



# Let's Go Wild!

Facilitating an Understanding and  
Appreciation of Life and Animals

Primary and Junior Levels



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Facilitating an Understanding and Appreciation of Life and Animals

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## Many Thanks to Our Funding Partners:

**The George Lunan  
Foundation**



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# Let's Go Wild!

## Introduction

Humans, animals, and plants share this world and all should be treated with respect and compassion. Unfortunately, many people treat other living beings as tools or objects, rather than as thinking, feeling, living beings with their own inherent value. Many of us do not realize that animals experience the same feelings and emotions that we do, such as pain, frustration, boredom, anxiety, happiness, joy, and so forth.

An important way of helping people understand the empathy that living beings deserve is through humane education. Humane education involves learning how to care for domesticated and wild animals and helps foster compassion, respect, and kindness for humans and animals, while preserving environments.

**Let's Go Wild** is a humane education program devised to facilitate an understanding and appreciation of life and what many animals endure at the hands of humans. All inserts are reproducible, and we encourage teachers to incorporate and integrate the program into their teaching. **Let's Go Wild** gives students opportunities to investigate, develop opinions, design, imagine, discover, respond, and create. As a result of learning from the program, students will have a deep understanding of animals with whom we share our world, while gaining a sense of respect and compassion for them.

**Let's Go Wild** is a Language Arts and Arts based program designed for students between grades one and six. The program contains links to the Ontario curriculum. **Let's Go Wild** is set up in terms of Primary and Junior sections, each divided by topic (General Animal Related Topics, Animals in Captivity, Animals in Entertainment, Exotic and Domestic Animals, and Integrated Topics). Each lesson is constructed as a formal lesson plan including a focus, body, and closure.

We hope that by incorporating this program into your teaching curriculum, your students will learn and discover that animals experience emotions, similar to humans, and that they deserve to be treated like the living, feeling, responsive beings they are.

The philosophy behind **Let's Go Wild** complements the work we do at *Zoocheck Canada*. *Zoocheck Canada* is a national animal protection charity that was established with the intention of protecting wildlife through science, education, and ethics. At *Zoocheck Canada*, we strive to help animals in entertainment, animals in the exotic pet trade, and animals in captivity.

Many wild animals who perform in circuses and shows suffer abuse, deprivation, and neglect. In addition to being tormented through senseless performances and routines, these animals endure excessive confinement, inappropriate social and familial groupings, and abusive and violent training methods.

Thousands of wild animals are kept as companion animals (pets) by people across Canada (and the world) who do not have the ability, resources, space, and dedication to house, accommodate, and care properly for these animals. Wild animals are not suitable pets or companion animals and can be dangerous to human and domestic animals' health, safety, and well-being. As well, by taking these wild animals out of their natural habitats, the integrity of native wildlife populations becomes endangered through disease transmission or escape.

Zoos, aquariums, and roadside animal exhibits are essentially unregulated. They are inadequately designed, and they are poorly supervised and maintained. As well, they do not provide the essentials that are necessary for the health and psychological welfare for the animals in their care. Conditions usually include: small bleak cages,

# Let's Go Wild!

## Introduction

enclosures, and tanks, filthy and improper floor surfaces, low-grade quality feed and dirty water, and inadequate and ineffective veterinary care. Very often, the animals exhibit abnormal self-destructive behaviours.

**Let's Go Wild** will complement your curriculum. We hope that **Let's Go Wild** will enhance the teaching and learning experience for you and your students.

Sincerely,

Your friends at *Zoocheck Canada*

### **Biography**

Justine Tweyman-Erez has a PhD in Education from the Ontario Institute for Studies in Education of the University of Toronto. She is a primary/junior teacher and has taught many humane education classes. She conducts extensive research in the field of humane education. In addition to participating in conferences around the globe, she has conducted research on integrating *The Great Ape Project* into a fourth grade curriculum. As well, she has conducted research on the voice of women who rescue animals. Justine volunteers her time rescuing stray and abandoned dogs.



# Primary

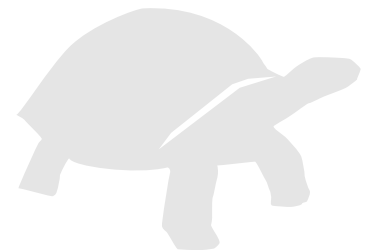
## **General Animal Related Topics**

Share The World

Cause and Effect

Yes, I Can!

Ibis





# Share the World: Everyone Matters

Upper Primary/Lower Junior

## Purpose:

The purpose of this activity is to give students the opportunity to view a video put together by an animal rights organization and to reflect on their own thoughts and actions with regards to animals in society.

## Materials:

- ❖ Video: *Share the World: Everyone Matters*
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

## Procedures:

Show the class the video *Share the World: Everyone Matters*.

After the video, have a discussion on what the students saw in the video: What surprised them? What did they already know? What did they learn? Did anything in the video disturb them? Did anything please them?

Have each student answer the following question in writing: What can you do to help the animals in our society?

Have the students draw a scene of an animal or family of animals whom they saw in the video. In their illustration, they should show how the animal or animals should live without human interference or abuse.

Give students the opportunity to present their writing and illustrations (if they choose).



# Cause and Effect

Upper Primary/Lower Junior

## Purpose:

The purpose of this activity is to give students the opportunity to observe the actions of humans toward animals and the consequences of these actions. Students will learn how to document these observations in a chart format.

## Materials:

- ❖ Charts for each student (as provided)
- ❖ Writing materials

## Procedures:

Begin by having a discussion with the class on the terms cause and effect. Ask the students to give examples. If necessary, the teacher can give examples.

Tell the students that they are going to act as investigators. On their way to and from school, home, after school activities, and so forth, they are going to do some important observations. (If necessary, discuss what observations are). They are going to observe actions/relationships that help or hurt animals or that might not have any effect at all. If they do not observe certain actions, they should still try their best to complete the chart provided. There are four spaces for the students to include their own causes and effects.

Give the students approximately one week to complete the observation sheets. When the students have completed the assignment, ask: What action could you and/or the community take to improve what you saw in society?

*(modified from "THS Respect for Life," p.6)*

*See separate worksheet*



**Cause and Effect**  
Worksheet: Chart



There are four sections left empty for you to come up with your own examples.

Cause	Effect	Hurtful	Helpful	Neither
A person throwing stones at birds	By throwing stones at birds, a person can scare, injure or kill the birds	x		
A dog running without wearing a leash				
A car that runs over an animal				
A person planting a garden or a tree				
A person quietly observing animals in a park without interrupting them				

# Yes, I Can!

## Primary

### **Purpose:**

The purpose of this activity is to help students understand that they have the power to make a difference in the life of an animal and/or person. As well, they will learn how to solve problems. The activity gives the students the opportunity to reflect, think, and write.

### **Materials:**

- ❖ Writing materials and paper

### **Procedures:**

Begin by having a discussion: Think of a time when you saw somebody who needed help. What type of help did the person need?

Think of a time when you helped a person. How did you help the person? Why did you help the person? How did you feel after you helped the person? How do you think the person felt after you helped him/her?

Think of a time when you helped an animal. How did you help the animal? Why did you help the animal? How did you feel after you helped the animal? How do you think the animal felt after you helped him/her?

Think of a time when somebody helped you. Why do you think they helped you? How did you feel after you were helped? How do you think s/he felt after helping you?

Read some or all of the following situations to the class; and have them write a story about the situation and how they would help the person or animal.

*You are at the park with your friend, and she loses her ball.*

*Your mother asks you if you want to attend a circus with elephants in it.*

*Your brother asks you if you would help him with his homework.*

*Your sister asks your parents if the family can buy a baby shark to be a pet.*

*You have always wanted to see a monkey up close. You wonder how you can do that.*

*Your neighbours leave their dog chained up to a tree all day and all night.*

Have the students read and share their stories with the class. Compare the students' different opinions and remind them that very often, there are different ways of solving a problem.

### **Discussion:**

Have you ever been in a situation like the ones about which you wrote? With whom can you speak if you do not know how to solve a problem? Discuss the importance of working together in order to solve different problems and to help each other.

*(modified from the Dumb Friends Animal League website)*



# Ibis

## Primary

### Purpose:

The purpose of this activity is to give students the opportunity to listen to a story about a whale, relate to the whale's emotions, and write a book review.

### Materials:

- ❖ *Ibis* by J. Himmelman
- ❖ Writing materials and paper

### Procedures:

Begin by asking: Has anyone ever imagined that s/he was a whale? What do you think it would be like? Have a discussion on what the students think life under water would be like.

Read aloud *Ibis* by J. Himmelman to the whole class. Be sure to show the students all of the illustrations. Give them the chance to comment and ask questions, if necessary.

Ask the students if they know what a book reviewer is. How would a book reviewer do his/her job? What do you think a book reviewer would need to include in his/her reviews? It might be a good idea to put the list on chart paper (for example, the list could include: name of book, name of author, name of illustrator, year of publication, brief plot summary, list of main characters, to whom you would recommend the book and why, whether you liked or disliked the book and why, etc).

Tell the students that they are going to act as book reviewers, and they are going to write a review of *Ibis*. Remind the students to be honest and to include their true opinions of the book.





# Primary



## **Animals in Captivity**

Observing Animals

Animal Alliteration

Marine Mammals

Nature's Music

Drive Through Animal Parks

A Life in a Jar

The Canadian Species Game Show

The Spirit of the Maasai Man





# Observing Animals

## Primary

### Purpose:

The purpose of this activity is to give students an opportunity to observe animals in their natural environments, take notes on their observations, discuss their observations, and imagine what would happen if an animal were removed from his/her current environment.

### Materials:

- ❖ Observation journal (writing paper that can be in the form of a notebook or part of a notebook)
- ❖ Drawing paper and materials
- ❖ Writing paper and materials

### Procedures:

Divide the students into two groups. One group will observe domesticated animals who depend on humans for survival, such as dogs, guinea pigs, cats, etc. They can observe these animals in their own homes or in the home of a friend or family member.

The second group will observe wild animals who live in an outdoor natural environment, such as squirrels, chipmunks, sparrows, etc. They can observe these animals in their backyards or nearby parks. If a student is observing animals outside, they likely will not be able to observe the same individual each day, so they can do general observations. Each student should observe the same animal (or kind of animal) throughout the week.

Have the students observe the animal for twenty minutes each day for one week. Students should write their observations in their Observation Journal that they can create. Remind the students not to disturb the animals they are observing. They should be encouraged to observe the animal at different times each day. When they are doing the observations, have the students note changes in the animal's behaviour, influences in behaviour, and how the animal expresses feelings.

At the end of the week, have the students write a report on their observation findings. In the report, they can answer these questions:

1. What did you find interesting and why?
2. What did you find surprising and why?
3. What did you learn that you did not know?
4. How do you think the animal's behaviours would change if s/he were suddenly placed in a different environment? For example, how would a dog survive and behave in a wild environment? How would a squirrel survive and behave in a captive environment?
5. How would the animal's behaviours change if s/he suddenly had a new home?

Have the students draw a picture illustrating the animal in the environment in which they observed him/her.

Have the students draw a second picture illustrating the animal in an opposite environment (domesticated animal in a wild environment, a wild animal in a captive environment).

Be sure to tell the students to illustrate the animals' emotions.

### Follow up discussion:

Have the students discuss their observations. Discuss what it would be like for the animal if s/he were moved, for example, to a cage or exhibit at the zoo, a cage for observation, a marine park, etc. What if this were an outdoor animal who now has to be an indoor animal or an indoor animal who now suddenly has to be an outdoor animal? Discuss the injustice, the animals' feelings, etc.



# Animal Alliteration

## Primary

### Purpose:

The purpose of this activity is to have students learn about the poetic term alliteration as well as characteristics associated with beings. The activity also gives students the opportunity to learn about the interests of peers, and to work in groups. The students will identify the varied and different activities humans and animals enjoy and how both animals and people react when they are not able to participate in these activities.

### Materials:

- ❖ Drawing and writing paper
- ❖ Drawing and writing materials

### Procedures:

Have the students sit in a circle and ask everyone to think of their first name and an animal that begins with the same letter as the person's first name. Have all of the students introduce themselves by stating their name, the name of the animal, and a characteristic associated with the chosen animal. For example, Hi, I'm Jaguar Jon, and I am a fast runner.

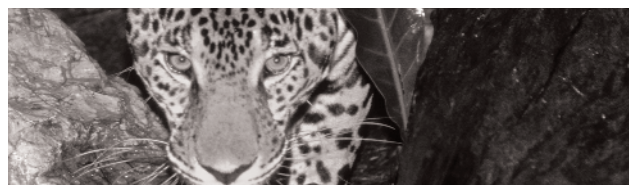
After everyone has had the opportunity to introduce themselves with an animal and a characteristic, have the students draw the animal doing the action with a caption somewhere on the illustration stating the name of the animal and what s/he is doing. As well, have each student create a list of other activities this animal might enjoy.

Have the students create a list of activities and hobbies that they enjoy doing. Have the students walk around the room holding their list and encourage them to find other students who have similar interests. Have them stop and talk to each other and discuss why they enjoy these activities.

Have a discussion on who enjoys doing what activity and why. Discuss the commonalities between and among the students.

Have each student create a chart with descriptions comparing himself or herself to the animal they originally drew and described. How are the student and the animal similar and different in their actions? How would the student and the animal feel if they were no longer able or allowed to carry out the activities that they enjoy doing? Is this fair? Why or why not? What would be a situation where the student was no longer able or allowed to carry out the activity? What would be a situation where the animal was no longer able or allowed to carry out the activity?

Have each student illustrate him/herself participating in the activity of their choice and an animal participating in the activity.



# Marine Mammals

## Upper Primary

### Purpose:

The purpose of this activity is to give students the opportunity to conduct research on marine mammals, to compare and contrast these animals to humans, and to have the students generate and express their opinions on the use of marine mammals in our society. As well, students will have the opportunity to empathize with marine mammals that are captured or in captivity.

### Materials:

- ❖ Resource materials on marine mammals that are age appropriate
- ❖ Writing materials and paper
- ❖ Chart paper and markers

### Procedures:

In a large group discussion, ask the students to define what a marine mammal is (warm blooded, breathes air, gives birth to their live young, nurses their young, lives in a marine environment, etc). Such animals include: dolphins, whales, porpoises, seals, sea lions, walruses, and sea otters.

Have the students conduct research on these animals. (This lesson could be a good way to introduce students to basic research skills).

During their research, have the students learn about the animals' size, what they eat, where they live, how they care for their young, their intelligence, their playfulness, their life expectancy, their social or family groups, the ways they communicate, etc. Have the students write jot notes, based on their research.

Based on the students' research, have a discussion on the students' findings. How are these animals similar to humans? How are these animals different from humans? You can create a chart for the comparisons on chart paper.

Conduct a guided imagery with the students: Ask the students to close their eyes, and imagine that they are a dolphin (or other marine mammal) swimming in the ocean with their family. Describe the scene in detail. For example, description of the plants and other underwater life, the depth and temperature of water, the animal's movements, interactions with other animals in the water, etc. (It may be useful to use a detailed underwater picture to assist in the imagery.)

Continue the imagery in the following way: All of a sudden, you hear confusing sounds. It sounds like a large motorboat, and you are caught in a large net. You are then lifted out of the water and plopped into a tank with no family members, friends, or other sea creatures or plants. It is unfamiliar and empty except for the cold water. The chemical, which is chlorine, is stinging your eyes, you no longer hear the sounds to which you are used to hearing, and by trying to free yourself, you keep bumping your body into the sides of the tank. You are no longer able to dive deep or swim any great distance as you are used to doing.

A long time passes, and you are released into another tank with another dolphin who is not familiar to you. The dolphin is not from your family, but you sense that she is scared. You hear clicks and whistles. You see the other dolphin gets something to eat when she responds to a loud whistle. She has to perform a certain act and that is not something that you do naturally. Where am I? Will I be happy here?

Have the students open their eyes and discuss how they are feeling. Have them write a response to the guided imagery experience. Would they like to be the dolphin about whom they just imagined? Please explain why or why not. Have the students include their research into their written response.

*(modified from "Marine Mammals" in Sowing Seeds Workbook: A Humane Education Primer, p.46)*

# Nature's Music

## Primary

### Purpose:

The purpose of this activity is to give students the opportunity to listen to and understand the sounds of nature and to create their own animal orchestra, as well as to see and understand the effects of removing certain animals from the group activity. The students will engage in an art activity where they will create a magnet that will include a slogan they create and an illustration.

### Materials:

- ❖ Cassette or CD of animal sounds in the rainforest
- ❖ Magnet strips
- ❖ Glue
- ❖ Cardboard
- ❖ Clear packing or mailing tape that is 2 inches wide
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### Procedure:

Assign the students to be different animals who can be found in a rainforest, such as elephants, apes, snakes, cicadas, tigers, birds, etc. Alternatively, give the students the chance to decide what animals they would like to be. Divide the students into small groups based on the animal they will be. As a group, have them practice the animals' sounds. Suggest that they "sing" a song such as *ABC*, *Mary Had A Little Lamb*, *Twinkle Twinkle*, etc. with their group but they should only use the animal sounds instead of words.

Bring all the groups together to the front of the room. Have the students stand with their animal partners. Have the large group sing a song altogether, only using their assigned animal sounds. Give them time to practice the various songs. Have the students suggest songs that they would like to sing as an animal orchestra.

### Ask:

What would happen to the orchestra if one of the animals and/or one of the groups of animals were removed? Would the orchestra sound the same? Have the orchestra "sing" one of their songs without one of the groups of animals. Ask the group who was removed: Did you enjoy being removed? Was it fair to remove you? Was there a legitimate reason to remove you?

Play a cassette or CD of rainforest sounds, and ask the students to identify what animal sounds they hear. Discuss the importance of having all of the animals included. What do they think of when they hear the sounds? Imagine what would happen if one or more of the animals was silent.

Explain to the students that very unfortunately, animals are removed from the rainforest by people for various reasons, such as to be pets and to live in zoos. Give the students a chance to comment on this and ask questions. (If desired, the discussion can be expanded to include habitat loss and extinction.)

Tell the students that they are each going to create a magnet to help people understand the importance of allowing wild animals to live free in the rainforest. The students can put their finished magnets on their refrigerators or they can give them as a gift.

Have the students create a drawing with a slogan stating their opinion on keeping wild animals in the rainforest. Have them paste the drawing on a piece of cardboard that will be pasted onto the magnet. (The cardboard must be cut to match the size of the drawing). Stick clear packing or mailing tape onto the pictures in order to protect them.



# Drive Through Animal Parks

Primary and Junior

## Purpose:

The purpose of this activity is to give students the opportunity to understand what a drive through animal park is and to reflect on the feelings and experiences of animals who have to endure their lives at such a park.

## Materials:

- ❖ Writing materials and paper

## Procedures:

Begin a class discussion by asking: Who knows what a drive through animal park is (the most common one in Ontario is African Lion Safari)? Who has ever been to a drive through animal park?

Have the students share their experiences at such parks.

## Ask:

1. Did the environment at the drive through park seem similar to what you think the animals' natural environments would look like?
2. Do you think there would be cars with human passengers driving through these animals' natural environments?
3. What do you think the animals do during the cold weather? Rain, etc? Did you see any shelter for the animals?
4. Did the animals look happy or nervous and tense?
5. Were most of the animals young?

## For primary students:

Have the students write a reflective paper: If I were an animal in a drive through animal park.

## For junior students:

Have the students contact animal rights and welfare organizations and request information on drive through animal parks. Have them collect the information and write a report on whether they think such parks should be allowed or whether they should be banned. Encourage the students to be honest and to have their report truly reflect their beliefs.



# A Life in a Jar

## Primary

### Purpose:

The purpose of this activity is to give students the opportunity to reflect on and empathize with animals who are captured or contained for observation. The activity also gives students the opportunity to describe, both in writing and through illustration, what they think is a suitable home for a particular wild animal.

Have the students draw the appropriate and natural environment for the frog in the jar. As well, have the students write a description of the frog in his/her natural environment and why it is important that the frog be allowed to stay in his/her natural environment undisturbed.

### Materials:

- ❖ Picture of a frog in a jar
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### Procedures:

Give each student a copy of a picture of a frog in a jar (or hang a picture of a frog in a jar from the board). Have the students discuss/comment on what they see in the picture, what the picture represents, how they would feel if they were the frog in the jar, etc. Discuss the fact that wild animals have needs that differ from domesticated animals and people. Discuss some of these needs. Inform the students that the greatest need of wild animals is to be left undisturbed in their natural environments.

Even if the purpose of putting the frog in the cage is for observation, ask the students to suggest alternative, more humane ways, of observing the frog (specifically, taking a nature walk and observing the animal in his/her natural environment without touching and/or disturbing the animal in any way).

Have the students brainstorm other animals who should be left to live in their natural environments (for example, caterpillars, butterflies, ants, bees, raccoons, foxes, etc.).



# The Canadian Species Game Show

Upper Primary/Junior

## Purpose:

The purpose of this activity is to give students the opportunity to conduct research on a distinct Canadian species and use the information from their research to create and engage in a game show.

## Materials:

- ❖ Reference materials (visit to the library)
- ❖ Writing materials and paper
- ❖ Props necessary for the game show (for example, a bell, buzzer, cardboard cards, etc).

## Procedures:

Begin by having a discussion on which wild animals are Canadian (for example, polar bears, wolves, foxes, seals, raccoons, etc). Have the students brainstorm information that they already know about these animals.

In groups of four or five, have each group conduct research on one Canadian animal. Research should be based on habitat, families, food, lifestyle, friends, enemies, etc. Students can research both the lives of the animals in the wild and the lives of the same animals in captivity. (For example, what climate is the polar bear's natural environment versus what climate is a zoo in Toronto? What do raccoons eat in the wild versus what do they eat in captivity?)

Have each group create a trivia game show based on the material they researched. The groups will present the information from their research in a manner that includes the game show and is entertaining for their peers.



# The Spirit of the Maasai Man

Upper Primary/Junior

## Purpose:

The purpose of this activity is to allow students to reflect on the lives and feelings of animals in captivity and to imagine that they have the capacity to change them.

## Materials:

- ❖ The Spirit of the Maasai Man by L. Berkeley
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

## Procedures:

Begin by reading The Spirit of the Maasai Man to the class. Be sure to show the illustrations while reading. (Be sure to read the very first page of the book).

Begin the follow up discussion by asking the students: Do you think you have any of the Maasai Man's spirit in you? How do you think the Maasai Man feels when he sees the animals in captive situations and when he sees the animals in their natural habitats? How do you think the animals feel in the different situations?

Ask students to imagine that they have the power of the Maasai Man. Have each student illustrate their influence over wild animals, as if they have the power and influence of the Maasai man. As well, have each student write a description of what their powers would be able to do for wild animals.



# Primary

## **Animals in Entertainment**

Perfect the Pig  
The Gnats of Knotty Pine  
Elephants in Entertainment





# Perfect the Pig

## Primary

### Purpose:

The purpose of this activity is to give students the opportunity to learn what life is like for an animal who is forced to perform. As well, the activity gives the students the chance to reflect on emotions such as, happy, scared, sad, etc.

### Materials:

- ❖ Perfect the Pig by Susan Jeschke
- ❖ Writing materials
- ❖ Emotions chart (as provided)

### Procedures:

Begin by asking the students: What do you think it would be like to be a performing animal? Would you want to be a performing animal? Please explain. In what type of situations do animals perform (for example, circuses, parades, movies, etc)?

Read the book Perfect the Pig to the students. Be sure to give the students the opportunity to see the illustrations while you are reading.

After you read the book, have the students complete a chart (copy provided) regarding elements of the book that made them happy, sad, scared, confused, angry, etc.

Once the students have completed their charts, have them share their entries. Discuss why certain parts of the book made them feel the way they did.

Ask: How could the book have made you mad only? Happy only? etc.

*See separate worksheet*



**Perfect the Pig**  
Worksheet: Emotions Chart



Name: \_\_\_\_\_

I felt sad when...	I felt angry when...	I felt confused when...	I felt scared when...	I felt happy when...

# The Gnats of Knotty Pine

## Upper Primary

### **Purpose:**

The purpose of this lesson is to give students the opportunity to relate to animals who are hunted. As well, students will learn about teamwork and emotions.

### **Materials:**

- ❖ The Gnats of Knotty Pine by Bill Peet
- ❖ Writing materials, drawing materials, and paper

### **Procedures:**

Begin by having a discussion on emotions: What are emotions? What are examples of emotions? Do people have emotions? Do animals have emotions?

Have the students discuss and share examples of the various emotions that people and animals can have.

Read the book The Gnats of Knotty Pine to the students. Be sure to show the illustrations and give the students the opportunity to see how the characters are showing emotions.

Divide the students into groups of three or four. Have each person in each group act as either a person or an animal and display various emotions, such as happiness, fear, excitement, etc. Afterwards, give the students the opportunity to draw how a person and an animal would express certain emotions.

Give the groups the opportunity to present their drama (how they acted out the emotions) and their illustrations. Discuss the facial expressions and the body language.



# Elephants in Entertainment

## Primary

### **Purpose:**

The purpose of this activity is to give students the opportunity to select and view pictures of elephants in various environments and decide what environments they believe are most appropriate for the elephants.

### **Materials:**

- ❖ Magazines, books, newspapers, etc. containing pictures of elephants in various environments
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### **Procedures:**

Begin discussion by asking: Who has ever seen an elephant? Where did you see the elephant? Did the elephant look happy? Sad? Scared? Why do you think so? Give the students time to look through magazines, newspapers, etc. and cut out pictures of elephants. Have them discuss, either in small groups or together in the large group, how the animals might be feeling in the different pictures (natural environments and human created environments).

Have each student draw a picture of what they think would be the ideal environment for an elephant. Have them include the elephant's emotions and the surroundings in their illustrations. As well, have each student write, either on the illustration, or on an attached piece of paper, a brief description of why s/he thinks his/her illustration best depicts where the elephants would want to live (specifically in a natural environment or in an environment created by humans for the purpose of entertainment).

Give the students the opportunity to present their illustrations and descriptions to the large group. Have a discussion on where the students think and truly believe the elephants would best enjoy living.



# Primary

## **Exotic and Domestic Animals**

Animals in Your Home

Appropriate Animal Companions

Animal Companion Messages

Monkey for Sale

A Pet Bear?

Wild Animals and Domestic Animals





# Animals in Your Home

## Primary

### Purpose:

The purpose of this activity is to enable students to identify the differences between domesticated and wild animals and to understand why wild animals are not suitable animal companions. The students will conduct research and will express their research through writing and illustrations.

The students can create a group report or individual reports (teacher and student decide). As well, have the students create a poster promoting whether they believe the animal they researched should live as an animal companion.

Have the groups present their research and posters.

### Materials:

- ❖ Resources such as books (trip to the library)
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

*(modified from "Earthkind," p.178)*

### Procedures:

Generate a discussion with the students by asking them to identify four wild animals (such as coyote, wolf, polar bear, iguana, etc) and four domesticated animals (such as cat, dog, gerbil, sheep, etc). Write the animals' names on the board. Discuss what the students think the needs of these animals would be.

Divide the students into small groups (three-four students per group). Assign each group an animal. Within each group, have the students research the needs (food, drink, living space, etc.) of the animal (each group to research one animal). Within their group, students should research the following:

*How much space does the animal need to live comfortably?*

*What foods are healthy and necessary for the animal's survival?*

*Where does the animal live and sleep?*

*Does the animal live with his/her family or alone?*

*Habits?*

*Routines?*

# Appropriate Animal Companions

## Primary

### Purpose:

The purpose of this activity is to help students understand which animals are suitable animal companions and which are not. The activity also gives students the opportunity to participate in an art activity by creating two and three dimensional beings.

### Materials:

- ❖ Drawing materials and paper
- ❖ Art materials (such as felt, tissue paper, sticks, glue, plastecine, etc.)

### Procedures:

Have each student bring a picture (photograph and/or drawing) of his/her animal companions. For students who do not have one, have them bring a picture of a friend's or family member's animal companion. If they do not know anyone with an animal companion, have them bring in a picture of an animal companion they would like to have. The name of the animal companion, gender, and kind of animal should be written on the picture.

Have each student present the picture to the large group and discuss the name of the animal, kind of animal, age, gender, general needs of the animal, and something the animal enjoys doing.

Have a discussion on the needs and enjoyments of the animal companions in the pictures. Discuss commonalities and differences between and among the animals.

*How are needs and enjoyments of the animal companions similar and different from the students' needs and enjoyments?*

*How do the different animals' needs and enjoyments differ? How are they the same? Please explain.*

*Would any animal benefit from being an animal companion? Why or why not?*

*Which animals are not suited to be animal companions?*

Have the students (either individually or in groups of two) create a three-dimensional wild animal in his/her habitat, who would not be suitable as a animal companion. Have them use materials that will show/illustrate why the animals would not be suitable in a home environment (e.g., sharks needs an ocean to swim, tigers need much space to run and trees to climb, polar bears need snow and cold temperatures, etc). Have them display what the animals need and why a home environment would not be appropriate.



# Animal Companion Messages

## Upper Primary

### Purpose:

The purpose of this activity is to have students develop and share their opinions on the issue of having animal companions (also known as pets). The activity also gives students the opportunity to work together with their peers in order to complete a task.

### Materials:

- ❖ Pet messages (as provided)
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### Procedures:

Hand out a message piece to each student. Have the students move around the room and look for people who have message parts that can make a complete sentence. Every student should be part of a message that makes sense. Once everyone is part of a message, have each group read aloud their message.

Have the messages generate a discussion on owning animal companions and responsible animal companion ownership:

*Discuss finding people with matching sentence segments. Was the activity challenging, easy, etc?*

*What kinds of animal companions do the students have at home?*

*What are their animal companions' needs? How do the needs vary between and among animal companions? What are the students' responsibilities for the animal companion?*

*Are all animals suitable to be animal companions?*

*Which animals are suitable to be animal companions?*

*Which animals are not suitable to be animal companions? Why?*

Have the groups devise and write their own pet care and ownership messages. Have the students try to complete them.

Have the students (in small groups or large group) create an Animal Companion Manual with instructions on how to care for animals, which animals are suitable to be companions and which animals are not, which people are suitable to be animal guardians, etc.

*See separate worksheet*

*(modified from Earthkind, p.156)*



## Animal Companion Messages

### Worksheet: Pet Messages



Dogs need to be brushed, | walked on a leash, | played with and fed | everyday.

It is cruel | to keep | a monkey in a cage | because they should be | living in | the jungle.

Cats love to sleep | on sofas and beds | and should not be | kept in cages.

It is not a good idea | to give a pet | as a present to a friend or family member.

If you have fish as pets | you should clean their | bowl or tank regularly.

Some people think | that wild animals | make good house pets.

Let's Go Wild!

# Monkey for Sale

## Primary

### Purpose:

The purpose of this activity is to give students the opportunity to read a book that takes place in an African village and to learn and understand how delicate the fate of wild animals is. As well, the students will learn about the life of animals in exotic wildlife trade and learn what wild-caught wildlife means.

### Materials:

- ❖ Monkey for Sale by Sanna Stanley
- ❖ Writing materials and paper
- ❖ Drawing materials (specifically pastels) and paper

### Procedure:

Read Monkey for Sale aloud to the class. Be sure to show the illustrations to the students. After reading the story, have a discussion based on what the students thought about the story, the characters, the ending, the illustrations, etc.

Give each student the opportunity to respond to at least one of the following:

1. Write your opinion of the ending of the story. Were you pleased that the girls purchased the monkey and returned him to the jungle? Please explain your opinion.
2. What would have happened to the monkey if Mama Lusufu had sold the monkey to the man who wanted to purchase him? Please describe the monkey's future if he were to live with the man who wanted to purchase him.
3. Why do you think the story ends with the phrase: "But he wasn't listening." Please explain why you think the author chose to end the story with this phrase.

Give the students the opportunity to draw an illustration of the monkey (specifically showing his facial and bodily expressions) in one of the following situations:

1. Living with the man who wanted to purchase him
2. Living in the jungle



# A Pet Bear?

Primary

## Purpose:

The purpose of this activity is to help students understand the cruelty behind the exotic pet trade and to have them understand how animals who are part of this trade suffer.

## Materials:

- ❖ *The Story of Boo-Boo* (from Surplus Animals: The Cycle of Hell) copy provided
- ❖ Writing materials and paper

## Procedures:

Read the story of Boo-Boo the black bear to the students.

Divide the students into small groups and have them act out Boo Boo's life. One person can be Boo-Boo, one person can be the daughter, one person can be the father, etc. Have the groups present their drama to the large group.

Have each student write about how they think Boo-Boo felt at each different part of his life: being at the flea market, living in the house with the family, living in the yard being tied up, being rescued. If they choose, they can write in the first person/bear or they can write as themselves expressing how they think Boo-Boo would feel.

Have a discussion on Boo-Boo's various feelings and whether the students think it is acceptable to buy animals, such as bears, to be animal companions.



# Wild Animals and Domesticated Animals

## Primary

### Purpose:

The purpose of this activity is to help students understand the difference between wild animals and domesticated animals and to understand what these animals require from human beings.

### Materials:

- ❖ Magazine, newspapers, calendars, etc. that contain pictures of various animals
- ❖ Poster or mural paper
- ❖ Scissors, glue, markers, crayons, pencils, pens

### Procedures:

Begin by having a discussion on domestication (thousands years process). Discuss the difference between a wild animal who might be tame versus domestication.

As well, ask: What is an animal companion (pet)? Ask the students to give examples. How do animal companions (pets) depend on people?

If students have animal companions at home, ask them to share how they and their human family members care for the animals.

Discuss that a companion animal should live inside the home because s/he should be regarded as a family member. If animal companions are our family members, how should we treat them?

Describe what it is like to share one's home with an animal companion. How do you make the animal happy? How does the animal make you happy?

What is a wild animal? Ask the students to give examples. Where do wild animals live? Should wild animals live in our homes? Why or why not? Should we touch, handle, and/or go near wild animals?

Discuss the three "Ls" of wildlife: "Look at them, Learn about them, and Leave them alone."

Take a large sheet of mural paper or two large pieces of poster paper, and title them, "Wild Animals" and "Animal Companions." Have the students cut pictures out of magazines, calendars, etc. and glue them on the appropriate part of the paper.

Make sure to leave some room for the students to draw and write what each group of animal needs from people.

Discuss what types of wild and animal companions the students found for their murals. How did the students decide which animal belongs to which category? What were the criteria for being in a group? Discuss the students' work on the mural or poster paper, and what each group of animals requires and wants from humans.

*(modified from the Dumb Friends Animal League website)*



# Primary



## **Integrated Topics**

The Visiting Alien

Help Us Help the Animals





# The Visiting Alien

## Primary and Junior

### Purpose:

The purpose of this activity is to give students the opportunity to reflect on the treatment of animals on earth and to give them the opportunity to express their own views, concerns, and ideas.

### Materials:

- ❖ Alien doll or puppet
- ❖ Writing materials and paper

### Procedures:

Tell the students that a friend of yours is going to visit the classroom in order to ask the students some questions. Inform the students that the visiting friend is different from other friends because she is an alien from another planet. Bring out the alien doll or puppet.

Tell the students that on the alien's planet, all creatures are treated equally, and she wants to learn and understand how different creatures are treated on Earth. The alien is confused, because there doesn't seem to be any consistency with the ways in which animals are treated on Earth. Some beings are respected and protected and others are abused, neglected, and destroyed. The alien is shocked.

Have the alien give some examples of the ways in which animals are treated on Earth. Some suggestions:

*Animals, such as tigers and elephants are taken out of their natural habitats in order to be placed in zoos and to perform in circuses*

*People hunt deer and foxes for their pleasure*

*Snakes are captured and killed in order to be turned into shoes, purses, wallets, etc.*

*Apes are taken out of their natural environments so that humans can experiment on them with drugs and diseases*

The alien needs the students' help, and she needs everybody to be honest with her. Ask: Are you willing to help the alien? (Presumably, the students will want to help the alien!)

The alien then confirms that she wants the students to help her understand the treatment of animals on Earth. In effect, the alien will ask questions to the students beginning with the treatment of humans to the treatment of animals.

The basic format of the questions should be:

1. How should I treat people/elephants/birds/tigers, dolphins?
2. Why should I treat people/elephants/birds/tigers, dolphins, etc. this way?
3. Is it ever acceptable to cause harm to people/animals?
4. How should I treat people with different skin colour/religion, etc.?

Have the alien explain to the students that she is very confused with the inconsistencies that exist on Earth with regard to the ways in which people treat people and people treat animals.

Have the alien tell the students that she is going to return to her home planet because of her confusion, but she would very much appreciate if the students took some more time to think about the ways that people treat people and people treat animals. Have the alien ask the students to write her a letter with suggestions on how people on Earth can treat all beings with respect and equality.

*(modified from Sowing Seeds Workbook, p.26)*



# Help Us Help the Animals

Upper Primary/Junior

## Purpose:

The purpose of this activity is to give students the opportunity to voice their ideas, concerns, beliefs, etc. about the rescue work we do at *Zoocheck Canada* and to make suggestions. (This lesson should take place after other animal rights based lessons have been completed.)

## Materials:

- ❖ Writing and drawing materials
- ❖ Writing and drawing paper
- ❖ *Zoocheck Canada* literature

## Procedures:

Inform the students that *Zoocheck Canada* is constantly looking for new ways to help animals in captivity, animals who suffer because of the exotic pet trade, and animals in entertainment. We would like to hear what the students suggest about how we can further help these animals.

Either in groups, or individually, the students will be given the opportunity to create a new slogan and poster for *Zoocheck Canada* and a brochure explaining what we try to do for animals, how we do it, and what we hope our results will be.

As well, if the students have any suggestions about how we can help animals in captivity, animals who suffer because of the exotic pet trade, and animals in entertainment, they should be encouraged to write down these ideas.

Invite a member of *Zoocheck Canada* to visit the class and watch the students present their ideas. The students should be given the opportunity to share their ideas and creations.



# Junior

## **General Animal Related Topics**

The Feelings of People and Animals

Human and Animal Characteristics

Speciesism

The Charter





# The Feelings of People and Animals

Junior

## Purpose:

The purpose of this activity is to encourage students to understand and appreciate that all animals, like humans, have feelings and deserve to be treated with respect and compassion regardless of their size, colour, and age.

## Materials:

- ❖ Novel Black Beauty by Anna Sewell for each student
- ❖ Writing paper and drawing paper
- ❖ Writing materials and drawing materials

## Procedures:

The students will read the 1877 novel by Anna Sewell Black Beauty: The Autobiography of a Horse. Specifically, there is an excerpt where Ginger, the horse, tells Black Beauty about unpleasant experiences she has had with people. This specific excerpt is written from the horse's point of view and uses empathy to depict the horse's feelings such as love, pain, frustration, and so forth.

After reading the book, have a class discussion on feelings: human feelings and animal feelings. They might want to discuss the feelings of animals whom they know such as dogs and cats and whom they have seen such as wolves, elephants, polar bears, etc.

## Questions to use to encourage the discussion:

1. How does the animal display his/her feelings?
2. How does a person display his/her feelings?
3. How does the behaviour change as surrounding circumstances change for the animal?  
The person?
4. Does it seem to matter if one is an animal or a human in order to have feelings?
5. What is empathy? How can we develop empathy for others?

After the discussion, have the students write a story (their choosing of length) "If I had three wishes" from the viewpoint of an animal of their choice. (Be sure to remind the students that when they are writing their stories, they are to write from the animal's point of view, in the first person.)

Have students draw an illustration depicting the animal either wanting the wishes or receiving the wishes.



# Human and Animal Characteristics

## Junior

### Purpose:

The purpose of this activity is to have students understand that humans and animals share many characteristics. As well, the activity gives students the opportunity to express their opinions in words and through illustration.

### Materials:

- ❖ Slips of paper in one colour
- ❖ Slips of paper in a different colour
- ❖ Glue
- ❖ Writing materials and writing paper
- ❖ Chart paper
- ❖ Drawing materials and drawing paper
- ❖ Do Animals Have Feelings Too? by David L. Rice
- ❖ Dogs Have the Strangest Friends: and Other True Stories of Animal Feelings by Shirley Felts and Jeffrey Masson
- ❖ Animal Feelings by Sylvie Funston

### Procedures:

Prior to conducting this lesson, the teacher might want to read aloud from or encourage the students to read at least one of the following books:

Do Animals Have Feelings Too? by David L. Rice  
Dogs Have the Strangest Friends: and Other True Stories of Animal Feelings by Shirley Felts and Jeffrey Masson  
Animal Feelings by Sylvie Funston

Divide the students into groups of twos. Give one student eleven slips of one colour paper, and give the other student in the pair eleven slips of the different colour paper.

Display to the large group a list of characteristics similar to or the same as the characteristics listed below.

1. the ability to feel pain
2. the ability to express happiness
3. the ability to solve problems

4. the ability to learn
5. the ability to use one's instincts
6. the ability to play
7. the ability to care for one's children
8. the ability to build
9. the ability to know the difference between right and wrong
10. the ability to communicate
11. the ability to remember

Students with slips of paper of one colour should write descriptions/anecdotes of how animals demonstrate each of the above listed characteristics (a paragraph for each description). The partner should write descriptions/anecdotes of how people can demonstrate the same characteristics.

After the students have written their descriptions, have the partners share their descriptions and discuss the similarities and differences between the animal and human characteristics that they have discovered.

In the large group, devise a chart called Human and Animal Characteristics. Have the students discuss the similarities and differences between humans and animals. Write the students' responses on the chart. The teacher can decide to hang up the chart on the classroom wall.

After the large group chart is completed, have a class discussion. Discuss students' reactions to the similarities and differences between the characteristics of humans and animals.

### Certain questions to stimulate discussion:

1. Do certain characteristics seem more or less important than others?
2. Do the similarities and differences between humans and animals make you think that humans are more important than animals, that animals are more important than



# Human and Animal Characteristics

Junior

**continued...**

humans, or that humans and animals should be regarded as equals? Please explain.

3. How do you think animals who are taken out of their natural homes, (such as rainforests and oceans) to be placed in zoos, marine parks, or circuses feel about being moved?

Have the students write a response and draw an illustration to the following question:

What did you learn from the activity about how we should treat animals?

*(modified from "Earthkind," 113)*



# Speciesism

Junior

## Purpose:

The purpose of this activity is to introduce the students to the term speciesism and to have them relate and compare the term to similar terms such as racism, ageism, and sexism.

Each student can create a poster describing their views on eliminating discrimination against humans and animals. Their poster should have an illustration and slogan.

## What is Speciesism?

Peter Singer defines speciesism as “a prejudice or attitude of bias in favor of the interests of members of one’s own species and against those of members of other species.” (Singer, 1990, 6)

## Materials:

- ❖ Writing materials and paper
- ❖ Chart paper and markers
- ❖ Drawing materials and paper

## Procedures:

Write the term “speciesism” on a piece of chart paper. Ask the students if they know what the term means. What word do you see in the term? What do you think of when you hear the term?

Repeat the procedure with terms such as racism, sexism, and ageism.

Ask the students to give examples. Do you think these prejudices cause problems in our society? What kind of problems? Have the students share experiences of when they have been exposed to, and/or have witnessed speciesism, racism, sexism, and/or ageism.

Have students write a paper on how the terms make them feel and what they think they can do to put a stop to the spread of discrimination against others.



# The Charter

## Junior

### Purpose:

The purpose of this activity is to introduce students to the Canadian Charter of Rights and Freedoms (1981), and to help them understand the terms rights, freedoms, and animal rights. The activity also helps students understand how rights and freedoms apply to humans and animals by giving them an opportunity to create a Charter that includes animals and humans.

(This activity would best be suited for a group of students who already have participated in other activities related to animal rights issues.)

### Materials:

- ❖ Copies of the Canadian Charter of Rights and Freedoms
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### Procedures:

Give each student a copy of the Canadian Charter of Rights and Freedoms (1981). Give them a few moments to glance over the Charter.

### Ask:

1. Which rights and freedoms do you recognize?
2. Which rights and freedoms are important to you?
3. Why do you think they are important? Do you think it is important to have a charter like this one?
4. Do you think any of the rights and freedoms mentioned are not necessary? Why? Do you think the Charter is missing any rights or freedoms? Allow time for discussion, questions, and comparisons to other countries.
5. Why do you think that animals are not mentioned in the Charter? Do you think that animals should be mentioned in the Charter? Why or why not?

6. What are some rights and freedoms that are necessary for both animals and humans? Why do you think that they are important?

Divide the students into groups of four or five. Have each group devise and create a Charter of Rights and Freedoms for All Species that includes people and animals. The charters can be placed on large sheets of construction paper, chart paper, etc.

Have each group present their charters and answer why they think the rights and freedoms they have included are important for humans and animals.



# Junior

## **Animals in Captivity**

Tina the Elephant

Investigative Field Trip

Animal Adjectives

Cinquain Poetry

Confinement

Drive Through Animal Parks

Canned Hunts

Letter Writing Campaign





# Tina the Elephant

Junior

## Purpose:

The purpose of this activity is to give students the opportunity to comment on and develop an opinion about an elephant in captivity, to read and comment on an article from a Canadian publication, and take the role of the captive animal.

Give each student some pastels and coloured construction paper and give them the opportunity to draw Tina in a scene/background/landscape where they think she would most like to be.

## Materials:

- ❖ Copies of "Tina's long lonely road to Tennessee" from the Vancouver Sun (copy provided)
- ❖ Writing materials and paper
- ❖ Pastels and coloured construction paper

## Procedures:

Put the picture of Tina the elephant wearing antlers and having Santa riding on her on an overhead projector. Ask the students to comment on the picture. For example, What do you notice that is unnatural with this picture? What is natural in this picture? Is the picture funny? How do you think the elephant feels?

Give the students the opportunity to read the article about Tina. Have the students highlight and/or take jot notes on their readings, based on information that they find interesting, information that they find surprising, etc.

Give each student the opportunity to write a description of "A Day in the Life of Tina." Explain that you realize that elephants cannot write and/or speak English, but if they could speak like humans, what would Tina say? How would she express her emotions? Give the students the opportunity to share their writing.



# Investigative Field Trip

## Junior

### Purpose:

The purpose of this activity is to give students an opportunity to devise a zoo checklist, take a field trip, conduct observations, and develop and articulate their generated opinions.

### Materials:

- ❖ Anything necessary for a class trip (permission slips, etc.)
- ❖ Writing paper
- ❖ Writing materials
- ❖ Research materials (library visit)
- ❖ Zoo checklist (sample provided)

### Procedures:

Inform the students that they are going to be taking a class trip to a local zoo. When they are at the zoo, they will observe and take notes on the animals' environments, physical conditions, and general appearances.

Prior to going to the zoo, help the students create a checklist of standards for which they should be looking (sample provided). Each student should investigate one species at the zoo.

While on the trip, arrange for the students to speak with certain people who care for the animals. Give the students the opportunity to ask these people questions regarding how much time they spend with the animals?

1. Do the animals have names?
2. From where did the animals come?
3. How did they get to the zoo?
4. Will they still be on display when they are old?
5. If not, what happens to old animals?
6. Do families of animals live together?
7. What happens to animals, such as elephants, who are used to warm environments in the winter, and polar bears and penguins who are used to cold environments?

8. Is the zoo involved in conservation? If so, do they release animals to the wild? Are they involved in any habitat protection for particular species?

### After the trip:

Have the students conduct research on one of the animals they saw at the zoo, especially on what their lives are like in their natural environments and what their natural behaviours are like.

Have the students write a report on the conditions of the zoo and the conditions of the environment of the animal they researched.

1. Were they satisfied with what they saw?
2. Would they make any changes? If so, what would they change and how would they change it?
3. Would they feel comfortable visiting this zoo again?
4. Do they think all of the animals' needs are met at the zoo? Why or why not?

Have the students explain whether they think the zoo is a good place for animals or a bad place for animals. In their report, the students should include what they think are essential zoo standards for the animal they researched.

*See separate worksheet*

## Investigative Field Trip Worksheet: Zoo Checklist



Students can include their own observations and comments

Standard	Yes	No	Your Comment
Do the exhibits appear to be clean?			
Do the animals have clean water and fresh food?			
Do the animals have enough room to swim, dive, climb, etc?			
Are the animals able to interact with fellow animals in an appropriate manner?			
Do solitary animals get to live alone?			
Can spectators feed the animals?			
What is the substrate (ground)?			
Are the animals confined by electric fencing?			
Are zookeepers regularly monitoring the exhibits to make sure the animals are safe and content?			
Do the animals have shelter from inclement weather?			
Do the animals seem to be playing and/or resting comfortably?			
Are the animals pacing? Do they look nervous? Relaxed?			
Can the animals escape from people and observation?			
Do the animals have any open sores, bald patches, limping, swelling, baldness, feather damage, overgrown nails, claws, etc.			
What are the barriers like (chainlink, wire mesh, bars, netting, hot wire, etc.?)			
Does the floor surface have adequate drainage?			
Do the animals have any furniture and/or activities, such as wooden branches, raised platforms, tree stumps, logs, living trees and other plants, etc.?			
Do the exhibits have adequate lighting?			
Do the exhibits look safe for the animals?			

# Animal Adjectives

## Junior

### Purpose:

The purpose of this activity is to learn and understand what adjectives are and how they are used to describe animals. As well, the activity gives students the opportunity to use role-playing to empathize with wild animal in captivity.

### Materials:

- ❖ Chart paper
- ❖ Markers
- ❖ Newsprint
- ❖ Lined paper
- ❖ Coloured construction paper
- ❖ Writing and drawing materials (pens, pencils, markers, crayons)

### Procedures:

Begin by asking the large group to suggest the names of two animals who naturally are wild land animals (eg. Tiger, ape, cougar, snake) and two animals who naturally live in an ocean (eg. shark, whale, etc). Write the name of each animal on a piece of chart paper. Still in the large group, have the students list adjectives that best describe the animals listed. Write the adjectives on the corresponding piece of chart paper. When a student suggests an adjective to describe a certain animal, ask him/her why s/he thinks that adjective describes the animal. If necessary, also discuss what adjectives are, when they are used, why they are used, etc.

Put pieces of newsprint on the floor, so that it forms a rectangle. Ask for a volunteer to stand on the newsprint. Once a student is standing on the newsprint, tell him/her and the class that s/he is going to pretend to be one of the animals listed on the chart paper, who has been taken from the wild to live in a zoo.

Put another set of newsprint on the floor. Ask for another volunteer to stand on the newsprint.

Once the student is standing on the newsprint, tell him/her and the class that s/he is going to pretend to be one of the water animals listed on the chart paper who has been taken from the ocean to live in a pool at a marine park.

Have each volunteer role play what they think it would be like to live in such a small space (considering where they are used to living). Remind the students that they may not get off the newsprint.

Have other students volunteer to role play being visitors at the zoo and marine park. Remind them not to touch the animals!

If there seems to be a desire, have different students role play the parts of the animals and the visitors to the zoo and marine park.

After the role playing, have the students return to their seats, and conduct a discussion on what it was like to be the animals in the zoos and marine parks. What was it like to be the visitors? In the discussion, you can include the following: Is the shark still powerful when confined? Is the lion still majestic when confined? Etc.

Have each student write a position paper on their attitudes toward zoos and marine parks. Have the students create a poster stating their views on what they have written. Posters should contain illustrations and statements and/or slogans describing the students' positions.



# Cinquain Poetry

## Junior

### Purpose:

The purpose of this activity is to expose students to various forms of poetry and to introduce them to a form of poetry called the cinquain. The activity also gives the students an opportunity to create their own cinquain poems, using wild animals as their subjects.

### Materials:

- ❖ Poetry books
- ❖ Chart paper
- ❖ Markers
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

### Procedures:

Have a variety of poetry books with animal themes displayed and encourage the students to bring their own poetry books from home. Give the students an opportunity to skim/read various poems from various books and read about the different ways animals are portrayed in poetry. Give students the opportunity to read aloud poems that they particularly enjoy.

### Discussion:

1. What do you notice about the different types of poems?
2. How are they similar? How are they different?
3. Do all of the poems rhyme?
4. What makes the poems special?
5. How does a poem capture the essence of an animal or animals?
6. How are animals portrayed in the poetry? Please explain.
7. How do the poems make you feel about the animals? Please explain.

Introduce the students to the poetic type of cinquain. Ask: What word do you hear in the word cinquain? (answer: cinq is five in French)

Demonstrate the structure of a cinquain poem with the help of the students on a piece of chart paper. Use an animal related issue that you have been discussing in class to create a cinquain poem.

An example of a cinquain poem:

Tigers  
Large, strong  
Running, lunging, eating  
Leader of the jungle  
Athletes

(Cinquains: shape of diamond, therefore, sometimes called a Diamond Poem)

Have the students create their own cinquain poems regarding an animal related issue you have been discussing in class. Give the students the opportunity to illustrate their poems. The students' poems can focus specifically on features of wild animals in their habitats and/or they can depict a wild animal removed from his/her natural habitat.



# Confinement

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to imagine what it would be like to be an animal who lives in a captive situation. The activity also gives students the opportunity to listen to the opinions of their peers and retell experiences in the first person.

### Materials:

- ❖ Chart paper and markers
- ❖ Video: *Serving Time*, from the Canadian Broadcasting Corporation

### Procedure:

Divide the students into groups of two. One person is A and the other partner is B.

The teacher asks the students to imagine what they think life would be like if they (each student) were to live the rest of their lives being confined to their bedroom. Tell the students that they are to imagine that they will be supplied with adequate food, water, and their cleanliness needs will be satisfied.

The students are asked to think of things that they enjoy in their lives and whether they would be satisfied living only in their bedrooms.

Partner A is then asked to describe what s/he imagined, both positive and negative aspects, to Partner B. Once Partner A is finished, Partner B then describes what s/he imagined to Partner A.

Put each pair of students into a group of six students. Ask each student to describe their partner's description to the group by using the first person. Therefore, partner A tells partner B's description using the first person, and partner B tells partner A's description using the first person.

Once everyone has told their partner's description, have a group discussion about thoughts, emotions, and feelings that the students expressed about living confined to their bedrooms. The teacher can write the emotions on chart paper. Also, ask the students how they felt when they listened to their partner's description.

Show the following video: *Serving Time* from the Canadian Broadcasting Corporation.

After viewing the video, give the students the opportunity to write about what they saw in the video.

Have them answer the following questions:

1. What did you already know? Please explain.
2. What surprised you? Please explain.
3. Would you want to be any of the animals you saw in the video? Please explain.

(modified from "Earthkind," p.244)

# Drive through Animal Parks

Primary and Junior

## Purpose:

The purpose of this activity is to give students the opportunity to understand what a drive through animal park is and to reflect on the feelings and experiences of animals who have to endure their lives at such a park.

## Materials:

- ❖ Writing materials and paper

## Procedures:

Begin a class discussion by asking: Who knows what a drive through animal park is (the most common one in Ontario is African Lion Safari)? Who has ever been to a drive through animal park? Have the students share their experiences at such parks.

## Ask:

1. Did the environment at the drive through park seem similar to what you think the animals' natural environments would look like?
2. Do you think there would be cars with human passengers driving through these animals' natural environments?
3. What do you think the animals do during the cold weather? Rain, etc? Did you see any shelter for the animals?
4. Did the animals look happy or nervous and tense?
5. Were most of the animals young?

## For primary students:

Have the students write a reflective paper: If I were an animal in a drive through animal park.

## For junior students:

Have the students contact animal rights and welfare organizations and request information on drive through animal parks. Have them collect the information and write a report on whether they think such parks should be allowed or whether they should be banned. Encourage the students to be honest and to have their report truly reflect their beliefs.



# Canned Hunts

Junior

## Purpose:

The purpose of this activity is to give students the opportunity to brainstorm what the term “canned hunt” means and to learn about and debate the morals behind such acts.

Have the students write letters to local zoos asking them what they do with their animals once they get old. Encourage the students to voice their concerns about canned hunts.

## Materials:

- ❖ Article titled, “Canned Hunts and Hunting Ranches” from Surplus Animals: The Cycle of Hell, p.23. (copy provided)
- ❖ Writing materials and paper
- ❖ Drawing materials and poster paper

Have the students create posters stating their views toward canned hunts. Each poster should include illustrations and a slogan.

## Procedures:

Begin a discussion by asking the following question: What does the term ‘to hunt’ mean? Give the students the opportunity to respond. Now, ask: What does the term “canned hunt” mean? Give the students the opportunity to respond and to guess/brainstorm what they think the term means, if they do not know.

Hand out to each student a copy of the article titled, “Canned Hunts and Hunting Ranches.” Read the article aloud with the class either by asking for student volunteers to read or having the teacher read. Have the students reread the article to themselves and highlight points in the article that they did not know about prior to reading the article.

Discuss what was read in the article and ask the question again: What does the term “canned hunt” mean? Give the students the opportunity to respond. Did anything surprise you in the article? If so, please explain. Are you comfortable with the information you read? Please explain.



# Letter Writing Campaign

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to work in groups, listen to and develop pro and con arguments for or against marine mammals in captivity, debate the issue, and write a letter to the Prime Minister of Canada or the President of the United States (or other national leaders, depending on where you live).

### Materials:

- ❖ Resource materials on whales and dolphins
- ❖ Writing materials, paper, envelopes, and postage

### Procedures:

Divide the students into two equal groups. Both groups will conduct research on dolphins and whales and their capture for human pleasure. However, one group will come up with reasons why it is positive to capture and display dolphins and whales (Pro), and the other group will think of reasons why these animals should not be captured (Con). Each group should come up with as many reasons as possible.

Have a class discussion/debate based on the viewpoints of each group. Have student representatives write the points from the pro and con arguments on chart paper. When the lists are complete, inform the students that certain places in North America prohibit the capture and display of these animals (for example, South Carolina and Victoria in British Columbia).

Have a class vote on the topic.

Tell the students that they are going to write a letter to the Prime Minister of Canada or President of the United States (depending on where you live). The topic of the letter is whether you think that dolphins and whales should be captured from their natural habitats in order to perform and be displayed for human pleasure (marine mammals in captivity).

Have each student (or each group of students) write a letter to the President or Prime Minister expressing their views on the topic and why their opinions are as stated. Be sure to mail/email the letters.

Encourage the students to share the responses they receive.

*The Prime Minister of Canada*  
*Office of the Prime Minister*  
80 Wellington Street  
Ottawa, Ontario, K1A 0A2, CANADA  
email: pm.gc.ca

*The President of the United States*  
*The White House*  
1600 Pennsylvania Avenue  
NW Washington, DC  
20500, USA  
email: president@whitehouse.gov







# Junior

## **Animals in Entertainment**

Amazing Facts about Animals

Animals in Entertainment

Going to the Circus

An Elephant's Life





# Amazing Facts about Animals

## Junior

### Purpose:

The purpose of this activity is to help students appreciate and understand the uniqueness and distinctiveness of animals, by introducing and familiarizing them with these animals and encouraging them to learn amazing and surprising facts about the animals. As well, the activity will help students identify natural versus human taught behaviours and how living in captivity might affect animals' natural and amazing behaviours.

### Materials:

- ❖ Chart paper
- ❖ Writing materials and paper
- ❖ Library resources (visit to the library)
- ❖ Drawing materials and paper

### Procedure:

Begin by asking students what wild animals fascinate them and what wild animals they consider to be extraordinary. Responses might include but are not limited to: polar bears, wolves, elephants, dolphins, etc. As a large group activity, create a list of animals on chart paper.

Have students read about the animal who most interests them in various books and other sources.

Have them create jot points (approximately 15-20) based on the amazing and interesting facts that they have researched.

Have each student create a True and False quiz based on the interesting facts that they have researched.

Print off copies of the quizzes that the students have created, and have students trade with each other and fill out their peers' quizzes.

Have students draw a picture illustrating one amazing fact that they researched. They should write and describe the amazing fact under the illustration.

### Follow up discussion:

Were the amazing facts natural or human taught? Where do these animals do these amazing activities? Discuss animals in entertainment.

On chart paper, create a list of amazing natural activities and human taught activities and tricks.

Do zoos and circuses help us learn about wild animals' natural activities?

Can wild animals do their amazing activities in captivity, for example, are they able to dive and swim long distances and communicate with fellow species across long distances?

How do the animals get to know how to do the tricks (for example, a lion jumping through hoops of fire, a polar bear balancing on a large ball)? Do the animals know how to do these actions naturally or are they taught? How do the students think that animals are taught to do activities that do not come naturally? Do the students think that teaching animals to do unnatural tricks is fair/ethical? What are the alternatives to having animals perform tricks that do not come naturally to them?



# Animals in Entertainment

## Junior

### **Purpose:**

The purpose of this activity is to have students understand the ways in which animals are used for the purpose of entertaining humans. As well, the activity gives students the opportunity to discuss whether they are in favour of animals in entertainment and to create an entertaining arrangement without the use of animals.

### **Materials:**

- ❖ Props for creating entertaining arrangement (e.g. musical instruments, costumes, masks, etc.)
- ❖ Writing paper and writing materials

### **Procedures:**

Begin by having a discussion and creating a list of the ways in which animals are used in our society for entertainment purposes (for example, circuses, marine parks, movies, television programs, etc.).

Do the students think that using animals for the purpose of entertainment is justified? Why or why not? What alternatives can the students suggest that would eliminate these uses?

What arguments can the students suggest to persuade people to seek alternative forms of entertainment?

In small groups, have the students create an entertaining arrangement that does not include the use of animals. In their group, they can sing a song, create a dance, a skit, a magic show, a play, read poetry, etc. The teacher must emphasize that the point of this activity is not to be silly, but rather to be creative entertainers. Have each group present their small group entertainment to the large group.

Have the students take on a letter writing campaign. Help them complete a list of influential people to write to in support of animals being banned from entertainment situations such as circuses. In their letters, the students should write about alternative circuses (circuses without animals) and what they can offer the public. They could write to people such as politicians, animal rights groups, humane societies, and so forth. Encourage the students to report back with any replies that they have received from their letters.

If resources permit, arrange for a trip to a non-animal circus and/or to a circus school where only people are trained to perform and not animals.

# Going to the Circus

Junior

## Purpose:

The purpose of this activity is to give students the opportunity to investigate, learn, and comment on the treatment of animals in circuses. The activity also gives students the opportunity to express their generated opinions on circuses.

## Materials:

- ❖ Resources (and pictures) pertaining to circuses (as researched by the students)
- ❖ Statements (as provided)

## Procedures:

Tell the students that they are going to act as investigators. They will do research by contacting by mail, email, phone, Internet, books etc. various animal welfare organizations, humane societies, circus companies, etc. Give the students approximately fourteen days to gather their information on circuses. Have the students bring their collected materials to class.

Divide the students into groups of four or five. Give the students the opportunity to share and present their gathered materials with the group.

Give each student a sheet containing statements about circuses. (Sample statements provided.)

Have the groups comment on the statements through discussion and writing, based on the materials they have gathered. Encourage the students to make honest comments, whether they are positive or negative, based on the circus industry. Make new groups of four to five based on the students' new opinions of circuses.

Have each group create a commercial expressing their views on circuses. The commercial should include:

1. Their opinions on the topic.
2. Why their opinions are what they are.
3. Some background information on the circus industry.
4. What they think the circus industry does not want the public to know about the ways circuses get their animals and how they train their animals.
5. Do they think circuses help educate people about wild animals?
6. Any other information they think is important to convey their message to the public.

## Sample Statements about Circuses

*Going to a circus where there are human and animal performers is quality entertainment.*

*Watching animals perform is an excellent way to learn about animals.*

*Going to the circus helps us understand and learn about the need to preserve wildlife.*

*Watching animals perform in circuses helps us understand the similarities between humans and animals.*

*Circuses are humane environments for performing animals.*

*Animals who perform in circuses are treated humanely.*

*Animals enjoy performing tricks such as jumping through burning hoops, juggling, and balancing on balls.*

# An Elephant's Life

Junior

## Purpose:

The purpose of this activity is to help students understand the fate of elephants who live their lives as performing animals as opposed to elephants who are fortunate to live their lives in their natural environments. The activity gives students the opportunity to understand the contrast between the two groups of animals and to act as book reviewers for a newspaper.

## Materials:

- ❖ *An Elephant's Life*
- ❖ (Copies of the comic book can be obtained from The Elephant Action Project, P.O. Box 42430, Washington, D.C. 20015)
- ❖ Writing materials and paper
- ❖ Book reviews from various newspapers and magazines (have the students bring in the book reviews prior to conducting this lesson)

## Procedures:

Give each student a copy of *An Elephant's Life*. Give the students time to read the comic book to themselves.

Once the students have completed reading the comic book, have a large group discussion on what they have read.

## Questions to generate discussion:

1. Did any information from the comic book surprise you? If so, please explain.
2. Did you enjoy reading the comic book? Why or why not?
3. Did you find the comic book to be entertaining, educational, frightening, etc.? Please explain.

Have the students share the book reviews that they brought to class.

## Discuss:

What books are reviewed? Is it necessary to review books? Why or why not? Who do you think read the book reviews? What have the reviews taught you about the books? Do book reviews need to be positive? Negative? Please explain. Would you want to read the book based on the review? Why or why not?

Tell the students that they are going to be book reviewers for a newspaper or magazine. Each student is going to write a review of the comic book describing:

1. What book did you read?
2. To whom would you recommend the comic-book?
3. Did you enjoy reading the comic book? Was it easy to follow?
4. Was the story entertaining? Educational? Sad? Happy? Please explain.
5. Would you recommend the book? To whom? Please explain why.
6. Any other information that you think would be relevant for a book review.
7. Were there illustrations in the book? Did you enjoy looking at the illustrations? Do you think they enhanced the effect of the story? Please explain.





# Junior

## **Exotic and Domestic Animals**

Maclean's Animal Wrongs  
The Feelings of Animal Companions  
Pet Store Inspector  
Exotic Animals as Pets?





# Maclean's Animal Wrongs

Junior

## Purpose:

The purpose of this activity is to give students the opportunity to read a feature story in a well-known and prominent Canadian news magazine, learn about the exotic animal trade, take jot notes, and express their opinions.

## Materials:

- ❖ Copies of Maclean's articles (copy provided)
- ❖ Writing materials and paper
- ❖ Drawing materials and paper

## Procedures:

Begin a discussion with questions: What is the exotic pet trade? Do you think the exotic pet trade should be allowed? How do you think having an exotic pet differs from having a domesticated pet?

Give each student or each group of students a copy of the Maclean's articles titled, "Animal Wrongs" and "Flesh and Bones." Have the students read the articles and highlight the information that surprises them.

Once the students have finished their readings, have them discuss, in small groups, the information they highlighted, and have them explain why they find this information to be surprising.

Either individually or in small groups (students can decide), have the students create either a letter to a government official, a television or radio commercial, etc.—something that will discuss their reaction to the exotic pet trade. Give students the opportunity to present what they have created.



# The Feelings of Animal Companions

Junior

## **Purpose:**

The purpose of this activity is to give students the opportunity to act like an animal, allowing empathy for that animal and furthering their understanding of an animals' reaction to captivity. The activity also gives students the chance to work with their peers in order to complete a task.

## **Materials:**

- ❖ Charade cards (samples provided)
- ❖ Writing materials and paper

## **Procedures:**

Divide the students into small groups. Give each group a card with a statement. In the group, have the students work together to act out the scene.

Once the students have practiced, give each group the opportunity to present their charade to the large group.

Have the students (in small groups or large group) create an Animal Companion Ownership Manual with instructions on how to care for animal companions, which animals are suitable to be animal companions, which people are suitable to be animal guardians, which animals are suitable for which people, etc. The manual should contain instructions, advice, information, illustrations, advertisements, helpful hints, etc.

*(modified from "Earthkind," p.159)*

*See separate worksheet*

## The Feelings of Animal Companions

### Worksheet: Charade Cards



*A family has purchased a large exotic fish and has placed the fish in a bowl of water to live. All the fish can do is swim back and forth in the bowl. There are no plants or other creatures that the exotic fish is used to seeing.*

*A family has agreed to share their home with a pet. The family agrees to adopt a dog from a local animal shelter. Everybody in the family has agreed to help in feeding, walking, and playing with the dog. The dog will get plenty of exercise, will be allowed to roam through the whole house, and will be fed healthy food. The dog will be neutered.*

*A family has purchased a beautiful colourful parrot from a South American rainforest to be their animal companion. They are keeping the parrot in a cage where she can barely extend her wings.*

*A family has agreed to share their home with a pet. The family agrees to adopt two cats from a local animal shelter. They decide to get two cats, because they want them to keep each other company when the family is at school and work. Everybody in the family has agreed to help in feeding, brushing, and caring for the cats. The cats will be spayed.*

*A family has agreed to share their home with a pet. One of the children in the family suggests that the family purchase a baby monkey. The child tells the family that the monkey will grow in the home and will be used to living in a house.*



# Pet Store Inspection

Junior

## Purpose:

The purpose of this activity is to give the students the opportunity to visit a pet store, investigate the conditions of the pet store, complete an inspection report, and report their findings.

## Materials:

- ❖ Whatever is necessary for a field trip
- ❖ Pet store inspection report and checklist (as provided)
- ❖ Writing materials

## Procedure:

Inform the students that the class is going to take a field trip to a local pet store, and they are going to act as investigators at the store. They are going to decide whether they think the conditions are acceptable for the various animals.

Give each student a copy of the Pet Store Inspection Report. Go over the various sections and categories and what you expect from each student. Have the students fill out the forms while visiting the pet store.

Once you have returned from the store, give the students the opportunity to look over and complete the forms. Discuss what you saw at the store.

Have each student write a report either to the pet store, the SPCA, or to a local newspaper about his/her findings. The report should include: a brief description of findings, what impressed them, what angered and/or worried them, suggestions for improvement, and any other information that they think is necessary to include.

*See separate worksheet*





## Pet Store Inspection Worksheet: Inspection Checklist



### Dogs and Cats

- Adequate cage size (can animals stand, lie down & move normally)
- Appropriate floor surface (solid or padded for comfort)
- Clean, sanitary conditions
- Clean drinking water
- Accessories (such as toys, bones & scratching posts)
- Litter boxes (for cats)
- Good coat condition
- No runny nose or eyes
- No sores or obvious injuries

### Reptiles

- Adequate cage size (enough space to move normally and exercise)
- Appropriate floor surface (not glass, metal or wire)
- Clean, sanitary conditions
- Hiding place (available to all animals)
- Climbing branches/apparatus (lizards, snakes)
- Appropriate furnishings (such as rocks, logs, plants)
- Object to help snakes shed skin
- Dry areas for semi-aquatic turtles
- Heat source for basking (not too close to animals)
- Proper lighting (full spectrum lights, not regular bulbs)
- No injuries, sores, abscesses, wounds or burns
- No crusty or inflamed eyes, mouth or body parts
- No overly thin animals (with protruding bones)

### Small Animals (Rats, Mice, Gerbils, Guinea Pigs)

- Adequate cage size (enough space to move and exercise)
- Appropriate floor surface (should not be kept on wire floors)
- Wood chips or other covering on cage floor
- Clean, sanitary conditions
- Clean drinking water (non-tippable containers or self serve system)
- Food available to all animals
- Accessories (such as exercise wheel, tubes, objects to chew)
- Privacy box for retreat
- Protected from contact with public
- Good coat condition
- No runny nose or eyes
- No injuries, sores, abscesses or wounds

### Birds

- Adequate cage size (wings can stretch without touching sides of cage)
- Appropriate cage shape (should be horizontal and long, not tall and thin)
- Adequate perching (different perch shapes and sizes, no sandpaper covers)
- No cage hazards (protrusions, loose wire, improperly latched doors)
- Clean, sanitary conditions
- Clean drinking water (should be placed high to prevent soiling)
- Food available (should be placed high to prevent soiling)
- Accessories (such as toys, chewable objects for parrots, mirrors)
- Protected from contact with public
- Good feather, beak and claw condition
- No injuries, sores, abscesses or wounds
- No birds sitting or lying on cage floor



# Exotic Animals as Pets?

Junior

## **Purpose:**

The purpose of this activity is to identify what an exotic pet is and to expose students to the problem of the exotic pet trade. Students will be encouraged to take action to bring about change to help animals and people in society.

## **Materials:**

- ❖ Newspaper articles (copies provided)
- ❖ Writing materials and paper
- ❖ Highlighters

## **Procedures:**

With the whole class, identify what animals would be considered “exotic pets” (for example, iguanas, tigers, apes, etc.).

Give each student a copy of the handout provided for this lesson. Give the students the opportunity to read the handouts by themselves and highlight the points that they find surprising, interesting, or something they did not know, agree with, disagree with, etc.

Once the students have completed their readings, have a discussion on what they have read.

Give the students the opportunity to look at the sheet that includes cities that have “Legislation Prohibiting or Restricting the Possession of Exotic Animals.” If your city is or is not included, you can do the following with the students:

Have the students research whether people are permitted to own exotic animals in their city. (They can contact city/county offices for information on the legislative process).

Invite a veterinarian, humane educator, speaker from an animal rights and/or welfare group to speak with the students about the dangers of owning an exotic animal.

Invite a government official to speak with the students about why the city does or does not have a law against owning exotic animals.

Give the students the opportunity to write letters to their local government officials regarding ownership of exotic animals. Alternatively, they can write letters to the editor of a local newspaper on the topic.





# Junior

## **Integrated Topics**

What Would You Do?

People and Opinions

Discussion and Debate about Animals

Opinion Lines

Help Us Help Animals

Destructive vs. Non-Destructive Behaviours

Future Animal Rights and Welfare Groups

Venn Diagram

Where Do Animals Live?





# What Would You Do?

Junior

## **Purpose:**

The purpose of this activity is to encourage students to recognize suffering and appreciate the importance of compassion and respect. As well, the activity gives the students the opportunity to work in groups, evaluate a situation, and engage in a letter writing campaign.

## **Materials:**

- ❖ Writing paper and writing materials
- ❖ Situation cards (as provided)

## **Procedures:**

Discuss what the words compassion and respect mean and why they are important.

Have the students create a list of words/terms that they think of when they hear the words compassion and respect. (We can all make changes in our lives to make sure that we treat all beings, both human and animal, with compassion and respect.)

Divide the students into small groups (three to five in each group). Hand out to each small group of students one of the following situations where animals are not being treated as our equals. Have each group discuss and write how animals are not being treated fairly and how they (the students) would change the situation to make it just. Have each group present their findings.

Have the students take on a letter writing campaign. Help them complete a list of influential people to write to in support of animals, such as politicians, animal rights groups, humane societies, and so forth. Encourage the students to report back with any replies that they have received to their letters.

*See separate worksheet*

**What Would You Do?**  
Worksheet: Situation Cards



**Situation 1**

At the zoo, you see a tiger pacing aimlessly in a small steel cage. It is a very hot day, and the tiger has no water and no food.

What are your opinions on this situation?

Would you change the situation? If so, please explain how.

**Situation 2**

Your friend tells you that his family is considering buying a pet monkey. You know your friend's family lives in a house in the city, and the monkey would live indoors her whole life. When you ask your friend where they would be getting the monkey from, he responded that the monkey would be shipped from Africa. She is a baby monkey and has just been taken away from her mother.

What are your opinions on this situation?

Would you change the situation? If so, please explain how.

**Situation 3**

Your parents want to take you to see the circus. You know that the circus includes performing animals. You have just learned that circus trainers train bears to stand on their back legs by burning their front paw pads. Also, you have seen the trainers use whips and electrical prods to get the elephants and tigers to perform tricks.

What are your opinions on this situation?

Would you change the situation? If so, please explain how.

**Situation 4**

You go on a class trip to a marine park. While you are there, you notice a large whale in a small pool. It doesn't seem like that whale has much room to move around or swim.

What are your opinions on this situation?

Would you change the situation? If so, please explain how.



# People and Opinions

## Junior

### Purpose:

The purpose of this activity is to have students do some interviewing, questioning, and investigating and to listen to the opinions that others have about wild animals in our society.

### Materials:

- ❖ People Investigation Sheet (as provided) for each student
- ❖ Writing paper and writing materials

### Procedures:

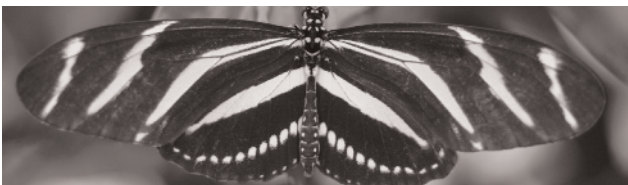
Hand out to each student a People Investigation sheet (as provided). Have the students ask people they know (friends, relatives, neighbours, teachers, etc.) which statement, if any, describes the person. The participant writes his/her name on the provided space if s/he can relate to a statement. Each person may sign his or her name on one statement. The students are encouraged to ask the participants to share additional information and to describe feelings, experiences, and attitudes based on the statement that pertains to them. After listening to a participant describe his/her feelings, experiences, and attitudes, the student should write a paragraph (or so) describing and reflecting on what the participants shared. Give the students approximately one week to get their forms completed (or as close to completion as possible).

Have a follow up discussion once the students have returned with the completed forms. Ask:

1. Did you learn something new about somebody you know?
2. Do you believe that you share some of the attitudes, beliefs, experiences of any of the participants? Please explain.
3. Was there any information that surprised you? If so, what was it and why?
4. Do you think you share similar concerns with any of the participants? If so, please explain.

*(modified from "Earthkind," p.106)*

*See separate worksheet*



## People Investigation Sheet Worksheet



Please find people who match the following statements:

Statement	Name of Person
I have visited a rainforest.	
I have worries about the future, because....	
I am active with a group who helps animals.	
I support a group who helps animals.	
I have thought about or have purchased a wild animal to be a pet.	
I have been to a circus with performing animals.	
I would never wear fur.	
I have read a true upsetting story about a wild animal.	
I love visiting marine parks.	
I believe that doing tricks comes naturally for animals, such as bears, tigers, and elephants.	
I refuse to attend a circus with performing animals.	
I do not believe that animals such as bears, tigers, and elephants should be taught to do tricks.	
I refuse to visit a marine park.	
I have eaten bushmeat and/or game (meat from wild animals).	
I do not believe that animals should be transported from other countries so that we can keep them as pets.	
I refuse to watch a movie that has an animal as a main character.	
I love to see the animals at a zoo.	

# Discussion and Debate about Animals

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to engage in discussion, listen to their peers' opinions, and debate issues related to animals in captivity. Another purpose of the activity is to give students an opportunity to conduct research that will strengthen their opinions on a certain animal rights related topic.

### Materials:

- ❖ Handout as provided
- ❖ Writing materials

### Procedures:

Give each student a handout as provided. Give the students time to read the statements and rate their opinions.

Once all of the students have completed the handouts, have the students go around the room and engage in discussion with their peers on the topics from the sheets. Be sure to emphasize that the students should be certain to listen to their peers' opinions. Give each discussion group two minutes. Once the two minutes are up, have students discuss for another two minutes with another peer. This discussion/debate rotation should last approximately ten to twelve minutes. Remind the students that they are to engage in discussion and debate, not arguments. All beliefs and attitudes must be respected.

Have each student return to the original person with whom they spoke. Have them share their peers' attitudes. Have the students discuss ideas that they did not know, ideas with which they did not agree, ideas with which they did agree.

Tell the students that they are going to conduct research on one of the statements from the handout. Encourage them to contact animal rights and welfare organizations, humane societies, zoos, marine parks, government organizations, etc. As well, they should obtain information from books, the Internet, etc.

The purpose of their research is to have the students gain a greater and deeper understanding of how animals are treated in the entertainment industry, the exotic pet trade, and in captivity.

At the end of their research, they will write a report describing:

1. The treatment of animals in their chosen area of research
2. Solutions and/or alternatives that the students have devised and that they think will be useful to help animals

*See separate worksheet*



## Discussion and Debate about Animals

### Worksheet: Debate



Please rate your position from strongly agree to strongly disagree on the following statements. Please be sure to read the statements carefully.

I refuse to go to a zoo, because I do not believe that animals should be removed from their natural environments.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

I want to buy a monkey to have as a pet.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

I think that whales who live at marine parks in large pools are happy with their lives.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

Snakes should be killed so that we can use their skins to make shoes, purses, and wallets.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

I do not believe that elephants enjoy walking in circles with their legs chained in circuses.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

It is natural for lions to jump through hoops, especially those that are on fire.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

I do not believe that animal abuse is a problem in our society.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

Animals do not need people to help them; they can survive on their own.

*Strongly agree*      *Agree*      *Uncertain or don't know*      *Disagree*      *Strongly Disagree*

# Opinion Lines

## Junior

### Purpose:

The purpose of this activity is to have students generate and express their opinions on a variety of animal rights related topics, listen to the opinions of their peers, and conduct research that may change or strengthen their initial opinions.

### Materials:

- ❖ Open space in the classroom
- ❖ Research materials (visit to the library)
- ❖ Writing materials and paper

### Procedures:

The teacher will read a statement (as provided) based on an animal rights issue. The students will be asked to form a line stretching from one end of the classroom to the other according to whether they agree or disagree with the statement. Therefore, one end of the room should be for those who clearly agree with the statement and the other end for those who strongly disagree with the statement. Students should be encouraged to take any position that they firmly believe. All opinions should be respected.

Once all the students are standing and organized at their positions, they are encouraged to share and discuss their position with the person standing directly beside them. They are permitted to change their position (if they choose) based on discussions with their neighbours. The teacher should give a few minutes for discussion before reading the next statement and going through the same procedure with the next statement.

The teacher can further promote discussion by breaking the human line in the middle and have two groups of discussions take place.

### Suggested statements:

*Circus trainers have the right to hit the animals when teaching them how to do tricks.*

*Elephants have as much right to live in their natural environments (jungle) as people have to live in their natural environments (homes).*

*People have the right to buy monkeys and keep them as pets.*

*Bears have the right to live in their natural environments.*

*People should have the right to keep whales in pools at marine parks.*

*Animals, such as apes, elephants, and bears, should be forced to wear costumes and do tricks for people's pleasure.*

*Animal families should be separated if it is for the purpose of entertaining humans.*

*Tigers do not have feelings, therefore, they should be kept in wire cages.*

Have the students conduct research on one of the topics from the above statements. The purpose of the research is to learn about the topic and write a position paper. In their final paper, students should discuss whether their opinions on the topic have changed, and how, based on their discussion with peers and their research.

*(modified from "Earthkind" p.144)*



# Help Us Help the Animals

Upper Primary/Junior

## Purpose:

The purpose of this activity is to give students the opportunity to voice their ideas, concerns, beliefs, etc. about the rescue work we do at *Zoocheck Canada* and to make suggestions. (This lesson should take place after other animal rights based lessons have been completed.)

## Materials:

- ❖ Writing and drawing materials
- ❖ Writing and drawing paper
- ❖ *Zoocheck Canada* literature

## Procedures:

Inform the students that *Zoocheck Canada* is constantly looking for new ways to help animals in captivity, animals who suffer because of the exotic pet trade, and animals in entertainment. We would like to hear what the students suggest about how we can further help these animals.

Either in groups, or individually, the students will be given the opportunity to create a new slogan and poster for *Zoocheck Canada* and a brochure explaining what we try to do for animals, how we do it, and what we hope our results will be.

As well, if the students have any suggestions about how we can help animals in captivity, animals who suffer because of the exotic pet trade, and animals in entertainment, they should be encouraged to write down these ideas.

Invite a member from *Zoocheck Canada* to visit the class and watch the students present their ideas. The students should be given the opportunity to share their ideas and creations.



# Destructive vs. Non-Destructive Behaviours

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to differentiate between actions that are destructive and non-destructive toward wildlife. As well, the students will have the opportunity to conduct research, generate their opinions, and express their opinions through their writing.

### Materials:

- ❖ Writing materials and paper
- ❖ Drawing materials and paper
- ❖ Chart papers and markers
- ❖ Library resources

### Procedures:

Discuss what the terms destructive and non-destructive mean. Differentiate between the terms. Write each term on a piece of chart paper.

Suggest actions committed by humans that might be destructive or non-destructive toward animals.

Also, have the students think of actions that are destructive and nondestructive toward wildlife. Write or paste the actions on the appropriate paper.

For example:

*Catching an exotic fish from its natural body of water and placing him in a tank in your home*

*Going bird watching and watching the birds from a distance without disturbing them*

*Shooting a tiger to sell the body parts*

*Taking a nature walk, staying at distance, and quietly watching a family of deer in their natural environment*

*Placing a trap in the wild, catching an animal, and bringing the animal to your home to be your animal companion (pet)*

*Buying a parrot to be your pet and keeping her in a cage in your home*

*Going to the circus and seeing many animals perform tricks*

*Going to a circus without any animal performers*

*Catching butterflies with a net and keeping them in a jar for observation*

Have the students create a Preserving Wildlife Manual or Code of Ethics. It can be done with the students working in small groups or with students contributing individually. The students will need to do research on some wildlife related topics, therefore, a trip to the library may be necessary. Furthermore, the students should be encouraged to contact wildlife organizations to obtain information.



# Future Animal Rights and Welfare Groups

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to work in groups, devise a philosophy for a future animal protection organization, and express their opinions on various issues relating to animal rights.

(This activity would best be suited for a group of students who already have participated in other activities related to animal rights issues.)

### Materials:

- ❖ Writing paper and materials
- ❖ Drawing paper and materials

### Procedure:

Ask the students if they know of any animal rights or animal welfare organizations. Have the students discuss the ones they know and what they know about the organizations.

### Discuss:

1. Do you think these organizations are important to have in society? Why or why not?
2. Do you think these organizations are helping animals?
3. Do you know of other organizations that help other causes? If so, please explain what you know about them.

Divide the students into groups of four or five. Tell each group that they are going to devise an animal rights or animal welfare organization for the future that will help animals regarding one of the following causes:

*Animals in entertainment*  
*Animals in captivity*  
*The exotic pet trade*

### Each group will create:

1. A brochure for their organization explaining the purpose of the organization, mission, where funds go, where the organization is located, and the name of the organization. The name of the organization can include a catchy acronym. (If necessary, teacher might need to explain what an acronym is and give examples.)
2. A poster regarding the organization. The poster must have the name of the organization, a slogan, and a mission statement.
3. A fictional spokesperson. Who is the spokesperson for the organization? Why and how do you think this person can help the cause?

The teacher might want to create a handout explaining the criteria as mentioned in the box above.

Give each group the opportunity to present their creations.



# Venn Diagrams

## Junior

### Purpose:

The purpose of this activity is to give students the opportunity to work with a Venn diagram, work in groups, and articulate their opinions regarding animal rights and welfare related topics.

### Materials:

- ❖ Handout of statements (as provided)
- ❖ Handout of Venn diagram (as provided)
- ❖ Writing materials and paper

### Procedures:

Divide the students into groups of three or four. Give each student a copy of the handout with statements and a handout of a Venn diagram.

Tell the students that they are to put the statements from the handout on the appropriate section (what they think is appropriate) of the Venn diagram.

Through their small group discussions, students are to decide in which component of the overlapping circles they want to place each of the statements, writing the emboldened word or words of the statement in the agreed upon place. The students should then discuss how they could rewrite the statements that they placed in the Not Sure and Disagree sections so that they will fit appropriately in the Agree section.

Have a large group discussion about the statements and where the students thought they belonged on the Venn diagrams and how they modified certain statements so that they would fit into the Agree section of the Venn diagram.

### Statements

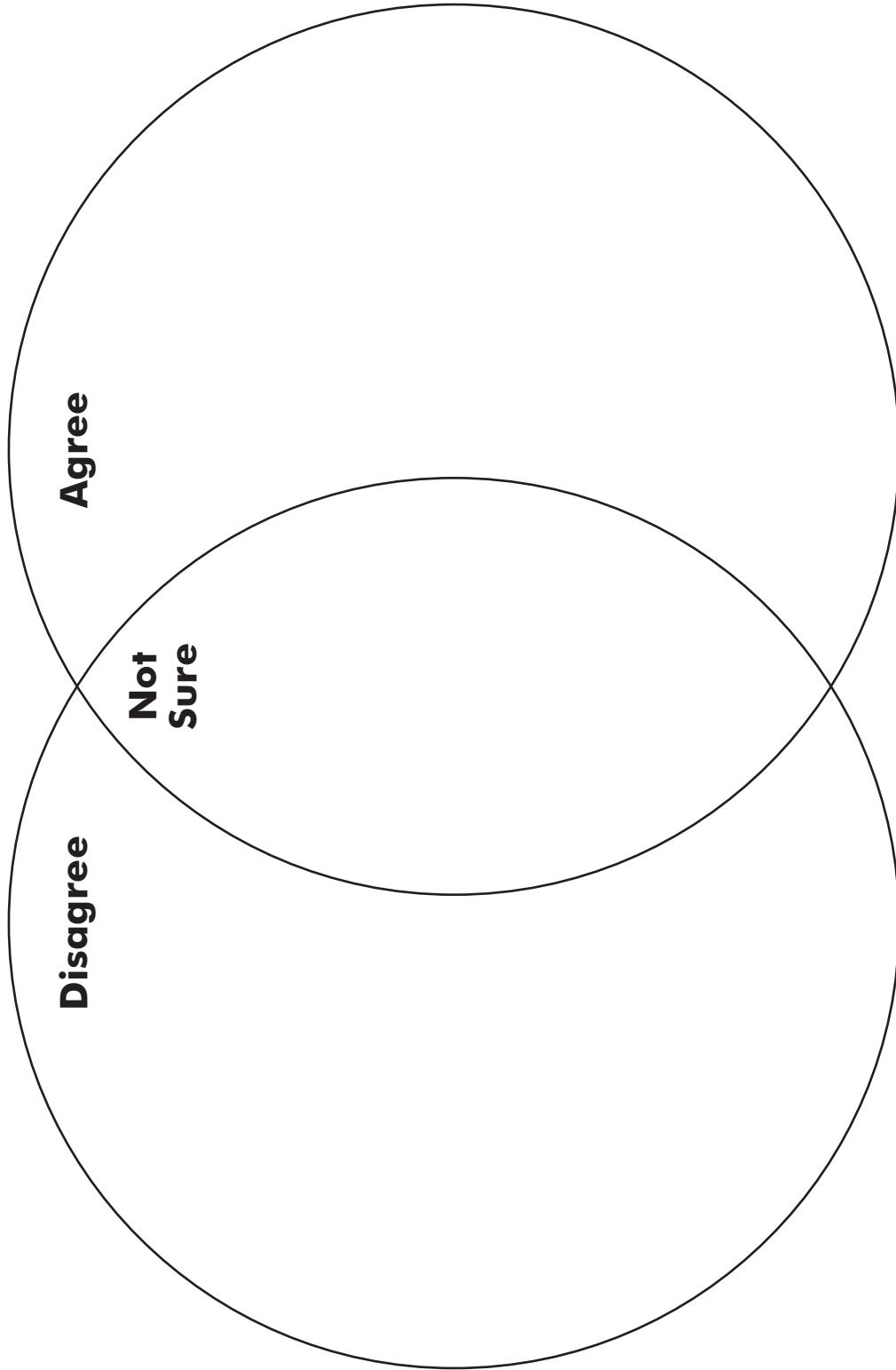
1. Animals have the right to be protected from cruelty.
2. Animals do not have feelings and cannot feel pain.
3. It would not matter to an animal if s/he lived the rest of his/her life in a cage.
4. Animals love to be loved.
5. Animals who live in the wild should not be removed from their natural environments.
6. It is acceptable to take a wild animal, such as a gorilla, out of his/her natural environment.
7. Animals need food, water, and shelter. Nothing else matters to them.
8. Tigers, who are in cages, enjoy when people tease them.
9. All wild animals should live in captivity.
10. People should help animals live a life of freedom.
11. A circus is the appropriate place for a bear.
12. Animal mothers should be with their babies.
13. Animals deserve to have rights.
14. All monkeys should live in zoos.

*See separate sheet*





**Venn Diagram  
Worksheet**



# Where Do Animals Live?

## Junior

### Purpose:

The purpose of this activity is to have students understand where wild animals live and where they should live. The activity also gives students the opportunity to create a zoo environment that they think is suitable for wild animals.

### Materials:

- ❖ Magazines, newspapers, etc. with pictures of nature and wildlife (e.g. Natural Geographic)
- ❖ Writing materials and paper
- ❖ Plasticine and/or art materials such as paper towel and toilet paper rolls, empty containers, etc.

### Procedures:

Divide the students into groups of four to five students. Give each group of students some magazines and have them skim through the magazines and cut out pictures of wild animals in wildlife scenes, advertisements, zoos, entertainment pictures, etc.

Have two sheets of chart paper on the board with the following titles:

**Animals in their Natural Habitats** (an example of an animal in a natural habitat would be a jaguar roaming in a jungle, a polar bear swimming in Arctic waters)

**Animals in Unnatural Habitats** (an example of an animal in an unnatural habitat would be a deer in a cage in a zoo, an iguana in an aquarium, an elephant in a parade, etc.)

Give each student the opportunity to paste at least one of the pictures cut out from the magazines on to the appropriate piece of chart paper. Have the students explain to the class why they chose to put the picture where they did.

Discuss why wild animals can be found in these various scenes.

1. Why do many animals live at zoos, if zoos are not their natural homes?
2. Are there good reasons why animals should live at zoos?
3. What can you suggest to make zoo conditions more appropriate and more natural for the animals who live there?
4. Do you think animals should be allowed to perform in circuses for human entertainment?
5. Can a circus be entertaining without the use of animals?
6. Do you think animals enjoy the noise and bright lights of circuses?

Have the students create their vision of an acceptable zoo scene for one animal species using the art supplies as mentioned in the Materials section of this lesson. It is up to the teacher and students whether they work individually or in pairs.

Once the students have completed their creation, have them write about (explain and justify) what they have created (length of written work is up to the individual student).

*(modified from "Earthkind," p.237-238)*



## Resources

### Recommended Children's Books

- Allen, J. (1992). Tiger. Candlewick Press.
- Ayers, P. (1990). When Dad Cuts Down the Chestnut Tree. London: Walker Books.
- Barrett, J. (1970). Animals Should Definitely Not Wear Clothing. Simon & Schuster.
- Berkeley, L. (2000). The Spirit of the Maasai Man. New York: Barefoot Books.
- Bunting, E. (1998). The Day the Whale Came. Harcourt Brace Children's Books.
- Dahl, R. (1966). The Magic Finger. Puffin Books.
- Davies, N. (1997). Big Blue Whale. Cambridge: Candlewick Press.
- Facklam, M. (1992). Bees Dance and Whales Sing. Sierra Club Books.
- Felts, S. and Masson, J. (2000). Dogs Have the Strangest Friends: and Other True Stories of Animal Feelings. New York: Dutton Children's Books.
- Funston, S. (1998) Animal Feelings. Owl Books.
- Gilbert, S. (1996). Hawk Hill. Raincoast Books.
- Goodall, J. (1996). My Life with the Chimpanzees. New York: Pocket Books, A Division of Simon and Schuster, Inc.
- Himmelman, J. (1990). Ibis. New York: Scholastic, Inc.
- Hatwick, H. (2000). Hurry. Browndeer Press.
- Havill, J. (1993). Sato and the Elephants. William Morrow & Company, Incorporated.
- Hoose, P. and Hoose, H. (1999). Hey Little Ant. Tricycle.
- Jeschke, S. (1995). Perfect the Pig. Henry Holt Company.
- Kehret, P. (2001). Saving Lilly. Pocket Star.
- McClung, R. (1987). Whitetail. New York: William Morrow and Company, Inc.
- McGee, M. (1999). Forest Child. Aladdin Paperbacks.

## **Resources**

- McKenna, V. (1998). Back to the Blue. Millbrook Press.
- McNulty, F. (1996). The Lady and the Spider. Mexico: Harper Collins Publishers.
- Morpurgo, M. (1999). The Rainbow Bear. Doubleday.
- Newkirk, I. (1991). Kids Can Save the Animals!-101 Easy Things to Do. New York: Warner Press.
- Peet, B. (1975). The Gnats of Knotty Pine. Boston: Houghton Mifflin Company.
- Rex, M. (1997). The Painting Gorilla. Henry Holt and Co.
- Rice, D. (1999). Do Animals Have Feelings Too? Dawn Publications.
- Ryder, J. (2000). Each Living Thing. Harcourt Trade Publishers.
- Sewall, A. (1995). Black Beauty: The Autobiography of a Horse. Putnam Publishing Group, 1995.
- Silver, D and Valley, B. The Young Person's Guide to Saving the Planet. London: Camden Town, 1990.
- Spinelli, J. (1997). Wringer. Harper Collins.
- Stanley E. (2003). The Deliverance of Dancing Bears. Kane Miller Book Publishers.
- Stanley, S. (2002). Monkey for Sale. New York: Frances Foster Books.
- The Elephant Action Project. An Elephant's Life. (Copies of the comic book can be obtained from The Elephant Action Project, P.O. Box 42430, Washington, D.C, 20015).
- Thiele, C. (1974). Storm-Boy. Rigby Limited.
- Thomas, F. (1994). Mr. Bear and the Bear. Stoddart Publishing.
- Travers, W. (1998). The Elephant Truck. Millbrook Press.
- Waboose, J. (1997). Morning on the Lake. Toronto: Kids Can Press, Ltd.
- Waite, J. (1998). The Storm Seal. Canbook Distribution Services.
- Weil, Z. (1994). So, You Love Animals. Jenkintown: Animalearn.
- Wildsmith, B. (1989). Hunter and His Dog. Oxford University Press.
- Wildsmith, B. (1987). If I Were You. Oxford University Press Trade Paperbacks.

# Resources

## Recommended Books for Adults

Singer, P. (1990). Animal Liberation. New York: Avon Books.

## Humane Education Resources

Boszik, B. Eckersley, J, et al. (1989). Pet Responsibility: Citizenship Lessons for Elementary Students. Inglewood: American Humane Association.

Derby, P. and Swart B. Surplus Animals: The Cycle of Hell. PAWS. Galt, California.

Harmon, D. (1996). Operation Outreach-U.S.A.

Selby, D. (1995). Earthkind. Oakhill: Trentham Books Limited.

The Center for Compassionate Living. (1999). Sowing Seeds Workbook: A Humane Education Primer.

Toronto Humane Society (1992). Respect for Life.

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McClelland. S. Flesh and Bones. Maclean's. January 22, 2001. (pp.40-41).

PeTA. Share the World: Everyone Matters. Video, 2001.

Ramsey, M. Tina's long lonely road to Tennessee. Vancouver Sun. May 31, 2003.

Suzuki, D. (Producer). (1990). Serving Time. [Video]. Canadian Broadcasting Corporation.

## Organizations

*Zoocheck Canada*  
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Toronto, Ontario  
M4B 3M1, Canada  
t: 416.285.1744  
e: zoocheck@zoocheck.com

*American Humane Association*  
63 Inverness Drive, East  
Englewood, Colorado  
80112, U.S.A  
t: 303.792.9900

*Animalearn*  
801 Old York Road #204  
Jenkintown, PA  
19046-1685, U.S.A  
t: 215.887.0816  
e: aavs@aavs.org

*Animal Protection Institute*  
1122 S Street  
Sacramento, CA  
95814, U.S.A  
t: 916.447.3075  
e: info@api4animals.org

*Captive Wild Animal Protection  
Coalition*  
P.O. Box 6944  
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t: 650.595.4692  
e: info@cwapc.org

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e: cfnwic@whaleprotection.org

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94133-3312, U.S.A  
t: 415.788.3666

*Great Ape Project*  
917 SW Oak Street, Suite 412  
Portland, Oregon  
97205, U.S.A  
t: 503.222.5755  
e: gap@greatapeproject.org

*Humane Society of the  
United States*  
2100 L Street  
NW Washington, D.C  
20037, U.S.A  
t: 202.452.1100

*People for the Ethical  
Treatment of Animals (PETA)*  
501 Front St.  
Norfolk, VA  
23510, U.S.A  
t: 757.622.PETA (7382)  
e: info@peta.org

*Performing Animal  
Welfare Society*  
P.O. Box 849  
Galt, CA  
95632, U.S.A  
t: 209.745.2606  
e: info@pawsweb.org

*The Elephant Sanctuary*  
P.O. Box 393  
Hohenwald, TN  
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t: 931.796.6500  
e: elephant@elephants.com

*The Fauna Foundation*  
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