

HUMANE EDUCATION NEWS

NEWSLETTER OF THE UFT HUMANE EDUCATION COMMITTEE
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UFT HUMANE EDUCATION COMMITTEE ADOPTS A CHIMPANZEE

A chimpanzee from the Fauna Foundation in Canada has been adopted in the name of the United Federation of Teachers Humane Education Committee. Her name is Pepper and she was born in a research laboratory. She was used at various research facilities before ending up a New York State research laboratory in 1984 when she was 14 years old. Pepper remained there in a small cage until her retirement in 1997 at 27 years of age.

No, you will not be able to meet her at United Federation of Teachers Manhattan headquarters. Pepper is now at the Fauna Foundation in Montreal, Canada and her life is taking a turn for the better. Adopt-a-Chimp is a fund-raising sponsorship project for the Fauna Foundation, a privately run, government certified, non-profit organization committed to issues of animal welfare. Founded in 1997 by Gloria Grow and veterinarian Dr. Richard Allan, the Fauna Foundation is situated on 200 acres of lush farmland in Carignan, Quebec, on the south shore of Montreal, Canada. A stream-fed lake, trees and dense bush all add to the natural ecosystem that thrives on the property. Although the former biomedical research chimpanzees are the most famous residents of the Fauna Foundation, over 400 discarded farm and circus animals have also made it their home.

When Pepper isn't playing with her chimpanzee friends she is fastidiously cleaning her enclosures with a broom and dustpan. Yet Pepper's biggest task of the day is getting ready for bed. She often starts her elaborate routine, which includes arranging several blankets at the highest point of the play area, while the others are still eating dinner. We will tell you more about Pepper in upcoming newsletters.

The Adopt-A-Chimp website informs us that, "There is no doubt that chimpanzees belong in their natural habitat in Africa. Unfortunately, there are several reasons why the Fauna Foundation chimpanzees cannot be moved from Canada to Africa.

- First, the Fauna chimpanzees grew up in North America away from their families and have not learned the necessary skills to survive in the wild.
- Second, the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) generally prohibits the movement of chimpanzees, who are classified as an endangered species, to different nations.

- Third, chimpanzee habitats in Africa are being destroyed at alarming rates and wild chimpanzees are being hunted for food. Chimpanzee sanctuaries in Africa are overcrowded and in need of assistance, they could not handle the additional burden...A portion of the adoption fee or “sponsorship” goes directly to the Tchimpounga Sanctuary in Africa, an important initiative of the Jane Goodall Institute, and to Project Primate, which supports the Chimpanzee Conservation Center rehabilitation sanctuary in a National Park in Guinea, West Africa.
- Fourth, the Fauna Foundation chimpanzees were retired from biomedical research and were used in the testing of human vaccines. For this reason, they have special needs and require specialized, more expensive care to ensure the health and safety of the chimpanzees and the humans who work with them.”

The Adopt-A-chimp website provides a great deal of fascinating information including:

- Humans share 98.4% of our genetic material (DNA) with chimpanzees. Chimpanzees are more closely related to humans than they are to gorillas. In fact, humans share more common genetic material with chimpanzees than African elephants share with Asian elephants.
- Full-grown chimpanzees are five to eight times stronger than adult male humans. Chimpanzees are particularly strong in their upper bodies, and can pull up to 1,000 lbs. with one arm.
- Research has shown that chimpanzees can do many things that humans can do such as learn and use the signs of American Sign Language, solve puzzles, use and modify tools, learn by observing, trick others, form alliances, and remember past events.

Teachers may wish to talk to their students -- in a grade-appropriate manner -- about Pepper and the many other chimpanzees now living in sanctuaries. Should chimpanzees be used in circuses or biomedical research? Why are sanctuaries being established for chimpanzees? What is life in the wild like for free-living chimpanzees? What do they think about the fact that some people eat chimpanzees (bushmeat)? Classes may want to fund raise to adopt a chimpanzee. For additional information, visit www.adopt-a-chimp.com and www.faunasanctuary.org.

HUMANE EDUCATION FOR A HUMANE WORLD

Humane Education involves imparting facts, as well as sensitizing students and educators to the various social philosophies, attitudes and behaviors humans exhibit towards the other animals who share our planet. Humane Education aims to help students understand the ethical dilemmas generated by different philosophies. Programs strive to help students make informed judgments and take compassionate action. Humane Education also encourages critical thinking and problem solving.

Instruction aims to influence students on cognitive, affective and behavioral levels- that is knowledge, feelings and actions. Topics in humane education typically include companion animals, “wild” or free-roaming animals, animals used in education or research and their alternatives, farmed animals, nutrition and a healthy, compassionate lifestyle as well as the child abuse - animal abuse link.

Humane Education materials can readily be blended with reading, writing, science, music and art programs. This newsletter will focus on some of the resources and strategies for infusing humane education into classroom activities. We will also suggest organizations to contact for materials and classroom presentations.

Focus on TeachKind

501 Front Street, Norfolk, VA 23510

phone # 757-622-7382,

www.teachkind.org

The TeachKind network keeps educators informed about exciting news and developments concerning humane education and policy. With your **free** membership, you'll receive monthly TeachKind bulletins via e-mail and access to free humane education materials, including lesson plans, videos, comics, posters, publications, and stickers.

These are TeachKind's most requested resources. If you would like any of them, please contact Info@teachkind.org or at their mailing address or phone number and give the following information:

- the item(s) and quantity or quantities of each desired
- your mailing address
- the date that you need the materials by

Teach compassion with many wonderful resources:

- ***Share the World: Everyone Matters*** (designed for grades 3-5 but parts are suitable for pre-k to 12.)
This 28-minute video and lesson plan introduce students to the amazing lives of animals, their feelings, our society's changing perspectives on them, and compassionate choices that students can make in their daily lives to help animals
- ***A Chicken's Life*** comic (grades 2-8)
This 20-page, full-color comic tells the story of three students who visit an animal sanctuary and learn about the lives of chickens.
- ***An Elephant's Life*** comic (grades 2-8)
Three youth who attend an animal-free circus learn about the lives of elephants from the strong man and trapeze artist in this 14-page, full-color comic.

- ***Let's Ask the Animals*** (grades 2-5)

This 22-minute video is perfect for science and character-education curricula. It uses fascinating animal facts and footage to introduce students to the many similarities between people and other animals.

Additional materials are available on their website. Some are humane education materials while others are animal-rights oriented. Be sure to preview materials so you can choose which are appropriate for your class and how they should be presented.

Focus on the ASPCA

424 East 92nd Street New York, NY 10128

phone # 212-876-7700, ext 4409

www.asPCA.org

The ASPCA's *AnimaLessons* teacher newsletter is published quarterly. Each issue contains a feature article about animals accompanied by four reproducible, classroom-ready handouts for grades K-8. To receive the newsletter electronically, fill out the enrollment for at www.asPCA.org. You can also call or write to receive this **free** newsletter by mail. Take advantage of other excellent resources on their website.

- **Children's Bibliography:** Select books about animals that are accurate, humane, and fun to read! Also find out which books have been presented with the annual *Henry Bergh Children's Book Awards*.
- **Learning to Care Catalog:** Help foster humane attitudes and promote responsible pet care with these great products.
- **Essay Contest:** Get your student involved in the ASPCA's annual essay contest. Last fall, for example, students in grades 3-8 were asked to write an essay explaining how pets are part of the family.
- **Community Service:** Increasing the participation of students in community service has long been a goal in the United States. It was specifically included in the third National Education Goal for 2000. Please use our searchable database of nearly 5,000 community SPCAs, humane societies and animal control organizations to find an animal shelter in your area. Help your students to get actively involved.
- **Animaland.org:** Animaland.org is the ASPCA's award-winning children's website featuring animal welfare information, educational activities and games for children under 12. Your students will enjoy this one.

Many other excellent materials and student contests are listed on their website.

A RESPONSIBLE ATTITUDE TOWARDS GUARDIANSHIP: A COMPANION ANIMAL CARE UNIT FOR GRADES PRE-K TO ONE

by

Julie O'Connor, Instructional Support Specialist Region 10
and Pat Martinez Region 10 Staff Developer

Lesson Objectives: The lessons are designed to teach children about responsible companion animal care. The curriculum will also explore the needs of companion animals and help children understand, respect and be concerned for all living things. The activities will help students explore and understand:

- the difference between companion animals and “other” animals
- the specific needs of companion animals and the ways in which they can be met
- how to be a responsible guardian

Materials: Leash, food and water bowls, stuffed toy animals, toys for cats, dogs, and other companion animals, animal hair brush, collar and tags, dog license, litter box, scratching post, photographs and pictures of people and their companion animals depicting similar emotions, paper, crayons, magic markers, blocks, assorted kinds of paper, post-its, index cards, magazines (to cut out pictures).

Motivation: Have students bring in photos of their companion animals or pictures of companion animals from magazines. Clip-art can be used as part of this lesson.

Procedure:

Mini-Lesson #1 (Day One):

- Have students to show pictures of their companion animals to the class. What kind of animal do they have (cat, dog, etc).
- Brainstorm on chart paper what it means to be a companion animal (the difference between domestic and wild animals).
- There are a variety of diagrams you can make:
 - KWL - What we know-What we want to know-Where can we find info? and What we learned!
 - Diagram comparing and listing the different companion animals in each classification -- mammals, reptiles, amphibians and birds.
 - On a large piece of paper write “Companion Animals.” On a second sheet write “Not a Companion Animal.” (See small group activity #1)

Small Group Activity #1: Individual or small groups of children will cut out pictures of animals from magazines. They will place these pictures into two stacks -- animals that can be companions and animals that cannot be companions.

Summary for Day One: After showing each picture of an animal to the class and identifying whether or not that can and cannot be a companion, students will glue pictures onto the appropriate large sheet of paper.

Mini-Lesson #2 (Day Two):

- Have students brainstorm what companion animals need and how it is similar to what the children need.
- Create a T-chart with companion animals on one side and students on the other. Have students compare (among other things):
 - a dog on a leash to a child holding an adult's hand when crossing the street
 - collar and tags on a dog or cat to ID or name tag on students going on a class trip
- Ask children to bring in stuffed animals from home (make sure you explain that it will be staying in school for a while). Discuss: What do students know about each companion animal care item and clarify the proper use of each item by demonstrating on the stuffed animals.
- Have children act out situations involving the appropriate handling and care of an animal. At center time they can act out the situations in the dramatic play area.
 - What should you do when you meet a companion animal for the first time? How should you approach the animal? How should you physically handle the animal?
 - How should you behave when an animal is sleeping or eating?
 - What should you do if an animal is angry?
 - What can happen if you scare an animal?
 - How do you think an animal might behave if he/she is sick and how should that change the way you treat the animal?

Small Group Activity #2:

- Have small groups of students role-play the proper use for some of the items that the teacher calls out. (e.g. petting an animal when putting his leash on and feeding an animal at the appropriate time.
- Have small groups of students role-play improper or dangerous human behavior in interacting with companion animals. The teacher facilitates by calling out the

behavior (e.g. tying a dog on a short leash and leaving tied for a long period of time is uncomfortable for the dog, taking away the food dish while the animal is eating might lead to a dog growling at or biting the person taking it away).

Summary for Day Two: Have students complete the “Who Needs What?” student activity sheet and review it as a class.

Mini-Lesson #3 (Day Three):

- Write the words “dog” and chair” next to each other. Elicit from students the differences between those two nouns.
- Discuss what students own – hold up pencils, toys, etc. Demonstrate sentence structure like, “Lucy owns this pen.” Ask students, “Does a pen feel happy? sad? frightened? hungry? Does a cat? Can a student own a cat the way he owns a pen? Can he throw the cat away like he throws the pen away?’ While discussing non-living property versus pets, record students’ responses on chart paper.

Small Group Activity #3:

- Small groups of students will draw pictures of companion animals in situations in which guardians are acting responsibly. The students generate these ideas, not the teachers because this is their third day of activities.

Summary for Day Three:

- Pictures students draw can be used to create a big book on the topic of “Caring for My Companion Animal.” The teacher can write sentences dictated by the students on responsible care.
- The students and teacher can create an experience chart in which children list how we can give companion animals responsible care.

Follow-Up Activities:

- Invite a pet “therapy” dog or cat to come visit the class. For information on therapy animals contact the Delta Society at www.deltasociety.org.
- While many teachers like having a class pet, it is extremely difficult to care for an animal properly in a school atmosphere. Holidays, week-ends and evenings can pose special problems as there is no heat or light. There will likely be feeding problems and cleaning problems during these times as well. While some children may treat animals appropriately others may be rough or careless in their interactions. Additionally some students may be allergic to animals and there is always the potential for an animal scratching or biting a student. Therefore, we do not recommend animals in the

classroom and would suggest that you have a trained animal come visit the students.

- In Defense of Animals wants to replace the words pet “owner” with companion animal “guardian.” For more information about their guardianship campaign and free literature for teachers log onto www.idausa.org.

Trips and Visitors:

- Take a trip to a veterinarian office for a tour. Pre-plan the trip and carefully explain the rules prior to the visit.
- Have a veterinarian visit the classroom. Prepare the children for a visitor and talk about the kinds of questions that are appropriate to ask. Make up some questions before the visit, so that you do not waste a visitor’s time.

Interdisciplinary Activities

- Block area- Children can build homes that have companion animals, an animal hospital, a dog run and other places related to companion animals .
- Painting Area- Create a mural collage of a city with apartment buildings. Make sure to cut big windows so that you can put pictures of each student’s family in the windows. Photographs of families with their companion animals as well as drawing may be used.
- Housekeeping Area- Periodically change this area into a veterinarian’s office, an animal shelter or a home. The children can act out the roles of the various grown-ups.

New York State Standards Addressed

ELA Standard 1 – Language for Information and Understanding:

Students will read, write, listen, and speak for information and understanding.

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing

1. Speaking and writing to acquire and transmit information requires asking probing questions and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

FREE CLASSROOM PRESENTATIONS

1) Animals Need Educated Humans

www.aneh.org

Jeff Ecker

phone # 718-562-3121

5) Bide-A-Wee

www.bideawee.org

Tara Schapers

phone # 212-532-4986

2) ASPCA

www.aspca.org

Jennifer Dragotta

phone # 212-876-7700 ext. 4405

6) Canine Police Unit

Claire Riley or

Officer Vollaro

phone# 718-492-8300 or 8301

fax # 718-748-4210

3) Audubon – New York City

www.nycas.org

Aline Euler

phone # 212-691-7483

7) Farm Sanctuary

www.farmsanctuary.org

Carole Moon

phone # 212-567-4556

4) Audubon – New York State

www.audubon.org

Lynn Tiede

phone # 212-979-3079

8) Urban Park Rangers

www.nyc.gov/parks

phone # 866-NYC-HAWK