

Breaking the Cycle of Violence

A Farmed Animal-Assisted Humane Education Program for At-Risk Children

An Independent Learning Project

Presented by

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To

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Abstract

This Independent Learning Project includes a complete animal-assisted humane education program that is targeted at children who have a history of neglect and/or abuse and are in need of support outside their families. The project consists of two parts. Part one addresses the structure of the program and includes information on risk assessment and safety, liability insurance, cost evaluation, volunteer recruitment and training, as well as individual and overall program evaluation.

Part two consists of the curriculum for the eight-week program. The lesson plans focus on particular kinds of farmed animals such as pigs, chicken, cows, turkeys, sheep and goats, ducks and geese, and horses. During each lesson the children will have numerous opportunities to safely interact with some of these animals. Each lesson ends with an activity based on nature therapy (Nebbe, 1995). The overall goal of the program is to prevent violence by teaching empathy, compassion, and respect for all living beings.

Humane educators at farmed animal sanctuaries interested in starting programs for at-risk children can use this ILP as a manual if they slightly modify the lesson plans for their specific needs and conditions.

Chapter 3

The Program

I have developed a complete animal-assisted humane education program that is targeted at children who have a history of neglect and/or abuse and are in need of support outside their families. The program is a tool to break the cycle of violence by teaching these children empathy, self-esteem, self-control, responsibility, and compassion. I hope that I can implement this program at a sanctuary for farmed animals in the state of Washington, however I have designed the program in such a way that it can serve as a model for other sanctuaries in the country that are interested in setting up programs for at-risk children. The program mostly focuses on interaction with the animals, but it also incorporates activities used in nature therapy (Nebbe, 1995) as explained in earlier chapters of this ILP. I hope that the program will draw positive attention to farmed animals, thereby encouraging people to rethink their attitudes towards these animals.

The first part of this ILP addresses the structure of the program. I explain issues such as risk assessment and safety, liability insurance, cost evaluation, volunteer recruitment and training, and finally individual progress assessment and overall program evaluation. In the second part of the project I describe the curriculum of the program, which consists of eight three-hour lesson plans that focus on farmed animals.

Part One

The Structure of the Program

RISK ASSESSMENT AND SAFETY

Safety needs to be the highest priority in this program to ensure its success. I have therefore decided to address safety as it relates to all the various parts of the program.

Safety at the Sanctuary:

Before the children's first visit to the sanctuary, all the buildings, fences, and gates need to undergo safety inspections. When the children visit the sanctuary for the first time I will take them on a tour of the sanctuary where I will explain the following safety issues:

- How to safely open and close gates.
- Farm equipment – dos and don'ts.
- Emergency procedures.
- Approaching animals – dos and don'ts.
- Sanctuary rules.
- Working safely with cleaning tools such as rakes and shovels.

Safety issues will also be addressed during volunteer training sessions.

Safety of the Children:

The children will be under supervision of volunteers or staff members at all times while they are interacting with the animals. At the beginning of the program an easy

understandable set of safety rules will be explained to the children. Only calm and friendly animals will be chosen for direct contact with the children. If interacting with the children would be too stressful for an animal the animal will not be included in any activities that require direct contact. However, such animals could safely be observed by the children from a distance or from the outside of a fenced pasture.

All animals need to have updated vaccinations, and health checks by a veterinarian need to be performed on a regular basis. Sick or injured animals should not be part of the program. Volunteer and staff training also needs to include such topics as knowledge of signs of animal stress or sickness.

Other Health Concerns:

It is necessary that the program director and staff of the sanctuary are informed about any medical concerns regarding the children. I have therefore designed a questionnaire and permission form that the parents or guardians of each child need to fill out and sign before the start of the program (see Appendix A). The permission form asks the guardians to list any medical concerns and any medications that their child is currently on. The form notes that staff members of the sanctuary are not allowed to give the children any medications unless they have written permission from their guardians. If children need to take medications during their visit to the sanctuary the parents or guardians should therefore arrange this with the staff members of the schools or agencies. Also, at least one staff member needs to be trained in giving CPR.

Safety of the Animals:

To ensure the safety of the animals it is necessary to assess the children's attitudes toward animals and to find out if a child has a history of animal abuse. Loar and Colman (2004) therefore suggest using Boat's Inventory on Animal-Related Experiences. The questionnaires can also be viewed at <http://www.pryorfoundation.org/ARelExp.pdf>. For my program I have slightly modified the short version of the questionnaire (Loar & Colman, 2004, pp.125-126) (see Appendix B). The questionnaire should be filled out before the start of the program.

If it turns out that a child has committed acts of animal cruelty, the child should be referred to a counselor or psychologist who has experience in the AniCare Child Program. As mentioned in earlier chapters of this ILP, AniCare Child is a treatment and assessment plan for children who have abused animals. It is designed for mental health personnel as well as other professionals working with children. The Psychologists for the Ethical Treatment of Animals developed AniCare Child. The organization was recently renamed Society & Animals Forum (Society & Animals Forum, n.d.). In 2004 a workshop was held in Tacoma, Washington to train counselors and other professionals in this approach. The Humane Society in Tacoma, Washington can give further information about AniCare Child and trained counselors. A child with a history of animal abuse can be part of the program if he or she is getting such treatment at the same time or has completed such treatment, however it is necessary that the child is under close supervision at all times while interacting with animals.

Safety of Volunteers and Staff Members:

Volunteers and staff members will be trained how to safely handle the animals. They will also be trained in recognizing signs of stress or sickness in animals. At least one staff member needs to be able to administer CPR. I will also organize regular training sessions for the volunteers that address issues such as child abuse and neglect, and the effect that traumatic experiences have on children. Staff members from the participating child abuse or domestic violence agencies should teach these training sessions.

LIABILITY INSURANCE

Liability insurance for the program needs to cover all participants: the children and animals, staff members, volunteers, and visitors. Most nonprofit organizations also have Directors' and Officers' Liability Insurance. By talking to a number of organizations that run humane education programs that involve interaction with animals, I learned that getting liability insurance for programs that involve kids and animals is difficult because of the risk involved. The liability insurance premiums ranged between \$3000,00 and \$6000,00 depending on the details of the insurance plan. I would therefore recommend to farmed animal sanctuaries interested in running humane education programs like the one I have developed to meet with an insurance agent in their area specializing in nonprofit organizations to get the best information on this issue.

COST EVALUATION

To calculate the costs of the program it is necessary to differentiate between the running costs of the sanctuary, and the particular costs for this program. The running

costs for the sanctuary are naturally much higher than the actual costs for this program. The running costs for the sanctuary include expenses for animal upkeep, maintenance (buildings, vehicles, fences), tools and farming equipment, staff salaries, advertising, mailing costs for fundraising purposes, office supplies, liability insurance, etc.

The costs for this particular program will depend on the size of the program: How many children participate in the program? How many staff members are involved in it? How many different groups of children come out to the sanctuary?

It will be best to start out small and to gradually expand the program. This way the program can be started with one staff member and a number of volunteers, which means that the budget has to include the salary for only one staff member.

Other items are the expenses for the diaries for the children, as well as the costs for paper, nametags, colored pencils, crayons, and other art supplies (e.g. materials for the masks in lesson plan eight). Furthermore, the costs for printed materials such as brochures and flyers, etc. need to be included in the budget as well as the expenses for advertising the program. Also, some books and videos need to be bought for the sanctuary library (see appendix C).

Since the children spend three hours at the sanctuary it is necessary to serve a snack for the kids during their visits. The costs for food and beverages therefore need to be added to the budget list.

Although most sanctuaries have some type of liability insurance as described earlier, it is likely that additional coverage will have to be added. This will increase the annual premium and thereby raise the costs for the program.

Finally from conversations with other program directors I learned that transportation costs to and from the sanctuary are usually covered by the schools and agencies, and can therefore be omitted from the budget list.

VOLUNTEER RECRUITMENT AND TRAINING

As for volunteer recruitment and training I am following the example of Forget Me Not Farm in Santa Rosa, California (Rathmann, 1999). Except for the program director, who will be a paid staff member, the program will be initially started with the help of volunteers to reduce the costs of the program.

However, to ensure high standards and the success of the program, the following guidelines need to be followed.

Volunteer Recruitment:

For security reasons it is not advisable to advertise volunteer positions for this program. An internship program for students who are studying to become psychologists, counselors, humane educators, or social workers therefore seems to be the most promising form of volunteer recruitment. When the program is implemented it will be advertised to colleges and universities in the Puget Sound area.

Retired public school teachers, physicians, veterinarians, or therapists would also be excellent volunteers for the program. To recruit these professionals I would recommend contacting professional associations in the state of Washington such as the Washington Educational Association.

Background Checks:

Any volunteers and staff members who will be working with the children need to be thoroughly screened. Screening can be done through the Washington Access to Criminal History (WATCH) background check system through the Washington State Patrol. Similar background check systems are offered in other U.S. states. WATCH checks can be done online. The system checks if the person has committed any crimes in the state of Washington. More information can be found at <https://watch.wsp.wa.gov/>.

Loar and Colman (2004) also recommend fingerprinting staff members and volunteers, however fingerprinting is more expensive and could therefore be limited to paid staff only. In addition to the criminal background check the volunteers should provide three references that will be checked by the program director before accepting them into the program.

Interviewing the Candidates:

A personal interview will provide the best opportunity to learn about a candidate's motivation to join the program as well as his or her experience with and attitude towards children and animals. Rathmann (1999) points out that victims of child abuse or neglect may not be ideal volunteers for the program since they may still be preoccupied with their own personal traumatic experience. However, generalizations in this context should be avoided and a decision about accepting a particular volunteer should be based on all the information available, the background check, the references, and the interview.

Volunteer and Staff Training:

Volunteers and staff members need to complete a comprehensive training session before the start of the program. The training session will have to address the following issues:

- Handling the animals in the program
- Working with the Children
- Mandatory Reporting
- Safety rules and emergency procedures
- Confidentiality Agreement

Handling the animals in the program:

Volunteers who handle animals in the program need to be instructed how to safely approach them, how to put on halters and other harnesses, how to lead animals such as horses or goats on a lead-rope, how to groom the animals, how to recognize signs of animal distress, and how to ensure the safety of the animals. The volunteers should also learn how to recognize signs of sickness in an animal, and what to do if they notice a sick or distressed animal. Volunteers also should be provided with information about the history of each animal as well care and feeding instructions for the different animals so that they can answer questions the children might ask them over the course of the program.

A staff member in charge of animal care at the sanctuary can teach this part of the training. The volunteers also need to know who to talk to at the sanctuary if they have any questions about the animals.

Working with the children in the program:

Volunteers need to understand the impact that abuse and neglect has on children. They need to learn that children with such a history are often highly traumatized, and may therefore react unexpectedly. According to Loar and Colman (2004), it's likely that boundary issues between the children and volunteers or staff members, in other words too much personal involvement, will be a source of problems. Loar and Colman (2004) state that the role of volunteers and staff members needs to be "providing support as the clients learn"(p. 41). However, volunteers and staff members are not in a position to be the children's psychotherapists or best friends. While they should develop a respectful, open, and kind relationship, it is necessary to set limits for the sake of the children.

Physical contact with the children also needs to be addressed since any form of physical contact such as putting a hand on a child's shoulder may lead to unexpected reactions from the child (Loar & Colman, 2004). Since these are very delicate issues I will ask a staff member of one of the child abuse agencies or a psychologist to address these topics in the training sessions.

Mandated Reporting:

As mentioned in chapter two of this ILP, humane educators, staff members, and volunteers involved in humane education programs need to know that workers who come in contact with children are required by Washington state law (RCW 26.44.030) to report any indication of child abuse or neglect that they come across when dealing with children. This law therefore needs to be discussed in the volunteer training session. Since this program is actually targeted at children with a history of abuse and neglect, the

participating agencies need to provide guidelines about mandatory reporting for the director and other staff members of this program. If volunteers are confronted with any information about abuse and neglect, they should be required to fill out an incident report that they can hand in to the program director. He or she will then promptly follow the mandated reporting procedures described earlier.

Safety Rules and Procedures:

Discussing important safety rules and procedures will be another important part of volunteer training. The volunteers need to know what to do to ensure the safety of all participants. No child should be around the animals without supervision. Volunteers need to accompany the children if they change locations during the activities. Some activities require the children to be outside on the pastures, other activities take place in the barns, and sometimes we go inside to the sanctuary classroom to watch a video.

Make sure that the volunteers know that the parents or caregivers are required to give information about existing medical conditions of their children (see appendix A). Staff members need to inform the volunteers if the children have allergies or other medical conditions that they need to know about. Point out that no volunteer or staff member is allowed to dispense medication to the children and that all client information is strictly confidential.

Discuss any other important safety rules that apply to the sanctuary, the animals or the children such as making sure to close gates, which areas of the sanctuary should not be entered, etc. Discuss with the volunteers what to do in case of an emergency, e.g. if a child gets hurt. Who do they need to notify at the sanctuary? Who will be in charge at the

sanctuary to handle this situation? How can they quickly contact this person, etc? Also, provide an emergency contact list at an easily accessible location at the sanctuary.

Confidentiality Agreement:

Volunteers and staff members should sign a confidentiality agreement that ensures that all client information will be kept private. The volunteers should not have access to client records or other confidential information. Loar and Colman (2004) have included a sample confidentiality agreement in their book *Teaching empathy: Animal-assisted therapy programs for children and families exposed to violence*.

PROGRAM EVALUATION

Assessing Individual Progress

The goals and objectives that need to be set for each child will vary. I therefore find Stone's template for designers of humane education programs most helpful (Stone, 2002) to assess the individual progress of each child. According to Loar and Colman (2004) Stone suggests asking a set of core questions for each child that help to identify specific problematic behaviors. The questions are designed to define a detailed set of goals and objectives for each child, and will therefore simplify measuring individual progress since each of these goals and objectives can be checked. The pre- and post questionnaire that I will hand out to the counselors or teachers of the children (see appendix D) is therefore based on this template.

Overall program evaluation

After discussing program evaluation with other program directors I have come to the conclusion that evaluating the children's attitudes towards farmed animals at the beginning and at the end of the program should be one component of measuring the overall success of the program. I have therefore designed a pretest that should be given to the children on the first day of the program (see appendix E) and a posttest (see appendix F) that should be filled out by the children on the last day of the program.

The second component of the program evaluation is a staff evaluation form (see appendix G) that should be filled out at the end of the program by the counselors, teachers, or social workers. The same questionnaire can also be given to the volunteers and sanctuary staff members.

Part Two

Curriculum

General Curriculum Description

I have developed eight lesson plans, one for each week of the program. The lesson plans are suitable for ages 8 to 12, or grades 4 to 6 and are developed in such a way that they can easily be adapted to other farm animal sanctuaries. Most segments of the lessons will be taught outside, however I have included some short video sequences in a number of lesson plans so it will be necessary to provide a room with a VCR and monitor.

Each lesson plan consists of five different segments. The first segment is the introduction to the animals or the topic we are going to learn about that week. It should awaken the children's curiosity as well as encourage the students to think critically about the way we treat animals in our society. The introduction part always includes a story because I think that it is much easier for children and adults to empathize with other living beings if they can make a personal connection. For example we will talk about the individual stories of the animals at the sanctuary such as Louise, the pig who fell off a truck on the way to slaughter, or Lilly and Nelly, two chickens who came from a factory farm. I have also included stories about the emotional and social life of farmed animals and about animal communication because this will nurture reverence. As Weil (2004) stated, "What we revere, we honor deeply and are likely to protect and cherish"(p. 26).

The students are encouraged to keep a diary over the length of the program where they can write down everything that comes into their mind about their time at the sanctuary. During the introduction segment I also provide some time for the children to share their thoughts and comments from their diaries if they choose to do so.

The second segment of the lesson plan is the instruction segment. In this part of the lesson the children learn about the different species of animals at the sanctuary as well as individual animals. They are taught how to care for these animals and how to safely interact with them and handle them. It also includes activities that encourage the children to think critically about the way we perceive different species of animals and how we treat other human and nonhuman beings.

The third segment of each lesson plan is devoted to interaction with the animals. The children have time to observe the animals, to feed and water them, to take them for walks, to brush or bath them, and to pet them. Students can choose a special sanctuary buddy with whom they will spend extra time, and for whom they will design a special adoption profile that can be published on the sanctuary's web site.

During the fourth segment of the lesson plan all children come together again in one group and are given feedback time to ask questions, to share stories, and to express concerns or discuss ideas. We also brainstorm ways how to help animals and what we can do to educate other children and adults about them.

The last segment of the lesson plan is dedicated to nurturing reverence for the natural world. For this I draw inspiration from van Matre's (1990) *Earth Education* curriculum, as well as Nebbe's (1995), Sutton Chard's (1994), and Sheehan & Waidner's (1994) suggested nature activities. The activities support the children's "sense of wonder in the natural world" (Sheehan & Waidner, 1994) and encourage them to cherish the beauty of the natural world around them, and to develop love and respect for it. I believe that such activities will be an ideal closing to a day at the sanctuary.

Lesson Plans

LESSON PLAN ONE

THE SANCTUARY, A SAFE PLACE FOR ALL LIVING BEINGS

Purpose:

The purpose for this lesson plan is as follows:

- The children will learn that the sanctuary is safe place for everybody and where every living creature is treated with respect.
- The children will learn that farmed animals need our help.
- By listening to the rescue story of a pig and by observing and interacting with this animal at the sanctuary the children will be taught that we can make a difference in the life of a living being if we decide to get involved.
- By interacting with the animals at the sanctuary the children will get to know farmed animals as friends instead of food.
- During the tour of the sanctuary the children will get to know all of the residents, they will get to know the facilities, and they will learn about safety rules.
- Volunteers and staff members will demonstrate respectful and kind behavior for the children.
- By handing out diaries the children will be encouraged to document their experiences at the sanctuary. This will enhance their writing skills as well as encourage creativity.
- The children will learn how to safely approach and feed treats to an animal. They will learn which treats are healthy for the animal and what kind of food should be avoided.

- The nature activity will encourage the children to see the beauty in nature. It will teach them that they all have the “true gift of seeing”(Sheehan & Waidner, 1994), thereby boosting their self-esteem.
- The nature activity will also encourage the children to look for little things in their own lives that are beautiful.

Materials needed:

- Nametags
- A diary for each child with a photograph of some of the rescued animals on the cover
- Treats such as carrots, apples, and grapes for the animals
- Dream starter story from: Sheehan, K. & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books, p. 212-214.
- Eyeglass frames which could either be made from cardboard or bought at a thrift store
- Colored pencils
- Lengths of rope or string

Segment A – Introduction (20 min):

Since this is the children’s first visit to the sanctuary it is very important to create an atmosphere of kindness and respect. Make the children feel welcome and introduce yourself and all the volunteers and staff members. Ask the students to introduce themselves and hand out nametags for them to wear. Volunteers and staff members should wear nametags too. Put down some blankets in one of the pastures for the students

to sit on and ask them to sit down in a half-circle. Tell the students that this is a special program and that you hope that everybody has a wonderful time at the sanctuary.

Tell them that some children have found it is fun to keep a diary over the length of the program. In the diary they write down or draw all the things they would love to remember about their visits such as new things they have learned, feelings they experienced when spending time with the animals, or funny little incidents that happened while they were there, etc. Some children even add photographs and other pictures. Tell them that you have a diary as a present for each of them that they can use for their memories of the program. Tell them that you will hand out the diaries later.

Ask the students if they would like to meet one of the animals living at the sanctuary. Ask one of the volunteers to bring out one of the animals. In my case I would ask for Louise, a pig who fell off a truck on her way to slaughter. Since Louise is a very lively little pig she needs to be in an enclosure though to ensure safety for the children. Introduce the animal by name and let them know that they will learn more about this animal in a few moments. Then ask the children the following questions:

- How many of you like animals?
- What are your favorite animals?
- How many of you live with an animal? What kind?

Explain the term sanctuary: a safe place where everybody is protected from harm or pain. Continue, asking the following questions:

- Who needs a sanctuary? (Wait until you get a number of answers.)
- Why do animals need sanctuaries? (e.g. Some of them are mistreated, neglected, or abandoned)

- What about people? (e.g. Sometimes people get hurt, too)
- What does it feel like to get hurt?
- What does it feel like to be at a safe place where nobody can harm you?

Explain that most of the animals who live at the sanctuary are rescued farm animals and that the sanctuary provides a home for them for the rest of their lives or until they can be adopted out to a loving new family. Ask what kind of animals we usually think of when we talk about farmed animals. The children will likely mention cows, sheep, pigs, chicken, donkeys, goats, geese, ducks, turkeys, and rabbits. Ask each child to choose one of these animals and ask them what a typical day would look like for this animal if the animal was living on a farm instead of a sanctuary. It is very likely that the children will tell stories such as cows being out at pasture all day, or pigs rolling in mud, or chickens walking around the barnyard looking for bugs. Thank the children for their stories and tell them that unfortunately life on modern farms has changed very much in the past few decades and that there are very few farms left where animals can live such a happy life, and that is the reason why some people have started sanctuaries like this one to help animals and to educate people about them. Then tell the story of the animal who was brought out earlier. Here is Louise's story:

Louise was cramped with numerous other pigs onto a truck, headed to slaughter. When the truck was on a busy highway during morning rush hour, she suddenly fell off (although some think that she might have jumped). The drivers in the cars following the truck tried to brake hard to avoid hitting Louise and some of them even crashed into each other. Louise suffered some cuts and scrapes from the fall, but otherwise she was okay. One observer quickly called the sanctuary, and Louise enjoyed a speedy recovery there.

She now enjoys rolling in the mud and greeting visitors enthusiastically hoping to get some treats or a little backrub.

Give the children time to ask questions and to make comments about the story. Tell them that they'll learn more about pigs and other farm animals in the weeks to come. Explain to the children that you would like to find out more about the children's thoughts and opinions about animals and that you would therefore like to ask them to fill out a questionnaire for you. Make sure that they understand that this is not a test. Hand out the copies of the questionnaire (see appendix E) and give detailed instructions what they need to do. Collect the copies when all children are done. Tell the children that now you will show them the rest of the sanctuary.

Segment B – Instruction (45 - 60 min):

Before the children are taken on a tour of the sanctuary to meet all the animals it is necessary to explain some rules they will need to follow. Following the example of other programs (Rathmann, 1999), the following rules will be explained:

- All living beings at the sanctuary - human, animals, and plants - need to be treated with respect and kindness.
- Everybody at the farm has to make sure that the sanctuary stays a safe place for everyone else.
- For safety reasons it is very important to follow instructions of staff members and volunteers immediately.
- It is perfectly okay to be afraid of an animal, and nobody has to approach an animal until he or she wants to and feels ready for it.

Then the children are taken on a tour of the sanctuary where they will meet all the animals, and where they can see the different buildings, and find out about amenities such as bathrooms, etc. The tour provides the opportunity to tell the children about each of the rescued animals and will give them a chance to ask questions about them. They should learn where the animal came from, why the animal is at the sanctuary, who the animal is friends with, and other basic information. Depending on the number of questions, the tour will probably last between 45 to 60 minutes.

Segment C – Interaction with the Animals (25 min)

Explain to the children that they can choose a sanctuary buddy next time with whom they can spend extra time over the course of the program, and about whom they should try to learn as much as possible. Tell them that in the last week they will write adoption profiles for their buddies that could be put up on the sanctuary's web site to attract potential adopters.

Depending on the size of the group, the children should now be divided into small groups of two to three students plus a volunteer or staff member. The children will be given treats such as carrots, apples, bread, and grapes that they can feed to the animals under the supervision of the volunteer or staff member. The volunteers or staff members will instruct the children how to safely approach and offer the treats to the animals. Give the children about 20 minutes for this activity. Set up a certain time when everybody has to meet again at the same place.

Segment D – Feedback and Sharing Ideas (15 min)

When the children are back, ask them about their experiences, and give them time to share with the other children how their time with the animals went. Answer any questions that might come up. Tell them that they should decide over the week who they would like to choose as their farm animal buddy next time.

Snack Time (15 min)

Since the program takes almost half a day, the children need to be served a snack at this point. This little “lunch break” will also give them time to chat some more with each other and with the volunteers who are part of the program.

Segment E – Nature Activity (45 min)

Tell the children that you have a special surprise for them to wrap up the day, and that the surprise is something that they have to do. Explain that they have been signed up for a job that involves the “true gift of seeing”(Sheehan & Waidner, 1994), but that only few people in this world possess this gift. Tell them that after watching them all morning you came to the conclusion that they might possess this gift.

Explain to them that in order to understand their job they need to listen to the following story very carefully. Tell them that they can sit down comfortably but that it is very important that they don't talk or make any noises during the reading of the story to make sure that they don't miss any information about the “true gift of seeing”. Once everybody has settled down and sits quietly read the dream starter story about seeing beauty in small things (Sheehan, K., & Waidner, M., 1994, p.212-214).

After finishing the story ask the students if they would like to find out whether they possess the “true gift of seeing”. Hand out a pair of glasses for each child, and ask them to put them on. Tell them that these glasses will enable them to use the “true gift of seeing”. Tell them that you will now send them on a mission to find out if there are any other beautiful and special beings living at the farm that call the sanctuary their home. Tell them that each one of them will be led to a certain place at the sanctuary, and that they have to sit down quietly once they have reached this place. Tell them that the person who has led them to the place will lay down a piece of rope in a circle around them. Tell them that they will be sitting in this circle for ten minutes, and that they should watch everything that is going on within that circle. Tell them that they will be given their diaries now and some colored pencils. Ask them to either draw a picture of the special living beings they observe in their circle, or to write about them. Let them know that a volunteer will get them once the ten minutes are over.

Ask the volunteers to lead the children to different places on one of the pastures for example, to ask the children to sit down, and to place the rope in a circle on the ground with each child sitting within the circle. The volunteers should then leave the children alone but remain in sight of the children.

When the time is over, ask the volunteers to collect all the children and to bring them back to the meeting place. Ask them if anyone could see some special living beings in their circle, and ask the children if anyone would like to share what they found. Some children might have seen little insects such as beetles or ants, others might have drawn pictures of certain flowers or other plants. Ask the children why they felt that these living

beings are special. Ask the children if these beings should be protected and safe also. Ask them what they can do to ensure that.

Suggest to the children that after having found out that they have the “true gift of seeing” they could experiment with it over the week. Tell them that they could look for one beautiful thing every day for the next few days, and that they could include it in their diaries. Ask them to bring their diaries along next time so that they could share some of the things if they want to. Make sure that they understand that this is completely voluntary and that nobody has to share anything from the diary if he or she doesn’t want to.

Have the children prepare to leave and say good-bye to each child. Remind them that they will need to choose their farm animal buddy next time they come out to the sanctuary. Collect the nametags so that they can be reused in the following week.

References:

Rathmann, C. (1999). Forget Me Not Farm: Teaching gentleness with gardens and animals to children from violent homes and communities. In F. Ascione & P. Arkow (Eds.), *Child abuse, domestic violence, and animal abuse: Linking the circles of compassion for prevention and intervention* (pp. 393 – 409). West Lafayette, IN: Purdue University Press.

Sheehan, K., & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books, p. 212-214.

LESSON PLAN TWO

THE PIG WHO SANG TO THE MOON

Purpose:

- By asking the children to choose a “sanctuary buddy” and to educate themselves about this animal by observing him or her and by doing their own research, the children will learn that education helps us to act responsibly.
- Writing the adoption profile for their buddy at the end of the program will strengthen their self-esteem and teach them that they can make a difference. It also teaches them that their observations are important.
- By learning about “The Pig Who Sang to the Moon”(Masson, 2003) and other stories the children will learn about the emotional lives of pigs. They will learn that they are individuals with likes, dislikes, needs, and preferences.
- The video sequence will teach the children that pigs are very intelligent, social animals who constantly communicate with each other and who love their families.
- The children will learn that pigs cannot live a happy, well cared for life in modern factory farms.
- The children will brainstorm ideas how to help these animals. They will be introduced to vegetarianism or veganism as a cruelty-free alternative.
- The children will learn how to responsibly care for pigs.
- The children will learn how to develop guidelines for potential pig adopters.
- Observing their animal buddy quietly will strengthen the children’s ability to control their impulses.

- The nature activity emphasizes the uniqueness of everything in this world. It will teach the children not only that plants, animals, and other human beings are unique but also that each child is unique and special and therefore deserves to be treated with love and respect.

Materials needed:

- Masson, J. M. (2003). *The pig who sang to the moon: The emotional world of farm animals*. New York, NY: Random House Publishing Group, p. ix-x.
- Von Kreisler, K. (1997). *The compassion of animals: True stories of animal courage and kindness*. Rocklin, CA: Prima Publishing, p.1-7.
- Video: *My Friends at the farm*. Can be ordered at: www.farmsanctuary.org.
- Cardboard box or basket

Segment A – Introduction (20 min)

Welcome the children back to the farm. Hand out the name tags. Ask the children to sit down in a circle. Tell them how delighted you are to see them. Ask them if they had a good week, and if they had the opportunity to use the “true gift of seeing” over the week. If yes, ask them if anyone would like to share some of the special and beautiful things he or she found. Give all children a chance to share their stories. If some children would like to share pictures or other things from their diaries, allow enough time for them to do so. Ask the children if they have decided which sanctuary buddy they would like to choose as discussed last week. It would be best if the children chose different animals, however, if a couple of them choose the same animal that’s fine. The choice should not turn into

fights or arguments between the children. After every child has chosen a buddy remind the children that their job is to learn as much as possible about this animal and the species. Ask the children what is the best way to learn about an individual animal. How can they find out what an animal likes or dislikes? Answers will vary (e.g. by watching the animal quietly, by taking care of the animal on a regular basis, or by talking to the caretakers of the animal, etc.). Ask them how they can learn more about the species. Answers could be, for example, by reading books, by looking for information on the Internet, by watching videos, by asking adults, etc. Tell the kids that it is their job over the next few weeks to do that, so that they can become ambassadors for their animals. Explain the word “ambassador”. In this context it means a person who is chosen to represent this animal to other people.

After answering all the questions the children might have, ask them if they remember Louise, the pig from last week. Ask the children what pigs are like. Answers might include things like pigs are dirty, or lazy, or stupid. Tell them that many people share their beliefs but that most of it is actually not true, and that they are now going to learn some most amazing things about pigs and their babies, who are called piglets. Tell them that they will hear the story of “The Pig Who Sang to the Moon”(Masson, 2003, p.ix-x). Read the story to the children. The story is about a pig who is living with her guardians near a beach in Auckland, New Zealand. The pig is loved by the whole community because Piglet, as the pig is called, loves to spend time on the beach going for a swim or playing with the children. However her favorite pastime is listening to music and singing to the moon at night. The story is a wonderful example of the emotional life of farm animals that, unfortunately, so many of us refuse to acknowledge.

After finishing the story ask the children how they feel about the story. Ask them if there are any other amazing stories that they have heard about pigs. Some children might have heard of stories where pigs rescued people from a dangerous situation. Tell the children the story of Snort, a little piglet who rescued her family from being poisoned by carbon monoxide (von Kreisler, 1997, p.1-7), or tell them any other rescue story you might know.

Segment B – Instruction (45 min)

Take the children to the sanctuary classroom for the instruction segment because you will have to show a short sequence of a video later. Explain to the children that pigs are very social animals, which means that they are happiest when they can live together in small groups with other pigs, and that pig moms, who are called sows, are very good mothers. Tell them that you are going to show them a short sequence from a video that was made at a sanctuary in New York, called Farm Sanctuary. Show the sequence about pigs from the video ‘My Friends at the Farm’ produced by Farm Sanctuary. Ask the children what they have learned about Winnie and her friends. The children will likely mention the following points:

- Pigs love their families.
- They look after each other and defend each other.
- Many pigs are friendly to people, too.
- They communicate with each other and constantly make sounds.
- They even sing to their newborn piglets.
- They love to play around.

- Unlike what people think they are very clean animals and they like to swim and roll in the mud because they can't sweat. They bathe in mud to stay cool and to protect their skin from insect bites.
- They will never soil their sleeping areas if they can avoid it.
- Some people say that pigs are as smart as dogs.
- On factory farms pigs have to spend their whole lives in narrow crates, and piglets are taken away from their mothers when they are only a few weeks old.

Ask the children if they have ever heard about modern factory farms before as was shown in the video. Tell them that most farmed animals today unfortunately have to live like that, and that we will talk about ideas how we can help them a little later.

Tell the children that the sanctuary tries to find the best homes possible for all the animals, which means that there need to be guidelines how to choose a responsible new home. Ask the children to work together with a partner and to write down some guidelines for potential adopters into their diaries. Give the children 10 to 15 minutes for this activity. Ask the children to present their results to the rest of the group. The guidelines could look like this:

- Only adopt a pig if you are sure that you can care for her for her whole life.
- Pigs need a secure outside pasture or wooded area where they can dig up soil.
- They need shelter from wind and rain and need a barn where they have a clean place to sleep and where they can stay in cold weather.
- They should have enough shade in summer.
- They should have access to a pond where they can cool off in summer.

- They need enough room so that they can roll around in the mud.
- Since pigs are social animals they should be adopted in pairs.
- Pigs need to be fed regularly and need to have access to water at all times.
- Pigs should be fed special pig food such as grain. Vegetables and fruits can be fed as additional treats for them.
- Pigs need yearly vaccinations as well as hoof trimming and worming.
- A good veterinarian should be provided and occasional health exams should be given.
- Pigs love to get belly rubs or to be scratched behind their ears. They need people to spend lots of time with them and give them lots of love.

Write down the list on a flip chart or a big poster while the children are presenting their results. Suggest points that they might not have mentioned.

Segment C – Interaction with the Animals (35 min)

Tell the children that they can spend the next 20 minutes with the pigs, and that afterwards they can spend fifteen minutes with their sanctuary buddy. Tell them that the volunteers will take them over to see the pigs. If the animals are calm and friendly the children can go in with them and give them belly rubs and pet them. If a pig bites, the children should not approach the pig. If a pig is friendly but has lots of energy, the animal might be unpredictable and could be a safety risk. In this case, the children should only be allowed to approach the outside of the fence. Tell the children to observe the animal and to check if the things that they learned today are true.

Afterwards the volunteers should take each child to his or her chosen farm animal buddy. Give the children the following observation task: Watch your buddy closely and try to find out who he or she is friends with. Write your observations into your diary or draw a picture. Have the volunteers stay with the children at all times for safety purposes. Instruct the volunteers to bring the children back to the meeting point after the time is over.

Segment D – Feedback and Sharing Ideas (15 min)

Have the children sit in a circle and encourage them to tell their stories about the pigs. Ask them if they could verify the things that they learned about pigs earlier in the day: Is it true that pigs love belly rubs? Do they like to be scratched behind their ears? What did the pigs do when the children got there? Are they friends with each other? Ask them if anything has changed in their opinion about pigs.

Remind them of the pictures of the sad pigs that they saw in the factory farms in the video. Ask them to discuss with each other if there is anything we can do to help them. Give the children a few minutes to brainstorm ideas with each other. Have them present their ideas and discuss the ideas with them. Point out that some people try to help farm animals by changing to a vegetarian or vegan diet. Explain what that means. Tell them that there are lots of great foods out there that taste yummy, and that have no animal products in them at all. Tell the students that they can try one of your favorite recipes now.

Snack Time (15 min)

Serve one of your favorite, easy to make snacks.

Segment E – Nature Activity (45 min)

The following activity is an adaptation of an activity called “Uniqueness”(Nebbe, 1995, p. 141 – 143). Depending on the available flora, have each child collect two leaves or two pinecones from the same tree. (In big groups one leaf will do). Tell them not to tear any leaves off the tree but to collect them from the ground. Ask the children to put all the leaves in a cardboard box or a basket that you provide. Mix up the leaves. Ask the children to sit in a circle on blankets on the ground. Stand in the middle of the circle and ask each child to come up to you and pick one leaf (or pinecone) from the basket. Ask them to use their “true gift of seeing” and to examine their leaves closely. Tell them to look at its shape and size, as well as its color and markings. Tell the children to close their eyes and feel and smell their leaves. Do the activity yourself, and then introduce your leaf by telling the children what is special about it, for example: “I gave my leaf the name Velvet because it feels very soft. Its color reminds me of moss and it is very tiny.” Ask the children to introduce their leaves to the rest of the group in a similar way.

When all children have introduced their leaves ask them to look at their leaves one more time and then ask them to put the leaves into the middle of the circle and to close their eyes. Mix up the leaves. Instruct them that they now have to find the same leaf that they introduced to the group earlier. Ask two children at a time to come into the center of the circle, and to look for their leaves. Wait until all children have found their leaves. If

somebody does not find the correct leaf reassure the child that he or she recognized that the leaves left over are not the right ones, which is also great.

Explain to the children that this activity showed how each leaf of a tree is unique and different. Having so many different and unique leaves makes the tree beautiful and very special. Ask them if there is a connection between animals and the leaves of the tree. The children should realize that each animal is a unique individual too.

Ask the children to close their eyes again and to think about something that is special about them. Ask them to think about why they are important and how they would like to be important. Ask them to open their eyes again and to take home their leaves and to put them into a book for the next few days to dry them. Tell them that in the future any time they will take out their leaf they will be reminded of the things that are special about them. Ask them to think about what's special about their sanctuary buddy and to find a leaf for him or her too that will remind them of their friend. Suggest that they could keep their leaves in their diaries once they are dry. If they have collected pinecones suggest that they could keep their pinecones in a little treasure-box instead. Have the children get ready for their trip home and say goodbye to each child.

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LESSON PLAN THREE

CALL ME CHICKEN

Purpose:

- The children will practice observing an animal quietly.
- The children will learn to describe what they have observed.
- They will be able to view each animal as an individual living being with feelings and likes and dislikes by empathizing with the animals at the sanctuary as well as the animals in the stories.
- The children will learn how chickens communicate with each other. They will be able to identify different clucks and calls.
- The children will understand the close relationship between a hen and her chicks, which starts even before the chicks have hatched.
- By learning about the story of two chickens living at the sanctuary, the children will become aware of the conditions in modern factory farms.
- They will be encouraged to think critically about the way we treat animals in modern agriculture.
- The children will learn that their choices matter and they will brainstorm ways how to make positive choices as well as how to educate others about these issues.
- The children will spend time with their sanctuary buddy, which will enable them to develop a bond with this animal.
- The children will practice how to put observations into writing.

- By building nest boxes for the chickens, the children will learn that they can make a difference for an animal by becoming active. The activity will strengthen the children's self-esteem.

Materials needed:

- Story "Recalling Rosetta". The story can be retrieved from www.sentientbeings.org/morestories.htm.
- Chicken language cards and cardboard poster. The cards are based on an article by Karen Davis, founder of United Poultry Concerns. The article can be retrieved from: www.upc-online.org/stories/chcken_talk.html.
- PBS video *The Natural History of the Chicken.* The video can be ordered at: www.pbs.org.
- Photographs of chicken in battery cages.
- Wood scraps for building nest boxes
- Bedding material for the nest boxes such as straw or wood chips

Segment A – Introduction (15 min)

Welcome the children to the farm and have them sit in a circle on one of the pastures if the weather permits. Ask them how their week went. Give them a little time to settle down and to share their stories. Ask them if they dried their leaves and if they found a leaf for their animal buddy (see last week's nature activity).

Have a volunteer bring out two chickens. Choose two chickens that were rescued from a factory farm if possible. Release the chickens if it is safe let them run freely on

the pasture. If not, set up a little enclosure with the help of a portable fence and let the chickens go about their business in this enclosure. Introduce the chickens by their names and tell the children that they will learn a little later why these two chickens are at the sanctuary. Then ask the children to watch the chickens for a few minutes to find out about their favorite pastime. Also suggest that the children should try to come up with two words for each chicken that describe the chicken's personality such as curious and inquisitive, or cautious and shy. The chickens will probably look for bugs and tasty plants and weeds to eat while the children are watching. Have the children share their observations and suggestions with the rest of the group.

Ask the children if they ever had any contact with a chicken before. Some children might have had chickens in their neighborhood or at home, others might never have seen a live chicken before, and others might mention that their only contact with chickens was eating them. Ask the children what they know about chickens. Since I have three little chickens myself I would tell them about my girls and how my husband and I share our lives with them. Tell the children that you have found a beautiful story about a chicken named Rosetta. The story is called "Recalling Rosetta." Read the story to the children. After finishing the story ask them how they feel about the story. Ask them if any parts of the story surprised them. Some children might be surprised that the chicken lived in the house with the family, that she became friends with the cats, and that she survived numerous strokes. Answer any questions that the children might have.

Segment B – Instruction (60 min)

Take the children to the sanctuary classroom. Explain to the children that while most chickens don't speak on radio call-in shows like Rosetta did, chickens are very talkative birds nonetheless and have a language of their own. Ask the children if they would like to learn how to understand the chicken language. Hand out the twelve chicken language cards to the children. The chicken language cards are based on an article written by Karen Davis, PhD, founder of United Poultry Concerns. Depending on the group size each child will get one or two cards. Show a big cardboard poster that is divided into the following sections:

- Communication between the chicken moms and their babies.
- Communication between hens and their roosters.
- How roosters protect their flock.
- An invitation for a meal.
- Everything is fine in chicken land.
- This is soooooooooo boring!

Have each child read the information on their card out loud to the rest of the group and have them decide which section on the cardboard the card belongs to. Ask them to tape the card into the correct section on the board.

Explain to the children that our domestic chickens, whose scientific name is *Gallus domesticus*, all have the same ancestors. Their ancestors were wild birds who lived in Southeast Asia and were called Red Jungle Fowl (Grimes, 2002). Chickens live together in flocks where they form social hierarchies called pecking orders. Each bird has a certain

rank in this order, which determines which birds they dominate and which members of the flock dominate them. They also form friendships with other birds. Hens are very protective of their babies and some mothers won't hesitate to give their own lives to rescue their children. Point out that this is contrary to our use of the word chicken as a synonym for coward. Take the children to the sanctuary classroom, and show the sequence called "Call me Chicken" of the PBS video *The Natural History of the Chicken*. The sequence shows a little silky hen rescuing her babies from a hawk attack. Discuss the sequence with the children. Have the children go back outside and sit down in a half circle close to the two chickens.

Explain to the children that there are unfortunately also some sad things that they should know about chickens. Have the children look at Lilly and Nelly again, the two chickens that were brought out earlier. Ask them if they notice anything weird about the way these chickens look. Draw the children's attention to the chickens' beaks. Explain to the children that Lilly and Nelly's beaks were cut off when they were little babies. Wait for the children's reaction to this statement. Explain that Lilly and Nelly lived in a so-called factory farm before they came to the sanctuary. They were kept in a very small cage together with four other birds and they couldn't even stretch their wings or build a nest to lay their eggs. They were so stressed that they would pull out their feathers and try to peck at the other chickens in the cage, which is why they had their beaks cut off. 80,000 other chickens lived in the same building with them, and it was so smelly and dirty that they could hardly breathe. Eight rows of cages were stacked on top of each other and Lilly and Nelly's cage was in the bottom row, which was really awkward for them because the poop from the birds that were stacked on top of them would fall into

their cage all the time. (Show the children a photograph of chickens in battery cages in a factory farm.) The only thing they were able to do was eat and drink and lay their eggs. Sometimes they were so weak and depressed that they thought they would die. It was a very sad life. They never knew what it was like to eat fresh grass, to run around a yard and look for bugs, or to take a dust bath and feel the sunshine on their feathers.

Then there were days when suddenly most of the birds in their neighboring cages were taken away and put into cages on a huge truck, and then the truck would leave and they were gone. Nobody knew what happened to them but everybody was scared. (Ask the children what they think might have happened to the chickens that were loaded on the truck. Explain to them that these chickens were taken to the slaughterhouse because they didn't lay enough eggs anymore. Continue the story.) When Lilly and Nelly had already given up any hope for a better life, a very kind and loving person walked into the barn one day and rescued them. The person brought them to the sanctuary, and the story goes that nobody at the sanctuary will ever forget the first cautious steps that Lilly and Nelly took in the fresh green grass in their new homes. Some people say that at first they were so confused they didn't even know what to do. They lay down in the grass and just looked at their new home and all the other chickens who were going about their business, scratching the dirt and digging for worms. Soon enough though Lilly and Nelly got up and happily joined the flock. Although their clipped beaks make it hard for them to catch a bug or to preen their feathers, they enjoy running around with everyone else at the sanctuary. Their story had a happy ending.

Explain to the children that unfortunately most chickens are not that lucky. Billions of chickens are killed every year in the U.S. for people to eat and hundreds of millions

live their short lives in factory farms where they are kept under the same conditions as Lilly and Nelly were. Ask the children how they feel about Lilly and Nelly's story.

Facilitate a discussion about what we could do to help chickens. Suggestions could be:

- Avoid buying eggs from chickens raised in factory farms. Instead, try to get them from farms where they don't have to live in cages, or avoid eating eggs if you want.
- Try out new vegetarian or vegan recipes with your family. Most of them are delicious.
- Learn as much as possible about the way we treat animals. Share this information with friends and family members.
- Organize a farm animal awareness week at your school and ask your principal to support meat free lunch options in the cafeteria.
- Write an article for your student magazine about chickens.
- Contact a chicken farm and ask for a tour.

Encourage the children to document any activities in their diaries.

Snack Time (15 min)

Since the instructional part took up a lot of time, it would be good to have a 15-minute snack break at this point so that the children have time to relax and to socialize with the other children and the volunteers.

Segment C – Interaction with the Animals (40 min)

Tell the children that now would be a good time to see if they can really understand the chicken language after all that they learned this morning. Tell them that the volunteers will take them over to the chicken barn where they will have the opportunity to watch the chickens for 15 minutes. Suggest that each one of them should focus on watching two or three chickens and that they should describe in their diaries any examples of communication between the chickens they were able to observe.

Following this activity, have the children fill up the feeders and the water containers for the chickens. Explain to the children that it is very important that chickens never run out of water. Special chicken feed needs to be bought at feed stores and they also need grit as a supplement because chickens don't have teeth. Grit consists of small stones. The grit helps them to grind their food in the gizzard, which is like an additional stomach. Chickens also like fresh fruit and vegetables and many of them love to eat bread and pasta. Have the children feed some grapes or corn or other goodies to the chicken.

When the children are done feeding the chickens give them fifteen minutes with their chosen sanctuary buddy. A volunteer should take each child to his or her buddy. Depending on the chosen animal the children can groom, feed, or pet the animal. Have the volunteers bring the children back to the meeting point when the time is over.

Segment D – Feedback and Sharing Ideas (20 min)

Ask the children to take their diaries and to write down three sentences about their farmed animal buddies. What would they like people to know about him or her? Have the children read their answers to a partner. Invite the children to share their observations

on chicken communication with the rest of the group. Answer any questions that might come up.

Segment E – Nature Activity (30 min)

Explain to the children that chickens like privacy when they lay their eggs and that it is therefore a special gift for them if we provide them with comfortable nest boxes. Provide appropriate pieces of scrap wood and have the children build simple nest boxes for the chickens. The pieces of wood can easily be nailed together. Make sure that the boxes are big enough so that the hens have enough room to lie down comfortably. Have the children fill up the nest boxes with nesting materials such as straw or wood chips, and ask them to look for a good place for their boxes in the chicken barn or barnyard. Have the children retreat quietly and watch how the chickens inspect their new nest boxes.

Ask the children how they felt while they were working on their gift for the chickens. How do they feel now? How do the chickens feel about their new nest boxes? Encourage the children to think about a person in their life they would like to give a gift to. Ask them to wander around the sanctuary for a few minutes to find a special gift for this person by using their “true gift of seeing.” The gift could be a beautiful stone or leaf or a special pinecone or a feather, etc. Make sure to emphasize that the children should not destroy anything in the environment.

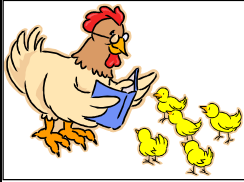
Let the children know that it is time to get ready for their trip home. Ask them to do one thing over the week that will help chickens, and to write about it in their diaries.

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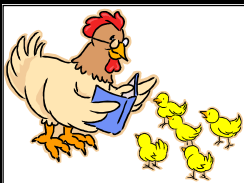
CHICKEN TALK

Cut out the following cards for the children:



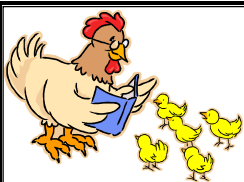
PEEP!

About 24 hours before a chick is ready to hatch, it starts peeping to notify its mother and siblings that it is ready to emerge from the shell. This activity, which biologists call “clicking”, helps to synchronize the hatching of the baby chicks. A communication network is established among the chicks, and between the chicks and their mother, who must stay calm and unruffled for as long as two days while all the peeping, sawing, and breaking of eggs goes on underneath her.



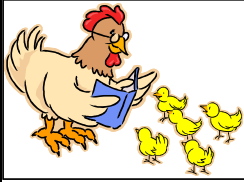
PEEPS AND CLUCKS

As soon as all the eggs are hatched, the hungry mother and her brood go forth eagerly to eat, drink, scratch and explore. The chicks venture away from their mother, communicating back and forth all the while by peeps and clucks. The hen keeps track of the little ones by counting the peeps of each chick and noting the emotional tones in their voices. When a chick becomes separated from its mother, it gives a distress call, and the mother hen dashes out to find it and, if the chick is in danger, to deliver it-hopefully-from the hole in the ground, tangled foliage, or threatening predator



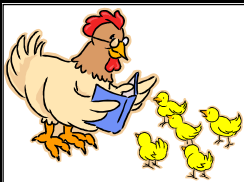
NESTING CALLS

When a hen is ready to lay an egg, she gives a pre-laying, or nesting, call, inviting her mate to join her in finding a nest site. Together, the hen and rooster find and create a nest by pulling and flinging around themselves twigs, feathers, hay, leaves and loose dirt, after they have scraped a depression with their beaks and feet. But first comes the search.



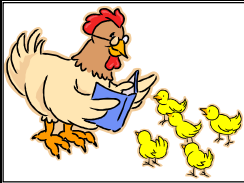
PRIMEVAL GRUMBLING GROWLS AND GENTLE SQUAKS

When the rooster finds a place he likes (under a log, perhaps), he settles into it and rocks from side to side, while turning in a slow circle and uttering primeval grumbling growls which may or may not convince the hen that this is the place. She may accept it, or they may look for another site. Throughout the search, the hen squawks gently with her beak open, followed by a series of short squawks of diminishing intensity, to keep the rooster coming back to her while she is away from the protection of the flock.



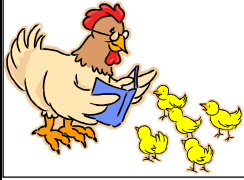
THE “COME OVER HERE” SQUAK

Often I have heard one of our hens call out to her rooster partner: "I'm all alone. Get over here!" Our normally quiet hen, Petal, raises a ruckus if her adored Jules is out of her sight for long, even if she has not just laid an egg. Her otherwise demure little voice becomes *SQUAWK*, *SQUAWK*, *SQUAWK*. Jules lifts his head up, straightens up, mutters to himself in what can only be described as Chicken Talk, and does an about-face. Off he goes to comfort Petal. Silence.



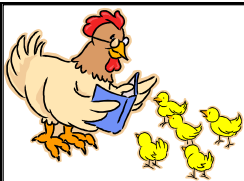
COCK-DOODLE-DOO

Why do roosters crow? Remember that chickens are originally from the jungle. Their wild relatives have lived in tropical forests for tens of thousands of years. Perched in the trees, and sensitive to infrared light, roosters see morning light at least forty-five minutes before we do. They also have very keen ears, a distinct advantage when living amid dense foliage. It can be difficult to see a predator and keep track of one's flock when the sub-flocks are constantly moving from place to place while feeding. Through their crowing, every rooster can recognize the crow of at least thirty other roosters, probably more. As the protectors of the flock, roosters are always on the lookout.



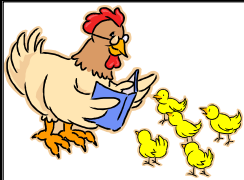
A SHRILL CRY

If a rooster spots danger, he sends up a shrill cry. The other roosters echo the cry. Thereupon, the whole flock will often start up a loud, incessant, drumbeating chorus with all members facing the direction of the first alarm, or scattering for cover in the opposite direction.



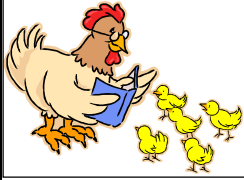
ALL CLEAR? ALL CLEAR!

When it looks safe again, an "all clear?" query goes out from the rooster, first one, followed by the others, in their various new places. Eventually, the "all clear" crow is sent up by the bird who first raised the alarm, and a series of locator crows confirms where every other rooster and his sub-flock are at this point.



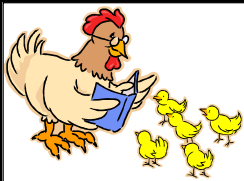
THE "HERE'S FOOD" SONG!

The finding of food elicits another kind of vocal communication within the flock. Roosters love to find food and call their hens to the feast while they play deferential host at the banquet. The speed and intensity of the "here's food" song varies according to the type of delicacy and the amount. According to a biologist, "Two or three kernels of corn elicit about half the intensity and speed between song peaks that several bugs will be granted. When the hens hear this song they and the chicks come running to check out what the rooster has found to eat." Soon the good news is excitedly clucked to everybody to come join the party. Hens call their chicks to food in a similar clucking voice.



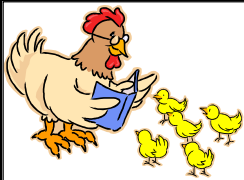
SOFT DRILLS AND PEEPS

My first chicken was a crippled hen named Viva. She touched me deeply with her soft trills and peeps that seemed to come from somewhere in the center of her body, as her tail pulsed at precisely the same time.



THE PIPING VOICE OF WOE

In addition to their other vocal language, chickens have a piping voice of woe and dreariness whenever they are bored or at a loose end. Occasionally, one of our hens has to be kept indoors for a while, perhaps because she is recovering from an illness or because she is a newly rescued hen who has not yet joined the flock outside. Warily, she will wander about the rooms, fretting, or tag disconsolately and beseechingly behind me, yawning and moaning like a soul in the last stages of ennui.



EGG CACKLES

Upon laying her egg, the hen gives out an egg cackle to announce her happy accomplishment. This brings the rooster quickly to her side, and together they rejoin the flock. To human ears, the egg cackle resembles the chicken's cry of alarm, but to the birds there is a clear difference. A hen with chicks will continue feeding during the egg call, but will dart for cover when the alarm call goes out.

LESSON PLAN FOUR

GENTLE COWGIRLS

Purpose:

- Creating an atmosphere of “magic” that invites the children to get more involved with the animals and to develop a stronger bond to them by reading the letter from the animals to the children.
- The children will learn that they are valued and that each one of them is very special and appreciated.
- The article *What Cows Do: Personality Sketches of My Cows* will teach the children how cows live in a natural, caring environment.
- The children will understand that cows are sensitive and social animals.
- The children will learn about the treatment of cows in the dairy industry.
- The children will be encouraged to critically discuss modern agricultural practices.
- The story of the cow calling for help for her sick calf will demonstrate the close bonds between cows and their calves. The story will illustrate that cows are sentient beings who suffer if something happens to their offspring. This also applies when calves are taken away from their mothers when they are only a day old as is common practice in the dairy industry.
- The children will understand that their choices will make a difference in the lives of these animals.
- The children will learn how to properly care for a cow.

- The children will learn how to groom a cow and how to clean the stalls and feeders.
- The children will learn to explore the natural world with different senses to nurture a sense of wonder.

Materials needed:

- Letter for the children
- One pinecone for each child filled with little notes from volunteers and staff members.
- Story: Tacreiter, H. (n.d.). *What cows do: Personality sketches of my cows*. Can be retrieved from: <http://www.psyeta.org/hia/vol8/tacreiter.html>.
- *My Friends at the Farm* (video). The video can be ordered at <http://www.farmanctuary.org>.

Segment A – Introduction (15 min)

Welcome the children back to the sanctuary. Have the children sit in a circle. Thank the children for building the nest boxes for the chickens last week. Tell them that you had a big surprise this morning because you found a letter attached to a basket that was sitting under one of the trees in front of your house. Pull out the letter, which is addressed to the children.

The address could read like this: **TO OUR FRIENDS FROM ...** (Fill in the name of the school etc.) Ask the children if you may open the letter and read it to them. Read the following letter:

Dearest friends:

We, the animals at... (name of the sanctuary) have been deeply moved by your loving kindness and generosity. We have been looking forward to each of your visits. We've enjoyed your laughter and your gentle touch, not to mention all the treats you have given us 😊. We have therefore asked a friend to write down a few things that we think are very special about each one of you. This is a very private gift from us to you, and we sincerely hope that it will make you happy the way it makes us happy to be with you.

May your lives be filled with kindness and love.

Your friends at the sanctuary

In preparation for this activity each volunteer and staff member should write a note for each child on behalf of the animals. Fold up each note as small as possible and stick it into a pinecone. Prepare one pinecone with notes from all staff members and volunteers for each child. Attach the name of each child to one of the pinecones. After you are finished reading the letter, hand out the pinecones to the children. Give each child some time to look at his or her pinecone and to read the notes.

Segment B – Instruction (50 min)

Take the children over to the cow pasture or barn. Let them know that today we will talk about cows. Let the children pet the cows and then ask them to sit down in a circle. Ask the children what cows usually do during a day. Most children will probably answer, “they eat all day long” or “they sleep a lot”. Tell the children that a woman named Helga Tacreiter shares her home with a number of cows. She often watches her cows, and she has written an article about her cows’ behavior. Read the article *What Cows Do: Personality Sketches of My Cows* by Helga Tacreiter to the children. Ask the same question as before: So, what do cows do during their day? Answers might be as follows:

- They organize their days into blocks of time roughly three hours long.
- They wake up at dawn, and then they have breakfast.
- By mid-morning they have eaten enough, and so they try to find something interesting to do.
- They like to play or race or chase something on their field.
- They take a nap in the afternoon.
- They lie down in a way that reinforces their social order.
- They ruminate and drift in and out of sleep during their naptime.
- After their nap they get up for a late lunch or early dinner.
- Dusk is a very active time so they love to dance around, play with each other, explore some roots and trees or “test” the fences.
- In summer they like to sleep in the woods. They especially like to sleep under cedar trees. In winter they prefer to sleep in their barns or shelters.
- They don’t sleep all through the night, but get up in the middle of the night and have a snack. Then they rest again.

Ask the children if all cows live like that. Tell the children the stories of the cows living at the sanctuary. Why are they here? Where did they live before? How were they treated before they came to the sanctuary? Take the children to the sanctuary classroom, and show the children the sequence about cows from the video *My Friends at the Farm* produced by Farm Sanctuary. The sequence contains the following information:

- Cows are very sensitive and social animals.
- They have an excellent sense of smell and hearing.

- Cows are very responsive to the way they are treated, and they remember both good and bad.
- Mothers take extremely well care of their newborn calves, and sometimes they even baby-sit for other cows.
- Cows are mammals, which means that in order to give milk they have to give birth.
- In the dairy industry newborn calves are taken away from their mothers when they are only a day or two old, so that humans can use the milk that the cows produce.
- Modern technology has caused dairy cows to produce up to 100 pounds of milk a day, which is ten times more than they would produce in nature.
- If the calf is female she will be raised to replace her mother as a dairy cow.
- If the calf is male he will likely be immediately taken away for veal production. Many of these calves are chained in a narrow crate, too narrow for him to even turn around, and raised to be killed after four or five months for his white meat.
- The meat stays white because the calf is given a liquid milk substitute, which contains no iron or fiber. This diet causes anemia making the calves very weak and prone to diseases.
- 1,000,000 baby bulls are treated this way each year in the U.S.
- Many people consider these practices cruel, however the veal industry argues that there is a demand for this meat.

Ask the children how they feel about this information. To illustrate how difficult it is for the cows to lose their calves I would tell the following story which I personally witnessed:

I was at a horse stable one day that is adjacent to a little farm with a herd of cows that included about ten calves. Most calves stayed close to their mothers but one calf was lying by the fence facing the adjacent horse pastures. At first I thought that the little calf was just curious and watching the horses but then I noticed that the mother was standing pretty far away and had started to call her calf. The calf however, just stayed where he was and didn't get up. I decided to walk over and take a closer look to see what was going on. When I reached the calf I realized that he was very sick. His mouth was half open and he was panting hard. His mother's calls became more and more urgent and I assumed that she was worried that I had approached her baby. She came down the hill, sniffed at her calf, and turned around bellowing constantly. I decided that I needed to look for help. I walked over to the horse stable to ask somebody to call the farmer to tell him that one of his calves was sick. In the distance I heard the mom still calling her calf. When I walked back to look at the calf again, I saw something truly amazing. Obviously the mother had the same idea as I did. She realized that she would need the farmer's help so she had walked all the way up to the end of the pasture that was closest to the farmhouse, stood there facing the house, and kept calling. I could literally feel her fear and distress and it made me cry. The farmer must have heard her, or maybe it was the phone call from the people at the horse stable that finally alerted him, but suddenly I saw him coming out of the farmhouse walking down to the calf. The mother followed him. The farmer put the calf on a trailer and brought him back to the barn. I never learned what happened to the

calf afterwards, but I will never forget this mother who so desperately tried to get help for her sick calf.

Ask the children how the cows might feel when their babies are taken away from them after only one day. Tell the children to work with a partner and to discuss what we could do to help cows. Have them write their ideas into their diaries. Give them about ten minutes for this activity. When they are done, ask them to present their ideas to the rest of the group.

Segment C – Interaction with the Animals (50 min)

Explain to the children that they will now learn how to responsibly care for the cows at the sanctuary:

- The cows need to be fed hay twice a day.
- They need to have access to fresh water at all times.
- The water buckets or troughs need to be cleaned on a regular basis.
- Their stalls need to be cleaned daily.
- They need grooming and extremely dirty spots on their fur need to be washed off.
- Cows also need annual vaccinations against diseases such as rabies, tuberculosis, and brucellosis.
- Adult cows need to be wormed twice a year while calves need to be wormed every 6 – 8 weeks until their first birthday.
- Their hooves need to be clipped twice a year and this should be done by a veterinarian.

Have the children clean the water buckets, feeders, and stalls. Ask them to fill up the water and feeders. The volunteers can then show them how to groom the cows, however make sure that you only choose very gentle cows for the children to groom. Explain to the children that because of the size and weight of these animals they need to be very cautious when they are approaching the cows. Tell them not to stand behind a cow, as this will prevent them from being kicked by accident.

When the children are done grooming the cows give them ten minutes with their chosen sanctuary buddy. A volunteer should accompany each child. Let them know that today they should write down what people should not do when they adopt your buddy. What does he or she dislike? What could harm him or her?

Segment D – Feedback and Sharing Ideas (20 min)

Ask the children how they felt being around the cows and grooming them. How did the cows react? How did they feel about cleaning the stalls etc.? Was it hard work? What did they like or dislike?

Snack Time (15 min)

This would be a perfect day to serve veggie burgers.

Segment E – Nature Activity (25 min)

Have the children sit comfortably on the ground preferably under some trees. Make sure that the children are far enough apart so that they have enough room to lie down without touching anybody else. Tell the students that this is going to be a time for exploring their surroundings with different senses and that they will start off by using their ears only.

Ask the students to lie down on the ground comfortably and to gently close their eyes. Tell them that this is a quiet time for them, and that it is important that they don't talk or laugh, but just focus on themselves, and the things they hear. Explain to them that, for the next five minutes, they should concentrate on the voices and sounds from birds, insects, and other animals they hear. Are there any voices or sounds that they recognize? What kind of sounds do they hear? How many different voices and sounds can they differentiate? Tell them to make sure that their eyes stay closed during the whole period of time. When the time is over ask the students to sit up and encourage them to share their experience with the rest of the group:

- How did they feel?
- What kind of voices did they hear? What did it feel like?
- Were there any voices or sounds that they recognized?
- Did they hear any other sounds that might have been distracting? If so what kind of sounds were they?
- Are there any other thoughts or observations that they would like to share with the group?

Tell the students that for the next five minutes they should cover their ears with their hands and just focus on the birds, insects, and other animals they see. What do they look like? How do they differ in size and color? What do they do? Where are they looking for food? What kind of food do they eat? After five minutes, ask them to uncover their ears and to spend the next few minutes watching and listening. Ask them to share their experiences with the rest of the group.

Encourage the students to spend 10 minutes in nature every day for the next week, focusing only on wildlife and insects and to describe some of their observations in their diaries or to draw some pictures about them. Do the same activity yourself over the next week and write down some observations in a diary.

Have the children get ready for their trip home and say goodbye.

References:

Farm Sanctuary (Producer). (2004). *My Friends at the farm* [Motion Picture]. United States: Farm Sanctuary.

Green Chimneys (n.d.). *People and animals: A therapeutic animal-assisted activities manual for schools, agencies and recreational centers*. Brewster, NY: Green Chimneys.

Tacreiter, H. (n.d.). *What cows do: Personality sketches of my cows*. Retrieved March 25, 2005 from <http://www.psyeta.org/hia/vol8/tacreiter.html>.

LESSON PLAN FIVE

OF SHEEP AND GOATS

Purpose:

- The children will learn to work together as a group.
- Designing an educational poster for younger children will encourage the children's creativity.
- The children will practice writing down their thoughts and ideas.
- The children will learn how to responsibly care for goats and sheep.
- They will understand which plants are potentially poisonous for the animals.
- Learning about the different personalities of goats and sheep will nurture compassion and empathy for the animals.
- The children will understand how important trees are for all living beings on this planet.
- Exploring a chosen tree closely will encourage the children to get to know something with all their senses.
- The dream starter story will encourage the children to form a stronger bond with nature.

Materials needed:

- Ten notes with information about goats and ten notes with information about sheep for the scavenger hunt.
- Two posters
- Crayons

- Masson, J.M. (2003). *The pig who sang to the moon: The emotional world of farm animals*. New York, NY: Random House Publishing Group, p. 124 – 128
- Sheehan, K., & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books, p. 145.

Segment A – Introduction (15 min)

Welcome the children and have them sit in a circle. Give them a few minutes to settle down. Read the description of one of your own nature observations to the children. Encourage the children to share their own notes or drawings.

Segment B – Instruction (60 min)

Before the children arrive at the sanctuary, prepare the following scavenger hunt activity: Write a number of facts about sheep and goats on small pieces of paper. Choose different colored paper for the sheep facts and the goat facts. Give hints on each paper where to look for the next one, e.g. “Look under the biggest tree”, or “Turn around big stones”, etc. Hide the sheep fact notes outdoors in an area with clearly defined borders, and hide the goat fact notes in a different area that also has clearly defined borders.

Divide the children into two groups. Explain to the children that each group has the task to find hidden facts about a certain farmed animal species. Tell them that each group has to find ten little notes that are hidden in a certain area. Explain to each group what the borders of their area are. Tell them that each note will give them hints where to search for the next one. Ask them to collect all the notes and to bring them back to a meeting point where they will be given a packet of crayons and a poster.

Ask them to read all the facts about their animal and to decide what kind of animal these facts apply to. They then need to design a poster to educate younger children about this animal. The poster should answer the following questions: What is special about this animal? What does this animal need to lead a happy life? How did this animal use to live in the wild? In what way do humans sometimes mistreat this animal? How can we help this animal? Since you are chosen as a spokesperson for this animal what would you like to say to people?

Have the children work on their posters and ask them to present their posters to the other group when they are done.

Segment C – Interaction with the Animals (50 min)

Take the children over to the sheep and goat barns or pastures and tell them the story of the animals. Why are they at the sanctuary? Where did they come from? How old are they? Etc. Tell them that both sheep and goats need special care and that potential adopters therefore first need to learn the following things about them:

Goats:

- Goats love to climb. They will climb on anything that seems climbable and they therefore need a secure fenced in area. Fences need to be at least five feet tall. If anything climbable is near the fence the fence needs to be even taller.
- While goats do not bite or kick they might butt.
- Goats are plant-eaters. They therefore spend most of their day grazing and eating lots of roughage. They eat leaves, grass, tree bark, and herbs.

- Some plants such as Rhododendron, Potatoes, Azaleas, Oleander, or Wild Cherries are poisonous and can be deadly for the goats.
- The hooves of the goats need to be trimmed regularly.
- Three or four goats can live on one acre of land.
- 20' x 20' is an ideal stall space.
- Wood chips or straw are ideal bedding materials.
- Goats need to be fed twice a day. Good quality hay is the best feed available.
- Goats need to have access to clean water at all times.
- Goats need yearly vaccinations and worming.
- They need to have protection from rain, wind, and heat.
- Goats need company since they are very social animals.
- Goats should have a salt lick available to them.

Sheep:

- Sheep like to live together in a flock.
- Sheep need to be sheered once a year in spring.
- Four sheep can live on one acre.
- 25' x 25' is an ideal stall space.
- Sheep are plant-eaters who like to eat hay, grass, leaves, herbs and other plants.
- Sheep need to be fed twice a day. Hay is ideal.
- Some plants such as Rhododendron, Potatoes, Azaleas, Oleander, or Wild Cherries are poisonous and can be deadly for sheep.
- Sheep need yearly vaccinations and worming.

- Sheep should have a salt lick available to them.
- Sheep need to have access to fresh water at all times.
- Their hooves need to be trimmed twice a year.
- Stalls need to be cleaned daily.

Have the children clean the stalls of the animals and provide fresh water as well as straw for the bedding. Let them pet some of the animals and feed them some carrots. Afterwards give children 10 minutes with their farm animal buddies. A volunteer should accompany each child.

Segment D – Feedback and Sharing Ideas (20 min)

This is a good time to answer any questions the children might have, and to brainstorm things that could be improved in the pastures or barns. Do the goats have enough things to climb on? Are the fences and gates secure enough? Do we need to trim any plants alongside the pastures? Etc.

Read p. 124 to 128 of *The Pig Who Sang to the Moon* (Masson, 2003) to the children. The passage tells about a former member of Parliament in New Zealand who now lives on a farm with two hundred goats. The story gives great insight into the personalities of goats.

Snack Time (15 min)

Declare this lunch break “the Herbivore Snack Time”, and serve salads prepared from a variety of vegetables, leafy greens and herbs.

Segment E – Nature Activity (25 min)

Explain to the children that the sanctuary is not only home to human and nonhuman animals, but also to many plants and trees. Ask the children with what things trees provide us. Answers could be: They provide us with oxygen, with shade, with food, or with cover against the rain. They are home to many small animals and insects. They also provide us with wood to build our houses and furniture. I would then tell the children about my favorite tree when I was a child. It was an old oak tree that was easy to climb and together with my best friend I spent hours sitting in that tree sharing little stories as well as our hopes and dreams for the future. The tree was like a good friend to us and we dearly loved it.

Invite the children on a little walk around the sanctuary. Tell the children that they should walk in single file, and that they should not talk during the walk but just look at the different trees and choose one tree that they would like to get to know better. Ask them to leave the group as soon as they have found the tree and to spend the next ten minutes with their tree seeing, feeling, and listening to their tree. What sounds does the tree make? What does the tree look like? What color and shape are the leaves? How does the bark feel? Etc. Ask the children to write or draw their observations in their diary. This activity is an adaptation of the activity *Getting to Know a Tree, Personally* by Sheehan and Waidner (1994, p. 142). After ten minutes meet with the children at a predetermined meeting point and discuss their experiences with them. Ask the children what it feels like to be a tree.

Ask the children to spread apart so that they won't touch each other and ask them to close their eyes and to listen to the following story. Tell them that they can act out the

story while they are listening. Read the dream starter story *To Be a Tree* by Sheehan and Waidner (1994, p. 145) to the children.

Ask the children how it felt to be a tree. Encourage the children to adopt a tree in the neighborhood where they live if that is possible, and to regularly visit the tree to find out what role the tree plays for the neighborhood. Do squirrels live or play in the tree? Do people or animals spend time under the tree looking for shade? What birds visit the tree? Does the tree look healthy? Etc.

Thank the children for their visit to the sanctuary today and ask them to get ready for their trip home.

References:

Enchanted Learning (n.d.). *Goat*. Retrieved May 22, 2005, from

<http://www.enchantedlearning.com/subjects/mammals/goat/Goatprintout.shtml>.

Enchanted Learning (n.d.). *Sheep*. Retrieved May 22, 2005, from

<http://www.enchantedlearning.com/subjects/mammals/farm/Sheepprintout.shtml>.

Masson, J. M. (2003). *The pig who sang to the moon: The emotional world of farm animals*. New York, NY: Random House Publishing Group.

Sheehan, K., & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books.

Scavenger Hunt Information

SHEEP

<p>These animals live together in a flock. An older female is usually the leader of the flock</p>
<p>Their babies tend to be born at night, which allows them to gain strength before daylight.</p>
<p>The babies love to play. They leap up, do little dances, and group chase.</p>
<p>These animals can recognize different faces. Scientists estimate that they can recognize at least 50 different individuals, although in reality the actual figure is probably much higher.</p>
<p>These animals remember associations with different faces for several years.</p>
<p>These animals are plant-eaters (herbivores).</p>
<p>Females are called ewes, males are called rams.</p>
<p>They were first domesticated in western Asia during the eight and seventh millennia B.C.</p>
<p>All mountain breeds tend to stay in one place, a trait that is called hefting. They will graze within a few hundred yards of their birthplace all their life.</p>
<p>These animals have excellent vision.</p>

GOATS:

<p>The female is called a nanny or a doe; the male is called a buck or a billy.</p>
<p>They were domesticated (tamed) at least 10,000 years ago in Iran.</p>
<p>They are hoofed mammals who live in mountainous regions of southwestern Asia, northwestern North America, and Europe.</p>
<p>They have a long, thick, furry coat that protects them from the cold.</p>
<p>They swallow their food (plants) without chewing it much. Later they regurgitate the food and chew it thoroughly before swallowing it for the last time.</p>
<p>The babies love to play. They jump, slide, and leap onto their mothers' backs. They toss their heads, whirl around, and bounce straight up into the air.</p>
<p>Some people who live with these animals and observe them a lot say that they have a sense of humor and will butt you just for a joke.</p>
<p>They are not afraid of humans.</p>
<p>They are excellent climbers and figure out easily how to open gates.</p>
<p>Because their fleece lacks lanolin they can get extremely cold in the rain since the water just soaks right through the fleece.</p>

LESSON PLAN SIX

HOLLOWBONED AND FEATHERED

Purpose:

- The children will understand that it takes time to develop a friendship or to bond with human and nonhuman beings. They will learn to value patience.
- The children will learn to be gentle with the animals.
- The children will get to know cruelty-free alternatives to eating meat.
- They will learn about more compassionate ways to celebrate Thanksgiving.
- The stories as well as the documentary *Winged Migration* will raise awareness for the beauty of all bird species.
- The children will learn how to make natural feeders for wild birds, and how to help wild birds in winter.

Materials needed:

- Masson, J. M. (2003). *The pig who sang to the moon: the emotional world of farm animals*. New York, NY: Random House Publishing Group, p. 166-168.
- pinecones, peanut butter, birdseed, and string.
- Saint-Exupery, A. (1943). *The little prince*. New York, NY: Hartcourt, Inc., p. 56-63
- Sheehan, K., & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books, p. 290/291.
- *Winged Migration* (2001). Documentary. Can be ordered at book and video stores.

Segment A – Introduction (20 min)

Welcome the children back to the sanctuary. Have the kids sit in a circle. Ask them if they found a tree in their own neighborhood that they liked and that they adopted. If so, let the children describe their trees and share their pictures and stories.

Explain to the children that you would like to introduce them to a little boy today. Show a picture of The Little Prince. Explain that a pilot who was stranded in the desert many years ago met this little prince one morning when he woke up. The little prince asked him to draw a sheep for him and thus began their friendship. During the course of their friendship the pilot would learn all about the little prince's journey through the universe, visiting planet after planet wishing desperately to be able to go home to his own little planet that was hardly bigger than a house. Listening to the little prince's stories, the pilot realized what is really important in life. Ask the children if they would like to hear one of the stories that the little prince told his friend, the pilot. It is a story about a fox. Read the sequence about the little prince and the fox from *The Little Prince* (Saint-Exupery, 1943. p. 56-63).

Ask the children the following questions: What does the fox mean when he asks the little prince to "tame" him. Possible answers could be: Tame means to get to know somebody very well, to appreciate somebody, to become friends with somebody, etc. Why did the color of the wheat fields suddenly have a whole new meaning for the fox? Did anything like that ever happen to you? Explain the fox's secret: "One sees clearly only with the heart. Anything essential is invisible to the eyes." What happens if we try to see other living beings with our heart?

Ask the children if they would like to try to “tame” some very special creatures who are living at the sanctuary. Tell them that they are turkeys who have been rescued from factory farms where they lived in so called “growing houses” together with 50,000 other birds. Like chickens, their beaks got trimmed and sometimes even their toes. Explain that turkeys are bred in a way that encourages the rapid growth of their breast muscle. Because they grow so fast they outgrow their supportive systems, such as their legs and their hearts, which often fail prematurely resulting in early mortality (HSUS, n.d.).

Ask the children to tame the turkeys (give the names of the animals) just like the little prince did, by sitting down a little ways from the animals and watching them patiently. Explain that after a while the turkeys may allow them to come closer and closer, and maybe they will even allow them to pet them. Encourage the children to learn from the turkeys by “taming” them, just like the little prince tamed the fox.

Segment B – Interaction with the Animals (20 min)

(Please note that the typical order of the segments has been changed in this lesson plan.) Take the children to the turkey barn and pasture and let each child sit down near a turkey. Give the children some privacy for this activity but make sure that they are supervised by a nearby volunteer or staff member.

Segment C – Feedback and Sharing Ideas (10 min)

Ask the children how it felt to be with the turkeys. Encourage the children to share what it was like to “tame” them. Give the children the opportunity to ask questions about turkeys.

Segment D – Instruction (60 min)

Explain to the children that many people who get to know turkeys in real life decide to celebrate Thanksgiving by adopting a turkey at a sanctuary instead of eating one for a meal. Adopting in this context means to donate some money that the sanctuary can use for the care of the animals. Tell them that this is a great way to help animals. Let the children know that people who really like the taste of turkey meat but who don't want to eat real meat can eat plant-based meat alternatives that taste almost the same but do not require that an animal be killed.

Explain to the children that like turkeys, ducks and geese are also killed in many parts of the world for their meat. However, sometimes even those who breed and sell them for this purpose have a hard time killing and eating them once they have spent time with these birds.

Read the sequence about Fernando Yusingco, a duck farmer in New Zealand, from the book *The Pig Who Sang to the Moon* (Masson, 2003, p.166-168) Stop reading after the end of the first paragraph on page 168.

Tell the children that the author of the book who visited Fernando at his farm had an extraordinary experience while he was there. Read p. 170 starting with the last paragraph to the end of the first paragraph on p. 172. Ask the children if any of them ever had the opportunity to watch a duck mom with her babies. What was it like? What do they remember most about the mother and her babies?

Explain to the children that the geese living at the farm are distant relatives of geese living in the wild. Most people in North America have probably seen Canada Geese at some point in their life. Tell the children that geese are fascinating birds and that they can

learn a lot about them by watching the documentary *Winged Migration*. Show appropriate parts of this documentary in the sanctuary classroom. The length of the sequence could vary depending on how much time you have. Have a short discussion about it afterwards.

Snack Time (15 min)

It might be a good idea to serve Tofurkey sandwiches or other lunchmeat substitutes.

Segment E – Nature Activity (25 min)

Since the children are probably very inspired by the sequences of *Winged Migration* that they watched, I would ask them to spread out, to close their eyes, and to listen to the following dream starter about a little bird in winter. Read the dream starter on p. 290/291 from the book *Earth child 2000: Early science for young children* by Sheehan & Waidner (1994).

Collect pinecones with the children to make pinecone feeders for the birds. Ask the children to roll the pinecones in peanut butter so that the peanut butter is evenly spread on all sides of the cone. Then have them roll the cones in birdseeds, attach strings to them, and hang them on tree branches (Sheehan & Waidner, 1994). Suggest to the children that they could collect some pinecones to take home with them so that they can make pinecone feeders for the birds in their neighborhood.

Thank the children for preparing the pinecone feeders and ask them to get ready for their trip home.

References:

- Masson, J. M. (2003). *The pig who sang to the moon: The emotional world of farm animals*. New York, NY: Random House Publishing Group.
- Saint-Exupery, A. (1943). *The little prince*. New York, NY: Hartcourt, Inc.
- Sheehan, K., & Waidner, M. (1994). *Earth child 2000: Early science for young children*. Tulsa, OK: Council Oak Books.
- Cluzaud, J. (Director), & Perrin, J. (Director). (2003). *Winged migration* [Motion Picture]. United States: Columbia Tristar Home Entertainment.

LESSON PLAN SEVEN

HOPE RISING

Purpose:

- The children will learn about the history of wild horses in America.
- They will understand the need for protection of wild mustangs.
- Studying the history of the Wild Free-Roaming Horse and Burro Act (1971) will help them to comprehend that children can make a big difference.
- The children will be able to safely interact with a horse. They will be able to avoid potentially dangerous situations, thereby insuring their own safety as well as the safety of the horse.
- The children will be able to identify a horse's mood by looking at the horse's ears.
- The children will be able to responsibly care for a horse. They will know how to groom and feed a horse, and how to prevent severe sicknesses such as colic.
- The children will understand that horses watch out for each other even during times of sickness. This will nurture the children's empathy and compassion for these animals.
- Creating a sculpture from natural materials will enhance the children's creativity, and will help them to develop a personal relationship with nature.

Materials needed:

- Meeder, K. (2003). *Hope rising. Stories from the ranch of rescued dreams.* Sisters, Oregon: Multnomah Publishers, Inc., p. 212 – 218.
- Grooming kit
- Pictures of Andy Goldsworthy's artworks (if possible)

Segment A – Introduction (20 min)

Welcome the children back to the farm, and ask them if they got a chance to make pinecone feeders for the birds in their neighborhood. Give them enough time to tell their stories. Tell the children that they will now get to know another resident of the sanctuary a little bit better. Tell them that this resident is a horse, and that horses easily get scared, and that it is therefore very important that the children don't make any loud noises or quick movements that might spook the horse.

Have one of the volunteers bring out one of the rescued horses or ponies. Please choose the gentlest one for this demonstration. Introduce the horse to the children. Ask them how they feel about horses. Why do they like or dislike them? Explain to them that ancestors of wild horses and burros actually lived in North America 55 million years ago (Wild Horse & Burro Freedom Alliance, n.d, History and background section, ¶ 1.) However, they died out in North America about 8,000-10,000 years ago. In the 1500's the Spanish reintroduced modern horses to this continent. Some horses escaped from the Spanish or were freed and became the foundation of the wild mustang herds that live to this day in this country (PBS, n.d., Teacher Resource Page Activities. Home of the Wild and the Free section, ¶ 2). Ask the children what pictures come into their mind when they think of wild horses. Answers will vary. Some kids might think of huge herds of mustangs galloping over the prairie, or strong stallions fighting each other over some mares, etc. Explain to them that only about 39,000 of these animals still roam public lands in the western United States (PBS, n.d., Teacher Resource Page Activities. Home of the Wild and the Free section, ¶ 6). Show the children the following statistics (Right Lead Equestrian, n.d., Horse Industry Statistics section, ¶ 5) on a big cardboard poster:

- Total number of horses currently living in the U.S.: 6.9 million
- 725,000 are used in racing or racehorse breeding.
- 1,974,000 are used in showing.
- 2,970,000 are used in recreation.
- 1,262,800 horses are involved in other activities, such as farm and ranch work, rodeo, polo, police work etc.
- 1.9 million people are guardians (owners) of horses.
- In 2004 65,976 horses in the U.S. were killed for human consumption.

Ask the children what these statistics might mean for the horses. Have the children discuss with a partner why such a small number of wild horses are left in the U.S. The children might bring up different aspects such as habitat destruction, the round up of wild horses, or the organized killing of wild horses. Tell the children that in the first part of the last century a lot of mustangs were captured and slaughtered for their meat. However, between the 1950's and the 1970's school children all over the United States came to the rescue of America's wild mustangs.

Tell the children the following story of Wild Horse Annie (PBS, n.d., Teacher Resource Page Activities. Home of the Wild and the Free section, ¶ 16): It was the year 1950 when a woman named Velma Johnston noticed blood dripping from a truck that was driving ahead of her. Velma followed the truck and made a horrible discovery once the truck stopped. The truck contained a large number of wild horses who were on their way to slaughter. Many of the animals were injured because they had been hunted and shot from planes. Velma was shocked, and decided immediately that she would do anything she could to prevent such events from happening again. Together with

numerous other activists she lobbied the Nevada Legislature to ban the hunting of horses from airplanes. Somebody gave her the name “Wild Horse Annie” which would accompany her for years to come. For the next twenty years Wild Horse Annie worked tirelessly for the protection of wild mustangs, and she also encouraged schoolchildren to write letters to Congress. Many children followed her call, and in 1971 the United States Congress passed the so-called Wild Free-Roaming Horse and Burro Act. Many people say that it was the letters from the children that finally convinced Congress to protect these animals.

Tell the kids that in 2004 the Wild Free-Roaming Horse and Burro Act was fundamentally altered so that once again wild horses could be sent to slaughter. However, after massive protests the House of Representatives voted in May 2005 to restore the protections for wild horses and burros. Now the same vote has to pass the U.S. Senate at the end of the year (Doris Day Animal League, 2005, The Burns Amendment section, ¶ 1- 2). Point out that it is important that we protect not only horses who live under the guardianship of people and but also mustangs who live wild, since none of these animals can speak for themselves.

Segment B – Instruction (60 min)

Tell the story of the rescued horse whom the volunteer brought out. Talk about horse behavior. Explain that horses or ponies are herd animals, which means that they love to be part of a group of horses. The company of other horses or ponies gives them a feeling of security (Equine World UK, n.d., About horses: Behavior section ¶ 1). A horse’s natural reaction to danger is to flee, and they are equipped with an excellent sense of

hearing and smell which helps them to sense danger as early as possible. Horses can also sense the feelings of other nearby animals or people. They often can tell when you are afraid or angry or relaxed and calm. If the horse senses fear in the person who handles him or her, the horse will very likely get scared too, and will react accordingly, which could mean that the horse will try to flee. This could lead to potentially dangerous situations. Tell them that they should therefore never tie up a horse, and then leave the horse standing tied up alone because the horse might hurt himself if he or she gets scared and tries to run away while being tied up.

Explain to them that a horse's ears are a good indicator of how the horse is feeling (Equine World UK, n.d., About horses: Behavior section ¶ 4). An unhappy or annoyed horse will lay his or her ears flat back against the neck. A horse, whose ears are pointing forward and pricked alert, however, is usually happy and interested in his surroundings. A relaxed horse will usually lower the ears to the sides. When feeling relaxed, a horse will often also lower the head and most horses also lick their lips. Ask them how the horse that was brought out by the volunteer is feeling now.

Point out that horses and ponies need to be fed at regular times, and that they need to have access to water at all times. Since horses and ponies are grazing animals it is important that most of their diet consists of forage feed such as hay or grass (Equine World UK, n.d., Horse care: Routine care: Feeding section, ¶ 1). Explain that irregularities in feeding or sudden changes of a horse's diet could lead to severe illnesses such as colic, which is a pain in a horse's abdomen. Colic can be very dangerous since it can lead to blockage of the intestines, which can kill the horse.

Tell the children that you will read the story of Quincy to them, a horse that lived at a sanctuary in Oregon. Read the chapter “Dumb Farm Animals?” from the book *Hope rising: Stories from the ranch of rescued dreams* (Meeder, 2003, p. 212 – 218). Meeder described in this story how Quincy suffered from a life threatening colic for a number of days, and how one by one nearly every horse living at the sanctuary came by to visit Quincy during his time of sickness. I have personally witnessed similar incidents at a sanctuary, and would therefore add my own story after reading to the children. After you have finished reading the story, ask the children how they feel about it. Give them enough time to ask questions.

Segment C – Interaction with the Animals (40 min)

Have a volunteer or staff member demonstrate how to properly groom the horse. Explain the horse’s grooming kit and let the children hold the different brushes and combs as well as the hoof pick. Ask the volunteer or staff member to demonstrate what to do with each brush or comb, and then let each child take over part of the grooming. Spend time explaining the hoof cleaning process. Demonstrate on one hoof and ask different children to clean the other hooves.

After they are done, the volunteers should take each child to their chosen animal buddy. Tell the children that in the next session they will have to write an adoption profile for their buddy, and that they should therefore reflect one more time what is unique about their buddy. Give the children ten minutes with their buddy.

Segment D – Feedback and Sharing Ideas (10 min)

After the children are back from their buddies ask each child if they discovered anything new about their buddy today. Also ask them if they have any questions about horses. Since the children received a lot of information about horses today it can be expected that the children have numerous questions.

Snack Time (15 min)

Have the children prepare their own veggie sandwiches. Provide a choice of ingredients.

Segment E – Nature Activity (35 min)

Explain to the children that some artists create sculptures and other pieces of art out of natural materials. The artist Andy Goldsworthy, for example, is well known for his nature sculptures. If possible show the children some pictures of Goldsworthy's work from the book *Andy Goldsworthy: A collaboration with nature* (Goldsworthy, 1990). Take the children on a nature walk, and ask them to collect natural materials they would like to use in their piece of art. Make sure that they understand that they should not destroy any plants or harm any insects while they are doing this activity. The nature walk should last about ten to fifteen minutes. Once all the materials have been gathered, have the children decide what would be an appropriate place to build their sculpture. Ask the children to work together and to create a sculpture from the collected materials. Depending on your group of children this activity could be modified in such a way that the children could create individual sculptures or that they pair up with a partner to work

on a sculpture instead of working in a group. You need to give enough time at the end however, so that the children can look at each other's sculptures.

Remind the children that they should bring their diaries with them next time as well as all other materials they might need to write the adoption profile for their sanctuary buddy. Ask the children to get ready for their trip home and thank them for coming out to the sanctuary.

References:

Doris Day Animal League (2005). *The Burns Amendment*. Retrieved May 31st, 2005 from

<http://www.ddal.org/horseprotection/burns/>.

Equine World UK (n.d.). *About horses: Behavior*. Retrieved May 31st, 2005 from

http://www.equine-world.co.uk/about_horses/behavior.htm.

Equine World UK (n.d.). *Horse care: Routine care: Feeding*. Retrieved May 31st, 2005

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Oregon: Multnomah Publishers, Inc.

PBS (n.d.). *Teacher resource page activities. Home of the free and the wild*. Retrieved

May 31st, 2005, from

http://www.pbs.org/wildhorses/wh_teaching/wh_teaching.html.

Right Lead Equestrian, (n.d.). *Horse industry statistics*. Retrieved May 31st, 2005, from:

http://rightlead.com/Educational/horse_facts.htm.

Wild Horse& Burro Freedom Alliance (n.d.). *History and background*. Retrieved May 31st, 2005, from <http://www.savewildhorses.org/history.htm>

LESSON PLAN EIGHT

THE POWER OF COMPASSION

Purpose:

- The children will be able to connect the things that they learned about farmed animals over the course of this program.
- The children will understand the devastating consequences of animal abuse and neglect.
- They will learn how to take responsibility for their own actions.
- The children will understand that compassion has the power to rescue life. They will comprehend that we have to react immediately if we notice that another living being is abused or neglected.
- Writing an adoption profile for their sanctuary buddy will strengthen the children's self-esteem, and will give them a feeling of empowerment.
- Presenting the adoption profiles to the rest of the group will improve their speaking skills.
- The *Council of All Farmed Animals* will wrap up the program and give the children the opportunity to put into words all that they've learned about the treatment of farmed animals. By slipping into the role of one of these animals they can express the feelings they may have experienced while listening to all the stories over the course of the program.
- Making a pledge to change one thing in their lives that will help these animals will further empower them, and give them a positive feeling about themselves and the animals, as well as hope for the future.

Materials needed:

- Five large pieces of cardboard with quotes
- Cardboard posters for the adoption profiles
- Scissors, crayons, colored pencils, glue
- Art supplies for the masks
- Meeder, K. (2003). *Hope rising. Stories from the ranch of rescued dreams.* Sisters, Oregon: Multnomah Publishers, Inc., p. 194-198 & p. 132-139.

Segment A – Introduction (20 min)

Have the children sit in a big circle and welcome them to the farm as usual. Put five big pieces of cardboard into the center of the circle. On each piece of cardboard you should have written one of the following quotes:

- God loved the birds and invented trees. Man loved the birds and invented cages. ~ Jacques Deval, *A fin de vivre bel et bien.*
- When I was twelve, I went hunting with my father and we shot a bird. He was lying there and something struck me. Why do we call this fun to kill this creature [who] was as happy as I was when I woke up this morning. ~ Marv Levy
- Living with animals can be a wonderful experience, especially if we choose to learn the valuable lessons animals teach through their natural enthusiasm, grace, resourcefulness, affection, and forgiveness. ~ Richard H. Pitcairn, American Veterinarian, Pet Nutritionist and Author
- But for the sake of some mouthful of flesh we deprive a soul of the sun and light and of the proportion of life and time it had been born into the world to enjoy. ~Plutarch (c. AD 46 – c. 120)

- Unless someone like you cares a whole awful lot, nothing is going to get better.

It's not. ~ Dr. Seuss' *The Lorax*

Note that all quotes were retrieved from the Internet, please see reference list at the end of this lesson plan.

Ask the children to read the quotes quietly and to go into the center of the circle and sit next to the quote that they most relate to. Once all the children have sat down, ask them why they have chosen these quotes. Discuss the meaning of the quotes in the context of what they have learned over the course of the program. Ask them if there is anything that they care “a whole awful lot about” and have them explain how this influences their actions.

Segment B – Instruction (60 min)

Explain the following to the children: Life is never easy. Like most of the animals at the sanctuary many of us have been hurt or will get hurt at some point in our lives, and probably all of us have hurt somebody either intentionally or unintentionally. This is very sad and it causes us a lot of grief, however each day is a new day and we can make a new start. We need to heal our own wounds, and make up for any pain and grief we might have caused others by getting up each day and making the choice to act kindly and compassionately toward all living beings. If somebody abuses us and treats us poorly it is okay to seek help. If we see another living being who has been neglected or abused we need to act and provide help as best as we can. Remember that you are never alone. There are always many souls out there who feel just like you and who will support you in your efforts.

Ask the children to open their heart one more time to a very sad story that will explicitly demonstrate how much our help is needed. Read the story *Lord, Have Mercy* (Meeder, 2003, p. 132 – 139) to the children. It is a story about an extreme case of neglect that involved a mare named Mercy who was rescued by Kim Meeder of Christal Peek Youth Ranch in Oregon. The mare was in such a horrible condition that she had to be put down shortly after her rescue.

My intention with this story is to show the children that neglect is another horrible form of abuse and that we need to act immediately when we notice it because otherwise it can be too late.

Give the children time to express their feelings when you are done reading. Ask them what they would do to help if they notice that somebody is badly neglected. Discuss this issue as long as necessary.

Tell them that the author, who also runs the sanctuary where Mercy died, met a young girl named Sierra who believed that she could make a difference. Ask them if they would like to hear her story. Read the story *The Negotiator* (Meeder, 2003, p. 194 – 198) to the children. After learning about the misery of a group of horses at a ranch in Oregon, Sierra organized the rescue of four horses. Ask the children how they feel about the young girl's courage and determination to help.

Tell the children that now is the time to create the adoption profiles for their sanctuary buddies. Tell them that each one of them will get a big cardboard poster that they can use for their buddy. Also provide scissors, colored pencils, crayons, etc. in case the children would like to use pictures or drawings for their display. Give the following questions as help: Describe your animal. What is special about your buddy? What does

he or she look like? What are his or her likes or dislikes? What do people need to know about the care of this animal? What are the special needs of your buddy? Why do you think this animal should find the best home possible?

Tell them that you will use the adoption profiles for the web site, which means that the children are truly ambassadors for their buddies. Explain that after they have finished their profiles, a volunteer or staff member will bring out the animals one at a time, and that each child should present his or her animal to the rest of the group. Give the children about thirty minutes to work on their profiles.

Segment C – Interaction with the Animals (40 min)

After all children have finished working on their profiles, have the volunteers bring out one animal at a time, and have each child present his or her profile to the rest of the group in the presence of his or her chosen animal. Afterwards, hang up the posters so that they are visible to any visitor of the sanctuary.

Snack Time (15 min)

Prepare lots of goodies as a special good-bye.

Segment D – Feedback and Sharing Ideas (15 min)

Hand out the post lesson questionnaires (see appendix F) to the children and the program evaluation forms (see appendix G) to the volunteers and teachers or counselors. Also give the teachers and counselors the individual progress evaluation forms (see appendix D) for the children and ask them to fill them out within the next two weeks and

to mail them to you. Explain that it is really important for you to get honest and detailed feedback about the program from each participant. After all participants have filled out their forms collect them and thank them for their help.

Segment E – Nature Activity (35 min)

The following activity is a modified version of the *Council of all Beings* as suggested in the *Sowing Seeds* workbook (International Institute for Humane Education, 2002).

According to the workbook the original idea for a *Council of All Beings* is based on the book *Thinking like a mountain: Toward a council of all beings* (Seed, J., Macy, J., Fleming, P. & Naess, A. (1988). I would like to call the activity *The Council of All*

Farmed Animals:

- Invite the children to spread out in a circle and to sit down.
- Explain to them that they should not talk during the first part of this activity.
- Go to each child and whisper the name of a farmed animal into his or her ear.
- Ask the children to close their eyes. Explain that they are now slowly turning into this animal. What does it feel like to be this animal? What are your days and nights like? How do other beings treat you? Where do you live and how (please explain that they are not living at a sanctuary)? What do you want? What would you like to tell other living beings, especially people? What do you have to give to this world?
- Put paper, crayons, and other art supplies in the center of the circle and ask the children to make a mask for their animal. Give them about 10 minutes to make

their masks. Let them know how much time they have before they start. Ask them not to talk.

- After everyone has finished, have the children gather in a circle again. Ask all the beings to speak for themselves.
- Have each being introduce him or herself by telling the council who they are, where they live, and how they spend their time. Have the council answer each time with “We hear you [name of the being].”
- Invite each being to speak again, this time by explaining to the council what is happening to them on this planet. How do people treat them? How have they been abused or neglected? How have they suffered? The council answers, “We hear you [name of the being].”
- Ask each animal to talk one more time, and to share his or her wisdom with the council. What does the animal have to give to this planet and all of its beings? What can this animal teach people? The council replies with “We thank you [name of the being].”
- After each being has spoken, ask the children to remove their masks, and to make a promise that they change one thing in their life that will help their being.
- Remind the children that they should only make a promise that they can really keep.
- End the council with the pledge: “These promises shall not be broken.”

End the program by telling the children how special they are, and how much you enjoyed their company. Tell them that everyone at the sanctuary including the animals has reserved a special place in their hearts for each one of them, and tell them that you

know that each one of them will make this world a better place. Leave enough time for personal good-byes.

References:

International Institute for Humane Education (2002). *Sowing Seeds Workbook: A humane education primer*. Surrey, ME: International Institute for Humane Education.

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Quote Garden (n.d.). *Quotations about animal rights*. Retrieved May 31st, 2005 from <http://www.quote garden.com/a-rights.html>.

Seed, J., Macy, J., Fleming, P. & Naess, A. (1988). *Thinking like a mountain: Towards a council of all beings*. Philadelphia, PA: New Society Publishers.

Appendices

APPENDIX A

Parent/Guardian Questionnaire and Permission Slip

Please fill out the following questionnaire and sign the permission slip. Each child needs to turn in the completed form at the beginning of the program. No child may participate in the program without the signed form.

Parent/Guardian Name: _____

Name of the Child: _____

Child's D.O.B. _____

Address: City: _____ **State:** _____ **Zip Code:** _____

Home phone: _____ **Cell Phone:** _____ **Work:** _____

E-mail: _____

How can we reach you in case of an emergency?

Give the name and phone number of an alternative emergency contact person in case we can't reach you: _____

Are there any medical conditions we need to be informed about? Please explain:

Does your child have any allergies we need to know of?

Does your child need to take medication(s)? Please list:

(If yes, please give instructions to the staff members of the school or agency who are accompanying your child to the sanctuary. Sanctuary staff and volunteers are not allowed to dispense any medication.)

Has your child ever shown any signs of fear of animals? Please describe:

Has your child ever hurt an animal? If yes, please describe:

How old was your child and what happened after the incident?

Liability Waiver:

“The above named child may participate in the eight-week animal-assisted humane education program at.....(name of the sanctuary). I have the authority to act on this child’s behalf and I release.(name of the sanctuary) and its representatives from liability in the event of accidental injury or illness. I give permission for this child to receive emergency medical treatment. I accept full responsibility for any expense resulting from providing medical treatment to this child.”

Parent/Guardian Signature:.....Date:.....

APPENDIX B:

**Please note that this questionnaire is a slightly modified version of Barbara Boat's Inventory on Animal-Related Experiences as cited in Loar & Colman (2004, pp.125-126).*

Name:..... Date:.....

Experiences with Animals Survey

1. Have you or your family ever had any animals? Yes No (Please circle)
How many?

a. Dog(s)	_____
b. Cat(s)	_____
c. Bird(s)	_____
d. Fish	_____
e. Horse(s)	_____
f. Turtles, snakes, lizards, insects, etc.	_____
g. Rabbits, hamsters, mice, guinea pigs, gerbils	_____
h. Wild animals (describe)	_____
i. Cows, pigs, sheep, chicken, geese turkeys, ducks	_____
j. Other (describe)	_____

2. Do you have any animals now? Yes No (Please circle)
How many?

a. Dog(s)	_____
b. Cat(s)	_____
c. Bird(s)	_____
d. Fish	_____
e. Horse(s)	_____
f. Turtles, snakes, lizards, insects, etc.	_____
g. Rabbits, hamsters, mice, guinea pigs, gerbils	_____
h. Wild animals (describe)	_____
i. Cows, pigs, sheep, chicken, geese turkeys, ducks	_____
j. Other (describe)	_____

3. Did you ever have a favorite or special animal?

What kind? _____

Why was this animal special? _____

4. Has an animal ever been a source of comfort or support to you – even if you weren't this animal's guardian? (e.g. When you were sad or scared?)

Yes No (Please circle)

How old were you? a. Under age 6 b. 6-12

Describe the animal and what happened

5. Has your animal ever been hurt?

Yes No (Please circle)

What happened? (Describe)

a. Accidental? (Hit by car, attacked by another animal, fell, ate something, etc.)

b. Deliberate? (Kicked, punched, thrown, not fed, etc.)

6. Have you ever felt afraid for your animal or worried about bad things happening to your animal? (Describe)

Are you worried now? Yes No (Please circle)

7. Have you ever lost an animal you really cared about? (e.g. Was given away, ran away, died or was somehow killed?) Yes No (Please circle)

What kind of animal? _____

What happened?

How difficult was the loss for you?

a. Not difficult **b.** Somewhat difficult **c.** Very difficult

How much does it bother you now?

a. Not at all **b.** Somewhat **c.** A lot

How did people react/ what did they tell you after you lost your pet?

How old were you?

a. Under age 6 **b.** 6-12 years

8. Have you ever hurt an animal or pet? Yes No (Please circle)

How many?

<ul style="list-style-type: none"> a. Dog(s) b. Cat(s) c. Bird(s) d. Fish e. Horse(s) f. Turtles, snakes, lizards, insects, etc. g. Rabbits, hamsters, mice, guinea pigs, gerbils h. Wild animals (describe) i. Cows, pigs, sheep, chicken, geese turkeys, ducks j. Other (describe) 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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What did you do? (Please describe)

Was it

a. accidental? b. deliberate? c. coerced?

How old were you? **(Circle all that apply)**

a. Under age 6 b. 6-12 years

Were you hunting the animal for food or sport? Yes No

Were you alone when you did this? Yes No

Did anyone know that you did this? Yes No

What happened afterwards? _____

9. Have you ever been frightened-really scared or hurt by an animal?

Yes No (Please circle)

What happened? _____

APPENDIX C

List of Books and Videos Needed for the Program

Videos:

- Cluzaud, J. (Director), & Perrin, J. (Director). (2003). *Winged migration* [Motion Picture]. United States: Columbia Tristar Hom.
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APPENDIX D

INDIVIDUAL PROGRESS ASSESSMENT

**Please note that the pretest is based on Dr. Stone's template for designers of humane education programs (Stone, 2002).*

Pretest:

1. Describe the child's problematic behavior.
2. Explain why this behavior is a problem and what underlying factors contribute to it.
3. Describe the desired outcome and give detailed objectives for this child.
4. Describe observable behaviors that typify the desired outcome.
5. How can this behavior be measured?

Posttest:

1. Describe any changes in the child's problematic behavior.
2. Explain why the desired outcome has or hasn't been achieved.
3. Which objectives have or have not been achieved?
4. What needs to be done to further support the child's progress?

APPENDIX E

SHARE YOUR THOUGHTS AND OPINIONS (pre lessons)

We would love to know what you think. Please answer the following as best as you can. Thank you very much for coming out to our sanctuary.

NAME: _____

NAME OF THE SCHOOL OR ORGANIZATION YOU CAME WITH:

AGE: _____

Please circle the answer that matches what you think.

1. I like animals living on farms such as cows, pigs, chicken, turkeys, ducks, goats, sheep, and horses.

A LOT SOMEWHAT NOT THAT MUCH NOT AT ALL

2. I can understand “chicken talk”.

YES A LITTLE NOT SURE NO

3. Cows are playful, social creatures.

YES SOMEWHAT NOT SURE NOT AT ALL

4. It is more important to help homeless cats and dogs, or to protect wild animals, than to care about chickens or cows.

YES NOT SURE NO IT DEPENDS... (Please comment) _____

5. Vegetarian food is boring.

YES SOMEWHAT NOT SURE NOT AT ALL

6. It is ok to harm an animal if I don't like this animal or if I am scared.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment) _____

7. Neglecting an animal can be very harmful.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment) _____

8. I do not like it if somebody hurts or neglects an animal but it is better not to speak up because I could get in trouble.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment) _____

9. There is not much that children can do to help animals.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment) _____

10. I treat all people and animals in my life with respect and kindness.

YES **SOMEWHAT** **NO** **IT DEPENDS... (Please**

comment) _____

APPENDIX F

SHARE YOUR THOUGHTS AND OPINIONS (post lessons)

We would love to know what you think. Please answer the following as best as you can. Thank you very much for coming out to our sanctuary.

NAME: _____

NAME OF THE SCHOOL OR ORGANIZATION YOU CAME WITH:

AGE: _____

Please circle the answer that matches what you think.

1. I like animals living on farms such as cows, pigs, chicken, turkeys, ducks, goats, sheep, and horses.

A LOT SOMEWHAT NOT THAT MUCH NOT AT ALL

2. I can understand “chicken talk”.

YES A LITTLE NOT SURE NO

3. Cows are playful, social creatures.

YES SOMEWHAT NOT SURE NOT AT ALL

4. It is more important to help homeless cats and dogs, or to protect wild animals, than to care about chickens or cows.

YES NOT SURE NO IT DEPENDS... (Please

comment) _____

5. Vegetarian food is boring.

YES SOMEWHAT NOT SURE NOT AT ALL

6. It is ok to harm an animal if I don't like this animal or if I am scared.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment)_____

7. Neglecting an animal can be very harmful.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment)_____

8. I do not like it if somebody hurts or neglects an animal but it is better not to speak up because I could get in trouble.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment)_____

9. There is not much that children can do to help animals.

YES **NOT SURE** **NO** **IT DEPENDS... (Please**

comment)_____

10. I treat all people and animals in my life with respect and kindness.

YES **SOMEWHAT** **NO** **IT DEPENDS... (Please**

comment)_____

11. Please describe what you liked or disliked about the program.

12. Rate on a scale from 1 to 5 how safe you felt while interacting with the animals. 1 is not safe at all, 5 is very safe. 1 2 3 4 5 (*Circle the number that applies to you.*)

13. What is the most important thing that you would like to teach other children about farmed animals?

14. What would you like to say **a.** to the staff members of the program, and **b.** to the volunteers of the program?

15. Is there anything that you would like us to change in the program?

APPENDIX G

STAFF EVALUATION FORM

YOUR NAME: _____

NAME OF YOUR SCHOOL OR ORGANIZATION: _____

DATE: _____

Thank you for participating with your children in our program. In order to maintain high quality standards in our program, we would be grateful for your evaluation.

1. How would you rate the overall quality of the program? *(Please circle appropriate answer).*

POOR FAIR GOOD EXCELLENT

2. What specifically did you like about the program?

3. What aspects of the program could be improved?

4. Did you notice any significant changes in the children's behavior?

5. Are we respectful, caring, and supportive of the children?

6. What did the children learn in this program?

7. How would you rate the safety measurements that were taken to ensure the safety of all participants? **POOR** **FAIR** **GOOD** **EXCELLENT**

8. Do you have any additional comments that may help us to further improve the quality of the program?
