Showing You Care

- The Best in Children's Books About Animals
- A Complete Learning Center Game in This Issue
- Rags: A Lesson Parents Will Thank You For
- A Wealth of Work Sheets
Are You Making the Most of Your Magazine?

If you don't get Kind News for your students, then you're not getting as much as you could out of Children & Animals.

Kind News is our children's newspaper full of

- stories and articles
- puzzles and games
- projects and more...all about animals!

Kind News is correlated to the themes and teaching activities contained in Children & Animals. Available in two editions, Kind News is for grades one, two, and three. Kind News II is for grades three through six. A one-year subscription to either Kind News I or Kind News II consists of a bundle of thirty-five copies mailed out five times during the year. The cost is $10 for NAAHE members (that is, Children & Animals subscribers) or $15 for nonmembers. Children & Animals and Kind News come out in alternate months. If you subscribe to both, you will receive a reduced rate on Kind News—and you will get the most out of NAAHE's teaching activities.*

To subscribe to Kind News, fill out the coupon below and mail to NAAHE, Box 362, East Haddam, CT 06423.

Name______________________ School______________________
Address____________________ ZIP______________________

Grade__________ Subject__________

Please check one.*

$10 subscription to Kind News I
$10 subscription to Kind News II

Children & Animals subscribers: Please enclose $10 with order form.

Nonsubscribers: If you do not already subscribe to Children & Animals, for $20 you can join NAAHE and receive Children & Animals as well as Kind News.

Canadian and foreign subscribers: Please be sure to add an additional $5 per subscription if you are a Canadian or foreign subscriber.

*If you wish to receive multiple subscriptions to Kind News at a reduced rate, please write to us and ask about organizational memberships.
A unit that blends your regular classroom subjects with the high-interest topic of pets may be just the thing to wind up your year. There is hardly a student in your classroom who does not own a pet dog or cat or would not like to own one. Yet owning a pet and being a responsible pet owner are, regrettably, often two different things.

Did you know that according to The Humane Society of the United States...

Published by the National Association for the Advancement of Humane Education, Kind News is a newspaper for first through sixth grade students who care about animals. The May 1986 issue of Kind News contains articles and activities about animals and books that are correlated to the following "Kind News Feature." If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

The end of the school year is fast approaching. A unit that blends your regular classroom subjects with the high-interest topic of pet dogs and cats may be just the thing to wind up your year. There is hardly a student in your classroom who does not own a pet dog or cat or would not like to own one. Yet owning a pet and being a responsible pet owner are, regrettably, often two different things. Did you know that according to The Humane Society of the United States...

“Why do you care so much about animals? Why don’t you care about people?” Every humane educator probably has been asked these questions, even while engaged in a people-oriented occupation such as teaching. My answer is always, “S.I.S.”

I learned S.I.S. on a trip to India fifteen years ago. I had been warned about the poverty in India and had seen pictures in books, but nothing had prepared me for the realities I saw and felt immediately upon arrival. I was traumatized by the experience and overwhelmed with guilt, empathy, and probably a vague complex. I wanted desperately to help, but over and over, I was told there was nothing I could do.

Finally, I met a wise, old holy man who said I could help. “Yes, there is something you can do. Work where you will be most effective,” he said. “Go home. Work on alleviating the suffering you will find in your own backyard. That will help us.” I protested. No suffering in the United States could possibly compare to this! I wanted to work where I was most needed—in India. He shook his head sadly and answered me slowly, addressing me as if I were a two-year-old. “Child,” he said, “suffering is suffering.”

Those words didn’t mean much to me until two years later. I had come back to the United States to teach on a Navajo reservation. Here, I did find many instances of poverty. Through the Save the Children Federation and some of my relatives, I helped provide school clothing for many of my students. These children taught me much about the simple joys of their lives despite the poverty around them. My teaching and work with the children was soon motivated not by pity, but by love and appreciation—a more sound basis for giving.

While on the Navajo reservation, I also discovered extreme suffering. Ironically, I found it literally in my backyard: dogs with distemper, dogs half skinned alive by the undiscoveries of cats, starving dogs, meatless pups, and dogs with broken legs all appeared in my yard at one time or another. Looking at those animals, I didn’t need to be reminded that suffering is suffering.” And so I began my work in animal welfare.

When anyone from the city asked me why I was devoting so much time to the animals in the midst of needy people, I would answer, “S.I.S.—suffering is suffering.” Can an empathetic person who is moved by the suffering of people remain unmoved by the suffering of an animal? I think not, especially when that animal is literally at his feet. Suffering, is, indeed, suffering.

One of our main roles as humane educators is to expand children’s capacity to care, to teach them of empathy. That lesson does not begin and end with animals. I hope the educator does not exist who teaches of kindness to animals while ignoring children’s cruelty toward one another. Lessons in compassion and respect know no such boundaries.

In expanding our capacity to care, we also expand our capacity for sorrow. Previous sources of pleasure, such as cresses or rodeos, become painful. As humane educators, we have an awesome responsibility when we ask children to trust us while we teach them of suffering, so that they may learn of caring and love. We ask children to feel for a moment what it would be like to be a dog that no one ever pets, or to feel for a moment what it is like when someone steals from you. These are lessons in empathy that involve feeling the hurt and learning to care.

Part of our responsibility is to make sure students are never overwhelmed by sorrow—to take care that we do not instill a sense of hopelessness or despair. We lead our students in recognizing gradual progress, in seeking solutions, and in knowing that no act of kindness is ever futile.

We also expand our students’ capacity to care by expanding their capacity to appreciate. We open our eyes to the beauty of all the life forms around us. We teach them to look with new eyes at the cuteness of a pig, the parenting of a coyote, or the needs of a predator. Out of such awarenesses can grow love and appreciation, the same firm basis for caring that I discovered on the Navajo reservation with my students.

The person who does not love and appreciate, who cannot feel another’s pain, cannot understand the suffering, cannot feel no remorse, whether one first learns to care for animals and then learns also to care for people, or vice versa, makes no difference. Suffering is suffering..getSystemService.
For Grades One and Two

Activity 1: Our Needs

Subject: Family Living

Skills: Comparing, Contrasting

In this lesson, students will learn that pet and human needs are similar in many ways. On the chalkboard, write the heading “Our Needs.” Have students name some of the things they themselves need, such as food, a home, family, and friends. List each item in a column under the heading on the chalkboard.

Next, have students name some of the needs of dogs and cats. (Student answers should include a home, safe exercise, license and identification tags, shots, and food and water, health care, and love.) List each item in a second column labeled “Pet Needs.” Have one or more students come up to the board and draw a line connecting the items in the two columns that are the same.

Ask students: What is the best way to care for a pet? What is the first thing a pet owner can do? (Students will respond that pets need a home to keep them safe from harm.)

Preparatory Lesson:

Kind News

I and II. The first section is for grades one and two; the second section, grades three through six.

If these figures are to change for the better, we must teach children about the meaning of and the need for responsible pet ownership. The following article contains some curriculum-blended activities on various aspects of dog and cat care. All are easy to use in isolation or as part of a unit. The activities are grouped into two sections to correlate to the reading levels of the two editions of our newspaper for children—Kind News I and Kind News II. The first section is for grades one and two; the second section, grades three through six.

Not all the activities in either section are appropriate for every grade addressed by that section. For example, in the activities for third through sixth grades, some activities are appropriate for only third or fourth grade students. Only you, of course, can decide which activities are best suited to your class.

Activity 2: The All Need Love

Subject: Reading

Skills: Following Directions

Read the following directions and explain that all love and attention are important for dogs and cats just as they are important for humans. Point out there are many ways we can show our love for dogs and cats. Pass out copies of the May 1986 issue of Kind News I and have students follow the directions for making a toy for a dog or cat and/or making homemade dog biscuits to show their love for the pets around them.

Activity 4: Things We Need

Subject: Family Living

Skill: Analysis

Begin this lesson on the needs of dogs and cats with a handclapping exercise that illustrates the lack of homes for pets and the need to have dogs and cats neutered. (This exercise compares the number of dog and cat births to the number of human births. Of course, no one knows the exact ratio of dog and cat births to human births. The estimate used in this lesson is from The Humane Society of the United States and is based on information from shelters across the nation.)

Activity 5: Rags the Dog

Subject: Health and Safety

Skill: Memorization

Follow the above activities on dog and cat needs with a safety lesson for students on how to avoid being bitten or otherwise injured by a strange dog. Please turn to “Rags: A Lesson Parents Will Thank You For,” also in this issue of Children & Animals.

Activity 6: Pet Needs

Subject: Reading

Skill: Using the Context

This activity helps students understand some of the basic needs shared by pets and humans. Students have come up to the chalkboard one at a time and write needs that are shared by people and pet dogs and cats. (Student responses should include shelter, food, water, health care, and love.) Next have students make a second list on the chalkboard of dog and cat needs that are not human needs. (Answers should include spaying and neutering, license and identification tags, and food and treated-in-yard for dogs. This may be a good time to point out that cats can lead happy, healthy lives without leaving the home and that they also need to be allowed to roam free outdoors.) Contrast and compare these lists. Remind students that they may have pets at home themselves. Have them list as many of their own pets as they can. (Answers should include responsibility to see to pets’ basic needs and to provide good care at all times.)

For Grades Three through Six

Activity 1: Pet Needs

Subject: Reading

Skill: Using the Context

Use the following activity to help students understand the need for spaying and neutering dogs and cats in the effort to reduce the number of unwanted pets born every year. Explain to students the meaning of the term cumulative offspring. (Please see our article “Sharing the Spotlight: Math and Humane Education” in the February 1986 issue of Children & Animals for a discussion of cumulative offspring and for additional math activities for this age-group.)

Begin the activity with an estimate of two or three class members. You will need a bag or two of dried beans and a large, empty, glass bottle. Have the students fill a measuring cup to measure 1/4 cup of beans. Ask them to count the number of beans contained in 1/4 cup. Then add more beans to the bottle. Count the number of beans needed to equal 1,600 beans. Ask them to fill the bottle with the 1,600 beans. Show the bottle to the rest of the class. Explain that the beans contained in the bottle represent the total cumulative offspring of five generations of female dogs (starting with just one dog) and ten generations of female cats (starting with just one cat). Either individually or as a group, have the students estimate how many beans they think are in the bottle. Then tell the students that there are 1,600 beans in the bottle. Point out that this is the number of dogs and cats that could be born in only five years and two months.

Comparative study could be made with an activity that illustrates the lack of homes for pets and the need to have dogs and cats neutered. (This exercise compares the number of dog and cat births to the number of human births. Of course, no one knows the exact ratio of dog and cat births to human births. The estimate used in this lesson is from The Humane Society of the United States and is based on information from shelters across the nation.)

Activity 2: Crazy Answers, Correct Answers

Subject: Reading

Skill: Using the Context

Note: This activity may be used as an evaluation exercise for Activity 1.

Duplicate the work sheet for the activity. Have students complete the work sheet individually and share their responses with the rest of the class.

Activity 3: A Bottle Full of Beans

Subject: Math

Skill: Estimating

Use the following activity to help students see the connection between making a pet possible and being a responsible pet owner. Ask students: How might a poor decision in selecting a pet lead to problems for an owner? How might it lead to problems for the pet itself? What are some factors to consider when choosing a pet? (Responses should include the availability of a fenced-in yard; size of living space; cost of the pet; neutering and licensing; how the pet will be cared for should the owner move or go on vacation; the amount of time needed for training, grooming, and exercising the pet; and how the pet will fit in with its owner’s life-style.)

Have students share aloud some possible appropriate pet selections. Start them off with the following example: A person who lives in a small apartment and has no outdoor area in which to exercise a pet dog decides to get a Saint Bernard. (For a complete unit on choosing a pet, please see our article “So You Want a Pet...”, from the September 1983 issue of HUMANE EDUCATION.)

Explain that one of the jobs of shelter workers is to counsel people as to what is the best possible pet choice for them. Have students complete the work sheet “The Perfect Match,” which follows this article, and share their answers. Then discuss: For each example, what are some of the problems for both people and pets that could occur if people take home the dogs of their choice? In each case, what recommendations have students made? Why?
Activity 5: Free-Roaming Pets Cause People Problems
Skills: Language Arts
Skills: Analysis, Prediction

The following activity can be used to help students understand the need to keep dogs and cats from roaming free in their neighborhood. Ask students: Why is it important for prospective dog owners to have a fenced-in yard or an area where they can exercise a dog on a leash? Point out that a free-roaming pet causes problems for everyone—people in the community, for other animals, and for the pet itself. In addition, unaltered, free-roaming pets contribute to the ever-growing numbers of unwanted animals. The following activity is taken from People & Animals: A Humane Education Curriculum Guide, published by NAAHE. (For information on ordering NAAHE’s curriculum guide, please see our advertisement in this issue of Children & Animals.)

Explain to students that when a pet owner is irresponsible, his or her pet may cause problems in the human and natural environment. Is this the pet’s fault, or is it the fault of the owner? How might a responsible pet owner avoid causing problems for neighbors?

Present the following hypothetical situations on the chalkboard one at a time and list the situations on the chalkboard. Have students begin by identifying each situation as an example of responsible or irresponsible pet care.

1. You return home to find your pet safely confined in your house or backyard.
2. A pet runs across the street in front of the family car.
3. A pet chases you on your way to school.
4. Your pet learns to walk on a leash and obey basic commands.

For a follow-up to this lesson, have students read the article “A Day in the Life…” in the May 1986 issue of Kind News.

Activity 6: The Little Lost Dog Game
Subject: Language Arts
Skills: Following Directions

To help reinforce the concept that free-roaming pets cause problems, and risk injury, or death, have students play the Little Lost Dog game, developed by Beverly Armstrong. Please see the centerfold of this issue of Children & Animals and the instructions that accompany the game board.

Answers to Work Sheets: Who Needs What?

<table>
<thead>
<tr>
<th>What?</th>
<th>You</th>
<th>Cat</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Who Needs What?

Directions: Look at each object at the left. Now look at each animal. For each object, put an X in the box if it is something that the animal needs. The first example has been done for you.

Leash
1. world, 2. leash, 3. cookie, 4. dog biscuit, 5. car, 6. house, 7. dog food, 8. water, 9. dog (or cat), 10. cat (or dog), 11. mother, 12. friend.


Perfect Match: Students may offer a number of correct responses as to why different dogs are not good choices for each person. The best possible matches are Susan—Charlie, Rob—Gigi, and Jim and Sandra—Lassie.

A Refreshing Source of High-Interest Activities!

That's what you'll discover when you look through the pages of People & Animals: A Humane Education Curriculum Guide. The high-interest education topic of animals is blended into the curriculum subjects of math, language arts, health/science, and social studies. The complete guide includes 418 teacher-tested activities divided into four separate books. Each book covers two grade levels.

Level A—Preschool and Kindergarten
Level B—Grades 1 and 2
Level C—Grades 3 and 4
Level D—Grades 5 and 6

To order send $7 for each individual book (or $25 for the complete guide—Preschool through Grade 6) to NAAHE, Box 196, East Haddam, CT 06423. If ordering an individual book only be sure to specify grade level.
Things We Need

Directions: Circle the right answer.

1. Which one does not need food?
   a dog     you     a clock

2. Which one does not need a leash?
   a big dog     you     a little dog

3. Which one does not need health care?
   a book     a cat     you

4. Which one does not need water?
   a flower     a telephone     you

5. Which one does not need love?
   a cat     you     a pencil

A Mixed-Up Story

Directions: 1. Have one person in your group cut apart the slips of paper with words on them that appear at the bottom of this page. Turn all the slips of paper over so that you cannot see the words on them.

2. Have someone in the group read the story aloud. Each time the reader comes to a blank, he or she should turn over one slip of paper and read what it says.

3. When the story is finished, turn over all the slips of paper. As a group, put the slips of paper in the correct order so that the story makes sense. Have someone in the group read the story aloud with the blanks filled in correctly.

Sally is the best dog in the whole __________. Every day I take her for a walk. I clip her __________ firmly onto her collar, and away we go. Sometimes we walk past Mr. Perry's store. He is very friendly. He gives me a __________ to eat. He gives Sally a __________ for a snack. We talk to Mr. Perry for a while then we go back to our walk. One __________ after another rushes by us in the street as we go down the sidewalk. But Sally is safe. She is not allowed to roam free, so I don't have to worry that she will get hurt. Soon I can tell that we are almost home because I can see our __________ again in the distance. As soon as we are back home, I give Sally her dinner. Her favorite food is a can of __________. I also give her a bowl of fresh, clean __________ so she will not get thirsty after her walk.

A long time ago, we got Sally from the animal shelter in our town. The shelter takes in any __________ or __________ that is unwanted and tries to find a home for it. When we got Sally, we decided to have her spayed. The veterinarian said this would help Sally have a longer and healthier life. It means she will never be a __________ but she also will never have any unwanted puppies that have to be taken to the animal shelter. There are already too many puppies in the world and not enough homes for them. I love Sally a lot! She is my best __________.

---

<table>
<thead>
<tr>
<th>My Dog Sally</th>
<th>Food</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally is the best dog in the whole __________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Every day I take her for a walk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I clip her __________ firmly onto her collar, and away we go.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes we walk past Mr. Perry's store. He is very friendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He gives me a __________ to eat. He gives Sally a __________ for a snack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We talk to Mr. Perry for a while then we go back to our walk. One __________ after another rushes by us in the street as we go down the sidewalk. But Sally is safe. She is not allowed to roam free, so I don't have to worry that she will get hurt. Soon I can tell that we are almost home because I can see our __________ again in the distance. As soon as we are back home, I give Sally her dinner. Her favorite food is a can of __________. I also give her a bowl of fresh, clean __________ so she will not get thirsty after her walk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>dog food</th>
<th>cookie</th>
<th>world</th>
<th>leash</th>
<th>cat</th>
<th>friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>house</td>
<td>dog</td>
<td>dog biscuit</td>
<td>mother</td>
<td>water</td>
</tr>
</tbody>
</table>
Crazy Answers, Correct Answers

Directions: For each sentence below, cross out the incorrect, crazy answer and fill in the blank with the correct answer from the box at the bottom of the page. Use each word or phrase in the box at the bottom only once.

1. A pet gets hungry, so it needs to be fed good books. ___________

2. A dog can get sick, so it needs to see a hairdresser at least once each year. ___________

3. Cats need to be brushed at least two times every minute. ___________

4. It is important to put your dog on a peanut butter jar when the two of you go for a walk. ___________

5. Cats lead safe, healthy, happy lives if they stay in a yogurt container and do not go outside. ___________

6. A pet can get bored, so it needs lots of flowers from its owner. ___________

7. All pets need a bowl of fresh eggplant every day. ___________

8. Pet dogs and cats should be spayed or neutered to keep them from having envelopes that nobody wants. ___________

9. Often, people put a baseball mitt on a small dog to keep it from getting cold. ___________

10. Shoelaces can be their dog's or cat's best friend if they take care of their animal's needs. ___________

---

The Perfect Match

Directions: Imagine you are a shelter worker. Part of a shelter worker’s job is to talk to people to help them adopt a pet that is right for them. Read below to find out about three people and the dogs they want to adopt. You must explain to the people in question why the dogs they want to adopt may not be the best choice for them. Then suggest a different dog for each to consider. Be sure you don’t recommend the same dog to two different people!

The People

- Susan is an elderly woman who lives in the country. She has lots of fenced-in land. She wants a big dog that will bark when strangers arrive. There are no other houses where Susan lives. She does not want to spend a great deal of time training a dog, even though she will give it lots of love. She wants to adopt the puppy, Lassie.

- Rob works at an office, but comes home for lunch. In the evenings and on weekends, he has lots of time to spend with a pet. He lives in an apartment. The landlord will allow him to keep a small dog. Rob wants a dog that he can easily take for walks on a leash. He wants to adopt Charlie. He hopes the landlord won't think Charlie is too big.

- Jim and Sandra run a stereo repair business out of their home. They are at home most of the day and have two children. They have a fenced-in yard. They are looking forward to training a dog of their own. They want to adopt Gigi, but they admit they wish she were a bigger dog.

The Dogs

- Lassie is a cute, collie puppy. Like all puppies she chews on things, is not housebroken, and needs lots of training and attention.

- Charlie is a big, mixed-breed dog. His former owner turned him in to the shelter. He said Charlie barked too much when people went by his yard. He said the neighbors complained about the barking. Charlie is used to having a large, fenced-in yard in which to run.

- Gigi is a quiet, well-mannered, housetrained, toy poodle, but she is not used to children or noise. She was turned in to the shelter when her elderly owner had to go live at a nursing home. The nursing home would not accept pets and the owner's family did not want Gigi. Because Gigi is a small dog, she does not need as much room as a large dog.

Sentences to be Completed

I would tell Susan that Lassie might not be the best choice for her because __________________________.

I would suggest that Susan choose __________________________.

I would tell Rob that Charlie might not be the best choice for him because __________________________.

I would suggest that Rob choose __________________________.

I would tell Jim and Sandra that Gigi might not be the best choice for them because __________________________.

I would suggest that they choose __________________________.
Field Trips: An Effective Supplement to Humane Education

by Bill DeRosa

In our search for the most effective humane education methods and materials, it is often helpful to look to other educational areas, such as science education, for ideas and suggestions. There has been considerable research in the science education field focusing on the effects of museum visits on the learning of science concepts. Although studies in this area have not been concerned with humane education per se, the information they provide can be extrapolated and applied to our field of interest.

Science Teaching Research

One study, The Impact of a Class Visit to a Participatory Science Museum Exhibit, was conducted by Barbara K. Flexer and Minda Borun of the Franklin Institute Science Museum in Philadelphia, Pennsylvania. The Flexer/Borun study was designed, in part, to assess the effectiveness of a participatory museum exhibit in helping children learn scientific facts and concepts. The study also included an investigation of affective outcomes of the visit, i.e., the students' feelings toward and interest in the museum exhibit.

Participating in the study were 432 fifth and sixth grade students from nine different schools. The students were randomly assigned to one of four groups. One group visited a participatory exhibit in the Simple Machines section of the museum's Mechanics Exhibit. A second group attended a fifteen-minute classroom lecture covering the same content as that presented in the exhibit. The third group viewed the exhibit and attended the lecture, while the fourth group served in a control capacity and received no exposure to either the lecture or the exhibit. The students were then given a ten-item multiple-choice test to assess their understanding of the science facts and concepts contained in the lecture and/or the exhibit. Students were also given a five-item questionnaire that asked them to evaluate the exhibit and/or the classroom lesson in terms of overall reaction, enjoyment, interest, and perceived learning. This affective measure also asked students to indicate their level of motivation for future learning.

What were the findings? On the cognitive test, students who viewed the exhibit scored significantly higher than the students in the control group, but significantly lower than those students who attended the classroom lecture. The students who were exposed to both the lecture and the museum exhibit scored higher than those who viewed the exhibit only, but not different from students who had attended the lesson only. The results of the affective measure indicated that the museum exhibit was significantly better liked than the lesson and was reported to be more enjoyable and interesting than the lesson. Although students did not report any difference in the instructional effectiveness (perceived learning) of the two treatments, the students who viewed the exhibit were significantly more interested in learning more (about the topics contained in the exhibit and lesson) in the future than were students who attended the lesson only or the students who were exposed to both the lesson and the exhibit.

Although the classroom lecture proved to be a more effective brief learning experience than the exhibit, the Flexer/Borun study clearly indicates that the museum display was an effective tool for teaching science. (Recall that the students who viewed the exhibit scored significantly higher than the students in the control group.) Moreover, as evidenced from the affective data, the exhibit was found to be much more interesting and enjoyable than the lesson and was more effective at generating enthusiasm for learning.

Implications for Humane Education

The results of the Flexer/Borun study suggest that teachers would benefit by incorporating field trips into their humane education lessons and activities. Whether it be a visit to an animal shelter, a nature center, or a natural habitat zoo, it is important that the students be more than just spectators. As was the case in the above study, the ideal out-of-school activity should be participatory in nature. Prior to deciding on a particular field trip site, teachers will want to inquire about the educational programming offered by various facilities. Many local animal shelters, for example, have a staff person responsible for conducting tours and educational programs within the facility. The best programs will be those that provide opportunities for hands-on student participation.

Whatever the nature of the field trip, however, it is important that it serve as a supplement to a more comprehensive humane education lesson. A visit to a zoo or nature center, for example, will be most effective when preceded or followed by classroom instruction on wildlife or endangered species. Prior to a visit to an animal shelter, teachers may want to provide students with information on the magnitude of the pet overpopulation problem. (Integrating this information into a math lesson is one approach. Please see our article "Sharing the Spotlight: Math and Humane Education" in the February 1986 issue of Children & Animals.)

By incorporating an animal-related field trip into humane education activities, teachers can help provide their students with a broader, more tangible learning experience. Teachers can be confident that a well-planned visit to an animal shelter, zoo, or nature center will stimulate interest in learning and help to meet the goals we set for humane education more effectively.
Meet Rags, the dog who loves to visit classrooms. Some might say Rags is just a dog puppet; but when Patty Finch, NAAME director, puts Rags on her hand, Rags is as real as any dog you have ever seen! Join us as we eavesdrop on one of Patty’s lessons with a group of primary children.

P: Today I want to talk to you about something all dogs do. Dogs PROTECT things. Do you know what protect means? (A few students nod their heads yes, seeking to please; but soon it is clear that no one is sure what protect means.)

P: When you protect something, you try to keep it safe. You guard it. You make sure no one else can have it. This is how I would protect Rags. (Patty holds Rags close and puts her arm around Rags and half turns from the group.)

P: Let me see you all pretend to protect something inside your hand. That’s it. Keep it safe. (Thirty vicious-looking children quickly shift to nodding no.)

P: Now, if a strange dog is sniffing you, sniffing you, sniffing you, what do you do? (Make running motion with arms.)

P: Well, just stay still and zip your lip, most dogs will not bite you, be sure to remember what it looks like. Go tell a grownup. (Shake head side to side, motioning for “no” to “don’t you scream.”)

Now, if a strange dog then growls at you, here is what you do.*

(Note: Instructions for older children would be slightly different, including slowly backing up and shouting very confidently.)

“Go home!”

After a few rousing choruses (through which Rags sleeps peacefully), Patty has all the students stand up.

P: First, I want to tell you, if a dog ever does bite you, be sure to remember what it looks like. Go tell a grownup. Be sure to wash the bite very well. But today you’re learning what to do when a dog is snarling at you. To help you learn, I’m going to pretend to be a very, very big dog. I have escaped from my home. I am protecting the whole street. Am I trying to be mean? (Everyone shakes head no.)

P: That’s right. I’m just trying to protect my owner’s house and maybe the whole street. Now I’m going to run up to you barking, and I want you to stand still and zip your lip. You have to be very brave, because you will want to run and scream. But if you do that, I’ll think you are a bunny rabbit and chase you, so be very brave and stand still and zip your lip. (Magic happens! Patty magically transforms into a charging dog. She backs up and then races toward the students, barking furiously. There are a few muffled screams and some jumps backward.)

P: Pretty good. But I saw a few of you move. It’s hard to be very brave, isn’t it? Let’s try it again. Stand still and zip your lip, but don’t stiffen up. Look brave. (Patty charges again and again, giving the children lots of practice. When they don’t scream or run, Patty circles different children, sniffing like a dog, and then walks away.)

P: Great! You are all so very brave! If you stand still and zip your lip, most dogs will quit barking and will sniff you and walk away, but a few will keep barking and growling for a long time, and maybe even jump on you. Then what do you do? That’s right. You just keep standing still and you don’t scream. OK, let’s practice. (Patty charges the children and tries to intimidate them with her ferocious barking and pawing. No more screams or screams. Patty is satisfied.)

Rags now wakes up. She’s ready to meet each student in the class.

P: In a minute, you want to line up. Then each one of you can come up and pet Rags, unless Rags is walking around and you can’t find her, and I am right here and I say it’s OK. Then tell me one safety rule about being around dogs, and Rags will give you a “No Bite” badge. (Rags picks up the badge in her mouth. It is a bone-shaped piece of colored construction paper. The class seems impressed.)

*You can share your index finger at the children for “here is what you do.”
P. First, let's remember some of the rules. Don't pet a dog when it is eating. Don't pet a dog unless the owner says it's OK. Stand still and zip your lip. Just walk on by. Who can tell me some other rules?

After a review of the rules, the class begins filing by. At the end of the line are two students who want nothing to do with Rags. Patty lets them at down and ends the lesson. Then privately obtains the teacher's permission to work with the two students who did not want to pet Rags. While the teacher begins the regular class lesson, Patty goes off into the corner with the two students. Rags is cradled in her arms. Patty explains that she has talked to Rags, and Rags has promised not to bark. Rags knows just how to win two reluctant hearts. After a while, one can observe Rags playing ball with the two new friends and Patty.

Patty explains afterward: "I get a great deal of satisfaction from teaching children safety rules about dogs. But it's those two or three reluctant students in each class that give me my greatest joy. To see them take a step toward overcoming their fear of dogs is wonderful."

Try a Rags lesson yourself. We guarantee it will be one of your most popular classroom presentations. Teachers and parents alike will love it. As one parent relates: "Patty had taught Josh the rule, 'Stay still and zip your lip.' He was out in front yard playing when I saw a big dog come running toward him, barking. I was about to rush out to Josh when I saw Josh stop and clamp his mouth real tight. The dog stopped running and barking, and slowly it meeked up to Josh and circled him, sniffing. Then the dog was distracted by a scent on the ground and trotted off. Slowly Josh's body began to relax, and a big grin came on his face. He ran inside and yelled, 'It works! It works!'"

In order to help you present your own Rags lesson, we asked Patty to share the lesson notes that she refers to as she gives a lesson. Patty likes to leave a copy with teachers so that the teacher can present the lesson on his or her own the next day. We hope you'll share the lesson with other teachers in your school too.

Rags Lesson

1. Right way to meet a dog.
2. Dogs protect—what does protect mean?
4. Special situations—DON'T act out wrong way.
5. "No Bite On Dog."
6. Practice with big "dog."
7. Students earn a "No Bite" badge and get Rags.
8. Follow with individual work with students and Rags.

Editor's Note: Rags is made by Daphne Kronstorfer. Daphne is a delightful, humane education puppeteer, who, through the manufacturing of her puppets, provides much needed work for new immigrants to our country and the dowry, etc. Rags is available for $18. (This includes postage and tax. For orders to be mailed to Canada, please add $3 for each Rags purchased.)

A portion of the sales will be donated to NAAHE. Send orders to: Ms. Daphne Kronstorfer, Department CA, 301 West Marshall Avenue, Phoenix, AZ 85013.'

About the author: Paul Dewey is a part-time computer consultant for NAAHE and a former middle school teacher.

Humane Education
Children's Book Reviews:
Searching the Stacks

by Bill DeRosa, Kathy Ketcham, Vicki Parker, and Willow Ann Soltow

Looking to catch up on some of the excellent children's books about animals that have come out during the past year? Look no further! The book reviews offered here feature a selection of some of the best in human literature for students. The reviews are grouped under two headings: Picture Books and Just for Older Readers. The reviewed books have been selected to provide a sampling of fiction and nonfiction, with an emphasis on a variety of species and on subjects that address different levels of humane education. For instance, a book that primarily helps students build appreciation for animals may not necessarily enhance students' knowledge about animals or encourage compassionate behavior toward animals.

Throughout the following reviews, we have used a coding system to identify humane education "levels" or teaching objectives addressed in each book. Three codes are provided: K & U (knowledge and understanding), A (appreciation), and C & R (comprehension and responsibility). In addition, we have provided the publisher's recommended grade level for each book. For a discussion of our evaluation criteria, please send a self-addressed, stamped envelope to "Book Review Criteria," Children's Books, Box 362, East Haddam, CT 06433.

Picture Books

Large as Life Series: Daytime Animals, Life Size and Nighttime Animals, Life Size

Joanna Cole. Illustrations by Kenneth Lilly. New York: Alfred A. Knopf. 1985. Grades Preschool-Grade 2. K & U/A/C & R. This full-color pop-up book of butterflies of the world tells a little about the life and habitat of different varieties. Directions are given for successful butterfly watching, along with a humane reminder—"Please be very careful with all the butterflies that you see." The last page is a sheet that can be copied to provide a record of observations. Preschool and primary students will be entranced with the unfolding butterflies in the pop-up book, while older students will relish easy identification with help from the illustrations.

The Mare on the Hill. Thomas Locker. New York: Dial Books, 1985. Grades Preschool-Grade 2. A horse that has been mistreated by its first owner is gently taught to trust humans again in this sensitive fictional tale by Thomas Locker. Breathtaking full-color illustrations accompany the text. The first-person narrative is recounted by a boy who provides a successful role model for readers important similarity between humans and animals—the love that all mothers feel for their young. Well-known for her previous book, As I Was Cross Ing Boston Common, author Nora Farber has written yet another story-poem that is sure to be enjoyed by students and teachers alike.

My First Butterflies. Cecilia Fritzon. Paper engineering by Ray Marshall. New York: Harper & Row Publishers, Inc., 1985. Grades Preschool-Grade 5. K & U/A/C & R. This full-color pop-up book of butterflies of the world tells a little about the life and habitat of different varieties. Directions are given for successful butterfly watching, along with a humane reminder—"Please be very careful with all the butterflies that you see." The last page is a sheet that can be copied to provide a record of observations. Preschool and primary students will be entranced with the unfolding butterflies in the pop-up book, while older students will relish easy identification with help from the illustrations.

in his demonstration of genuine concern for the dry and dusty dog, instead, is portrayed as running free about the farm, which detracts from an appealing book that is otherwise humane in its approach.

Koko's Kitten. Dr. Francine Patterson. Photographs by Ronald Cohen. New York: Scholastic Inc., 1985. Grades Preschool and above. K & U/A & C/R. Koko's Kitten is the true story of a communicating gorilla and her gentle love for a pet kitten. This enchanting book documents Koko's requests for a cat for her twelfth birthday, her delight in receiving the pet, and her mourns, and communicates these feelings to the true story of a communicating gorilla for a cat for her twelfth birthday, her above. 

Wallaby Creek. Joyce Powzyk. New York: Dodd, Mead, and Company, 1985. Grades 2-5. K & U. Which animal has a tail when it is young, but not when it grows up? Where does a snail's neck begin? What good is a tail that curls around a branch? Answers to these and many other questions about animals and their tails can be found in Marlene Robinson's delightful and informative nonfiction picture book. Numerous photographs and factual explanations describe the nature and function of the tails belonging to many diverse creatures. Readers will learn that tails come in many shapes and sizes, and that they are used for a variety of purposes, such as to send warning signals, to help an animal climb a tree, to attract a mate, or to poison an enemy or prey. Students will enjoy looking at the photographs of animals and then trying to guess to which animal they belong, using the clues that are provided. 

Once There Was a Tree. Natalia Romanova. Illustrations by Gennady Spirin. New York: Dial Books, 1985. Grades K and above. A/C & R. Once There Was a Tree is a beautifully illustrated fictional tale about respect for all that lives. Bees, ants, a bird, a frog, an earwig, a bee, and a man all make use of an old rotted tree stump in the woods. Each thinks of the stump as his or hers alone. Yet, the story tells us, the tree belongs to all because the Earth belongs to all. Interestingly, a similar message of cooperation is suggested by the publication of this book itself; written and illustrated by two Soviet citizens. It has appeared in this country through the combined efforts of publishers in Europe, the U.S.S.R., and the United States. Teachers and students are sure to benefit from the humane message and outstanding pictures offered by this delightful book.

Rabbit's Morning. Nancy Tafuri. New York: Greenwillow Books, 1985. Grades Preschool-Grade 2. A. This mostly wordless picture book will help preschool and primary young ones build appreciation for a number of wild animals. Students follow a rabbit's adventures as he travels through the countryside past many other wild animal families—until he returns home to his own family. A good book for helping students perceive some of the many similarities between humans and animals, Rabbit's Morning is also a useful teaching tool. The pictures invite children to identify the different animals as they read the story.

The Wonderful World of Seals and Whales. Sandra Lee Crow. Washington, D.C.: The National Geographic Society, 1984. Grades 4 and above. K & U. In this nonfiction book, a baby whale gets a piggyback ride from its mother; a sea lion spends through the water like a torpedo; a killer whale leaps into the air and crashes down with a splash. Few animal species capture the hearts and minds of students and their teachers the way whales and seals do. Sandra Lee Crow's informative book, the young reader is provided with a vivid glimpse into the lives, behaviors, and environments of numerous marine mammals, a subject that has come to be expected of books published by the National Geographic Society, the photographs in The Wonderful World of Seals and Whales are extremely attractive.

All Wild Creatures Welcome. Patricia Curtis. Photographs by David Cupp. New York: Lodestar Books, 1985. Grades 5-9. K & U/A & C/R. An African woodcock lies in the middle of a busy road. A man waiting anxiously by the roadside starts across to rescue the helpless animal, but there is just too much traffic. Finally there is an opening, and he is able to reach the woodcock and carry it to safety. The man in this scenario is one of the many caring volunteers who work at Lifeline for Wildlife, a wildlife rehabilitation center in suburban New York. In All Wild Creatures Welcome, Patricia Curtis introduces readers to the dedicated staff and volunteers at Lifeline's facilities. Curtis describes how a wildlife rehabilitation center functions and explains how injured and orphaned wild animals are cared for and then released into the wild. Throughout the book, the author emphasizes the importance of changing our attitudes toward wildlife and respecting all creatures and their habitats.

Life of the Ladybug. Heiderose and Andreas Fischer-Nagel. Minneapolis: Carolrhoda Books, 1986. Grades 3-5. K & U. After hibernating during the cold winter, ladybugs are a welcome sight, signaling the arrival of spring and long, warm, sunny days. In this nonfiction book, Heiderose and Andreas Fischer-Nagel provide a colorful introduction to the physical characteristics, behavior, and life cycle of the ladybug. Beautiful color photographs will help students build appreciation for the ladybug's valuable role in nature.

Season of the White Stork. Heiderose and Andreas Fischer-Nagel. Minneapolis: Carolrhoda Books, Inc., 1986. Grades 4-6. K & U/A & C/R. Summering in Europe, wintering in Africa, the white stork faces the threat of extinction as a result of human encroachment upon its natural habitat and migratory paths. This nonfiction book explains the life cycle of the magnificent stork and explains how people are working to save it. Striking photographs and a sensitive text present the various factors affecting the survival of the white stork. Tenor of the White Stork is sure to help students build appreciation for yet another of the world's endangered species.

Exploring the Seashore. William H. Amos. Washington, D.C.: The National Geographic Society, 1984. Grades 4 and above. K & U. Foam waves crash against a rocky shore. Seals glide over the wet rocks eating small plants. A chicken holds tightly to a branch using its unique shell. These are just a few of the animals the reader will meet in William Amos's colorful nonfiction book Exploring the Seashore. Amos takes us on a journey with Alyssa and James, two young children, who, guided by a marine biologist, examine the types of shorelines and learn about the interrelationships of many marine animals. As with most of the author's books, the color photographs in Exploring the Seashore are highly appealing.


Once There Were No Pandas: A Chinese Legend. Margaret Gravas. Illustrations by Beverly Gvoying. New York: P. D. Coverton, Inc., 1985. Grades Preschool-Grade 3. K & U/C. For centuries people have attempted to explain the natural phenomena and legends. Once There Were No Pandas is a legend that "explains" how the white bears of China got their black markings and became pandas. It is not a realistic book, but is very compassionate in its approach. Little Chien-Min helps a bear cub in distress and is accepted by all the bears as a dear friend. So great is her love for the bears that she sacrifices her life to protect them. As the bears cry over the lifeless child, their tears become fixed with dust and leave black marks on their faces and bodies. Beverly Gvoying's large full-color drawings sensitively illustrate this fiction work about love and devotion.

Breed of a Foal. Hans-Heinrich Isenbart. Photographs by Thomas David. Minneapolis: Carolrhoda Books, 1986. Grades 3-5, K & U. In this nonfiction portrait of a stall's early life, Hans-Heinrich Isenbart provides the young reader with an account of the miraculous process of equine birth and development. The book contains beautiful color photographs and an informative glossary. Unfortunately, the author mentions the possibility of the foal's growing up to be a racehorse or a circus horse but remains nonjudgmental about these highly questionable animal uses.

Gorillas. Robert M. McClung. Illustrations by Irene Brady. New York: William Morrow and Company, 1984. Grades 3-7. K & U/A-C & R. In this excellent fictional tale, the author highlights the habits and true-to-life experiences of an African mountain gorilla. Beni is the name of the young gorilla whose normal life in the wild is threatened by many people and her efforts of biologists to study and save them. Chapters are included in which young gorilla is shown and is bleeding. Gerald wants to help the wild animal human food, nor does he attempt to tame it. The story appropriately stresses the caution that must be exercised around wild animals and provides a surprise happy ending. The Secret Mouse should be excellent for sparking discussion about compassion and respect, as well as the need to permit wild animals to live undisturbed in their natural habitats.

The Chimpanzee Kid. Ron Roy. New York: Clarion Books, 1985. Grades 4-7. K & U/A-C & R. Moral issues about the use of animals in laboratories are sensitively raised in this novel about a boy, Harold Pinto, and Benny the chimpanzee. A class report inspires Harold to want to help animals used in laboratories. He begins to make clandestine visits to a local lab, where he encounters Benny, an aging chimpanzee and the victim of numerous experiments. Eventually, Harold’s feelings about the injustice of keeping Benny locked up lead him to a plan to free the chimpanzee. An action-filled story, The Chimpanzee Kid raises important questions about animal rights for readers to ponder, while providing a satisfying ending.

America’s Bald Eagle. Hope Ryden. New York: G. P. Putnam’s Sons, 1985. Grades 5 and above. K & U/A-C & R. Although the bald eagle can be found in most states (it is native to forty-nine states), few people have ever actually seen the bird living free in the wild. After spending two springs and summers studying and photographing the bald eagle, author-naturalist Hope Ryden has given readers the next best thing to their own firsthand observation of this magnificent bird. Her book contains lucid, informative text and beautiful photographs. In it she discusses the history and symbolism of the bald eagle, its range and habitat, and its behavior and appearance in all phases of growth, as well as the human destruction of the bird’s habitat. Appropriately, the author points out that, although many people are working to bring back our endangered national bird, it will take human effort before we can know if these efforts will succeed.

Night of Ghosts and Hermit. Nocturnal Life on the Seashore. Mary Stolz. Illustrations by Susan Gallagher. New York: Harcourt Brace Jovanovich, 1985. Grades 8-12. K & U/A-C & R. Once again, Mary Stolz has written a clever story with a humane emphasis for young readers. Students and teachers who appreciated her insightful book Cat Walk will be no less pleased with Night of Ghosts and Hermit. In this book, the author, a distinguished fiction writer, turns her talent to describing gripping, yet factual vignettes of seashore life. Through the character of a nine-year-old boy, she further provides a humane perspective on the need for humans to protect endangered species and to respect all animals with whom they share the Earth. The book jacket calls Night of Ghosts and Hermit “a perfect blend of science, understanding, and beauty,” and readers are sure to agree.

See You Next School Year!

Our publishing year for Children & Animals ends with this April 1986 issue. We’ll be back next fall with plenty of high-interest, animal-related teaching activities to brighten your classroom.

(Note: If your students receive Kind News, the May 1986 issue will be the last issue for this school year.)

Creative Drama in the Classroom. by M. Carol Turner

In today’s hurry-scurry world, it is sometimes easy to overlook the educational value of creative drama. Creative drama is full of animals and wild. Upon closer observation, one becomes aware of humans’ inhumanity toward many of the animals with whom we share the Earth. For example, the book jacket of a recently released animal related an incident to me that had occurred in her neighborhood: A young boy had made a habit of picking up his pet kite by its ears. We discussed the implication of this incident, and it soon became apparent that there was a definite need for the elementary school to involve children in developing more humane attitudes. The key concept here is involvement, or participation, and creative drama lends itself to active participation of individual students.

Humane Education and Creative Drama

Creative drama focuses on the imagination and creativity of the student, encourages group situations utilizing communication and listening skills, and promotes cooperative efforts of the individual and the group. Further, it provides an avenue for discussing and evaluating situations, problems, and ideas. The components of creative drama are sensory awareness, rhythm and movement experiences, characterization and dramatization. Each of these components is dealt with separately but all blend together to provide rich experiences as well as understanding and learning. What better way to foster sensory awareness than to take a walk outside the classroom to find and observe an ant colony? Ants provide a great opportunity to foster children’s understanding of, appreciation for, and identification with the animal world. In addition, children with the ant in terms of creative drama, the first step is providing sensory awareness experiences. Once the colony has been discovered, emphasis is on using vision to observe the ants.

The teacher might set the stage by asking about the characteristics of the ants—body parts, antennae, sizes, shapes, color. How do they move? How do they do it? Open-ended questions are used to motivate the close observation of the ant world. The response we seek is to have the children encourage creative drama as they observe the ants. In addition, we want to encourage the child to use his or her other senses as well. The auditory sense centers in on sounds. Do the ants make sound? What, if anything, do the ants do when we make sounds ourselves? The olfactory sense encompasses smelling. Can students detect an odor from the ants? The sense of touch can be heightened by permitting an ant to move unhindered across a child’s outstretched finger, and observing how it feels.

Rhythm and Movement

Once sensory awareness has been encouraged, the next activity is rhythm and movement. Here we want to encourage the child to demonstrate the different feelings derived from the observation activities. For example, moving like an ant, going to find and gather food, bringing back to the colony a food item that is large and difficult to carry, or guarding the entrance of the ant hill from invaders. We want the child to “become the ant” and through movement, demonstrate the ant. Some children might like to share their ideas with the group to see if the others know what “their ant” is doing. If we have had keen observers, they will be able to verbalize movements or movements because of the sensory experiences. From this, the teacher can proceed to using movement and having the students respond to the music in the way they imagine an ant might if it could experience music. The teacher may want to provide a few simple songs to encourage movement experiences.

Characterization and Dramatization

From the movement experiences, we move into the characterization and dramatization components. We begin by providing opportunities for the child to pantomime ant characters—ants, larvae, pupae, queen, workers, nurses, guards. The teacher may ask the question, “How does it make you feel?” and provide the children with opportunities to be each of the characters. This activity broadens students’ understanding of the different roles of ants in a colony.

In the dramatization component, we want the child to utilize his or her experiences derived from sensory awareness, rhythm and movement, and characterization activities. Again the teacher is the facilitator, providing situations for the children to act out. An example might be: the children encounter the ants in a colony. Next, the teacher provides the children with the choice of the characters they will portray, that is, queen, eggs, nurses, workers, and so on. The remaining child assumes the character of an individual walking through the grass. He or she suddenly steps on the opening of the ant hill. Play out what happens. Finally, the teacher asks each character, “How did it make you feel?” The discussion lends itself to creating an awareness of the “feelings” of the ant in this type of situation.

Creative drama is an excellent way to involve children in humane education experiences. Adaptations can be made for domestic and wild animal studies, with the result being situations in which children play out pet owner or animal problems. Remember, the question is, “How does it make you feel?” This question becomes highly appropriate as students act out those animals that do indeed experience feelings such as fear, joy, and anxiety. Creative drama can be an excellent way to use capital on students’ imagination, promoting self-confidence, feelings of importance, and a sense of being needed. Encourage cooperation in planning, playing, and creativity. All these are essential in developing humane education concepts.

Suggested Reading List


About the Author—M. Carol Turner is an associate professor at Indiana State University.
GIVE IT A TRY!
At the Kids for Animals Club that I sponsor, I use ideas and activities from Children & Animals and the People & Animals curriculum guide from NAAHE. When students have completed a project, I arrange with a teacher from another classroom to have two or three of my club members present. Students have learned about animals to a class of students from another school. This is an opportunity for learning that I especially enjoy, as it is a way to reach members of your community.

Beware
When students say, “I heard you advertised in the mail promoting the filmstrip “What They Say About Hunting,” I ordered a copy. This educational filmstrip was advertised as presenting both sides of the hunting issue and was being offered free to teachers and humane educators. I was curious. Upon viewing the program, my curiosity turned to disappointment. The maker of the filmstrip has done a slick job of promoting hunting under the guise of education. It portrays animals in an unjustifiable manner and suggests that by harvesting animals, hunters “save” helpless creatures from starvation, and a cruel death inflicted by predators. I am particularly concerned about the inaccurate characterization of humans (from a biological standpoint) represented by this program. Your readers should be alerted to the bias in this filmstrip in “What They Say About Hunting.”

Tell Your Favorite Librarian
Suggest that the school library or media center offer a handout for students that lists humane animal books available through school facilities. To help simplify the preparation of such a list, send a self-addressed, stamped envelope to NAAHE, Box 362, East Haddam, CT 06432 and request a copy of our “Children’s Book List.” Our book list gives the title, author, publisher, and date of publication for more than 150 humane children’s books about animals that have been reviewed in previous issues of our teacher’s magazine over the years.

Living With Animals
“Living With Animals” is a PBS television series that you and your students will want to see for yourselves. The program covers the care, training, and behavior of animals. Sample topics include in-depth features on dog training, on how bird owners can make cages and their homes safer for pet birds, and on efforts to reestablish populations of rare raringine falcons. A “Junior Report” for young people is regularly featured.

Learning With Movement
Preschool and primary teachers will be interested in our new selection of animal songs and related creative-movement activities available on cassette. “All About Animals” features songs that help instill appreciation for all living creatures. We’re especially proud of our song “It’s That World Too.” We wrote it as a celebration of the need to behave responsibly and compassionately with all that lives. To order a copy of our new, thirty-minute cassette, send $8.95 (postage included) to Moving & Learning, Berry River Road, Box 1387, North Chester, CT 06470.

Sticking Up for Humane Education
We used this quick activity to celebrate Adopt-a-Dog Month last October, but it would be appropriate at any time of year. We used pre-bought doughnuts and biscuits, but you could make your own. We printed on the doughnuts one side—movey eyes, teeny-tiny noses, and pink felt tongues. On the other side we pasted a short strip of magnetic tape. Students were asked to take their dog biscuit magnets home and stick them on the refrigerator (out of a pet’s reach) to remind the family of the need for proper pet care.

News for Newsletter Makers
Are you thinking of starting a newsletter as a way to reach members of your community? Or are you looking for ways to improve an existing newsletter so that it produces the greatest benefit to your shelter or humane education program? In either case, A Cook’s Dozen Is for You. Marshall Cook, associate professor of journalism at the University of Wisconsin at Madison has prepared a list of excellent articles on sheltering and humane education. This issue of Shelter Sense, April 86, presents one article that you might find useful such articles as “Youth Groups Promote Animal Care,” “Humane Education Costs Only Pennies,” and “Humane Education Ideas That Work.”

Without A Classroom
For humane educators at shelters and other special places...

The Trouble with Spring
Each year at springtime, humane societies and shelters across the country are flooded with unwanted, half-chewed chicks and other small animals that were given to children as Easter presents. This year, in an effort to stem the tide of unwanted Easter animals, we decided to teach children about time of with a humane message. We have prepared a thorough lesson plan that is easy for teachers to implement. Operation Easter Bunny focuses on the humane concept that chicks do not make good house pets. It emphasizes basic curriculum skills that teachers have to teach anyway—but it appeals to educators. At the same time, by making the lesson easy for teachers to complete with their students, we reach large numbers of children and, indirectly, their parents) with this important humane message.

We would be happy to share our lesson packet with other interested humane educators and shelter representatives for the cost of a self-addressed, stamped (thirty-seven-cent), business-sized envelope. Send our attention and request a copy of Operation Easter Bunny, e/o the Humane Society of Austin & Travis County, P.O. Box 1386, Austin, TX 78757.

Never Miss a Chance to Teach
We’ve already received a positive feedback form. If you’ve used “All About Animals” and would like to write about how you know it was received by your students. Several teachers may choose to not use the song “It’s That World Too” as a way to learn center activity—the perfect little thank-you gift to leave behind in a classroom you have visited.

Consider making recommendations for humane books that you local library or a school library might want to purchase based on our “Children’s Book List.” Our book list is the official list recommended by the people & animals organizations mentioned in “How to Buy.” We have an idea set, you’ll receive a free gift from NAAHE as our “thank you”!
April 6-12
National Library Week

If you have not already done so, be sure to see our complete guide to sponsoring a schoolwide reading week in the February 1986 issue of "Children & Animals." In addition, don't miss our article "Searching the Stacks" in this current issue of the magazine for reviews of humane children's books.

Try this activity to help celebrate the week by reinforcing students' library skills. Make up slips of paper with animal names on them—at least one for each student. Write the name of a different animal on each slip. Fold the slips and drop them into a brown paper bag. Have students close their eyes and pick one. Have each student use the card catalog to find a book about his or her animal. After students have had a chance to read their books, have each student draw a picture of a live tree and all the animals that might make use of that tree. Point out that humans are animals too!

May 4-10
Be Kind to Animals Week

Remind students that being kind to wild animals usually means leaving them alone. Share the following quotation from writer and naturalist Edwin Way Teale with the class: "Those who wish to pet and 'baby' wild animals, love them. But those who respect their natures and wish to let them live normal lives, love them more." Do students agree? Why or why not? Have students brainstorm a list of reasons that wild animals are inappropriate as pets and write each reason on the chalkboard.

For a list of activities to help celebrate Be Kind to Animals Week, send a self-addressed, stamped envelope to "Be Kind to Animals Week Regionals," c/o Children & Animals, Box 342, East Haddam, CT 06423.

May 11
Mother's Day

Ask students to think about some of the things that most animal mothers and human mothers have in common. (For instance, human and animal mothers feed, wash, protect, and teach their young.) Have students name things their mothers do for them.

Discuss: For each example named, what is something similar that an animal mother might do for her baby? Finally, have students make their own Mother's Day cards, showing mother animals helping or protecting their young ones, based on ideas raised through class discussion.

April 22
Arbor Day/Earth Day

Arbor Day is traditionally observed in many states on this date as a day for the community planting of trees. When a day needed to be chosen for the celebration of the more recent holiday Earth Day, organizers chose Arbor Day. Can students guess why? What connection is there between trees and the Earth? What do students think—could people and animals continue to live if there were no trees?

Share with students the picture book Once There Was A Tree by Natalie Romanova and Gennady Spirin. (Please see our book review for this title from the article "Searching the Stacks" in this issue of Children & Animals.) Then have each student draw a picture of a live tree and all the animals that might make use of that tree. Point out that humans are animals too!

April 10
Chartering of the ASPCA

Have students learn more about Henry Bergh, nineteenth-century animal activist and founder of one of the earliest United States animal protection groups. Henry Bergh found many ways to help and protect animals—particularly in New York City. Next, have students conduct a brainstorming session to come up with things that most animal and human mothers have in common. (For instance, human and animal mothers feed, wash, protect, and teach their young.) Have students name things their mothers do for them.

Discuss: For each example named, what is something similar that an animal mother might do for her baby? Finally, have students make their own Mother's Day cards, showing mother animals helping or protecting their young ones, based on ideas raised through class discussion.
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>It's Be Kind to Animals Week! Please see our more detailed activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The first postage stamp was issued on this day in 1840. Have students design stamps honoring an animal and tell what they like best about their animal.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hooray! It's time to share the May issue of Kind News with your class!</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It's Native American Day. Why not celebrate by sharing an American Indian animal legend with the class?</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy Mother's Day!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>12</td>
<td></td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are humans the only animals that make paper? (No, paper wasps make a substance not unlike our own paper to build their nests.)</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(black-footed ferret)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

**May 1986**

- **18**: Ralph Waldo Emerson was born on this day in 1803.
- **20**: "To understand biology is to understand that all life is linked to the earth..." Happy Birthday to the author of Silent Spring—Rachel Carson.
- **21**: Can students name an endangered animal that was almost wiped out by people killing prairie dogs?
- **29**: tomorrow is poet Walt Whitman's birthday. Share, "Out of the Cradle Endlessly Rocking" with your class.
- **30**: Walt Whitman was born on this day in 1819.

**What Happened Next?**
What Happened Next?

With spring, the woods and meadows are suddenly full of life. Many young people, fascinated by the small creatures around them, may capture and harm wild animals without meaning to do so. Explain that insects, birds, reptiles, amphibians, and other small creatures can best be observed undisturbed in their natural habitats.

Use the study print on the reverse side of this page to help students begin thinking about the needs of wild animals. Discuss with students: Is it right to capture animals, like the frog in the picture, for fun? What if you return the animal to the place where you found it within twenty-four hours? What if you don’t really need to capture an animal to observe it? What do you think the boy and the frog in the picture are each about to do? Then have students write a one-page story telling “what happened next.”

To help students get started writing, have them think about the following: Does the boy look as if he wants to capture the frog? What thoughts might be going through his mind? Does the frog look as if it is afraid? Why do some animals freeze when they are frightened? How does this help protect them? Is that what the frog is doing?

See You Next School Year!