Our new tote bag, 10" x 10½" x 3", features the NAAHE logo in green on natural canvas. Introduce a trend to Children & Animals and a year's membership in NAAHE—and you'll receive the NAAHE tote bag free as our thank you! Fill out the form below; enclose it with your check for $10; and mail to NAAHE, Box 362, East Haddam, CT 06423. Please make your check payable to NAAHE (National Association for the Advancement of Humane Education).

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Note: Tote bags may be purchased separately for $11 each.
Director Patty A. Finch

We've made some changes! Welcome to Children & Animals, formerly HUMANE EDUCATION ...and still humane education!

We haven't changed our focus, just our name. Marilyn Monroe used to be Norma Jean Baker, and Cary Grant a household word. We hope someday it will been so popular with our readers; but we think you'll be pleased with the results. Inside you used to be Alexander Archibald Leach, and our favorite features, but sometimes in new spots.

educators to materials about which our readers have expressed concern. NAAHE traditionally has devoted its efforts to locating appropriate materials and practices recommended or found useful. However, at times our readers write in to tell us about inappropriate ones. It is a means of adding humane education to an overcrowded curriculum without taking away class time from any other subject or skills development area. Our "Sharing the Spotlight" pages are devoted to this purpose. In this issue, our spotlight pages will show how humane education can be used in teaching physical education and averaging. In addition, our article "Precision Thinking" demonstrates a new teaching technique that can be used to teach critical thinking, or, as educator Edward D'Angelo once put it, "the skill of evaluating statements, arguments, and experiences." It is our sincere hope that articles such as these will help us live up to our new magazine's subtitle, Better Teaching Through Humane Education.

The Humane Education Imperative
At the same time, it is our firm conviction that humane education is worthy of a classroom focus for its own sake...Indeed, that such a focus is imperative in existing children in developing compassion, a sense of justice, and a respect for all living creatures. Toward that end, each issue of Children & Animals will continue to contain at least one teaching unit clearly focusing on humane education goals, with the other skills that are taught, such as observing, classifying, generalizing, predicting, defining, etc., playing a secondary but crucial role. It is only right and fair to make this distinction. There is no need to disguise humane education as if it were being offered only to enhance the other goals of education. It is a justifiable subject area in its own right. This issue of Children & Animals features a Kind News Feature unit on appropriate and inappropriate pets. The pet suffers even more.

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### Early Childhood and Primary Grades (continued)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Humane Concept</th>
<th>Skills</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 5:</strong> Our Pet Choices</td>
<td>Choosing an appropriate pet involves many decisions about what is best for the animal and the owner.</td>
<td>critical thinking, classification, identification, definition analysis, application discussion</td>
<td>science, language arts</td>
</tr>
<tr>
<td><strong>Lesson 6:</strong> Problems List</td>
<td>Pets depend on responsible owners to fulfill their needs. Appropriate pet choices are based largely on an owner’s ability and desire to meet fully the needs of an animal. Inappropriate pet choices cause suffering for both humans and animals.</td>
<td>categorization, hypothesizing, interpretation, inference, conclusion</td>
<td>language arts</td>
</tr>
<tr>
<td><strong>Lesson 7:</strong> Rules To Choose</td>
<td>Humans have the responsibility to make appropriate pet choices.</td>
<td>description, interpretation, summarization, application, hypothesizing, critical thinking</td>
<td>language arts</td>
</tr>
</tbody>
</table>

### Intermediate and Junior High Grades

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Humane Concept</th>
<th>Skills</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Precision Thinking</td>
<td>Animals may be wild or domestic. Wild animals are considered inappropriate as pets.</td>
<td>critical thinking, classification, identification, definition analysis, application discussion</td>
<td>science, language arts</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Captive Animal Game</td>
<td>Many animals suffer as a result of the captive wild animal trade.</td>
<td>running, movement, analysis, detecting, interpretation</td>
<td>physical education</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Writing With a Purpose</td>
<td>Animals suffer when their needs are not met.</td>
<td>writing, description, analysis, explanation, synthesis, formulation</td>
<td>language arts</td>
</tr>
<tr>
<td><strong>Lesson 4:</strong> Problems List</td>
<td>Pets depend on responsible owners to fulfill their needs. Appropriate pet choices are based largely on an owner’s ability and desire to meet fully the needs of an animal. Inappropriate pet choices cause suffering for both humans and animals.</td>
<td>categorization, hypothesizing, interpretation, inference, conclusion</td>
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</tr>
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<td>description, interpretation, summarization, application, hypothesizing, critical thinking</td>
<td>language arts</td>
</tr>
</tbody>
</table>

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**Lesson 1: Wild or Domestic**

- **Preparation:** Collect a number of pictures of wild and domestic animals from books, magazines, old, animal-related calendars, and other sources. Have an index card on hand for each student.

- **Activity:** 1. Prepare students for the activity by having them read the November 1985 issue of *Kind News* and/or reviewing the definitions of domestic and wild offered at the beginning of this article. Simplify the definitions as appropriate for your students. 2. Pass out an index card to each youngster. Have each child mark a large W on one side of the card if wild, and a large D on the other side for domestic. One at a time, hold up the animal pictures you have collected and ask students to answer whether the pictured animal is wild or domestic. 3. When the activity has been completed, students should be able to form the conclusion that wild animals are inappropriate as pets. You can assist students in their decision making by asking questions such as, “Can you buy food for this animal at a pet store?” “Is this animal used to being around people?” “Does this animal need lots of room?” “Could this animal do all the things it likes to do if it were your pet?” “Do you think many people know how to take care of this animal?”

**Lesson 2: Yes or No: Wild Animal “Pets”**

- **Preparation:** Same as Lesson 1. Also have on hand tape and two large pieces of paper, paper.

- **Activity:** 1. Pass out new index cards to your students. On one side of the cards have them mark YES, on the other side, NO. Meanwhile, tack up two large pieces of paper. At the top of one paper write YES, and at the top of the other write NO. 2. As in Lesson 1, hold up one at a time the animal pictures you have collected and ask students to identify each animal as wild or domestic. Some students will respond at once in answer to your questions, you will be able to identify quickly each student’s individual response!

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**Lesson 3:** No tools, no help, no information needed. Help students understand the importance of choosing an appropriate pet can prevent suffering for people and animals alike.
Lesson 3: Choosing a Good Pet

- **Preparation:** Have your collection of animal pictures. Be sure students still have their YES/NO cards from Lesson 2.

- **Activity:** Reinforce the concept that wild animals do not make appropriate pets by sharing information with students about some of the things wild animals need that humans cannot provide for them. Some of these needs include freedom, a natural diet, and an opportunity to interact with other members of their own species.

- Next, ask students to write about domestic animals. Discuss: “Are dogs good pets? Are horses good pets? Would a horse usually be a good pet if it lived in a city apartment? Why not?” With your assistance, students can begin to see that while all wild animals are inappropriate as pets, some domestic animals are also inappropriate for people who cannot easily meet those animal’s needs.

- To reinforce the concepts, have students give brief descriptions of possible pet owner descriptions might be an appropriate pet for the person who is away from home very often. Students could write descriptions on the chalkboard. Have students make their own individual charts using rulers, pencils, and paper.

- **Activity:** 1. Begin by helping students to define the word census—a count of the population of individuals in a given area. Explain that students are going to complete a census of the kinds of pets they might choose when they are older and can acquire a pet (or pets) themselves. Be sure to point out that this exercise is focused on future choices rather than current ones to avoid encouraging students to pestering parents for a pet!

- 2. Have students turn their paper lengthwise and set up a Pet Census Chart similar to the following:

```
<table>
<thead>
<tr>
<th>DOGS</th>
<th>CATS</th>
<th>RABBITS</th>
</tr>
</thead>
</table>
```

Lesson 4: Writing With a Purpose

We all know it’s no fun to write unless somewhere we’re reading what we have written. And it’s no fun to read something unless we need or want the information. The following activity provides students with both a reason to write and a reason to read.

**Lesson 1: Precision Thinking**

- **Preparation:** None

- **Activity:** To start our unit, begin with our article “Sharing the Spotlight: Critical Thinking and Captive Wildlife,” which follows the “Kind News Feature.” Short on time? Then simply discuss with students the definitions of wild and domestic given on the first page of our “Kind News Feature.” Remind students that wild animals are not considered by most people to be appropriate as pets. Discuss some of the problems of captive wildlife as pets. Tell students they will be learning more about these problems in this unit and formulating criteria for choosing an appropriate pet.

**Lesson 2: Startling Statistics**

- **Preparation:** None

- **Activity:** 1. Review with students the concepts from Lesson 1. Mark the headings with a red marker and have students turn to pages 12 and 14 of the textbook. Tell students these facts are startling to many students.

- 2. Have students conduct a brainstorming session to create two lists. The first list should enumerate problems that can result for people from inappropriate pet choices. The second list should enumerate problems that can result for animals (both domestic and wild) because of inappropriate pet choices.

**Lesson 5: Problems List**

- **Preparation:** None

- **Activity:** 1. Reinforce the concepts from the previous activity by discussing with students: “Are all domestic animals appropriate pets? What are some situations in which even pet dogs such as a cat or dog is not appropriate for a particular person?”

- 2. Have students conduct a brainstorming session to create two lists. The first list should enumerate problems that can result for people from inappropriate pet choices. The second list should enumerate problems that can result for animals (both domestic and wild) because of inappropriate pet choices.
Pets and Owners Matchup

Match each animal below with the person who would make the best owner for it.

My family lives in the country. We have lots of land. There is a fence all around it.

I work at home. I go for two or three walks each day. I would like a pet that enjoys going for walks.

I work in an office. But at night I come home. At night I have lots of time to care for a pet.

I love animals. But I have only a few minutes each day to care for a pet.

Physical Education and Captive Wildlife

by Vicki Parker

The Capture Game

Intermediate and Junior High School Grades

Physical education is certainly more than just running around. Unfortunately, it is sometimes one of the last areas in which the curriculum scope and sequence receives careful attention. The following activity might best be used when aerobic exercise is called for in the curriculum. It adds pizzazz to the traditional game of tag, it’s easy, it gets all the students moving at once, and it helps students learn an important concept about captive wild animals!

The Lesson

• Background Information: Each year hundreds of thousands of wild animals are captured and brought to the United States. A small percentage of these animals supply zoos or dealers. Most captive animals are imported to the United States to become pets or tools for research labs. Most animals captured for these purposes do not survive the trip to this country. The stress of capture and the poor shipping techniques are often fatal to the animals. Dealers often intentionally or unintentionally mistreat captive animals. Pet traders in particular anticipate a high mortality rate among the animals they take, so they sometimes capture as many as twice the number of animals they actually need. Most animals captured for these purposes do not survive the trip to this country. The stress of capture and the poor shipping techniques are often fatal to the animals. Dealers often intentionally or unintentionally mistreat captive animals. Pet traders in particular anticipate a high mortality rate among the animals they take, so they sometimes capture as many as twice the number of animals they actually need.

Capture techniques are usually painful and frightening to the animals. Snares of sharp metal wire are often used to capture single animals. Huge nets are used to capture flocks of wild birds. The nets are shot over a large area, capturing birds and other nontarget, or unwanted, animals beneath the nets. Capturing nursing baby primates is particularly wasteful of wildlife. After discovering a mother primate and her young, many collectors kill the mother animal if she does not leave her baby and retreat. (Abandonment by the mother is rare. They are very protective of their young.) After killing the mother, the collectors try the frightened, sometimes injured baby from her body.

The importation of many species of wild animals is banned by the United States Government, so many “pet” traders smuggle animals into the country. Wild birds have their beaks taped closed and their wings taped to their bodies for shipping. Then the birds are packed in luggage or hidden among objects being shipped to the United States. Customs agents do not suspect that there are animals in these shipments and often do not detect them. Even when wild animals are shipped legally, they suffer in transport. Cargo sections on airplanes are cold and decompressed. Often the animals are shipped tightly packed in cages with little or no food or water. Studies on the importation of wild animals show that the “pet” trade is severely and adversely affecting the populations of many species. For each wild animal that arrives at the pet shop, up to ten animals have died in the process. For wild birds, the numbers are even higher.

• Preparation: Have on hand two red dot stickers and approximately forty blue dot stickers (other colors may be substituted.) You will also need ten to twenty-two pinnies or ribbons of one color each long enough to tie around a student’s waist. Finally, you will need a long jump rope and a large playing field area available for use.

Note: This activity is designed for a class of twenty to thirty-three students.
Averaging and Captive Wildlife

by Bill DeRosa and Patty A. Finch

Intermediate and Junior High and High School Grades
Startling Statistics is a teaching technique that will make dry statistics come alive for your students. At the same time, it will help you teach students about computing the mean, median, and range, while providing practice in reading and visualizing large numbers. The activity (also known as Startling Statements) has been one of the most popular and frequently used activities of the nationwide math motivation workshop Equals, aimed at overcoming math avoidance among young women.

We are happy to introduce this technique to you via our special version titled Captivating Facts.

The Lesson: Captivating Facts

• Activities: 1. Tell students that you will be hanging (or pinning) a trivia question on each one’s back. Each will then ask five other students to answer the trivia question and (b) give an answer aloud. Thus, the whole class will be up and walking around, reading questions on one another’s backs and giving answers!

• Preparation: Prepare signs or cards to pin or hang on your students’ backs. Each card should have on it one of the questions listed below. (Note: Each question can appear on more than one card. For younger students you may want to focus on only four or five questions per session.) Also prepare for later use one set of large cards with the correct answer to each question. Be sure to include the question number.

• Overview: In this activity, each student will have a trivia question about captive wildlife pinned to his or her back. Each student will ask five other students to answer the trivia question. Each trivia question can be answered with a number. When a student has received five answers, he or she averages the numbers to come up with one average answer. Later, you reveal the true answer. Usually the answer will be a “startling statistic!”

• Background: Each year literally hundreds of thousands of animals and thousands of pet owners suffer the consequences of inappropriate pet choices. For the animal that has managed to survive the cruelty of capture and transportation, the new domestic environment can mean only further stress and suffering. Many people do not realize that wild animals have complex needs that are difficult if not impossible to meet in a home environment. Choosing to keep a wild animal as a pet can cause human suffering as well. Guilt, disappointment, frustration, financial expense, and, unfortunately, disease, injury, and even death can result.
The Questions

1. It is estimated that the buying and selling of exotic pets has been going on for __________ years.
2. An elephant that costs $700 to buy in Africa can be sold in the United States for more than $__________.
3. An article in Modern Veterinary Practice in 1973 stated that animals imported by the pet industry are "dangerous in captivity," are "transported under inhumane conditions." What percentage of exotic pets fits this description?
4. In 1979, how many many exotic mammals did the United States import?
5. In 1979, how many reptiles did the United States import?
6. What percentage of reptiles imported by the United States were brought here solely for the pet trade?
7. Depending on the species, reptiles have a natural life span that ranges from 10 to 100 years. Captive reptiles have an average life span of just less than _______ years as pets or in zoo exhibits.
8. According to Greta Nilsson, author of The Bird Business, _______ birds are removed annually from the wild.
9. What percentage of birds imported by the United States are brought here solely for the pet trade?
10. Of every eleven birds belonging to the more delicate species, how many survive the journey from their habitat to the pet store?
11. What percentage of exotic animals shipped into the United States died within a month?
12. What percentage of exotic animals shipped into the United States died within a year?
13. What percentage of wild captive animals are dead within the first two years of captivity?
14. Some species of baby birds require feeding every _______ minutes.
15. Out of the more than 809,000 wild birds received in the United States in 1983, _______ were dead on arrival.
16. Of the more than 809,000 wild birds received in the United States in 1983, how many died in quarantine or were refused entry because of disease?
17. According to a study conducted by the Texas Department of Health, what percentage of pet skunks surveyed were responsible for biting one person or more?
18. According to a study conducted by the Texas Department of Health, in households where pet skunks were kept, _______ percent of family members were bitten by their pet skunks.
19. Of the 84 exotic fish species that have been found in United States waters, how many have established breeding populations?
20. At least _______ species of caged birds, some of which can cause severe agricultural damage, have established populations in the United States.
21. How many species of birds have become rare or endangered as a result of the pet trade?
22. More than _______ percent of family members were bitten by exotic animals imported by the pet industry are "dangerous in captivity," are "transported under inhumane conditions." What percentage of exotic pets fits this description?
23. How many birds are smuggled into the United States each year?
24. For every wild bird you see in the pet store, _______ have died as a result of the pet trade.

The Answers

1. 1,000
2. 5,000
3. 3,951
4. 358,156
5. 2,880,907
6. 100%
7. 2%
8. 100,000,000
9. 90%
10. 10
11. 60%
12. 80%
13. 90%
14. 39%
15. 15
16. 40,000
17. 93,000
18. 58%
19. 21
20. 39
21. 9

Note: Remind students that this is nine species that are now on the way to extinction as a result of the exotic pet trade.
22. 5,000
23. 30,000
24. 4

Sources

The HSUS will hold its 1985 annual conference in Schaumburg, Ill., just outside Chicago from October 16 through October 19. We hope you'll plan to join us this autumn.
Critical Thinking and Captive Wildlife

by Patty A. Finch

Precision Thinking

Intermediate and Junior High School Grades

Ted Freeley, Jr. defines critical thinking as “the judging of statements based on acceptable standards.” Precision thinking is a technique we have coined for the teaching technique that enables students to practice critical thinking as they learn at least one technique to aid them in such thinking. Precision thinking is a following tool we are sure you students usually have a commonsense but sometimes inaccurate understanding of wild or domestic. This activity will enable students to clarify their thinking, laying a firm foundation for a discussion of appropriate and inappropriate pets.

The second precision thinking activity consists of students' composing rules for determining whether an animal is wild or domestic. Rules are to be composed step-by-step through two activities especially designed for this purpose:

# Activity: To begin our unit, put the following on the chalkboard:

<table>
<thead>
<tr>
<th>Wild</th>
<th>Domestic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Tell students they will be listing animals under the appropriate heading of wild or domestic. Do not define the terms. They will also be designing rules to explain how one can tell if an animal is wild or domestic. Their rules should be so good that anyone, even someone from outerspace, could correctly classify animals just by following their rules.

As each student adds an animal correctly to the domestic or wild list, have him or her then modify the existing rules for classifying animals or add a new one. Anytime a new rule is added, ask students if it contradicts any existing rules and if so, what changes need to be made.

As students become more adept at the task, challenge them to think of animals that indicate that a rule may need more revision. Make revisions contingent upon the provision of such examples. (E.g., "My animal is a trout. One of our rules states: 'Animals that are purposefully bred for human use are domestic.' But what about trout? Trout in fish hatcheries fit our rule, but aren’t they wild, not domestic? We need to change our rule.") After students are satisfied with their set of rules, see if you can think of any examples that will expose a flaw in their thinking.

Explain to students that most people believe that wild animals do not make good pets. Ask youngsters to review their list of wild animals. Can students name some reasons that these animals might not make appropriate pets? What are some possible reasons people might give for wanting to keep these animals as pets anyway?

Explain to students that in this unit, they will be learning about some of the problems associated with captive wild animals, and will have an opportunity to formulate criteria for pet selection.

Lesson 6

On the last day of your “Kind News Feature” unit on appropriate and inappropriate pets, you will again use the precision thinking technique. Each student will write rules for a person to use in determining what is or is not an appropriate pet for him or her. The rules will need to take into account the kind of animal in question (wild or domestic), the animal’s needs, and the prospective owner’s current and anticipated lifestyle. For example, one rule is: “An appropriate pet is one for which you can provide adequate exercise without spending more time or money than you can afford.” Again, challenge students to come up with situations that indicate that an additional revision is needed. For instance, “Last year my sister wanted a dog, and she always took it jogging with her on a leash; but now she’s gone to college and no one exercises the dog. Shouldn’t the rule say you have to be able to keep on providing the exercise?”

That’s what precision thinking is all about. It can be used when defining almost anything. (E.g., "What are the rules for deciding who the main character is in a story?" "What are the rules for multiplying fractions?") Sometimes it is best to introduce the technique to students with a fun topic such as "What are the rules for deciding which radio station to listen to?"

As your students become comfortable with this technique, they will be able to use it in small groups with one person stating and writing rules and another thinking of examples to force revision of the rules. The groups can then compare rules and challenge one another.

**Nominations Are in Order!**

Know a teacher who makes teaching about compassion and respect for animals a regular part of his or her classroom activities? Our deadline for nominating candidates for the 1985 National Humane Education Teacher of the Year is set for January 17, 1986.

Nominations for the 1986 National Humane Education Teacher of the Year award must be received by January 17, 1986, in order to be considered by the selection committee. Eligible candidates in any classroom teacher currently teaching kindergarten through twelfth grade who regularly makes humane education a part of his or her class activities. For further information, write NAAHE, Humane Education Teacher of the Year, Box 362, East Haddam, CT 06423. Watch the December issue of Children & Animals for our nomination form.
Without A Classroom

For humane educators at shelters and other special places...

Short on Time and Money?

Interested in bolstering (or initiating) a productive partnership with your school district? Consider producing a Teacher Kindness Club Newsletter and requesting the use of the free school mailing system to distribute the newsletter to classroom teachers, as we did at the Jefferson SPCA of Metairie, Louisiana. The Jefferson SPCA newsletter for teachers comes in two versions—one for lower grades and one for upper levels. Printing is donated, and materials are taken from humane groups across the country, as well as from Children & Animals Magazine, so it involves very little time and money. For a sample newsletter and some pointers on how to get a similar project off the ground, contact me at the Jefferson SPCA, 3025 North L-10 Service Road, Metairie, LA 70003.

—submitted by Nita Hameter
Education Director

It’s Free! It’s Free!

The Pets Are Wonderful Council is offering a ten-minute slide show titled A Special Bond designed to communicate the joys and rewards of having a pet. Prize—offering a ten-minute slide show titled A Special Bond puts very little time and money. For a sample show, write to A Special Bond, Pets Are Wonderful Council, 500 North Michigan Avenue, Suite 200, Chicago, IL 60601. Write and let us know if you find it useful.

For Yourself

If you’re ready for the challenge that a scholarly book offers, this is the book for you. The Case for Animal Rights offers a philosophical basis for animal rights. Be forewarned, this is a philosophy book. Also be forewarned that if you miss, you’re missing the animal rights book of this century...and probably the animal rights book of the next century as well. For the practical-minded, there are the wonderful analogies that philosophers use that challenge your assumptions and make great persuasive arguments. The Case for Animal Rights is now available for $9.95 in paperback edition. Check your local bookstore or write to the University of California Press, 2121 Berkeley Way, Berkeley, CA 94720.

Are You Prepared?

“What kind of experiments on animals are you concerned about?” “What’s an alternative procedure?” “Do animals really need to suffer?” Are you prepared to answer questions such as these? Alternatives to Pain in Experiments on Animals by Dallas Pratt, M.D., is the definitive work on this subject. We are offering it to humane organizations at a 40 percent discount plus postage for orders of ten books or more. Individual books are available for $5.95 (includes postage). To order or request quantity discounts, write to me at Argus Archives, 228 East 49th Street, New York, NY 10017.

—submitted by Julie Van Ness
Research Associate, Argus Archive

Go Video

We are making our primary humane education videotape available to other educators. This Is a Cat and The Good Woofler teach pet owner responsibility and the need to spay and neuter in terms that very young children can easily appreciate. Both titles are on the same tape, so you get two shows for the cost of one. The tape is available in VHS or Beta formats for $30.00 each plus $2.50 for postage and handling. A slide version is also available. For more information or to request copies, write to SPCA Video, c/o Anne Wadsworth, 14 Taft Place, Buffalo, NY 14214.

—submitted by Anne Wadsworth
SPCA, Tonawanda, New York

Be Aware

Adopt a Whale

The Save the Whale board game, from Animal Town Game Company, is based on cooperation rather than competition among players. All players work together to save eight whales from extinction. The game consists of a “colorful game board,” specially marked dice, eight “authentically detailed” whale markers, game cards, survival point pieces, and additional game pieces, complete with a muslin bag for storing loose items. Designed for grades 3 and above, Save the Whales features a rule book that promises to include plenty of whale facts and information. Order for $26 plus $3.50 postage and handling, or write for a free catalog. The Animal Town Game Company, Box 2002, Santa Barbara, CA 93102. Tell us if you like it.

Almost Free

Help Me...I Found a Stray! How To Find a Lost Pet; Allergic You Can Have a Pet; and Household Dangers to Pets. If these brochure titles intrigue you, you can get them by writing to Argus Archives, 228 East 49th Street, New York, NY 10017. Each plus 15 percent discount plus postage for orders of ten or more. For more information on adopting an orca, write to The Orca Adoption Program, The Whale Museum, Box 945, Friday Harbor, WA 98250.

—submitted by Ellen Farr, third-grade teacher
Kapena Intermediate School, Kapena, NV

Purple Hands

Have you seen Hanimal? By Mario Marotti and Roberto Marchioli, Hanimal encourages youngsters to go ahead and paint themselves from their fingertips right up to their elbows! Any brave teachers out there? The students, guided by full-color photographs, use water-based paints to transform their hands and arms into animal puppets. The puppets remain until the next recess the kids wash. For more information you might ask: “Raise your puppet hand high if your hanimal is an animal that would make a good pet.” “Raise your puppet hand high if your hanimal is an endangered animal.” Good luck and let us know what happens.

Hanimal is available for $7.95 from your local bookseller, or write to Green Tiger Press, 1061 India Street, San Diego, CA 92101.

After the Purple Hands

Now that you know your students each “own” two hand puppets, you’re ready for “Simple Ways to Short Plays.” That’s what is promised by Plays & Puppettes & Etcetera, a 98-page, 8½ x 11” paperback book by Courtenay Brooks. The revised, expanded, second edition may be ordered for $15.00 from Bolence Books, Box 1325, Claremont, CA 91711. Send us the humane scripts you write!

Save Your Pennies

The Dangers of Project WILD, a comprehensive critique from eight major animal welfare organizations. This book is now available for $2.00 through NAHAEL (ISAP regrets the charge, but the volume of requests has necessitated the need to cover printing and mailing expenses.) Order a copy today, and take a second look at specific activities in Project WILD.

When you see Project WILD, you don’t need to worry about the hands-on workshop approach, the workshop facilitators, and several of the activities. However, a closer look at Project WILD will reveal several major problems, both from a humane and educational perspective. (Please see our editorial in the Vol. 9, No. 1 issue of HUMANE EDUCATION.)

The Institute for the Study of Animal Problems (ISAP) has published The Dangers of Project WILD, an impassioned critique from eight major animal welfare organizations. This book is now available for $2.00 through NAHAEL (ISAP regrets the charge, but the volume of requests has necessitated the need to cover printing and mailing expenses.) Order a copy today, and take a second look at specific activities in Project WILD.

Our “Be Aware” column serves as an exchange for information about products and services that our readers have found useful and have brought to our attention. We regret that we cannot accept responsibility for transactions between our readers and companies or organizations mentioned in “Be Aware.” Do you have an idea for an item to include in “Be Aware”? If so, let us know by writing to Children & Animals, Box 362, East Hadley, CT 06423.
The 1985 National Humane Education Teacher of the Year

Better Teaching Through Humane Education

by Bill DeRosa

Even as a youngster, Kathy Anderson wanted to be a teacher. Recalling her childhood, Kathy notes: “I played school in the basement of our house and started out with my pet Chihuahua as a student.”

Since becoming a teacher in 1976, Kathy’s enthusiasm for her profession has not diminished. Her love of children brought her to teaching, and it has kept her there. Kathy currently is a second-third grade teacher at Battleground Elementary School in Lincolnton, North Carolina. She is concerned not only with her students’ academic progress but also with their physical well-being and emotional growth and development. This, along with her love for animals, has helped lead Kathy to humane education. Kathy believes that instruction does not and cannot take place in a moral vacuum. She has sought to instill in her students only the very highest ideals of which humans are capable. To Kathy, those high ideals are the very essence of humane education and the main reason she includes it in her curriculum.

“An activity on whales, birds, or other animals when blended with a lesson in one of our traditional subjects, especially writing or math, really helps to spark the children’s interest...”

“We also believe that young people should be encouraged to translate their knowledge and beliefs into positive behavior toward animals consistent with their own value systems. Consequently, many of Kathy’s humane education activities are intended to enable students to affirm and act upon their personal beliefs.

In one such activity, Kathy’s class took part in a letter-writing campaign designed to develop writing skills. Students responded enthusiastically when given the opportunity to write letters on helping to save whales and dolphins. Many of the children wrote to leaders of the Soviet Union and Japan asking for a moratorium on killing whales. In addition, many students also wrote to three major tuna manufacturers, urging them to develop new ways to catch tuna without killing dolphins. The class received several responses from the companies describing “dolphin-safe” fishing methods currently under consideration. Since completion of the unit, Kathy has noticed some of her students voluntarily bypassing tuna when it has been served in the school cafeteria, while others choose not to do so. It is rewarding to Kathy to see her students making informed choices, with consideration of humane ethics as an important part of the process, regardless of what actions they ultimately decide are appropriate and meaningful for them.

Another experience that gave students the opportunity to explore options was a schoolwide vegetable day that Kathy sponsored. She arranged for the school cafeteria to serve a vegetarian entree in addition to the regular menu. Participation in the meatless day was strictly voluntary. For the younger students, it was a chance to “stop and think about where much of their food actually comes from” and to experience a new entree. For older students, it was an opportunity to learn more about what prompts some people to become vegetarians. Kathy states: “I was able to point students to that most farm animals do not live in idyllic ‘Old McDonald’ kinds of settings. Most children still have this conception of farm animals.” Kathy was able to expose students to facts about farming and alternative diets without painting farmers as “bad guys” or condemning regular cafeteria fare.

Back to Basics

While such special humane education units are rewarding and educationally enhancing for students, Kathy, like most educators, finds most of her class time devoted to traditional subjects. Kathy uses her creativity to blend humane education into these subjects.

One math activity that Kathy’s class always greets with enthusiasm is designed to teach measuring skills...with an animal focus! In this outdoor lesson, the class stretches a 100-foot measuring tape across the school playground. Students place pictures of various species of whales and dolphins along the tape measure at lengths that correspond to the actual sizes of the particular animals. The activity allows children to develop their measuring skills and lays foundation for future discussions about humane issues.

Kathy serves on her local Board of the North Carolina Association of Educators. She also served as chairwoman of the 1984-85 American Education Week in her county. Despite her busy schedule, Kathy finds time to be a member of numerous animal welfare organizations and to teach Sunday school classes at her church. Here, too, she regularly incorporates humane education into her teaching activities. NAAHE is proud to introduce its members to Kathy Anderson and to have her as our 1985 Humane Education Teacher of the Year."
The 1985 National Humane Education Teacher of the Year Finalists

by Bill DeRosa

In addition to introducing Children & Animals readers to Kathryn Anderson, NAAHE is pleased to honor the three teachers who were named finalists in this year’s Humane Education Teacher of the Year selection. Our finalists have done an outstanding job of incorporating humane education activities into the daily curricula. We hope that you will enjoy becoming familiar with some of their innovative ideas and activities in developing lessons for your own classroom.

Dr. Joyce Bloom

The name of finalist Dr. Joyce Bloom is synonymous with humane education in New York City. Joyce teaches health and physical education to kindergartners through fifth-grade students at Community School 66 in the Bronx. She conducts numerous humane education activities that often extend beyond the classroom to parents and other adults on a citywide level.

The nature of Joyce’s activities suggests a dual role for humane education: to create positive attitudes and behavior toward animals and at the same time to help children learn in other curriculum areas. In one of her more extensive projects, Joyce has designed and conducted a humane education unit in movement for physical education classes. The unit includes instruction in responsible pet ownership and an introductory lesson on the concept of animal rights.

One activity in the unit requires students to act out their interpretation of what it would be like to be a stray dog or cat. Joyce has provided students with development programs and resource materials to teachers and staff in her school and throughout the city. For example, she frequently presents workshops on humane education such as one titled Saturday Science, designed for New York City science teachers. Joyce has also designed and coordinated several humane education presentations, which have been given by guest speakers, for the Community School 66 Parents’ Association.

In addition to her work in the classroom and with teachers throughout the city, Joyce serves as an influential member of the Advisory Council for the New York City Humane Education Committee.

Julaine Demge

Finalist Julaine Demge is known throughout her school district as the animal expert. Whenever students or staff members have animal-related questions or find injured animals, they turn to Julaine for advice. A kindergarten teacher at Garrison Elementary School in Oceanside, California, Julaine is committed to promoting principles of respect and compassion for animals in all her classes. As Julaine explains, “I want to change the uncaring attitude many people have toward animals.”

To transform this commitment into action, Julaine incorporates humane education into her classes on a weekly basis. In Julaine’s classes, children learn that their actions can affect animals. “I don’t think we can get children enough credit for being able to understand the connections between human behavior and animal suffering,” she explains.

Julaine’s emphasis on humane education not only helps her increase positive attitudes and behavior toward animals but also helps to motivate students to excel in other areas of the curriculum. Once a year, during Be Kind to Animals Week, Julaine conducts a series of schoolwide activities that include poster contests, essay contests, play writing and performing, films, speakers, and a pet parade. In an essay contest held this year, students were asked to write on the topic, “If I were President Reagan, I would improve the treatment of animals by...” Julaine notes that “students respond very positively to activities like writing or art and crafts when the theme centers around animals.”

In addition to the activities she conducts personally, Julaine utilizes community resources and specialists to present programs to her students. In the past, these have included personnel from the local humane society and a wildlife rehabilitator. After such programs, Julaine presents follow-up lessons to her students to reinforce what was learned.

Julaine has also accomplished a great deal in the development of humane education materials. She has designed an animal care kit, which is used by schools and teachers throughout her district. The kit is a miniature library and resource center, which contains tapes, books, filmstrips, games, puppets, and teacher lesson plans. Before school or teacher uses the kit, Julaine conducts in-service training sessions to familiarize staff members with the kit’s materials and resources. Reactions to the animal care kit from teachers and administrators have been very positive.

Anita Martincich

Finalist Anita Martincich believes in teaching by example. Whether she is freeing an insect trapped in her classroom or rescuing a litter of stray kittens born in the schoolyard, Anita promotes principles of humane education through her behavior as well as through her classroom activities. Anita teaches first grade at the Neil Cummins Elementary School in Corte Madera, California. Her objective as a humane educator is to “help children develop an understanding of and a strong human respect for animals—both wild and domestic.”

To achieve this goal, Anita incorporates a variety of humane education activities into her daily curriculum. Through these animal-related projects, she also helps to pique her students’ interest in traditional subjects such as art, science, and geography.

In one of her most successful activities, Anita’s students participated in an art contest sponsored by the Animal Protection Institute. Before actually drawing their pictures, the students spent considerable time learning about the characteristics and behavior of their animal subjects. Three of Anita’s first graders had winning entries. As part of their recent study of Africa, Anita’s class sent letters and drawings (many of African animals) to students in a primary school in Kenya. In their letters, the children asked many questions about the animals in Kenya’s wildlife reserves. As the letters and questions arrived, Anita was inspired to continue her involvement in the African project. She contacted several animal welfare organizations and serves on the Board of Directors of the Oceanside Humane Society.

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There are some forms of cruelty that are not as well known but that occur quite commonly among children. We frequently see or hear about children pulling insects apart or crushing insects or other small creatures under their feet. (Slamanders, snakes, and toads are common victims.) This behavior may simply be the result of children's curiosity about what animals look like on the inside. Or some children may crush or pull apart small creatures as a way of getting the attention of their peers or even of adults. It may also be that children learn to imitate adult behaviors such as fly-swatting and spraying insects with insecticide. Thus, destroying small creatures does not seem objectionable to some youngsters because such behavior is often condoned by adult society.

What Research Tells Us

Research has primarily centered on other forms of cruelty, which, though less common than the insect-crushing variety, receive a great deal of publicity. Such cruelty often involves pets or farm animals and extremely violent acts such as burning, severe beating, stabbing, and other forms of terror.

One study designed to investigate the causes of this type of behavior was conducted in 1971 by Fernando Tapia, M.D., a psychiatrist at the University of Missouri School of Medicine. In this study, titled Children Who Are Cruel to Animals, Tapia analyzed the case histories of eighteen male psychiatric patients, ranging in age from five to fifteen years old. All of the patients had persistently exhibited severe cruelty to animals. Tapia found that in eleven of the eighteen cases, the children's cruel behavior seemed to be determined by environmental factors—a background of gross parental neglect, brutality, rejection, and hostility. Fathers were often alcoholic and physically abusive or separated from their children for long periods of time. In three other cases, a chaotic home environment, combined with biological/ psychological disorders seemed to account for the children's abusive behavior. In most of the remaining cases, brain damage was thought to be the significant contributing factor.

Many of Tapia's findings have been supported by the results of a 1980 study titled Aggression Against Cats, Dogs, and People, conducted by Dr. Alan R. Felthous of the C. F. Menninger Memorial Hospital in Topeka, Kansas. In order to determine possible causes of childhood cruelty to animals, Felthous looked at the childhood histories of a group of adult abusive psychiatric patients. Of those who had histories of cruelty to animals, most had been subjected to brutal punishments by their parents. In addition, those in the animal cruelty group tended to have alcoholic fathers and parental separation from father figures.

The significance of a violent, chaotic home life, including parental alcoholism and paternal separation, was also brought out in the preliminary results of a 1983 study conducted by Felthous and Dr. Stephan Kellert of Yale University. Authors such as Felthous and Kellert believe that in unstable and abusive home situations, animal cruelty serves two functions for the child: (1) Cruelty is used to express frustrated aggression toward another person, as such an abusive parent; and/or (2) Children model or imitate violent parental behavior by being cruel to animals. Authorities also suggest that separation from a father figure may contribute to cruel behavior in boys by depriving them of an effective male role model for dealing with anger and appropriately channeling aggressive impulses.

What Teachers Can Do

As educators, the type of cruelty we will encounter most will be of the psychologically speaking, less serious variety—acts such as children's occasionally crusheing insects or other small creatures. To discourage students from such behavior, Dr. Michael Fox, Scientific Director for The Humane Society of the United States, suggests that they need to learn to empathize with the animals. Pointing out to children that animals are similar to humans in many ways may encourage youngsters to refrain from violent behavior toward the creatures they commonly encounter. In addition, you may want to provide new ways in which children can relate to small animals. For instance, try taking students on an insect safari to observe the animals in their natural habitats. (See our article "Frogs #1 to Insecting" in the March 1984 issue of HUMANE EDUCATION.)

The other forms of cruelty involving torture or wanton killing of pets and wild and domestic animals should be treated as signs of a problem requiring professional help. Be sure that your school counselors and administrators are familiar with the studies cited in this article. If your school has a list of certain behaviors or conditions to watch for in children—such as indications of child abuse, drug use, or other problems—request that persistent wanton cruelty to animals be added as an indication of psychological disorders or a chaotic home environment. Finally, encourage your students to report any such acts they witness or hear about. Stress to students that doing so is not an instance of "tattling," but a means of obtaining help for someone with a serious problem.
Getting Parents Involved

by Vickie Butts and Patty A. Finch

Can Clifford make it visiting the homes of an entire classroom of first graders? Over the past year, he's done very well, thank you, and remains a real favorite with youngsters. Here, students Amber Phillips (left) and Terri Oiler (right) take time out to enjoy a playful moment with the "Big Red Dog."

Getting parents involved in the educational process is a goal of most teachers. Achieving that goal is not always easy, particularly in a school without a history of parental involvement. The barriers to such involvement may be economics, language, cultural difference, or lack of communication.

Reading and Writing and Pets

Perhaps more so than in other subjects, fostering a student's love for reading and writing cries out for parental involvement. A child who sees a mother or father reading and writing is more likely to see these activities as worthwhile.

As teachers, we are aiming not only toward a literate generation but also toward a generation of responsible pet owners. How can we encourage parents to model a love for reading and writing? As humane educators, we also are aiming toward a generation of responsible pet owners. How can we encourage parents to model responsible pet ownership, when there may be no pets in the home?

Carole Bruce, a first-grade teacher at Webster Elementary School in Watertown, Wisconsin, has at least one answer to those questions. She is the originator of a highly successful approach to getting parents involved positively in reading, writing, and humane education.

Her partner is a big red stuffed toy dog patterned after the popular Clifford from the stories by Norman Bridwell, published by Scholastic Books. The toy Clifford and his accompanying stories make an almost unbeatable team.

Getting Parents Involved

During the school year, each of Carole Bruce's students takes a turn caring for Clifford at home. The presence of the endearing stuffed toy dog is a "surprisingly successful motivational tool," observes Carole. Clifford's visits are preceded by a letter to parents asking their cooperation and help with the project. The letter explains that the children have been instructed to keep their guest brushed and clean, to provide a safe place for him, to read to him, and to keep a journal about the times the two of them share together. If the letter isn't read, the child is sure to tell the parents about it anyway!

Parent-Child Teamwork

A visit from Clifford is a chance for parent and child to work together. He comes with a bag full of Clifford's own books, including such titles as Clifford, The Small Red Puppies; Clifford, The Big Red Dog, and Clifford's Good Deeds. For some families, the visit is a catalyst to a new or previously forgotten sharing of books between parent and child. The parent can listen in as the child reads to Clifford; and except in cases of language differences, read a story or two aloud themselves.

Responsible Pet Ownership

That's just the beginning. Clifford also comes with an impressive collection of pet care items donated by generous students. The collection is kept in Clifford's own bag and accompanies him wherever he visits. It includes food and water dishes, a leash, and grooming brushes.

Once Clifford leaves the classroom with his temporary host, he becomes "real" in a sense for the youngster with whom he is staying. Like a real pet dog, he needs to be fed, watered, groomed, sheltered, and loved. Clifford provides parents and children with an opportunity to discuss responsible pet care, as learned about in the classroom, and to share in the care of Clifford.

"Because Clifford is a special project," explains Carole, "even the children who already have pets become more conscious of the needs of their animals. And to those children whose families do not own pets, Clifford provides wonderful companionship and an opportunity for both parents and students to learn about pet care. In addition, youngsters who would like to have a pet of their own welcome the chance to read to Clifford and to keep a journal about him."

Getting parents involved in a school without a history of parental involvement is not always easy.

proving to parents how attentive they can be with a new four-legged addition to the family. "I don't know if Clifford has opened any doors for new pets," observes Carole, "but the Clifford experience offers an excellent means of seeing if a child is ready and willing to attend to all the needs of a pet."

Writing and Talking

It's apparent that students take their job as host quite seriously. A visit with youngsters in Carole's classroom brings forth many delightful comments about Clifford:

"When he was at my house, he slept with me both nights." "Yeah, but he snores." "He does not!" "I let him wear my pajamas." "My cat got jealous." "He likes Cheerios almost as much as I do." "Clifford inspires wonderful journal entries as well. Keeping a record of Clifford's stay is another chance for parent and child to work together. Six-year-old authors appreciate parental assistance with punctuation and spelling. Some parents help their children by just listening to the written stories. Students want to make sure they remember to tell EVERYTHING about Clifford's visit!"

Your Own Clifford

Carole has provided here a copy of the introduction she always sends along with Clifford to each new family he visits. The toy dog that Carole uses is available from Scholastic Book Clubs, Inc., 291 East McCarty Street, Box 7503, Jefferson City, MO 65102. The ever-popular Clifford books may be ordered from your local bookseller or by writing to Scholastic Book Services at the above address.

Why not try asking the engaging Clifford into your own classroom? You may find him to be one of the best teaching partners you've ever had!"
by Willow Soltow

Take a look at our calendar pages for a host of quick, animal-related ideas for celebrating the day. Tear out the calendar and pin it up so you can refer to it when your math lesson runs short or you have ten extra minutes at the end of the school day. And for occasions when you have a little more time, say 15-20 minutes, see our slightly more detailed activities below.

**October 16**

**Sunday**

Calendar:~ ==::::::=::::::=::::::==============:=•

Can students guess what a lexicographer is? (It's someone who writes a dictionary—from the Greek words lexis, meaning “word,” and graphein, meaning “to write.”) Commemorate the birth of Noah Webster, one of America's foremost lexicographers, with our Animal Word Dictionary Game. Challenge each student to choose an animal and write a short dictionary of 5-10 words and definitions in which his or her animal might be interested. For instance, a cat-ionary (as opposed to a dic-tionary) might include: dog—a scary animal, one to be avoided if possible; scratching post—a very important item for sharpening one’s claws. Have students share their completed animal dictionaries with the class.

**October 22**

**Saturday**

**November 13**

Happy Pet Owner's Day

Why not let your class declare today Happy Pet Owner’s Day? Then try our following activity as part of the celebration! Ask students to think of some of the things that pets do for them. What are some things that students do for pets? After students have given their answers, pass out sample store coupons for students to look at as examples. Then have them make up their own pet care coupons to give to their favorite pet owners. On each coupon, the student can offer to do something for the owner’s pet. For example, a coupon might read: Good for one ten-minute grooming or Worth three long walks on a leash. Of course, students will have to be prepared to make good on the coupons they give.

**November 28**

**Sunday**

Thanksgiving Day

Thanksgiving is a time for saying thank you. Can students think of some things for which an animal might thank a human? Ask students to identify some things that animals need. Students may answer that pets, for instance, need food, shelter, medical care, and love. Wild animals need their freedom as well as clean air and water and undisturbed habitats.

Have each student pretend to be an animal. Let the rest of the class guess the name of each student’s animal by asking questions about something for which that animal might thank people. As an example, a frog represented by one student might thank people for not littering, not capturing it, and for walking quietly near its pond.

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**Facts from a presentation by Dr. Randy Eaton
Old College, Reno, Nevada**

1. Humans are the only animals that provide care for animals that they later eat.

2. Orcas (also known as killer whales) sometimes help rescue dolphins, their natural prey. If a mother dolphin is having trouble giving birth, an orca has been known to carry the dolphin to the surface of the water for air, so that the dolphin and her baby may survive. Some scientists believe the orcas are smart enough to realize the need to promote the births of dolphins as a future food source.

3. Orcas could often easily kill the humans who capture and slaughter them.

4. True: Orcas have been known to attack humans or to fight to save their own lives, even when they could have easily escaped from their human captors. Orcas may know, some scientists feel, that it is not wise to cause harm to humans. Others feel that orcas are forgiving and loving animals.
**Children & Animals' Calendar**

**November 1985**

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<td>Election Day. Vote on which animal is the class favorite—the cat or the dog.</td>
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<td>Know your pet care ABC's. What do pets need? A is for attention, B is for a bed, C is for caring... Can students finish?</td>
<td>Celebrate Margaret Bloy Graham's birthday tomorrow by reading one of her picture books about animals.</td>
<td>Autor Margaret Bloy Graham was born today.</td>
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<td>Have your class declare today &quot;Happy Pet Owner's Day.&quot; Then see our more detailed activity.</td>
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<td>Cartoonist Charles Schulz was born on this day. Quick! Name five things Charlie Brown does for Snoopy.</td>
<td>Tomorrow is Thanksgiving Day. Brainstorm ways to say thank you to your pet (or a neighbor's pet) for being a good friend.</td>
<td>Thanksgiving Day Please see our detailed activity.</td>
<td>The first Smokey the Bear died on this day in 1976. Keep his spirit alive by naming ways to help prevent forest fires.</td>
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**Do I Look Happy?**

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Use this photograph to tell your students about roadside zoos. Explain that, unlike zoological gardens, these menageries are run by amateurs whose main motive is to make money. Some may actually love their animals; but it is a misplaced love, ignorant of the real needs of the animals.

Roadside zoo animals often live in tiny cages. Their cages are often dirty, and the animals frequently lack companionship with others of their own species. They seldom have any privacy—since their function in a roadside zoo is to be seen and to make money. Their life is a highly stressful one.

Point out to students that even if roadside zoo animals look healthy, they have needs that cannot be met in these menageries. Ask students: “How much room do you think you would need in order to live comfortably? If you were going to live in a box or cage, how big a box or cage would it have to be? Could it ever be big enough to hold your school? your friends and their families? how about the stores in which you shop or the street where you live?” Then have students discuss: “How big an area might a monkey want for its living space? Would it want an area as big as your classroom? as big as your school? as big as your town? What are some of the things that a monkey likes to do? How much space might it need in order to do these things comfortably?”

Have youngsters draw pictures of what that space might look like. On the back they should list all the things that a wild monkey would enjoy in the place they have drawn—things that a captive monkey does not have the chance to enjoy in a roadside zoo. Then discuss: What can students do to discourage the practice of allowing roadside zoos? Letting others know how you feel is one way. Another way is to tell sponsors of roadside zoos that you will not buy their products unless they find another means of advertising that does not cause stress or harm to animals.

If you saw me in a cage in your grocery store parking lot, would you want to come take a closer look at me? maybe talk to me? or feed me? You might want to—just because you love animals, but that would be the worst thing you could do. It would only encourage the keeping of wild animals in roadside zoos.