Try a Little Tenderness

Cats have been valued family members for years. In fact, they're considered to be one of the earliest domestic pets. Today, the popularity of cats as pets continues to grow — but so does the number of abandoned and homeless cats. Thousands are picked up by animal control officers or turned in to animal shelters each year.

June is Adopt-A-Cat Month. Now in its sixth year, Adopt-A-Cat Month was conceived by the 9-Lives Cat Food Company in response to the appeal of Morris, the television feline star, and is cosponsored by the American Humane Association. This year's goal for Adopt-A-Cat Month is to promote the adoption of 75,000 homeless cats from local shelters — adoption by caring, responsible children and adults.

Finicky, aloof, and independent, cats are frequently considered to be self-sufficient animals. Humane educators play key roles in correcting such misconceptions and promoting empathy and care for these animals. The Humane Society of the United States has developed the booklet Caring for Your Cat, which provides the young reader with guidelines for responsible pet ownership. To order a copy, send 30 cents to NAAHE, Box 362, East Haddam, CT 06423.
A pod of whales, a covey of quail, a mob of crows, and a gathering of people all interact with the world around them. Life on Earth is comprised of a web of life forms interrelated to a chain of events that support and develop one another. If each of us can better understand the web of life and relate this information to ourselves, the quality of life may be enhanced. This is the function of a nature center—to spark such understanding.

As an outdoor classroom, a nature center permits the curious to learn about the world around them. Naturalists working at nature centers teach students of all ages about the various components of the environment and attempt to show how these elements relate to people’s lives. By exploring a variety of environments, nature center visitors begin to appreciate their dependence on and connections with other life forms. Today, all people, including children, must assume the roles of protectors and guardians of the environment and all its inhabitants. Naturalists promote a desire to serve in these roles.

Nature center activities focus on the plant, animal, and microscopic kingdoms as interrelated whole units. Through the simple technique of a nature walk to more complex teaching techniques, naturalists explain, identify, and relate the natural world to visitors. The objective is to promote a desire in people to know more about nature and about how they can promote its well-being.

For the teacher who wishes to have his or her students explore the natural world, naturalists are excellent resources. Educational programs offered at nature centers are easily adapted to the needs of the teacher and are frequently designed to meet the specific requirements of the school system’s curriculum. By telephoning your local nature center and requesting a copy of the environmental education programs available, you’ll learn which programs are offered for school assemblies and classrooms and which are offered at the center. Because nature centers are generally nonprofit, expect to be charged for the programs. Taking a field trip to a nature center is usually less expensive than having a naturalist come to your school. And students visiting a nature center have a greater opportunity to explore new environs and become more comfortable with unfamiliar surroundings. Typically, the program conducted at a center requires students to be more active than they would be during an assembly or an in-class lesson—a decided advantage of visiting a nature center.

If you do schedule a trip to your local nature center, what can you expect? How can you prepare your students for the visit? How can you follow up the trip when you’re back in your classroom? Programs differ from center to center, but, generally, there are common themes emphasized at all centers. The best way to obtain specific information about your local center’s programs is to request materials that describe the programs and to ask for recommendations for preparation and follow-up activities.

The Nature Center Experience

To give you an idea of a typical program and its activities, we’ll follow the preparation, visit, and return to school of a fourth grade class participating in the Habitat program at the Nature Center of Charlestown.

As a pre-trip activity, the teacher discusses with the class concepts that students will be learning during the field trip. Some of these include: species; habitat; environment; differences between reptiles and warm-blooded animals; territory; and basic animal needs such as food, shelter, water, security, and reproduction. As a way of emphasizing the importance of these concepts, the teacher relates all of them to the students’ lives. The children brainstorm all the needs they have as humans, and then they compare and contrast these needs with those of other animals.

In preparation for the nature center visit, the fourth graders are carefully instructed to dress properly for the day’s activities. Old shoes and water-resistant boots, hats, and gloves are the typical fashion fare for the day because the children will be walking through wooded areas and fields, crawling...
During the Habitat program at the Nature Center of Charlestown, students "become" designated animals and discuss their various habitats and basic needs. Peggy Darling, volunteer teacher, explains the activity to a visiting class.

About looking at plants and seeds, or acting the roles of selected animal species. Finally, the day arrives! When the class reaches the center, the naturalist conducts an introductory lecture that covers the concepts previously reviewed in class as well as some new vocabulary. Differences between cold-blooded animals and warm-blooded animals are explained. Using live corn snake to represent cold-blooded animals. The students represent the warm-blooded species. As the lecture unfolds, the students learn that a cold-blooded, or ectothermic, animal cannot regulate its own body temperature by self-generation of heat. Instead, cold-blooded animals are dependent on the ambient temperatures of their environments for thermal generation. A warm-blooded, or endothermic, animal generates and regulates its own body temperature. The nature center staff has asked that for each group of ten students and a leader. The leaders include the naturalist and volunteers who have received extensive training at the center's grounds. The group we're following walks down the nature center to be sure.

After the introduction, the class is divided into groups of ten students and a leader. The leaders include the naturalist and volunteers who have received extensive training at the nature center and who are experts in the program's format. The nature center staff has asked that for each group of ten students from grades three and above, one parent or volunteer adult accompany the children on their visit. For lower grades the staff requests that one adult accompany every five students. Generally, there is no charge for the nature center to be sure.

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When the groups are assembled, each is led to a site on the center's grounds. The group then proceeds to the oak tree. There are many good books focusing on nature study with children listed at the end of this article.

During the Habitat program at the Nature Center of Charlestown, students "become" designated animals and discuss their various habitats and basic needs. Peggy Darling, volunteer teacher, explains the activity to a visiting class.
Preschoolers—the term connotes exuberance, vitality, and spontaneity. However, the prospect of working with preschoolers often triggers concerns in humane educators who are unfamiliar with this age-group or who have only periodic access to children this young.

Since summer jobs often place classroom teachers in the position of working with preschool children in day camps or in day-care programs, and humane society educators often spend summer months planning new programs for the fall, we think the publication of Christine Donovan’s “Programs for Preschoolers” is timely. Those of you who consider education at this level to be somewhat exotic will find the teaching strategies helpful and easy to use. If you know preschoolers well, however, you will also appreciate Christine’s insights into and enthusiasm for this special age-group.

If your knees begin to knock at the thought of tackling a classroom of preschoolers, take heart. There is a way to combine a humane education program with appropriate activities for this age-group (three to four years old). Just polish up your sense of humor, plan on having fun, expect some surprises, and start thinking small! You may also want to consider the following suggestions:

• Keep your programs short and varied. Preschoolers have a brief attention span even for the most fascinating subjects. Five or ten minutes of sitting and listening is about as far as you can go. If at all possible, divide your class into groups of five or six (or use an assistant with larger groups). To help ensure the success of your program, try to talk to and listen to each child as much as possible.

• If you are a visiting humane educator, be sure you know the children's names. If you have a superb memory for names, fine. Otherwise, check with the teacher in advance and make up name tags. Children at this age pay much more attention to names than adults do to their own. Their parents will appreciate their children's privacy.

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• Keep your expectations reasonable and be flexible. The preschool experience is one of creative exploration and individual expression. That's not to say that your program can't carry a definite humane message or be geared to a specific learning goal, but be flexible and encouraging—whatever the outcome. You are likely to encounter a wide range of abilities even within the same age-group. Keep this in mind as you plan your programs.

• Keep the atmosphere relaxed. Children like to sit on the floor, sit on your lap, or sit next to their best friends. Try to foster a homey feeling of affection and physical closeness.

• Be nurturing! Let the children express themselves freely; praise their efforts (even efforts that aren't perfect) can create an expectancy of success (“we're going to do something fun today!”); and show them that you value their contributions.

• Keep activities fun. This is crucial. If your program isn't fun (regardless of its other merits) these children will not perform.

Sample Programs

The following are some sample programs you can include in your preschool repertoire.

Plan a Be Kind to Nature walk. For the most part, nature outings for your children are outings of acquisition (collecting leaves, picking up rocks, etc.). Talk to the children first, and challenge them to think of something they can collect that will help nature and will not take from her natural bounty. If the children don't think of it first, discuss picking up litter. Give each child a paper bag. (You might want to plan one session just for decorating the bag—perhaps adding a handle and providing paste-on pictures of local animals that will be helped by a litter-free environment.) Instruct the children that they are to pick up paper only. (This is a safety measure. They may be pointing out potentially dangerous objects to you so that you can collect this sort of litter.) Back in the classroom, let the children empty their bags into a large container so they can see how much they collected. Talk about the importance of not littering. Ask them how they might use their litter bags at home, in their neighborhoods, or in the car. You might plan an outing to a paper recycling plant in conjunction with your antilittering campaign.

Your other preschoolers may enjoy a different kind of nature walk. Explain that nature walk means walking outside and looking at nature (things that grow), but tell children that they won't be picking flowers or catching small insects—that it's better not to hurt or disturb things that grow. Instead, suggest to children that they can “keep” something pretty or interesting just by pointing it out to the other children. Ask children if they know of any other ways they can keep something without actually bringing it home (talking or drawing a picture, for instance). Or tell children to remember one thing they really liked but to keep it a secret till they get back to the classroom. Afterward, let children have a chance to draw their secret on a long piece of paper—making a “mural of nature.”

Discuss a bird's wintertime needs. Ask the children if they think birds need to eat food. (One little boy I worked with thought birds ate dirt.) Talk about why cold weather makes finding food more difficult. When winter comes, or as a Christmas activity, decorate a nearby tree with threaded popcorn for the birds to eat. (A fun way to make popcorn is to set up an uncovered popcorn popper on a clean sheet in the center of a large room. Have the children sit around and talk about the birds while you pop your popcorn. Afterward, have them collect whatever popcorn they haven't eaten and bring it to you to feed the birds.)

Other good outdoor activities might include planting a tree or adopting a tree already planted. Let the children pick out a tree to care for. Stress careful, caring, and consistent ways in which your group can care for the tree. Read up on the specific tree and what its needs are. Talk about new words and concepts: shade, limb, twigs, sapling, etc. Draw pictures of the tree and let children practice writing the tree’s name.

In the fall, make bird feeders for your tree. Let the children smear peanut butter on pinecones (using a tongue depressor or a blunt plastic knife), roll them in birdseed, and tie a string to one end. (Children love this activity. Have plenty of peanut butter since they'll be eating a lot.) You might consider using one session beforehand for making the peanut butter (1 cup of peanuts mixed in a blender with 1½ to 3 tablespoons corn oil). This helps children see for themselves why birds would eat peanut butter—an otherwise strange notion to many preschoolers.
needs of the pet and encourage proper handling. Children at this age work best with kind words of acceptance. Point out to the entire class instances when a child is being especially kind and gentle. Many activities can be planned around a specific animal. Children at this age will learn more when the same information is presented many times and in a variety of different ways.

Children love to cook, and cooking (measuring, mixing, and tasting) is an important part of a preschool curriculum. You can make dog biscuits for family pets or for an animal shelter. Here is an easy recipe: Combine 3 1/2 cups of whole wheat flour with 2 3/4 cups of oatmeal. Set aside. Melt 2 squares of unsweetened chocolate with 3 teaspoons vegetable oil and 3 tablespoons brown sugar. Remove from heat. Add 2 cups of water. Combine liquid and dry ingredients. Generously grease your hands and table surface with oil. Dough can be rolled out or patted out. Cut with a cookie cutter or blunt knife or form into shapes. Bake on aluminum foil-lined pans at 300° for 1 hour. Again, kids at this age are certain to taste, and, in this lesson, tasting dog food is perfectly acceptable!

Use this opportunity to talk to the children about the best way to give a dog a treat (handing it in their open palm or laying it on the floor in front of the dog). Stress that children should never give a dog a treat without an adult’s OK, and that they should never approach or feed a dog they do not know.

Preschoolers are masters at playing pretend, and even the simplest props are magic to this age-group. If the children are able to visit an animal shelter, you can reinforce the visit back in the classroom by allowing the children to recreate what they saw as part of creative play. Create an “animal shelter kit” for use in the classroom. Put together a couple of boxes for cages, stuffed animals, animal attendant badges (or uniforms made out of old shirts), collars, licenses, leashes, rabies tags, and certificates for playing animal shelter. Many of these props can be made or decorated by the children. Likewise, a visit to or discussion about a veterinarian’s office could result in a “veterinary kit.”

It would be nice if every housekeeping section in every preschool classroom contained stuffed pets in their proper surroundings (appropriate cages) or with their necessary equipment (leashes, food bowls, etc.). Here again, a little ingenuity might transform an inadequate situation into an acceptable one. If it is not possible to obtain the necessary items, consider having the children make cages, bowls, and collars, etc. for their housekeeping pets. Preschoolers must have the opportunity to handle things over and over again if they are to firmly develop concepts. If you work at an animal shelter, you should plan to provide this sort of humane education paraphernalia for the preschool classrooms you work with whenever possible.

Animal identification is a valuable accomplishment for preschoolers, so don’t overlook the importance of planning activities and games around this skill. Have a flash card series of pictures that you can arrange for a variety of games. Use pictures of adult and baby animals to teach the special names given to some animal offspring, or teach animal sound words (chirp, bark, quack), or animal texture words (prickly, soft, furry), or act out animal movements. You can also sort pictures into categories (animal babies or animals that fly, for instance). Afterward, provide colorful and textured collage pieces and encourage the children to make up their own animal and name them.

In the summer children can “paint” animal shapes on the sidewalk, or the side of a building with paint brushes and cans of water. Or in a large, safe parking lot children can create chalk drawings of animals. They might try to draw a large animal to scale!

If you are an animal shelter educator you may want to consider developing a lending library of preschool games. These simple activities can provide a good basis for future understanding about the animal world. Paste six or seven animal pictures on a large sheet of cardboard and provide matching pictures for the children to lay on top. You can also use a picture of an animal and those things associated with it for a variation of this matching game (cat—scratching post, water bowl). Or provide animal pictures and an equal number of alphabetical cards for matching (A for armadillo, G for gorilla, etc.). Paste an identical animal picture on the back of each letter card so the children can check their answers. You can also glue small plastic animals inside an egg carton and provide an identical number of plastic animals for matching. Sorting, matching, and identification are important preschool accomplishments, and there is an endless variety of animal-theme games you can develop. These games provide a chance for individual and unsupervised learning—an important aspect of preschool play.

Children at this age love to share their lives with you. Ask them to bring in pictures of their family pets or pets they would like to have. Put the pictures up on a special bulletin board by category, count them, identify them, and write the name of the child and the pet on each one. Make up illustrated lists of caretaking tips for each type of animal and let the children color the illustrations and take the lists home. Leave space at the top of each list for each child to glue his/her pet’s picture.
Behavioral Patterns of the Preschooler

by Hannah London

When humane education activities with preschoolers go awry, it may mean that the educator's expected outcomes were unrealistic. But what can you expect from these little people...these little, energetic people?

The preceding article by Christine Donovan provided numerous teaching ideas for working with preschoolers. The following at-a-glance information about the developmental activities of this age group has been formulated, summarized, and organized by Hannah London. It's intended to clarify and highlight characteristics of preschool children so that there might be few unwelcome surprises with these students. Considering these characteristics when you plan your activities for preschoolers will ensure that the activities will be beneficial experiences for these young learners.

2 Two-Year-Old—The 'Run About'
Not very footed
Speaks in short sentences with limited vocabulary
Much verbalization but little conversation
Reasoning is limited to immediate experience
Not very sure-footed

3 Three-Year-Old—The 'Doer'
Can do many things with arms and hands, legs and feet
Follows simple directions
Listens to adults and watches faces for signs of approval or disapproval
Willingly accepts suggestions from adults and obeys with vigor
Likes simple stories and nursery rhymes

4 Four-Year-Old—The 'Discoverer'
Asks many questions
Carries on running conversations
Very active—runs, jumps, and climbs more easily
Fond of talking
Loves stories
Has longer attention span
Tends to have boundless imagination
Tells tales, brags, tattles, threatens, and calls names (surface bravado)

5 Five-Year-Old—The 'Helper'
Imitates adults at work and likes to help
Excellent motor control
Likes to cut, paste, and draw pictures
Loves group play
Quite reliable and independent
Able to express self well—a great talker
Begins to like the "here and now" rather than plans and make-believe
Likes to take instructions
Asks for and accepts adult help when necessary
Cooperative play is limited to groups of three or more

About the author...Hannah London is the director of the Little People's Day School in Wallingford, Connecticut.
TRAVELING TEACHING EXHIBIT AVAILABLE

"Kids and Pets," a hands-on exhibit developed by the American Humane Association and the Denver Children's Museum, is now available for rental country. The exhibit, which has been used as a teaching tool in shopping mall displays and in special school programs, includes twelve interactive participatory activities focusing on the senses, anatomy, behavior, and responsible pet ownership.

"Kids and Pets" is an effective tool for reaching children and adults, as well as a successful means by which a sponsoring humane society can raise funds.

Contact Tom Fitzgerald at the American Humane Association, 9725 East Hampden Avenue, Denver, CO 80231, for information about rental cost and ideas for using the display.

WHEN WILDLIFE ISN'T WELCOME: GARDENING HUMANELY

You've put in long hours and much energy growing your own garden.Visions of sunshine in your head. Suddenly you observe wildlife in the midst of your tomatos and tangerine trees. What's your humane response?

The Everglades Wildlife Conservation Society, Inc., has developed a handy and helpful brochure specifying various techniques for protecting your garden from wildlife intruders with out harming them. Entitled No Visions Allowed, the brochure describes the different approaches that have been successfully used to keep rabbits, deer, raccoons, squirrels, moles, woodchucks, and birds. This information may be helpful to students assisting their families in growing gardens. Hints for providing nutritious supplements to wild animals' diet are also provided. Contact the Everglades Wildlife Conservation Society, Inc., Box 417, Lake Zurich, IL 60047, for more information.

NEW PUPPY PRIMER PUBLISHED

Ken L. Ration, a member of the Quaker Oats Company, has produced a booklet called How To Care For, Train, Feed (and have Fun With) Your Dog. While this free material promotes the use of Ken L. Ration products (canned dog foods included), it also provides an excellent summary of basics for puppy care and training. It is written for young owners of dogs as well as adult owners of dogs, the booklet may be ordered directly from the publisher, P. O. Box 6333, Chicago, IL 60677.

4-H HORSE PROJECT AVAILABLE

The 4-H Council, with funding support from the Purina Horse Chow Division of Ralston Purina Company, has produced the 4-H Horse Project, which consists of slide sets including descriptions of breeds in the proper care and handling of horses. Each set contains seventy color slides, an accompanying cassette sound track, and a script. Work sheets and additional lesson material are sold separately.

Horse care, judging, safety, and sportsmanship constitute the primary themes of the project, with specific slide sets covering such subjects as Health Hints, Practical Horse Psychology, Competitive Trail Riding, Occupational Safety, and many others. Approximately forty topics are covered. Written and compiled by the Agriculture Extension Services, National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815, for a free descriptive brochure about the 4-H Horse Project.

BOOKS FOR YOUNG READERS RAISE FUNDS FOR WORLD WILDLIFE FUND

Endangered and extinct animals dwell in No Man's Valley, safe from human interference, in the Seven Worlds book. Designed to teach children about endangered animals, the book includes puzzles, connect-the-dot drawings, and games. Animals in Danger, by Benjamin Kalman, also is available. This book is a setting as a story for teaching about endangered and extinct animals.

The proceeds from the sales of both books support the work of the World Wildlife Fund. The Seven Worlds book is $3.95, Animals in Danger is $5.95. To order, contact Books for Young Readers, Random House, Inc., 201 East 50th Street, New York, NY 10022.

The World Wildlife Fund, in conjunction with the International Union for Conservation of Nature and Natural Resources, has available a free audiovisual catalog that lists new wildlife and conservation audiovisual packages. To receive a copy, contact Mark Bolton, WWF Education Project, Greenhouse, Guttling Power, Glos, GL547Z, England.

ENDangered U.S. Plants and Animals Pictured on Poster

A two-sided, full-color poster depicting endangered animals and plants native to the United States is now available from Learning Posters. Measuring approximately twenty-four inches by thirty-four inches, the poster includes brief, informative summaries about the habitats and physical characteristics of each plant or animal pictured. To order, send $3.95 to Learning Posters, 530 University Avenue, Palo Alto, CA 94301. Quantity discounts are available.

WILDLIFE AND WILDLAND PLACES DESCRIBED IN NEW KIT

The Man Who Loved Animal, P. O. Box 4572, North Hollywood, CA 91607, has a new edition titled America's Endangered Wildlife. Designed for grades four through six, the kit includes an adult Sponsor's Guide containing discussion stories, artwork facts sheets, activities, and six newsprint sections for young people. The complete kit sells for $15. The youth sections can be purchased separately; a complete set of six sections is $3.50. Twelve species found in the United States are featured in America's Endangered Wildlife, including the California condor, the pronghorn antelope, the Florida key deer, the ivory-billed woodpecker, the desert pupfish, the whooping crane, and the least tern. Other wildlife kits available from Easa Wild Animal Appeal are North American Predators, $6; Marsupials, $6; Reptiles and Amphibians (Part I), $6.50; Predators of the World (Part II), $5; and Marine Mammals of the World, $3.50. All prices include postage and handling. For more information, contact the kit's publisher at the address given above to order a copy. A ten page descriptive brochure about the kit accompanies the order.

PET VISITATION IS TOPIC OF NEW FILM

The benefits of pets for elderly citizens is the focus of the film Companions, produced by Horus Film Associates. This twenty-minute color motion picture features the Ottawa Carlton Humane Society, in Canada, that involves weekly visits by shelter animals to nursing homes. Companions was produced by the author, who is a writer and computer programmer. To order, send $10 per videocassette to Horus Film Associates, 54 East 96th Street, New York, NY 10021.

HUMANE EDUCATORS RESPOND TO RABIES EPIDEMIC

The Appalachia (Virginia) Animal Control Division, in conjunction with the Virginia Department of Health, has prepared an educational packet for schools in regions where recent rabies epidemics have been reported. The kit is designed for students in grades four and up, the kit includes a teacher's guide, a filmitrapping cassette, brochures showing such animals as whales, bears, and other endangered species, and fifteen digitizers that profile particular animals or summarize major points regarding the endangered species issue. Price at $10. The kit may be ordered by con- tacting the Animal Protection Institute, 5807 South Land Park Drive, P. O. Box 22505, Sacramento, CA 95822.

A.S.P.C.A.'S FOUNDER IS SUBJECT OF CHILDREN'S BOOK

The Man Who Loved Animals, written by Oust Hoff, is a biography for children about the animal-welfare work of Henry Bergh. Published by the American Society for the Prevention of Cruelty to Animals, Cartoon-like illustrations by the author accompany the text, which describes the ridged Bergh's work permanently changed upon environmental education. The goal of the gathering is to determine future policies for and communicate to the congress will convene at the National Congress for Environmental Education Futures. The goal of the gathering is to determine future policies for and communicate the goal of the gathering is to determine future policies for and communicate the goal of the gathering is to determine future policies for and communicate the goal of the gathering.

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ENDANGERED SPECIES NEW KIT

Understanding Endangered Species, a new multimedia kit that provides teachers with easy-to-use strategies for discussing endangered species with students. Developed by the Animal Protection Institute, the kit includes a teacher's guide, a filmitrapping cassette, brochures showing such animals as whales, bears, and other endangered species, and fifteen digitizers that profile particular animals or summarize major points regarding the endangered species issue. Price at $10. The kit may be ordered by contacting the Animal Protection Institute, 5807 South Land Park Drive, P. O. Box 22505, Sacramento, CA 95822.

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In this issue of HUMANE EDUCATION, we introduce a new column, Research in Review. The column, written by NAAHE Research Associate Vanessa Malcarne, will bring you important information about research studies relevant to humane education theory and practice. This information can help you as you plan new programs, work to improve existing ones, or consider new strategies and approaches to humane education. The column will also include periodic reports on humane education evaluation projects and suggestions for useful resources and research aids to help you with your own evaluation activities.

Television and Humane Education

Since its introduction in the 1940's, television has been extremely popular with young people. It is believed that children have watched as many as 16,000 hours of television programming by the time they reach eighteen years of age. Because many of these programs depict violence, much attention has focused on the influence television violence has had on the attitudes and behaviors of children. Little attention, however, has focused on the flip side of this issue—the potential of television to influence children's attitudes and behaviors in a positive manner.

Whether or not television can promote positive attitudes and behaviors is of particular interest to humane educators. Many television programs focus on animal subjects, have animal themes, or present positive or negative depictions of human/animal relationships. Do such depictions influence the children who watch them? Would a program that showed humane treatment of animals in a positive light be effective in influencing children's attitudes and behaviors in a positive direction?

A 1975 study by psychologists Joyce Sprafkin, Robert Liebert, and Rita Poulos investigated the possibility that television could be used to promote positive attitudes and behaviors in children. The psychologists wanted to see whether children who viewed helping behavior on a television show would act in a similar way when they later found themselves in a comparable situation. In the study, one group of first graders watched an episode of the "Lassie" series that included a dramatic example of a boy helping a dog. A second group of first graders watched a different episode of "Lassie" that did not contain the example of the boy helping a dog. A third group of first graders watched an episode of the "Brady Bunch." This episode did not involve any sort of human/animal interaction.

After first graders had watched the television shows, they were invited to play a game in which they could earn points for prizes by pressing a blue button that lit a light bulb. The amount of time the bulb was lit was recorded on a timer attached to the bulb. Each child was told by the experimenter that the longer he or she pressed the button that lit the bulb the more points he or she would earn. Each child was also told that the experimenter was in charge of a dog kennel a few miles away and had left some puppies there alone. The child was given earphones to wear and told that when he or she heard puppies barking, he or she could help the puppies by pressing a second button labeled Help to alert the kennel assistant. Children were told, "You might have to press the button for a long time before your helper hears the signal, and there's a better chance he'll hear it if you press it a lot. You can tell when he has heard the signal when he hears the dogs stop barking." Then children were told, "Try to get as many points as you can by pressing the blue button, because the more points you get, the better your prize will be. You know, if the puppies start barking, you'll have to choose between helping the puppies by pressing the Help button and getting more points for yourself by pressing the blue button. It's up to you." The experimenter then left the room.

What were the results? Children who had seen the "Lassie" episode had a score significantly more than did those who had seen the neutral "Lassie" episode or those who had seen the "Brady Bunch." (These two latter groups did not differ from one another.) These results suggest that a televised example of people helping animals can increase a child's willingness to engage in helping behavior, specifically, helping behavior toward animals. For humane education, the practical implications are clear: Television programs can be used as valuable tools for promoting positive behavior toward animals. Humane educators can work to encourage the establishment of positive, pro-animal programming as an alternative to current offerings on television and to promote this kind of programming when it does occur.

Reference


Keep Us Posted!

Have you evaluated your humane education programs? If so, we'd like to know about it. Write and tell us how you designed your evaluation, and be sure to send us samples of any questionnaires, tests, or other instruments that you developed. We'd like to share them with other humane educators who are interested in evaluating their programs. Send your information to Vanessa Malcarne, Research Associate, NAAHE, Box 362, East Haddam, CT 06423.

Don't Stay Between The Lines!

by Vanessa Malcarne and Beverly Armstrong

On the following pages you'll find the final four of eight reproducible drawing sheets contained in the "Draw What You've Learned: Between the Lines Copy Master series. (The first four can be found in the March 1983 issue of HUMANE EDUCATION.) These drawing sheets are designed for use by humane educators, parents, or those interested in humane education programs. Send your information to Vanessa Malcarne, Research Associate, NAAHE, Box 362, East Haddam, CT 06423.

Note: For copies of any studies reported on in Research in Review, or for further information on any topic covered, contact Vanessa Malcarne at NAAHE, Box 362, East Haddam, CT 06423.

About the artists...Beverly Armstrong, an artist/humane educator from Long Beach, California, is a frequent contributor to HUMANE EDUCATION.
Show what these animals would tell us if they could talk.

You've just adopted this puppy from the animal shelter. Draw everything you'll need to take good care of it.
What does the world look like from this snake's point of view?

Show where this animal would rather be.
Selecting Humane Education Books: Sorting Through the Stacks
by Kathy Savesky

If you ask any adult to reminisce about favorite books from his or her childhood, or if you question a young person about what books he or she has read recently, chances are very good that the titles mentioned will include one or more books about animals. Throughout history, and in every genre, animals appear as the focus of much of our literature, for adults as well as for children. In 1972, Thomas More, in a study of animal preferences in children’s literature, found that 13.2 percent of the children’s books listed in the current Books in Print were about animals, representing the largest single topic category included. The 1981-82 Subject Index to Children’s Books in Print included 1,081 listings under the topic of animals, a figure that doesn’t even include the books in which animal characters play important supporting roles.

With such an abundance of animal-focused children’s literature available, the humane educator or sympathetic librarian is faced with the task of wading through available books and making intelligent choices for the young readers in his or her care. Each June we attempt to help by reviewing in the HUMANSEducation Education. Humane education is a process by evaluating the human welfare perspective in children’s books:

1. Are animals portrayed as having needs, interests, and value as individuals and in and of themselves?
2. Is the biological and behavioral information about the animals accurate?
3. Are relationships between humans, animals, and the environment portrayed as symbiotic and/or interdependent?
4. Are the consequences of human actions, both positive and negative, portrayed realistically?
5. Are altruistic, compassionate, and/or responsible actions clearly portrayed as preferable although sometimes more difficult?
6. If the human characters are presented as role models, do these characters attempt to act consistently with their ethics and demonstrate the ability to make difficult value judgments?

It is also important to choose books that contain concepts and vocabulary appropriate for the developmental capabilities of readers. If the children find too many words or concepts that they don’t recognize or understand, they may not find the book appealing. On the other hand, more advanced readers are often bored by books that are overly simplistic.

Although it is possible to identify some general guidelines for judging the humane perspective of a book, establishing solid rules in this area is difficult at best. The applicability of a book for humane education is tied more to the attitudes the book supports and the message it presents than to the specific manner in which it portrays animals or human-animal relationships. For example, a highly anthropomorphic portrayal of an animal, which may be acceptable in a fantasy story where use of an animal character is clearly symbolic, would be unacceptable in a book that appears to be presenting accurate natural history information.

The following questions are designed to offer some guidance in evaluating the animal welfare perspective in children’s books:

1. Are animals portrayed as having needs, interests, and value as individuals and in and of themselves?
2. Is the biological and behavioral information about the animals accurate?
3. Are relationships between humans, animals, and the environment portrayed as symbiotic and/or interdependent?
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6. If the human characters are presented as role models, do these characters attempt to act consistently with their ethics and demonstrate the ability to make difficult value judgments?

Evaluating the Books

Initial standards for selecting animal-related children’s literature should be the same as those for choosing any children’s books: quality and accuracy. If a book is poorly written, uninteresting, or unappealing, whatever message it may contain about compassion or responsibility may well be lost. If a book is inaccurate in its presentation of factual information, it will provide a “miseducation” rather than a humane education experience.

Making Selections

Once you have identified which available animal-related children’s books are consistent with a humane perspective, additional selection criteria will depend on your needs. If you are selecting a book or books as gifts for a particular child, you will naturally want to consider the child’s interests. If you are choosing reading materials to supplement classroom teaching activities, your choices will focus on books that support the topics and objectives of your lessons.

Librarians, individuals who are preparing book lists, or those interested in compiling a collection of animal-related children’s literature are faced with less specific requirements and, consequently, have more difficult decisions to make. Some helpful guidelines for compiling general selections of animal-related children’s books include the following:

1. Provide a balance between fiction and nonfiction books. Nonfiction books—especially those that focus on the life and behavior of a specific species of animal—have become increasingly plentiful and creative in their presentations. These books provide a nice complement to the volume of popular stories about human/animal relationships.
2. Attempt to choose books that focus on a variety of species of animals. Very often library collections and book lists contain an abundance of books about mammals but few that deal with birds, fish, reptiles, amphibians, insects, etc. Many excellent books that focus on these less-familiar species have been written in the past few years.
3. Select books that teach to objectives at all levels of humane education. Humane education is a process that involves imparting facts as well as influencing attitudes and behaviors. Objectives for humane education teaching activities—and for books to supplement humane education—can be classified under the following five general headings. A general collection of children’s books should include selections that promote learning at each level.

1. Knowledge—the acquisition of pertinent facts and simple concepts about animals, humans, and the environment
2. Understanding—the identification of relationships between facts and the grasping of more complex concepts about animals, humans, and the environment
3. Appreciation—the internalization of facts and understandings that results in the development of respect or interest in other individuals (human or animal) apart from oneself
4. Compassion—the development of a personal system of ethics that holds the welfare of others as an essential concern
5. Responsibility—the behavioral manifestation of a humane system of ethics, including making conscious decisions about one’s lifestyle and its impact on others

The books reviewed on the following pages have been evaluated according to the criteria presented in this article. In addition, specific books have been selected to provide a sampling of fiction and nonfiction; a variety of species; and books that function at all levels of humane education. ▼

* A coding system is used to identify the level(s) of humane education objectives that are represented in each book. Because some of the levels are closely related, they have been grouped together. Three codes are provided: K & U (knowledge and understanding); A (appreciation); and C & R (compassion and responsibility).

HUMANE EDUCATION AND REALMS OF HUMANENESS

--Readings--

edited by Stuart R. Westerlund

For the humane educator—
This is an anthology of editorials, essays, and other articles—all from issues of the NAAHE Journal, the forerunner of HUMANSEducation.

From the Foreword—
"It is my belief that the information in this book remains current and can help to provide the stimulus for the creation of a society in which respect for all life will be implicit."

—John A. Hoyt
President
The Humane Society of the United States
Published by
University Press of America
P.O. Box 1910
Washington, DC 20086
$23 hardback
$11.50 paperback
Mystery of the Disappearing Dogs.

Barbara Brenner. Illustrations by Blanche Sims. New York: Lothrop, Lee, and Shepard, 1982. Grades 3-6. C. R. Early in this book, the young heroine, Bob, narrates her family’s newly adopted pet dog, Rico, and how it came to its present owner. The story follows the events of the day Rico disappears. The plot develops as Bob and her friend, Chuck, discover that a local animal shelter was about to adopt Rico out of their care. The children’s determination to find and return Rico to its rightful owner is the theme of the story.

DOMESTIC ANIMALS

Fiction

Animal Partners: Training Animals To Help People. Patricia C. Nixon. New York: Lerner Publications Company, 1982. Grades 3-5. P. Datsky. In this book, C. R. and A. C. R. are introduced as the creators of a new book about animal training. The book provides information on the types of animals that can be trained to help people with different needs. The authors explain how animal training is used to help people with various disabilities.

The Boy Who Cried Wolf.


A Girl Called Bob and a Horse Called Mustard.


DOMESTIC ANIMALS

Nonfiction


Elephant School.

John Stewart. Philadelphia: J. B. Lippincott, 1982. Grades 4-6. C. R. and A. C. R. are the authors of this book. The story follows the adventures of a young boy and his elephant, Pang Pon, as they learn to live together in the wild.

The Cat Who Saved Jimmie.

Mary Runyan. New York: Atheneum, 1982. Grades 4-6. C. R. and A. C. R. are the authors of this book. The story follows the adventures of a young girl named Jimmie and her cat, who saves the day when a dangerous situation arises.

A Girl Named Guinevere.

Charlotte Graeber. Philadelphia: Crane Wartski, 1982. Grades 4-6. C. R. and A. C. R. are the authors of this book. The story follows the adventures of a young girl named Guinevere and her guinea pig (cavy), who becomes her best friend.

Domesticated Animals.


The Lion in the Kitchen.


The Boy and the Elephant.


Domesticated Animals.


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The Lion in the Kitchen.


The Boy and the Elephant.


Domesticated Animals.


**WILD ANIMALS**

Nonfiction


**CRICKET IN THE GRASS**

Attracting Birds and Other Wild life to Your Yard. William J. Weber. D.V.M. New York: Holt, Rinehart & Winston, 1984. Grades 3-6 & U/A & C. veterans of experiences. As suggested by the title, the book begins with a discussion of the natural history of the peregrine falcon. But Hunt also explores the unfor­ gettable experience of caring for these beautiful birds. It provides a more accurate picture of the peregrine than other books do and offers a powerful defense of the birds. The author claims that habitat destruction, poaching, etc., have caused a decrease in the number of peregrine falcons in the United States during the 1960s. However, the author also describes the efforts of individuals who have worked to protect these birds. The author provides information about the habitat requirements of the peregrine falcon and the ways in which people can help to protect the birds.

The Wildfires. Swan, Alison Putnam. Illustrations by Scott Menard. New York: Dial Books for Young Readers, 1983. Grades 3-6 & U/A & R. Beginning with the first chapter on how to build a stick-and-birch bark nest, the author provides simple and easy-to-understand instructions. The author describes the process of building a nest, and includes drawings to help the reader. She also explains the importance of providing a safe and secure environment for the nestlings.

Our Changing World. Ira Jagone. New York: Knopf, 1985. Grades 3-6 and above. K & U/A. This fascinating book provides information about the changes that have occurred in the world, and how these changes have affected the natural world. The author uses examples from different parts of the world to illustrate these changes. He also discusses the role of people in these changes, and the effects that our actions have had on the natural environment.

The Fish Story of Symbiosis. Anatoli Derin. Illustrated by Liza M. Minneapolis: Americo P. Publishers, 1976. Grades 5-12. Animals interact with each other and with plants in a variety of ways. To get a better idea of these interactions, the writer has interviewed a guide, a bird, a fish, a turtle, a monkey, and a shark. The guide talks about the importance of conservation and the effects of pollution. The bird describes the life cycle of the fish, while the turtle talks about its habitat and diet. The monkey tells a story about a baby monkey who has been abandoned by its mother. The shark talks about the dangers of pollution and the need to protect the ocean. The author uses these interviews to highlight the importance of conservation and the need to protect the natural environment.

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July 4

Independence Day

The United States formally became a country on this date in 1776 when the Continental Congress adopted the Declaration of Independence. Today, Americans still revel in their country's independence and celebrate the occasion with parties, parades, barbecues, and, frequently, much noise from fireworks. Unfortunately, for animals, both pets and wildlife, Independence Day often means fear, stress, and risk of injury. Fourth of July festivities may mean increased numbers of unfamiliar people around the house and loud-than-usual activity. Booming bass drums and blaring trumpets from local parades, as well as fireworks, may frighten pets or hurt their ears. Each year, unsuspecting pets are injured or badly frightened by fireworks that are accidentally— or purposely—set off too near them. Wildlife are often victimized by our merrymaking too. For example, be harmful to animals. For example, a/so

Alexander Calder's Birthday

Have you ever seen sculptures move? You have if you've seen mobiles twirling, floating, or dips in the breeze. Alexander Calder, born on this date in 1898, created the mobile—a very popular twentieth century art form.

Observe this day with your children by having them create mobiles using animal-related themes. Mobiles can be very effective ways to teach children about specific animals and their habitats. Mobiles can serve as visual representations of how animals are interconnected with the terrain, plants, and other animals, and how all these elements are delicately balanced. Begin by asking each child to select one animal that she or he would like to learn more about. You may want to assist your children in doing so by helping them to identify animals that are unfamiliar or unusual. Have each child use encyclopedia pages and wildlife books to record details about the particular animal's life that might make interesting elements on a mobile. These can include the animal and it's prey, predators, physical surroundings, etc.

When the children are ready, have them draw, color, and cut out pictures that will hang from the mobile to represent pertinent facts about their animals. Attach these pictures by string to lightweight wooden sticks. Use more string, mobiles to larger sticks. Finally, attack these larger sticks by string to a bent metal coat hanger. (Remember that balance is the key.) Display these mobiles where there is a breeze and watch the wildlife come to life.

August 13

Family Day

The family has been called “the most instinctive and fundamental social group” involving humans. Within the context of a family, children can learn right from wrong, how to communicate with and respect the rights of others, and how to demonstrate care, love, and affection. Animals are very important members of human families, so observe this day by involving your children in a general discussion about families and pets. Ask your children to describe a family as though they were explaining the concept to someone unfamiliar with families. What distinguishes a family from other groups of people?

Describe the varieties of families that exist in your area. For example: families with no children, families with grandparents or aunts and uncles, families with adoptive parents.

After identifying and describing the types of families, ask the children if they know any families and if they consider them to be family members. Why or why not? Ask the children to share the first time they were introduced to the family pet. How was that done? What were they taught about the pet from other family members?

Use the available information and books that depict the roles of pets in families to continue your discussion. Some excellent films covering this subject were reviewed in the March 1983 issue of HUMANE EDUCATION’S.

Other groups using the poetic form.

September 26

T. S. Eliot's Birthday

T. S. Eliot was born in St. Louis, Missouri, in 1888. He is considered to be among the finest American poets and critics. Did you know that T. S. Eliot wrote poems about his cats?

Observe this poet's birthday by having an “Animal Poetry Day” with your class. In all his work, T. S. Eliot stressed the power of poetry as a means to communicate and believed a writer’s poetry was more important than the personality of the poet. There are many entertaining children’s poetry books that have as their themes animals and the natural world. Birds, written by Arnold Adoff and illustrated by Troy Howell (New York: J. B. Lippincott), utilizes verse poems and pencil drawings to describe what life is like from the points of view of birds. Another book by Arnold Adoff and Troy Howell using the same medium is Friend Dog (New York: J. B. Lippincott), which poignantly explores the relationship between a girl and the injured dog she brings back to health. Jim Arnosky’s setting of Hawks and Other Wildlife Groups (New York: Coward, McCann, and Geoghegan) teaches the reader about various wildlife species using the poetic form.

In Desert Voices (New York: Charles Scribner’s Sons), a poetry book written by Byrd Baylor and illustrated by Peter Parnall, ten desert animals “talk” about their lives in this stark terrain.

Read some of these poems about animals to your class, identifying the characteristics of poetry, and then have your students create their own verses. A helpful resource for this activity is the book Animal Poems and Illustrated Readings. Reprints are available from NAAHE for 50 cents.
Shot in the Rockies, this film is about the day-to-day life of a grizzly bear and shows us its ranges, its hibernation, and the birthing of a pair of cubs. We learn that the bear needs hundreds of square miles for its habitat and that humans are encroaching on its ranges. This film is not appropriate for kindergarten or lower elementary grades because of the considerable footage that shows a female bear killing an injured caribou to feed herself and her young. Upper elementary through adult viewers, however, will be thrilled by the imposing and impressive qualities of the bears and the photography that captures them.

BIGHORN (1974)
This is an earlier film of Marty Stouffer that concerns itself with a year—from spring to spring—in the lives of some Rocky Mountain bighorn sheep. Birth, death, and day-to-day living are expertly covered. The promotional sheet that accompanies the film summarizes its message:
Finally, man has come to realize that the bighorn sheep and all these other wild things are his responsibility. They are in our trust. And now we have a choice. We can conserve them wisely or wipe them from the face of the Earth.

SWAMP CRITTERS (1982)
Swamps, like marshes, are the homes of hundreds of species of flora and fauna. There are creatures that live permanently in swamps, those that breed or spawn there, those that temporarily use the swamp as a refuge, and those that winter or summer there. This helps to dispel the notion harbored by many people that swamps are scary and forbidding places. The film suggests that swamps must be saved from the encroachment of people because swamps are vital habitats for many plants and animals. The film is appropriate for all ages.
What's a Picture Worth?

Each year, many puppies and kittens adopted during the summer months near campgrounds and summer dwellings are left behind when their temporary owners return home. In other cases, animals are left behind because they have been allowed to roam freely and their whereabouts are unknown at the time the owners depart.

Responsible animal care means anticipating the obligations involved in owning a pet full time. This includes understanding that pet adoption and caretaking are not seasonal activities, relegated only to the leisurely summer months.

Review with your children the reasons that people adopt pets and the reasons that people might abandon them. Discuss these questions: What are the usual effects on the animals that are abandoned? How can pet abandonment be prevented? What can an individual do if she or he spots an animal that appears to have been left behind?

Our culture today is characterized by conveniences. Expendable items are the way of the day. Unfortunately, with some people, animals fall into that category. Alerting your children to this problem can be a productive way in which to prevent the abandonment of animals in the future.