and processing tar sands**. These are called “extractive technologies,” which give us access to the hard-to-reach places where oil, coal or natural gas can be found.



Special Report:

Our Living Home: Local Communities Protest Gas and Oil Pipelines

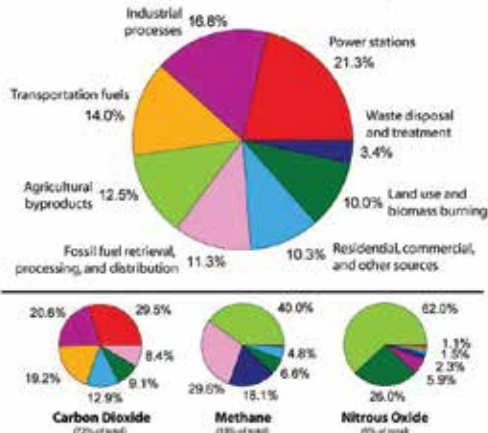
The local communities where oil, coal, and gas extraction occur often experience very serious habitat destruction and pollution of their soil, water, and air. As fossil fuel energy companies search for oil and gas in more hard-to-reach places, they are also building a growing network of pipelines to carry oil and fracked natural gas across large parts of the country to coastal ports where they can be used in the United States or shipped to other countries. This process puts many more communities along the pipeline routes at risk of pollution, particularly to their fresh water supplies. People who live where these pipelines are being planned or already built are working to protect their natural resources and to support finding new, safer ways to get energy.

Rapid Climate Change Research Packet 3

Topic: How Are People Affecting Our Climate? Understanding the Greenhouse Effect

Directions: Read the following as a group. Create a newscast about the greenhouse effect: explain what causes it and how it results in global warming. Include a “special report” using information from the *Special Report: Our Living Home* section in your newscast.

Annual Greenhouse Gas Emissions by Sector¹



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Deforestation



When we burn fossil fuels (coal, oil, or natural gas, formed deep in the earth from decayed matter) to power our machines, they release a gas called **carbon dioxide** into the atmosphere. Carbon dioxide is called a **greenhouse gas** because like the glass walls and ceiling of a greenhouse, it lets the warmth of the sunlight in to heat up the air, but it prevents a lot of that heat from leaving the upper atmosphere. Imagine your room on a very sunny day. If sun comes in the window it will heat up the air in the room. If the window is closed, the room will stay hotter; if you open the window, some of that hot air will go out and the room will cool down. Gardeners keep the windows in a greenhouse closed in cool weather to retain heated air inside. Carbon dioxide has a similar effect in our atmosphere. While life on earth does depend on the atmosphere to trap some heat (a planet with no atmosphere would be as cold as outer space), the greenhouse effect is causing the earth to trap too much heat. When the warming is too much and too fast it then becomes harmful to organisms who are not equipped to live in those conditions.

Carbon dioxide is not the only gas that has a greenhouse effect. Other greenhouse gases in the atmosphere include **methane** and **nitrous oxide**. These gases actually have a stronger greenhouse effect than carbon dioxide – meaning that they warm the atmosphere more rapidly – but they don’t stay in the air for as long. Large-scale animal agriculture (factory farming) is responsible for 37 percent of all methane emissions and 65 percent of all nitrous oxide emissions worldwide.²

Special Report:

Our Living Home: Deforestation

Trees and other plants are made mostly of carbon, which they get from the carbon dioxide in the air. They take it in through their leaves and use it to build all the parts of the plant. This means that every tree and green plant is a storage place for carbon that might otherwise be adding to the carbon dioxide in the air.³

Deforestation, where large areas of forest are clear-cut for agriculture or to build homes and services for people, releases that stored carbon into the air, and eliminates one of the most important methods that exists for reducing the amount of carbon dioxide in our atmosphere.

Deforestation also destroys the homes of more than 70 percent of terrestrial plants and wildlife living in forest habitats. Right now, more than half of all the habitable land on our planet is already used for agriculture, and the ongoing deforestation of tropical rainforests around the world is mostly due to clearing land for grazing livestock and planting corn and soy to feed them.⁴

¹ https://en.wikipedia.org/wiki/Greenhouse_gas

² EcoWatch Website: www.ecowatch.com/how-factory-farming-contributes-to-global-warming-1881690535.html

³ National Public Radio: www.npr.org/sections/krulwich/2012/09/25/161753383/trees-come-from-out-of-the-air-says-nobel-laureate-richard-feynman-really

⁴ World Wildlife Fund Website: wwf.panda.org/what_we_do/footprint/agriculture/impacts/habitat_loss/

Rapid Climate Change Research Packet 4

Topic: Consequences of Rapid Climate Change

Directions: Read the following as a group. Create a newscast reporting on some of the consequences of rapid climate change. Include a “special report” using information from the *Special Report: Our Living Home* section in your newscast.



Hurricane Katrina

What happens when the average temperature of the atmosphere and oceans around the world rises and our climate starts to change rapidly?

Weather pattern changes:

Some places are getting much more rain or snow than usual and experience serious **flooding**. One example is the flooding that occurred after Hurricane Katrina in 2005.

Other places are getting a lot less rain than usual, so crops can't grow and fresh water is scarce – this is called **drought**. California experienced an ongoing drought from 2012 – 2016.



California Drought

Hurricanes and other storms are becoming stronger because very warm ocean waters carry more energy, such as Hurricane Sandy, one such “superstorm” that occurred in 2012.

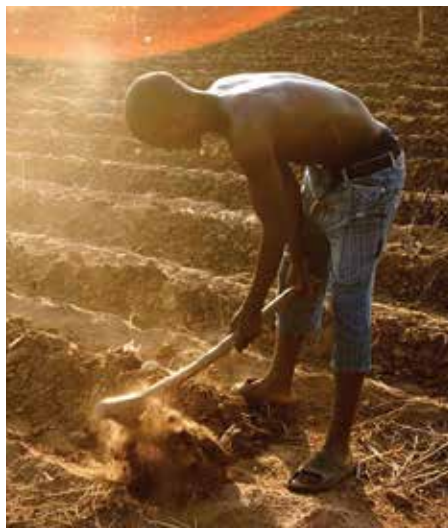


Hurricane Sandy

Plants and animals accustomed to an average temperature in their region can't grow or find their food because the new weather patterns don't fit their needs.



Polar bears are one of thousands of species threatened by climate change.



Dry fields: People suffer from food shortages due to climate change.

This can result in **food shortages** for people and **extinction** for vulnerable plants and wildlife.

Hurricane Katrina: © AP Photo/U.S. Coast Guard, Petty Officer 2nd Class Kyle Niemi used under a Creative Commons CC BY-SA 3.0 Unported License
Dry fields: © Stephen Morrison/AusAID used under a Creative Commons CC BY 2.0 Generic License
California Drought: © National Oceanic and Atmospheric Administration used under a Creative Commons CC BY-SA 3.0 Unported License
Hurricane Sandy: © NASA used under a Creative Commons CC BY-SA 3.0 Unported License
Polar Bear: © Arturo de Frias Marques used under a Creative Commons CC BY-SA 4.0 International License

Huge areas of **frozen water (glaciers)** in the Arctic and the Antarctic regions, our North and South Poles, **are melting** because of the warmer air and warmer water surrounding them.

The added fresh water is **raising the sea levels** on all of our coast lines. Cities along the coast and all low-lying areas are flooded during storms more often. Contaminated by salt water, underground fresh water sources can become too salty to drink.



Hurricane Sandy



Bleached Coral from Acidic Warm Waters



Healthy Coral Reef

Oceans are absorbing a lot of the extra carbon dioxide from the atmosphere and are warming even more rapidly than global air temperatures. The higher levels of carbon dioxide are also making the ocean waters more acidic. **The combination of warmer water and greater acidity** is causing many ocean animal species, and even entire living ocean habitats like **coral reefs** (where more than one third of all marine fish species live for at least part of their lives) to **sicken and die**.

Hurricane Sandy: © NCDOTcommunications used under a Creative Commons CC BY 2.0 Generic License
Healthy Coral Reef: © Albert Kok at Dutch Wikipedia used under a Creative Commons CC BY-SA 3.0 Unported License
Bleached Coral: © Acropora used under a Creative Commons CC BY-SA 3.0 Unported License
Special Report: © Joel Bombardier used under a Creative Commons CC BY 2.0 Generic License



Food Insecurity

Special Report: **Our Living Home: Food Insecurity and Social Unrest**

One of the consequences of rapid climate change that is already contributing to suffering in some parts of the world is an increase in food insecurity and resulting social unrest. Large regions of North Africa and the Middle East have experienced prolonged periods of drought in the last decade due to the changing climate; without sufficient rainfall, land that produced food there for thousands of years began to fail.

When communities can't support themselves through affordable and local food production, people need to leave their homes and small farms in search of jobs

in cities, or attempt to migrate from their home countries to other nations where they hope to find work. This happened in Syria, a country in Western Asia that has been devastated by war for many years. There are many complicated political reasons for the ongoing warfare, but experts cite a severe drought in the farming regions of the country from 2006-2011, that resulted in massive crop failures and loss of livestock, as a contributing factor. Hundreds of thousands of families left the rural farm regions of Syria during these years and moved into the cities to search for work, leading to overcrowding, poor living conditions, and serious water shortages. As life in the cities became increasingly desperate, anger at the government and violent political unrest spread rapidly.¹

In a 2016 report, U.S. military experts warned that climate change poses a major risk to national and international security as it disrupts global weather patterns and increases the likelihood of natural disasters.²

¹ The Center for Climate and Security Website, <https://climateandsecurity.org/2012/02/29/syria-climate-change-drought-and-social-unrest/>

² Scientific America Website, <https://www.scientificamerican.com/article/military-leaders-warn-that-climate-poses-security-threats/>

Rapid Climate Change Research Packet 5

Topic: Solutions: We Need to Work Together

Directions: Read the following as a group. Create a newscast to explain what sustainability means and why we need a stable climate. Consider some alternatives to using fossil fuels for energy, and how we can work together to protect all of our living homes. Include a “special report” using information from the *Special Report: Our Living Home* section in your newscast.

All countries on the planet need to work together to move toward a **stable climate** and a **fair and sustainable distribution of our natural resources**.

- A **stable climate** is one that is not changing rapidly; in this case, warming up all over the globe. Rapid change in our climate makes it very hard for people, plants and wildlife to live together in a healthy habitat.
- **Sustainable** means that we don't deplete or pollute resources like fresh water, land for growing crops, trees in our forests, jungles and other natural spaces. It also means that we do not act in a way to accelerate the endangerment or extinction of other species. It means that we build, plant, and use all natural resources in ways that keep the biosphere in balance with all of its living parts.
- Being **fair** means thinking about **climate justice**: making sure that we respect and protect all people, animals and plants in all of our living homes around the world. Countries that have had industries and machines dependent on fossil fuels for hundreds of years are the main contributors to the climate problem. But less industrialized nations that have not had as much development are suffering more because of their locations and their lack of resources to help deal with the consequences of rapid climate change.
- If we want to reduce the effects of rapid climate change, we need to stop relying on fossil fuels and change to new ways of powering our machines: using **solar**, **wind**, **water** and **geothermal energy**.



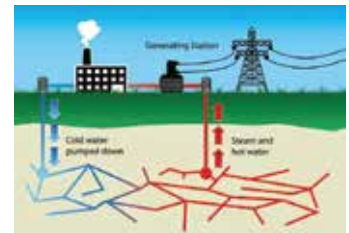
Solar panels collect and store energy directly from the sun.



As wind turbines turn they generate electricity.



Hydroelectric power uses the up-and-down movement of waves to make energy.



Increasing pressure creates heat. Geothermal power uses heat to make energy in the form of steam.



Special Report:

Our Living Home: Climate Justice in the Maldives Islands

Communities all around the globe are experiencing problems that are caused or worsened by rapid climate change, but many of the most vulnerable places have limited resources to protect themselves from expected threats. One of the most vulnerable is the tiny island nation of The Maldives in the Indian Ocean, where rising sea levels and soil erosion may cause its low-lying **atolls** to end up completely underwater. The Maldives has already lost 20 of its tiny, beautiful islands, with their sandy beaches and surrounding coral reefs, to rising sea levels and increasing storm activity. The former president of The Maldives once held a cabinet meeting underwater using scuba gear to highlight the danger that the country could be permanently lost if the wealthy nations of the world do not act quickly to limit the effects of climate change.¹

¹ DailyMail.com News Website, <http://www.dailymail.co.uk/news/article-1221021/Maldives-underwater-cabinet-meeting-held-highlight-impact-climate-change.html>

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Geothermal Energy: © Rxn111130 used under a Creative Commons CC BY-SA 4.0 International License
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The Climate News Network

A Special Investigative Report on Rapid Climate Change

Climate Research

Your job is to read and discuss the information in your research packet, with your team, and create an engaging *news report* to teach others about this important topic.

Our News Team

After creating your report, write the names of the *reporters* on your team below, in the order that they will present their part of the newscast:

1)

2)

3)

4)

5)

6)

Practice Your Speaking Skills!

Take time to practice your presentation: maintain good eye contact; use a clear and loud voice; and have expressive, positive body language.

Creating Your Newscast Script

Your Name

1) Read your research materials with your team. Together, discuss the concepts in your text, as well as the words and phrases that are bolded, and make sure you understand them because they are especially important to include in the final newscast.

2) Write a one-sentence summary here of what you think the main idea of your research packet is and then share and discuss it with your team.

3) Write your section of the newscast here and make a note if you plan to include illustrations.



INDEX

K – 2 Activities and Lessons Part I: Standards Index (CCSS, ISTE, and NGSS)

K - 2	Agreements for Peace	Community Circle	STEP	One with Nature	What Do You See?	Appreciation for Others	One World For All	Co-Exist with Our Animal Neighbors
CCSS								
SL.K.1	●	●	●			●		
SL.K.1B				●				
SL.K.2					●		●	
SL.K.5							●	
SL.K.6	●	●						●
SL.1.1	●	●	●			●		
SL.1.2					●		●	
SL.1.5							●	
SL.1.6								●
SL.2.1	●	●	●			●		
SL.2.2					●		●	
SL.2.6								●
W.K.1						●		

K – 2 Activities and Lessons Part I: Standards Index (CCSS, ISTE, and NGSS)

K - 2	Agreements for Peace	Community Circle	STEP	One with Nature	What Do You See?	Appreciation for Others	One World For All	Co-Exist with Our Animal Neighbors
W.K.2				●			●	
W.1.2				●			●	
W.2.2				●			●	
ISTE								
Standard 6				●	●	●	●	●
Standard 7							●	
NGSS								
K-LS1-1				●				●
K-ESS2-2								●
K-ESS3-3								●
2-LS2-2				●				
2-LS4-1				●				●
K-2-ETS1-2								●

INDEX

K – 2 Activities and Lessons Part II: Standards Index (CCSS, ISTE, and NGSS)

K - 2	Plastic Planet	Kindness Campaign	Being An Upstander	What Would You Do?	Thinking Outside the Box	Humane Heroes	Animal Heroes	Becoming a Hero
CCSS								
L.K.6			●					
L.1.6			●					
L.2.6			●					
RI.K.1								●
RI.1.4								●
RI.2.4								●
RL.K.3					●		●	
RL.1.3					●		●	
RL.2.3					●		●	
SL.K.1						●		
SL.K.1A	●			●				
SL.K.1B				●				
SL.K.2						●	●	
SL.K.6			●					
SL.1.1			●			●		
SL.1.1A	●			●				
SL.1.1B				●				
SL.1.2						●	●	

K – 2 Activities and Lessons Part II: Standards Index (CCSS, ISTE, and NGSS)

K – 2	Plastic Planet	Kindness Campaign	Being An Upstander	What Would You Do?	Thinking Outside the Box	Humane Heroes	Animal Heroes	Becoming a Hero
SL.2.1						●		
SL.2.1A	●			●				
SL.2.1B				●				
SL.2.2			●			●	●	
W.K.2	●	●			●	●		●
W.K.3							●	
W.K.8		●						
W.1.2	●	●			●	●	●	
W.1.8		●						
W.2.2	●				●	●		
W.2.8		●						
ISTE								
Standard 3					●			
Standard 6		●	●	●		●		●
Standard 7							●	
NGSS								
K-LS1-1	●							
K-ESS3-3	●							
2-LS4-1	●							

3 – 5 Activities and Lessons Part I: Standards Index (CCSS, ISTE, and NGSS)

3 - 5	Agreements for Peace	Community Circle	STEP	Circle of Compassion	Someone Else's Shoes	A Day in the Life	If You Could See the World Through My Eyes	Empathy Blockers	Find Your Voice
CCSS									
RI.3.1									
RI.4.1									
RI.5.1									
RI.3.1									
RI.3.3									
RI.4.1									
RI.5.1									
SL.3.1									
SL.3.4									
SL.3.6									
SL.4.1									
SL.4.2									

3 – 5 Activities and Lessons Part I: Standards Index (CCSS, ISTE, and NGSS)

3 - 5	Agreements for Peace	Community Circle	STEP	Circle of Compassion	Someone Else's Shoes	A Day in the Life	If You Could See the World Through My Eyes	Empathy Blockers	Find Your Voice
SL.4.4					●				●
SL.5.1			●	●	●		●		
SL.5.4					●				●
W.3.2						●			
W.3.5						●			
W.4.2						●			
W.4.5						●			
W.5.2						●			
W.5.5						●			
ISTE									
Standard 3				●		●			
Standard 6				●	●	●			●

3 – 5 Activities and Lessons Part II: Standards Index (CCSS, ISTE, and NGSS)

3 - 5	Empathy in Our School	Investigations: Finding the Truth	Is it Child Labor?	How Much Does that REALLY Cost?	Water Is Life	Children Just Like You	Raining Cats and Dog	What's Really Happening On the Farm	Consequences of Our Changing Climate
CCSS									
L.5.2									
RI.3.1									
RI.3.2									
RI.4.1									
RI.4.3									
RI.5.1									
RI.5.2									
RI.5.3									
RL.3.1									
RL.4.1									
RL.5.1									
SL.3.1									
SL.3.1A									
SL.3.1B									
SL.3.1C									
SL.3.1D									
SL.3.2									
SL.3.4									
SL.4.1									
SL.4.1A									
SL.4.1B									
SL.4.1C									
SL.4.1D									

3 – 5 Activities and Lessons Part II: Standards Index (CCSS, ISTE, and NGSS)

3 - 5	Empathy in Our School	Investigations: Finding the Truth	Is it Child Labor?	How Much Does that REALLY Cost?	Water Is Life	Children Just Like You	Raining Cats and Dog	What's Really Happening On the Farm	Consequences of Our Changing Climate
SL.4.2				●	●	●			
SL.4.4	●			●					●
SL.5.1				●			●		
SL.5.1A		●							
SL.5.1B					●				
SL.5.1C					●				
SL.5.1D					●				
SL.5.2					●	●			
SL.5.4	●			●				●	
W.3.3						●			
W.4.3						●			
W.5.2								●	
W.5.3						●			
ISTE									
Standard 3		●	●	●	●	●	●	●	
Standard 4					●		●		
Standard 5					●				●
Standard 6		●				●		●	●
NGSS									
3-LS4-4					●				
4-ESS3-1					●				
4-ESS3-2									●
5-ESS3-1					●				●

Index of Standards

Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and International Society for Technology in Education (ISTE)

CCSS Key:

L: Language

RI: Reading—Informational Text

RL: Reading—Literature

SL: Speaking and Listening

W: Writing

Kindergarten

CCSS: ELA-Literacy:

- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1.A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B: Continue a conversation through multiple exchanges.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- 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.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.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.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NGSS:

- K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Grade 1

CCSS: ELA-Literacy:

- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RL.1.3: Describe characters, settings, and major events in a story, using key details.
- SL.1.1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6: Produce complete sentences when appropriate to task and situation.
- 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.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NGSS:

- K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Grade 2

CCSS: ELA-Literacy:

- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RL.2.3: Describe how characters in a story respond to major events and challenges.
- SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.1.A: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B: Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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.
- W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

NGSS:

- 2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Grade 3

CCSS: ELA-Literacy:

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1.B: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1.C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1.D: Explain their own ideas and understanding in light of the discussion.
- SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NGSS:

- 3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Grade 4

CCSS: ELA-Literacy:

- RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 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.

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NGSS:

- 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Grade 5

CCSS: ELA-Literacy:

- L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- SL.5.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.C: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NGSS:

- 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

K – 5

ISTE:

- Standard 3: Knowledge Constructor—Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Standard 4: Innovative Designer—Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Standard 5: Computational Thinker—Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Standard 6: Creative Communicator—Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Standard 7: Global Collaborator—Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.