

**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 3<sup>rd</sup> 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](http://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
<b>Spay/Neuter</b>	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.
<b>Dog and Cat Homelessness</b>	Dogs and cats living outdoors without a guardian or in an animal shelter where they are waiting to be adopted.
<b>Dog and Cat Overpopulation</b>	When there are more homeless dogs and cats than there are people who can provide them with loving forever homes.
<b>Forever Home</b>	A loving person or family who will take care of an animal for his/her entire life.
<b>Guardian</b>	A person who is responsible for the care and safety of another.
<b>Animal Adoption Center</b>	A temporary shelter for animals, where they are cared for while the shelter workers try to find them a permanent home.
<b>Domesticated Animal</b>	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>	

# Thank you for teaching this lesson!

Visit our website [www.teachheart.org](http://www.teachheart.org) to download  
the entire K-5 resource guide for free!

Many of our lessons are also on Nearpod as free  
digital and interactive lessons!

Visit [www.nearpod.com](http://www.nearpod.com) and search for "heart".

**JUSTICE FOR ALL**  
Educating Youth  
for Social Responsibility  
GRADES K - 5

**HEART**  
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# 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.

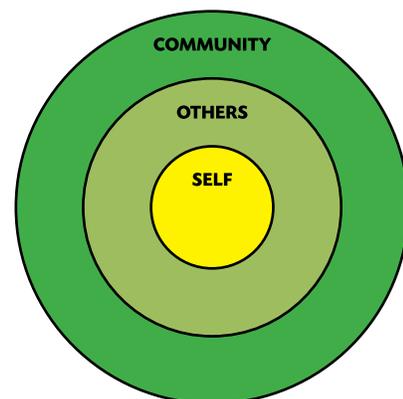
Humane Education Advocates Reaching Teachers (HEART) and the Peace Learning Center have partnered to create this resource guide to help educate youth for social responsibility. HEART's mission is to foster compassion and respect toward all living beings and the environment. As a full service humane education 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.

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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**

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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**

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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**