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WHOM DO YOU PET & WHOM DO YOU EAT?

Grades: 4 and up

Time: 60 minutes

Materials: Nine sheets of paper, each with a different label and graphic of animal use (see below); nine copies each of laminated photos of 18 or so different animals (see below); several sets of tape to secure photos under categories; a method for temporarily covering the labels; sample stories of animals seen in non-traditional roles or behaviors

Relevant Subjects: Social Studies, Science, and Language Arts

Preparation:

- Create 8 ½" x 11" sized category signs that are labeled as follows: Eat, Have as Pet, Wear/Use Parts, Experiment On, Watch/Observe, Exterminate as Pest, Protect, Use for Entertainment, Leave Alone. Include an appropriate graphic on each sign. (See two samples below.)
- Create nine sets of photos of 18 or so different animals which are representative of multiple categories of "uses" and laminate them. **Note:** It's important to include animals that may fit categories that students may not be used to (such as gorillas for food or pigs for pets). (See four samples below.) Examples include:

Alligator	Elephant	Snake
Ant	Fish (shark)	Spider
Bear	Gorilla	Tiger
Cat	Horse	Wolf
Chicken	Owl	
Cow	Pig	
Dog	Raccoon	

- Tape up the category signs close together on a wall of the room, leaving room underneath to place the photos. Cover up the categories sheets until the opening discussion is finished.

1. Ask: “Who likes animals? What kinds of animals do you like best? Where are some of the places that you’ve encountered animals?” (Facilitate a brief discussion to get students thinking about their experiences with animals.)

2. Say: “We’re going to look at the kinds of relationships we have with different kinds of animals. (Unveil the categories.) “On the wall are nine categories of relationships we might have with different kinds of animals...” Have students work alone, in pairs or in small groups (depending on class size). Give each person/pair/group nine copies of a photo of an animal. Have them tape a photo of their animal under each appropriate category (pet, eat, entertainment, etc.), focusing on the question:

“What kind of relationship do humans have with this animal?”

3. When students finish, have everyone look at the choices that were made and ask them to discuss why they made the decisions they did.

4. Lead a discussion focused on getting students thinking about how the use of animals can be culturally-specific. Examples might include:

- Some cultures eat dogs, cats, insects, snakes.
- Some protect gorillas, but others eat them or use them for parts or experiments.
- Some protect wolves, while others consider them pests.
- Cows are sacred in some cultures.

5. Expand the discussion to focus on questions such as:

- What kind of relationship should humans have with animals?
- Why do we treat different types of animals differently? Is that okay? Why/why not?

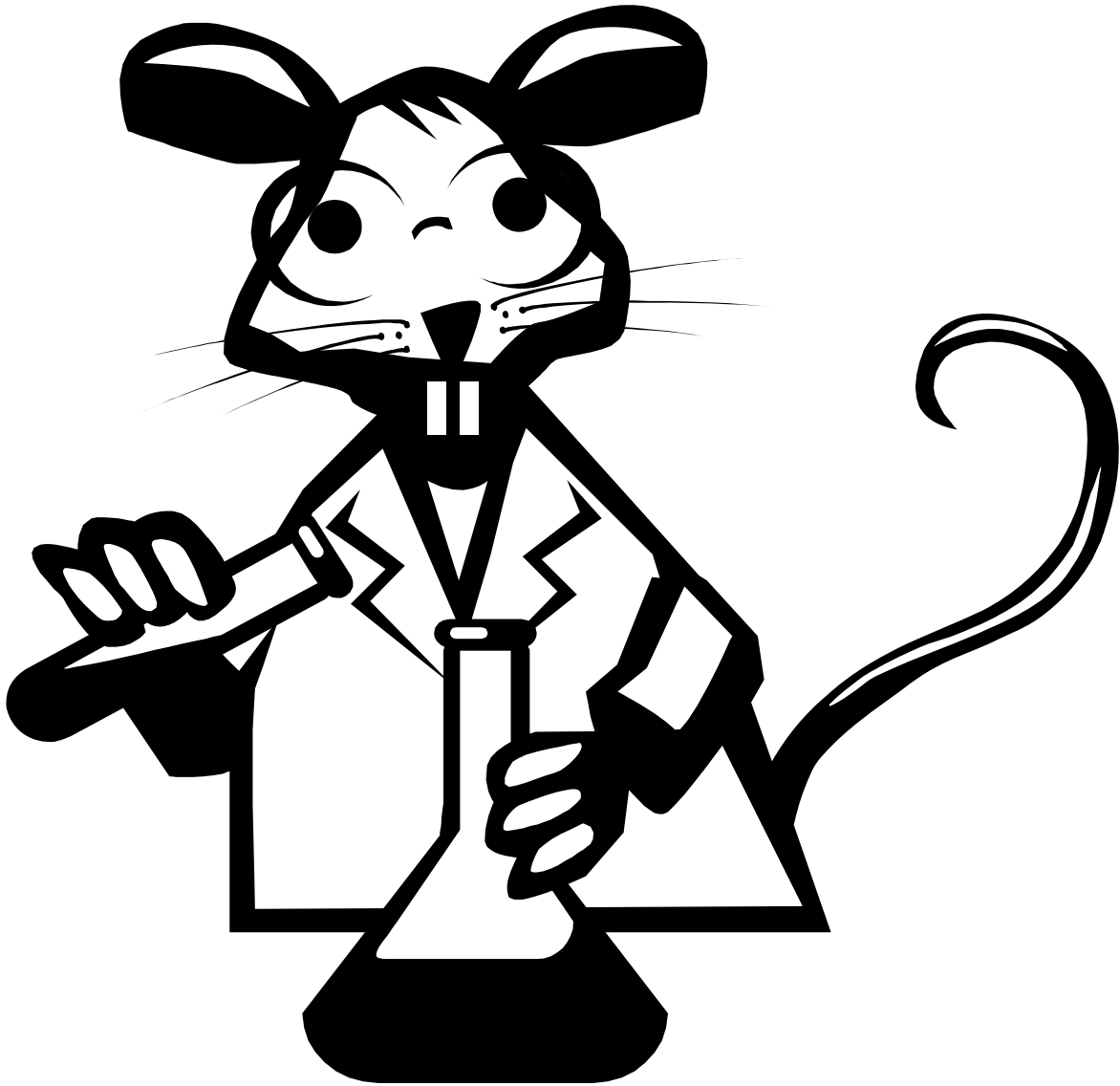
6. Share sample stories of animals seen in other roles (chickens as pets, etc.) and with more positive relationships with humans, to give students another perspective on the lives of animals. Two excellent resources are Jeffrey Masson’s books *When Elephants Weep* and *The Pig Who Sang to the Moon*. (See our Resources section for more ideas.)

Extension: Consider holding a Council of Beings (another activity), having students choose to “become” one of the animals discussed in class.

Use For Entertainment



Experiment On



Sample Animal Photos (about 4" x 3")



Activity by Marsha Rakestraw (HECP Graduate)