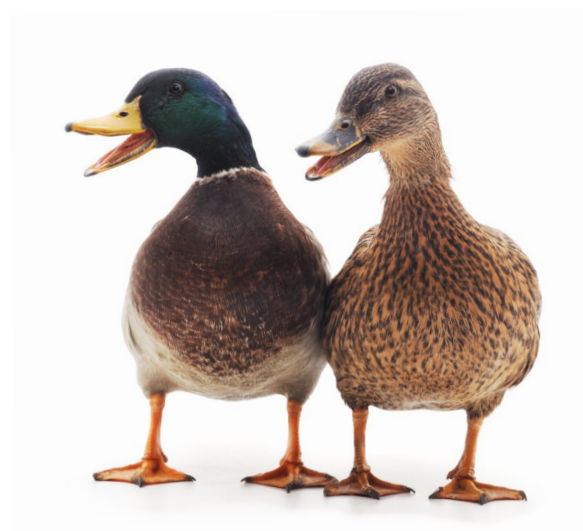




COMPASSIONATE CLASSROOM

LESSON PLANS:

- Lesson 1 – Circle of Compassion
- Lesson 2 – Our Basic Needs
- Lesson 3 – The Meaning of Family
- Lesson 4 – Compassion for All Animals
- Lesson 5 – Home Sweet Home
- Lesson 6 – The 5 Freedoms



COMPASSIONATE CLASSROOM

“Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty.” – Albert Einstein



The Compassionate Classroom Curriculum is designed to meet the Social & Emotional Learning (SEL) Core Competencies.

Evidence based SEL enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.



CHARACTER EDUCATION CONCEPTS TAUGHT

- Compassion** – Students will be able to define what compassion means and identify who should be treated with compassion.
- Respect** – Students will foster greater respect for others by understanding their needs, families, homes, and freedoms.
- Kindness** – Students will be encouraged to show others kindness after learning about our similarities and differences.
- Diversity** – Students will grow an appreciation for diversity and gain a better understanding of others, including animals.
- Empathy** – Students will be encouraged to understand and take the perspective of others.



ENVIRONMENTAL SUSTAINABILITY

For tips on increasing environmental sustainability for art and other projects, check out this article from the Art of Education University:

<https://theartofeducation.edu/2017/09/28/movingpast-scrap-box-strategies-art-room-needs-go-green/>



COMPASSIONATE CLASSROOM



Time: 30 minutes

Lesson 1: Circle of Compassion



OBJECTIVE

The students will be able to define what compassion means and describe who/what they have compassion for.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Social Awareness – This lesson promotes the ability to think about others in a positive way. By growing compassion for other living beings, including different people and animals, students can increase their appreciation for diversity and have more respect for others.

Self-Awareness – This lesson encourages students to identify how they feel about others and recognize how they can strengthen their compassion for others even if they are different.

Relationship Skills – By understanding the meaning of compassion and who they have compassion for, students will be able to form better relationships with diverse individuals and groups.

MATERIALS NEEDED

- Whiteboard, large sheet of paper, or if presenting virtually a blank document that can be shared over video
- Markers
- The Compassion Pledge (included with lesson)
- Crayons, color pencils, etc.

SETUP

Have students sit in a circle (using chairs or sitting on the floor), explain to students that this circle represents a circle of compassion and that every student is a part of it. Also explain that someone does not have to be present in order to be included in the circle of compassion. If doing this lesson virtually, the same explanation can apply.

If doing this lesson virtually, have the whiteboard or large sheet of paper for the Circle of Compassion set up so that it can be seen over video. Also, make sure to supply parents with the Compassion Pledge and check that they have access to art supplies.



LESSON PROCEDURE

OPENING ACTIVITY (5 Minutes)

Today we are going to learn about something called compassion!

See what the students already know by asking:

- Who thinks they know what compassion means? (students can raise hands or show a thumbs up)
- Can someone tell me what it means? (allow time for answers)
- Who thinks they know what empathy means? (students can raise hands or show a thumbs up)
- Can someone tell me what it means? (allow time for answers)

Explain that empathy is about feeling what someone else feels and understanding their feelings. Compassion is having an understanding of someone else and wanting to treat them with kindness. In other words, compassion is empathy in action.

LESSON BODY (15 Minutes)

1) Draw a circle on a whiteboard or large sheet of paper and label it Circle of Compassion. If presenting virtually, this can be done in front of a camera or by screen sharing a document.

2) State the following: This circle represents our compassion and inside it holds all of the things the we show compassion to. Let's talk about what should go in this circle.

3) Questions:

- Who do you have compassion for? Parents? Friends? Pets?
- Who deserves compassion?
- Who do you care about?
- Who would you stand up for or help if they were in need?
- What about people who we don't know?
- What about animals?
- Are there any other people, animals, plants, or even parts of the world that deserve to be in the circle?
- Do you think everyone deserves to be in our circles of compassion? Why or why not?

(As participants share, write down their responses in the circle. For younger students, it may be better to use pictures. This can be done by drawing or by using a mix of clip art)

4) When the circle is full, invite participants to go around one at a time and respond to the following:

Can you share an example of what showing compassion looks like? For example, speaking up for someone who has been bullied (explain that it can be any example, and if they are stuck, they should try to think of something they have done before or an act of compassion they have seen someone else do).



WRAP-UP

THE COMPASSION PLEDGE (10 Minutes)

- 1) Pass out a copy of the Compassion Pledge included in this lesson to each of the students. If doing this lesson virtually, make sure to get the pledge to parents ahead of time.
- 2) Explain that this pledge is a promise to make our world a kind, respectful, and compassionate place. When we put our name on this pledge, we are saying that we will choose compassion for others.
- 3) Students are welcome to draw on and decorate their pledge in a way that feels meaningful to them.
- 4) Ask students to write their name on their pledge to signify their promise.

DISPLAY

Put the students Compassion Pledges up in the classroom so that students can remember their promise. You can also refer to these pledges throughout the year as the class completes other lessons.

CIRCLE OF COMPASSION EXAMPLE



FOR YOUNGER STUDENTS,
IT MAY BE EASIER TO
USE PICTURES INSTEAD
OF WORDS



COMPASSION PLEDGE

I pledge to make the world a more compassionate place by treating everyone with kindness, respect, and love.

I will treat myself with compassion

I will treat all humans with compassion

I will treat all animals with compassion

I will treat the Earth with compassion

Signed: _____



COMPASSIONATE CLASSROOM



Time: 30 minutes

Lesson 2: Our Basic Needs



OBJECTIVE

The students will be able to identify the basic needs of a variety of non-human animals and relate them to their own needs.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Social Awareness – This lesson promotes the ability to take the perspective of and empathize with others, including non-human animals. This lesson allows for students to connect with and take the perspective of an animal through the discussion of shared basic needs.

Relationship Skills – By understanding what other living things need, students will be able to form better relationships with diverse individuals and groups.

Next Generation Science Standards (K-2nd grade) –

Students who demonstrate understanding can:

K-SL1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

MATERIALS NEEDED

- Whiteboard, large sheet of paper
- Crayons, color pencils, etc.
- Animal pictures (included in lesson)
- Construction paper
- Tape
- Belle the Cow coloring page (included in lesson)

SETUP

Have your lesson set up ahead of time. Hang each of the pictures with tape across a white board or on large sheets of paper. Make sure there is plenty of room to write underneath each picture. Cover the pictures up with a piece of construction paper so that students cannot see them before the lesson starts.

If presenting virtually, a camera can easily be positioned to show your picture set up. Or one could show each of the animal pictures with your video screen sharing features.

LESSON PROCEDURE

OPENING ACTIVITY (5 minutes)

To get students engaged and excited, open with a very quick hand-raising activity:

- Raise your hand if you like animals
- Raise your hand if you think animals have feelings
- Raise your hand if you have an animal friend
- Raise your hand if you help take care of that animal friend
- Raise your hand if you think your animal friend needs things to be happy

Today we are going to learn about something called basic needs. Before we start, does anyone think they know what basic needs are? (allow time for answers) Okay, those are some great ideas – basic needs are what living things need to live and be happy and healthy.

LESSON BODY (15 minutes)

1) Starting questions:

- If basic needs are what living things need to live and be happy and healthy, what is an example of a basic need? (hopefully students come up with items like food, water, shelter, etc.)
- What does it mean to want something?
- Is there a difference between a need and a want?

2) Now that we understand what basic needs are, let's see if we can name some basic needs for animals. We will look at pictures of different animals and think about their basic needs. When I show you a picture of an animal, I want you to raise your hands and tell me what you think their basic needs are.

Picture 1 – dog: Uncover the picture of the dog, as students raise their hands write down their answers.

Picture 2 – cat: Uncover the picture of the cat, as students raise their hands write down their answers.

Picture 3 – chicken: Uncover the picture of the chicken, as students raise their hands write down their answers.

Picture 4 – pig: Uncover the picture of the pig, as students raise their hands write down their answers.

Picture 5 – human: Uncover the picture of the human, as students raise their hands write down their answers. Explain to students that humans are animals too!

3) Now that all of the pictures are uncovered and the basic needs have been written down, it is time to start asking some questions:

- What do you see or notice between all of the animals?
- What is the same? What is different? What seems different but might be similar? (i.e. a home could be a house, a warm bed, a barn, a nest, a coop, etc.)
- How would you feel if you were missing one or more of your basic needs?
- How do you think a dog would feel if they were missing one or more of their basic needs?
- How do you think a pig would feel if they were missing one or more of their basic needs?
- What do you notice about these feelings?

Allow time for discussion and more questions with each question presented



WRAP-UP

BELLE THE COW COLORING PAGE (10 Minutes)

Coloring activity –Tell students that they will be coloring a picture of a cow named Belle but she is missing her basic needs. In order to make Belle the Cow feel happy and healthy, they will need to draw her basic needs on the picture for her. Students can reflect back on the basic needs discussion to think of things that their picture might be missing. Possible things to include are: a barn, hay, grass, treats, a fence for safety, other cows or a family, water, etc.

If there is time, allow students to share what they drew and why.

If doing this activity virtually, make sure that parents have access to art supplies and to the coloring page ahead of time.

EXTENTION

A great follow up activity for this lesson is to teach about how giving back and volunteering can be a way to help give basic needs to animals in shelters. The class or the school can combine this with a Service Learning project by hosting a pet food donation drive.

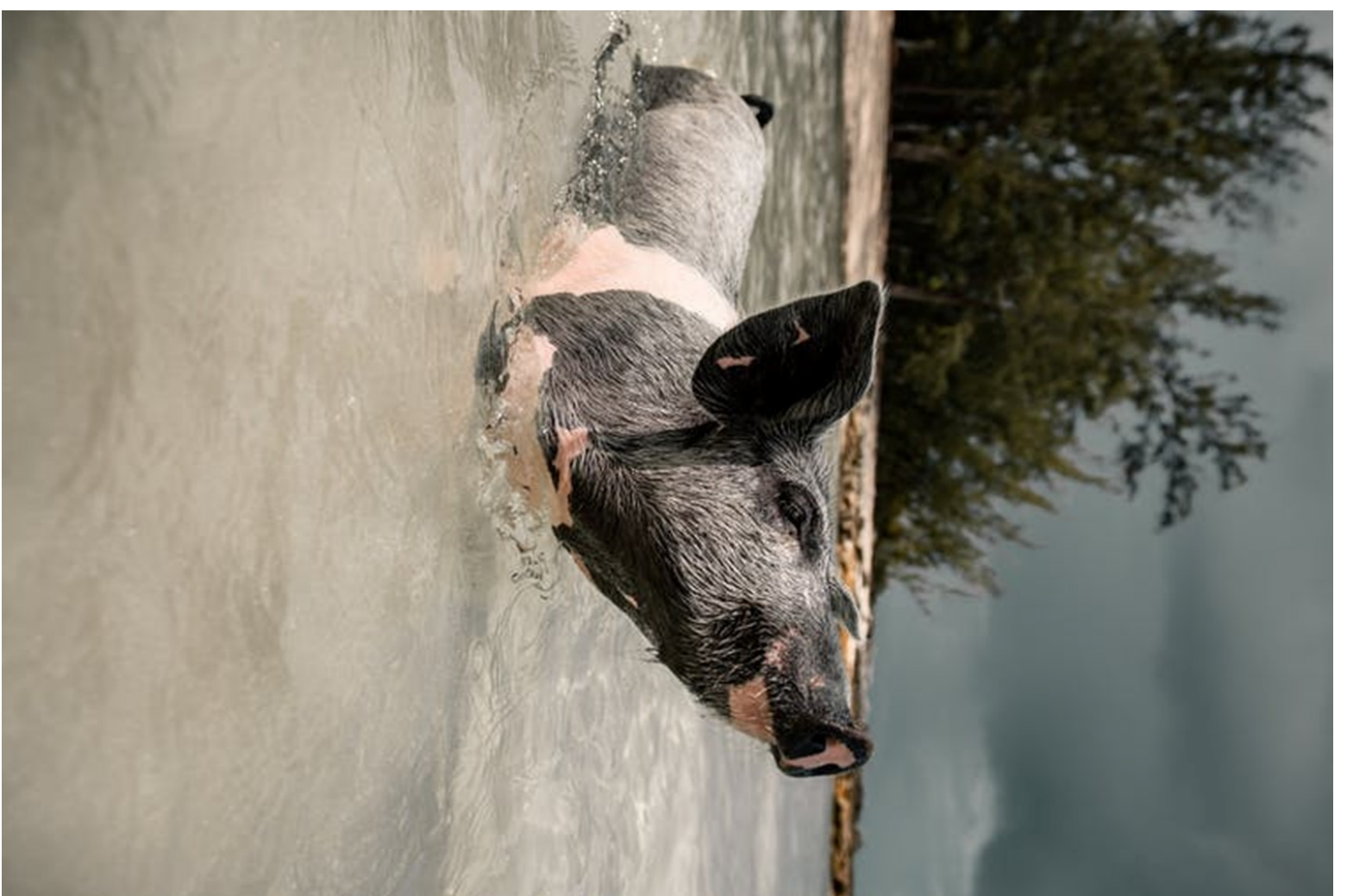
This lesson also leads into learning about wild animals and protection of their habitat.

ANIMAL PICTURES AND COLORING PAGE INCLUDED ON THE FOLLOWING PAGES

FIND THE BELLE THE COW
COLORING PAGE AT THE
END OF THIS LESSON!

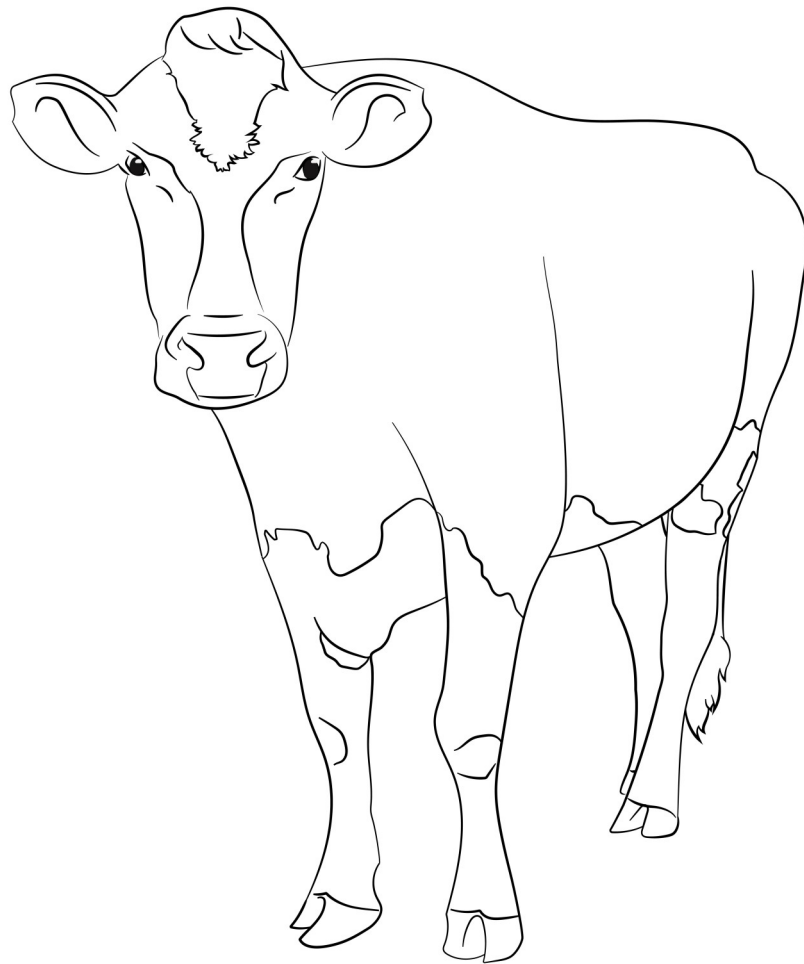








BELLE THE COW



COMPASSIONATE CLASSROOM



Time: 30 minutes

Lesson 3: The Meaning of Family



OBJECTIVE

The students will be able to recognize that a family can have many forms and make comparisons to what family means to them.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Self-Awareness – This lesson promotes the ability for students to recognize their own thoughts and values as they relate to their family.

Social Awareness – This lesson promotes the ability to take the perspective of and empathize with others, including non-human animals. This lesson allows for students to connect with and take the perspective of other living beings by learning about families.

Relationship Skills – By understanding what other families look like, students will be able to form better relationships with diverse individuals and groups.

Next Generation Science Standards (K-2nd grade) –

Students who demonstrate understanding can:

L-1S1-2—Read text and use media to determine patterns in behavior of parents and offspring that helps offspring survive.

MATERIALS NEEDED

- Pictures of families (included in lesson)
- Paper
- Tape
- Markers, crayons, pencils, etc.
- Optional: Esther the Wonder Pig book

SETUP

Have the lesson set up ahead of time. Print out each family picture included in lesson and hang them with tape across a white board or on large sheets of paper. Or one could also have them ready to hold up one at a time.

If presenting virtually, a camera can easily be positioned to show your picture set up. Or one could show each of the animal pictures with your video screen sharing features.

LESSON PROCEDURE

OPENING ACTIVITY (5 minutes)

To get students thinking about family and what family means, ask a few questions:

- What is a family?
- What does family mean?
- What makes a family?
- Does a family have to be related?
- Can families look different?
- Does a family have to have a mom and dad?
- Can animals have families?
- Are animals part of your family?



Take time to discuss these questions and make sure to address any confusion. Most likely, the students will give answers like love, safety, home, care, etc. for what family means to them.

LESSON BODY (15 minutes)

- 1) Tell students that they are going to be learning about family and how some families can be different than our own.
 - 2) Explain to the students that you will be showing a series of pictures and for each picture they will need to tell you what they see.
 - 3) Use questions to help identify what is in each picture:
 - Who is in this picture?
 - What is happening in this picture?
 - How does the picture make you feel?
 - What makes a family?
 - Is this a picture of a family? Why? Why not?
- ***For the animal families*: What is a family of cows called? (herd) A family of birds? (flock) A family of fish? (school)
- 4) When all of the pictures have been shown, ask students what they think about what they saw.
 - 5) Remind the students of the beginning of the lesson when they said what family means to them. Most likely, the students said things like love, safety, home, care, etc.
 - 6) Tell the students that family can come in all shapes and sizes and just because a family doesn't look like our own, doesn't mean they are not a family.



WRAP-UP

FAMILY COLORING ACTIVITY (10 Minutes)

Coloring activity –Tell students that they will be drawing a picture of their family. Remind them that their family can look however they want it to and can include important people like friends and even pets. If there is time, allow students to share what they drew and why. If doing this activity virtually, make sure that parents have access to art supplies ahead of time.

EXTENTION

A great follow up activity for this lesson is to read [The True Adventures of Esther the Wonder Pig](#), a children's book all about a family that might look a little different. This book is available to check out from Pasado's Safe Haven and can be donated at no cost to income qualified schools.

FAMILY PICTURES INCLUDED ON THE FOLLOWING PAGES











COMPASSIONATE CLASSROOM



Time: 40 minutes

Lesson 4: Compassion for Animals



OBJECTIVE

The students will be able to compare farmed animals to common pets and themselves and identify how they can show compassion to animals.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Social Awareness – This lesson promotes the ability to think about others in a positive way. By growing compassion for other living things, including different people and animals, students can increase their appreciation for diversity and have more respect for others.

Self-Awareness – This lesson encourages students to identify how they feel about others and recognize how they can strengthen their compassion for others even if they are different.

Relationship Skills – By understanding the meaning of compassion and who they have compassion for, students will be able to form better relationships with diverse individuals and groups.

MATERIALS NEEDED

- The Compassion Pledge completed in lesson 1
- Paper
- Tape or glue
- Pictures of farmed animals for art project (included in lesson)
- Crayons, color pencils, etc.
- Virtual Sanctuary Tour

SETUP

Have students sit in a circle (either a circle of chairs or sitting on the floor), tell students that this circle represents their circle of compassion - reminding students of the circle of compassion lesson and their Compassion Pledge that they completed previously. If doing this lesson virtually, the same set up and explanation applies just not in an actual circle. Have video and art project ready to go for later in the lesson.

If doing this lesson virtually, be ready to share the animal facts and sanctuary tour video using your preferred video sharing program. Make sure parents have everything they need for the art project.

LESSON PROCEDURE

OPENING ACTIVITY (5 Minutes)

Explain to students that you will be sharing a list of facts about farmed animals and you want them to tell you if those facts are true or false.

- 1) Chickens talk to their chicks when they are still in their eggs – TRUE! Chickens are wonderful mothers.
- 2) Pigs are smelly – FALSE! Pigs are very clean animals who can even be potty trained like a dog. Pigs only roll in mud in the summertime when it is hot out because the mud works like a natural sunscreen.
- 3) Turkeys have better eyesight than humans – TRUE! Turkeys and other birds have amazing eyesight and can see more color spectrums than humans.
- 4) Cows like to be by themselves – FALSE! Cows are very social animals who live in a herd (which means a group) and can even have best friends.
- 5) Farmed animals have feelings – TRUE! Animals like cows, chickens, pigs, turkeys, ducks, and goats have feelings just like humans. They can feel happy, sad, lonely, scared, excited, tired, grumpy, and many more things.

Ask students if they can remember what compassion means. Explain to students that being compassionate to animals means ALL animals, not just cats and dogs or other animals that we think of as pets.

LESSON BODY (25 Minutes)

- 1) Share the Virtual Sanctuary Tour video which is included in the Compassionate Classroom Kit. This video will allow students to virtually meet rescued farmed animals and learn about their individual personalities.
- 2) Question for the end of the video:
 - Did you learn anything?
 - Do you feel differently about farmed animals after watching that?
 - What is something we can do to help farmed animals?
 - Should humans show compassion to farmed animals?
 - Can we show compassion to farmed animals?
- 3) Explain that sometimes it is easy for humans to forget that animals, like farmed animals, have feelings because most of us do not meet them in person every day.



COWS CAN HAVE BEST FRIENDS JUST LIKE HUMANS DO



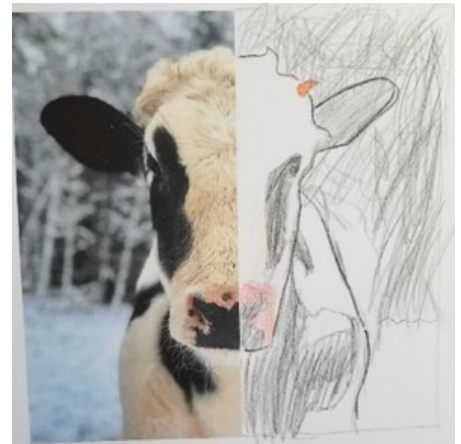
WRAP-UP

ANIMAL FACES ART ACTIVITY (10 Minutes)

Students will now draw the faces of farmed animals, but with a twist!

- 1) Print out pictures of different farmed animal faces (some included in lesson, may need to print doubles)
- 2) Cut the images in half, it works best if it is directly through the animal's face
- 3) Tape or glue one half of the animal image to a blank piece of paper
- 4) The students will then have to draw the other half of the image.
- 5) This activity can require a bit of concentration but produces some really cool results! (see examples)

ART EXAMPLES



FARMED ANIMAL PICTURES FOR PRINTING INCLUDED ON THE FOLLOWING PAGES



Elmo the Pig

Hi! My name is Elmo. I was rescued from a fire that ruined my home. Don't worry, I am safe and happy now.



Smudge the Goat

Hi! My name is Smudge. I love meeting new friends and teaching others about kindness.



Journey the Cow

Hi! My name is Journey. I was born at a sanctuary where I have only know kindness and respect.



Duke the Rooster

Hi! My name is Duke. I am the friendliest rooster you will ever meet.



Frank the Turkey

Hi! My name is Frank. I like to show off my handsome tail feathers and bright colors.



Heart the Pig

Hi! My name is Heart. Before I was rescued, humans were not kind to me. But now I have lots of human friends that I trust.



Dash the Duck

Hi! My name is Dash. I was left all alone in a park when my people didn't want me anymore. But I was rescued and now have a family that I love.



Belle the Cow

Hi! My name is Belle. Did you know that Belle means beautiful? I got my name because of my beautiful and velvety coat.



Lilith the Goat

Hi! My name is Lilith. It took me a long time to trust people but now I have lots of human friends who take care of me.



COMPASSIONATE CLASSROOM



Time: 45 minutes

Lesson 5:

Home Sweet Home



OBJECTIVE

The students will be able to identify different animal homes and habitats and understand why everyone needs a home.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Social Awareness – This lesson promotes the ability to think about others and where they live. By understanding that everyone needs a home, including different people and animals, students can increase their appreciation for diversity and have more respect for others.

Self-Awareness – This lesson encourages students to identify what home looks like and means to them.

Relationship Skills – By understanding the meaning of home and how homes can be different, students will be able to form better relationships with diverse individuals and groups.

Next Generation Science Standards (K-2nd grade) –

Students who demonstrate understanding can:

K-SL1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-1 Use a model to represent the relationship between different plants and animals (including humans) and the places they live.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats

MATERIALS NEEDED

- Animal homes matching cards (included in lesson)
- Shoe boxes (can ask students to each bring one from home)
- Art supplies: crayons, markers, glue, tape, scissors, magazines, stickers, colorful tissue paper, construction paper, cotton balls, etc.

SETUP

Have students sit in a circle - reminding students of the circle of compassion lesson and their Compassion Pledge. If doing this lesson virtually, the same set up and explanation applies just not in an actual circle. Depending on how many students are in the class, have the animal homes flash cards printed out so that students can work with a partner. Have a table set up with all of the art supplies for later in the lesson. If doing this lesson virtually, make sure parents are supplied with the animal homes flash cards so that they can do the matching at home. Also make sure parents have everything they need for the art project.

LESSON PROCEDURE

OPENING ACTIVITY (5 Minutes)

Start with some discussion questions by asking interested students to raise their hands to share:

- 1) Ask students to describe their home. Use questions like: What is in your home? Who lives in your home?
- 2) What does home mean to you? (look for answers like safety, warmth, family, comfortable, familiar)
- 3) Does everyone need a home?
- 4) Do animals need a home? What about wild animals? What about fish?
- 5) What does habitat mean?
- 6) Is a habitat a home?

Ask students if they can remember what compassion means and the Compassion Pledge that they signed.

Explain to students that being compassionate is to understand how someone is feeling and wanting to treat them with kindness. Ask some follow up questions:

- 1) How would you feel if you didn't have a home?
- 2) Do you think it would be hard to do your homework if you didn't have a home? Do you think it would be hard to make dinner if you didn't have a home?
- 3) Do you think it would be hard to take a bath if you didn't have a home?

LESSON BODY (15 Minutes)

Animal Home Matching Game

- 1) Ask students to pick a partner or choose partners for them
- 2) Provide each student pair with a set of the animal home cards for matching
- 3) Explain to students that they will be matching an animal to their home
- 4) When students are done, ask them to sit quietly while others finish
- 5) When everyone is done, ask them what they observed about the different homes



WRAP-UP

ANIMAL HOME/HABITAT SHOEBOX COLLAGES (25 Minutes)

Students will now create collages in a shoebox that represent an animal's home or habitat

- 1) Assign each student an animal or give students the option of what kind of animal they want to make a home for (options are: chicken, dog, dolphin, frog, cat, hummingbird, cow, wolf)
- 2) Provide students with a blank piece of paper and explain to them that they are going to make a collage
- 3) Explain that a collage is a collection of pictures, drawings, and words that represent something. These collages will represent an animal's home.
- 4) Point students to the art supplies and explain that they will need to look through magazines and cut out pictures that they think their animal will need in their home.
- 5) Remind students to think about what their animal needs to help complete their collage
- 6) They will use glue and tape to put all of their pictures together on their piece of paper

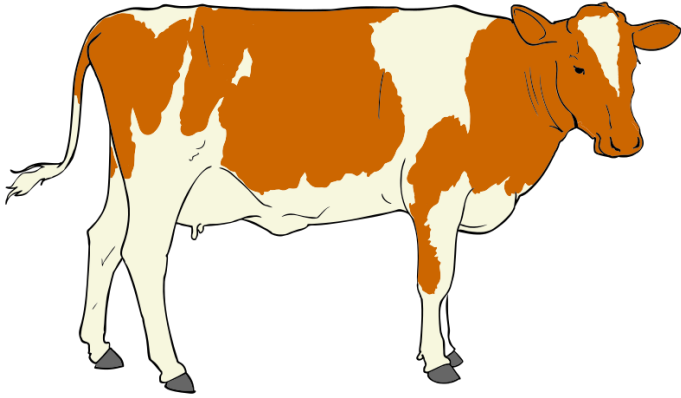
ANIMAL HOME/HABITAT SHOEBOX COLLAGES EXAMPLES



ANIMAL HOME MATCHING CARDS INCLUDED ON THE FOLLOWING PAGES



COW



BARN



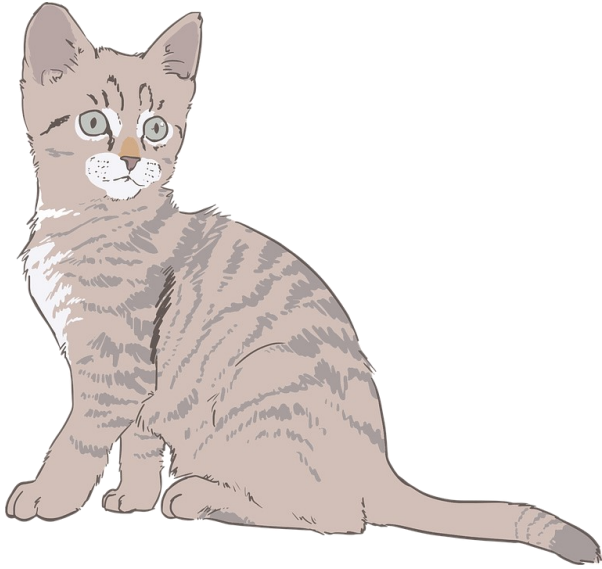
CHICKEN



COOP



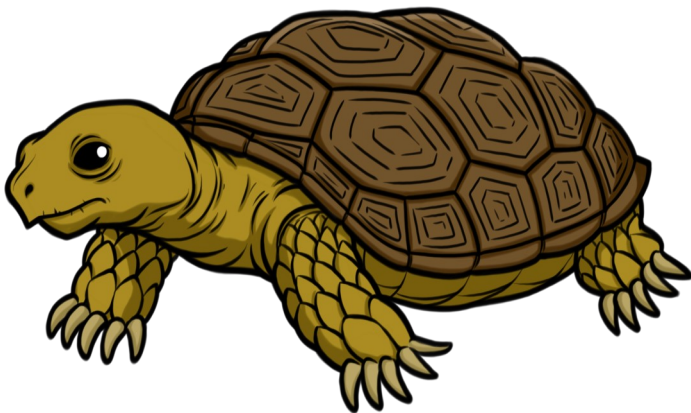
CAT



WARM BED



TORTOISE



DESERT



BEE



HIVE



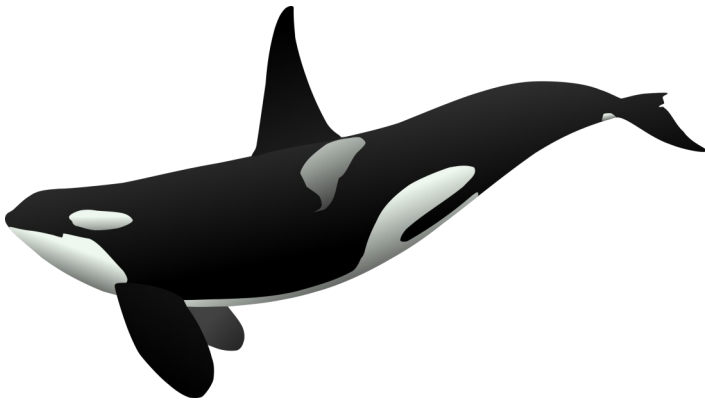
EAGLE



NEST



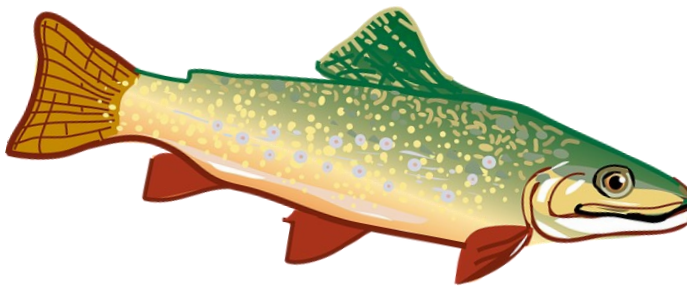
ORCA WHALE



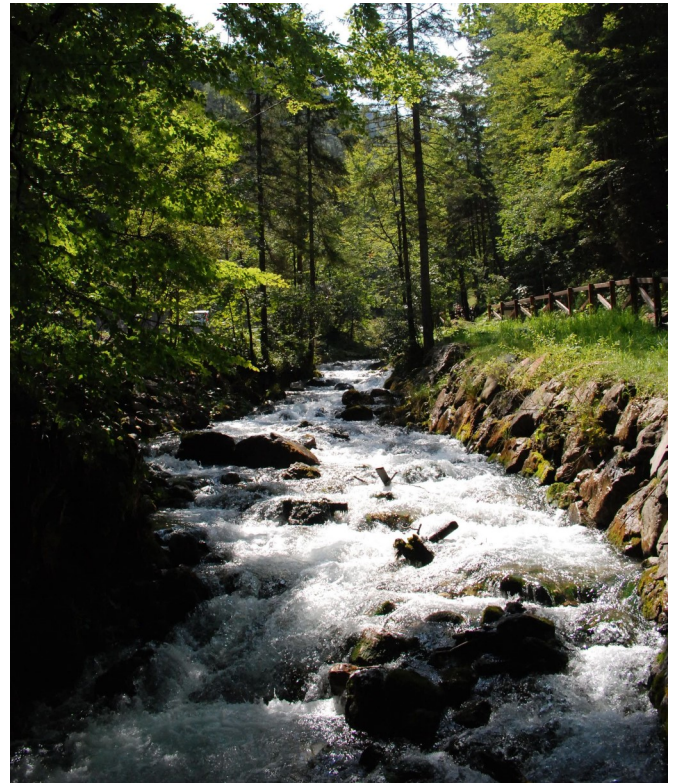
OCEAN



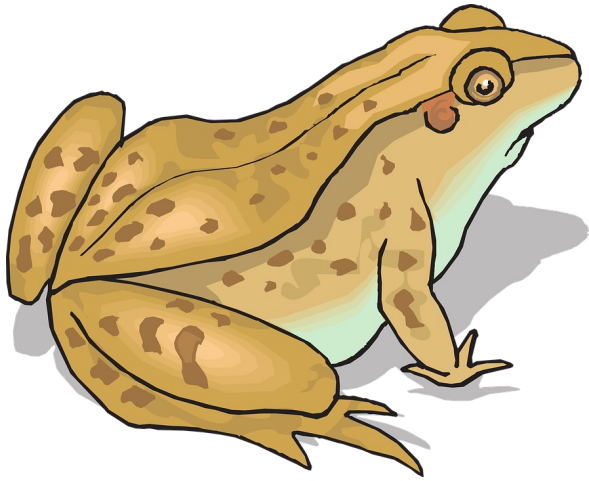
TROUT



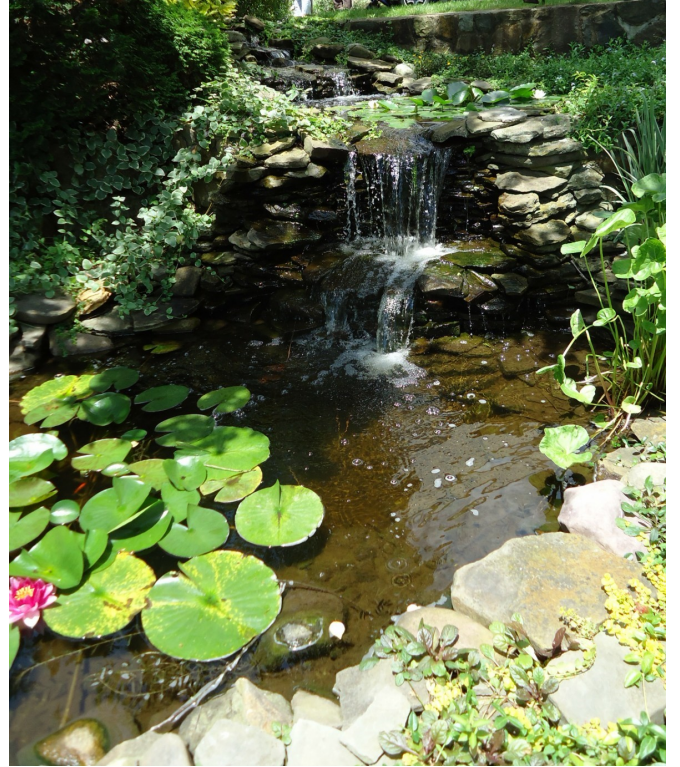
STREAM



FROG



POND



FOX



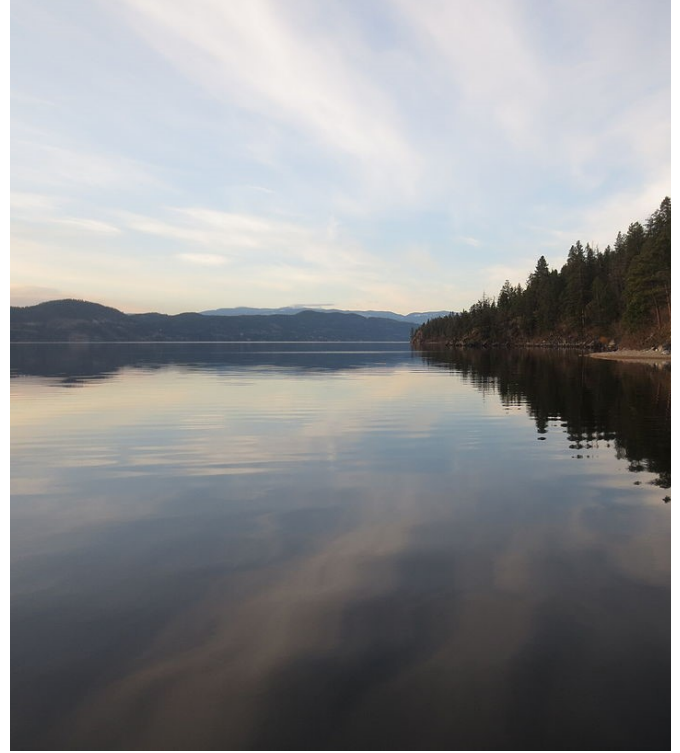
DEN



DUCK



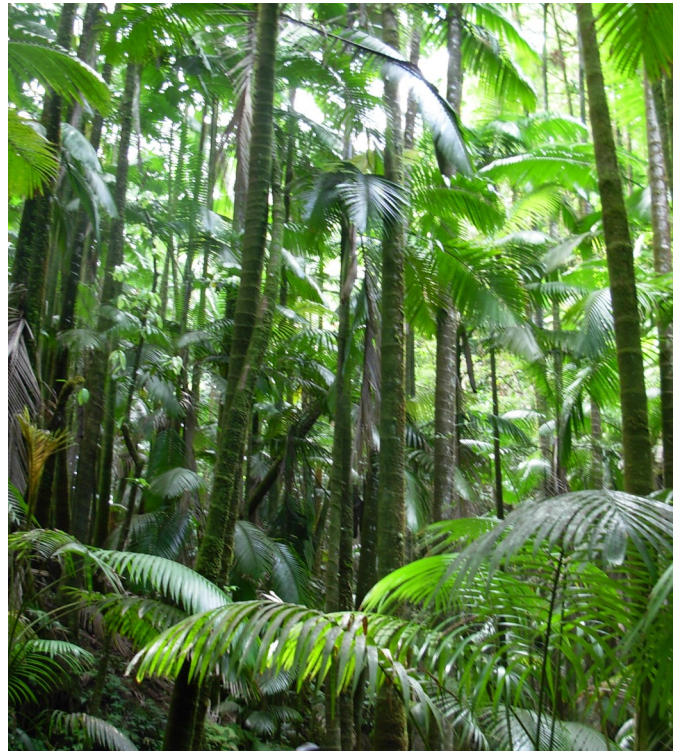
LAKE



MONKEY



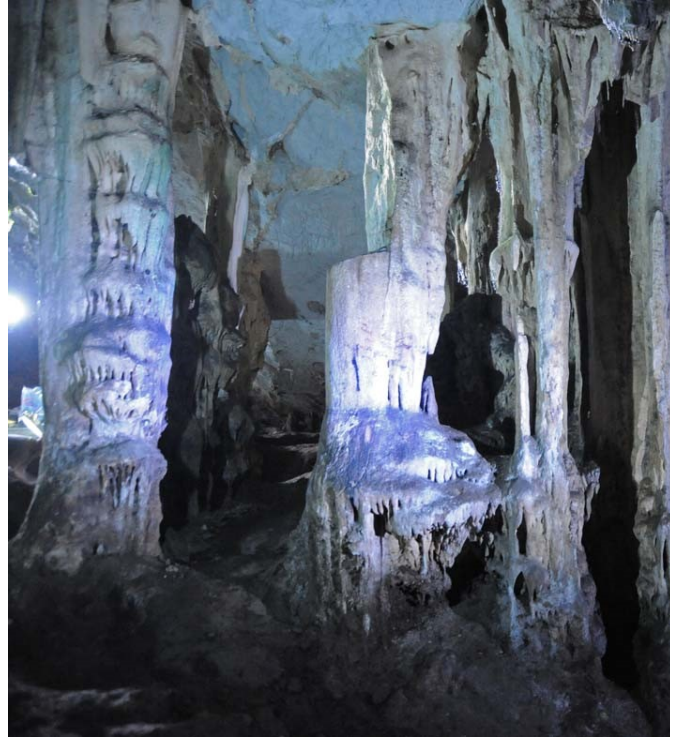
JUNGLE



BAT



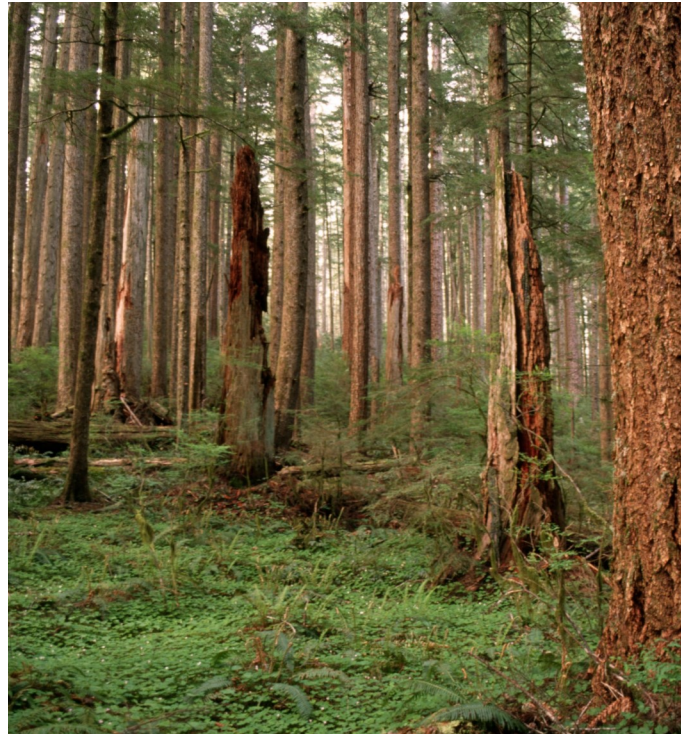
CAVE



WOLF



FOREST



COMPASSIONATE CLASSROOM



Time: 40 minutes

Lesson 6: The 5 Freedoms



OBJECTIVE

The students will be able to identify the 5 Freedoms and use them as a guide to determine if they are present.

STANDARDS ADDRESSED

Social Emotional Learning Core Competencies –

Social Awareness – By knowing the 5 Freedoms in its different forms, students will have a better understanding of others while increasing their appreciation for diversity.

Self-Awareness – This lesson encourages students to identify what the 5 Freedoms are and what that looks like for themselves and others. This aids in recognizing how they can strengthen their compassion for different groups.

Relationship Skills – By understanding the 5 Freedoms and who should have them, students will be able to form better relationships with diverse individuals and groups.

MATERIALS NEEDED

- Copy of The 5 Freedoms for each student (included in lesson)
- Pictures of animals/animal homes (included in lesson)
- Coloring page (included in lesson)
- Crayons, color pencils, etc.

SETUP

Have students sit in a circle (either a circle of chairs or sitting on the floor), tell students that this circle represents their circle of compassion - reminding students of the circle of compassion lesson and their Compassion Pledge that they completed previously. If doing this lesson virtually, the same set up and explanation applies just not in an actual circle. Have coloring pages and art supplies ready for later in the lesson.

If doing this lesson virtually, be ready to share the animal pictures and The 5 Freedoms using your preferred video sharing program. Make sure parents have access to The 5 Freedoms pages and everything they need



LESSON PROCEDURE

OPENING ACTIVITY (10 Minutes)

- 1) Hold up a copy of The 5 Freedoms (included in lesson)
- 2) Read each Freedom out loud one at a time and define them using questions:
 - **Freedom from Hunger and Thirst**
What does this mean?
How would you feel if you were hungry or thirsty?
What can we do to make sure an animal isn't hungry or thirsty?
Are food and water basic needs?
 - **Freedom from Discomfort**
What does discomfort mean?
What does being uncomfortable feel like?
What could make an animal uncomfortable?
Are shelter and a place to sleep basic needs?
 - **Freedom from Pain**
What do humans do if they are hurt or sick?
How do you feel when you get hurt or when you are sick?
What can we do for animals if they are hurt or sick?
Is going to the doctor a basic need?
 - **Freedom to be Yourself**
What is an activity that makes you happy?
What are activities that dogs like?
How would you feel if you couldn't do what you love?
Do you think different kinds of animals have different activities that they like?
 - **Freedom from Fear**
What does this mean?
Can you think of a time when you were scared?
What did that feel like?
Can animals get scared?
How can we make sure an animal is not afraid?

3) Explain to students that they will each get their own copy of the 5 Freedoms and they can use it as a guide to help animals in need, making them Junior Animal Cruelty Investigators!

4) Ask students if they can remember what compassion means.

Explain to students that part of being compassionate means to tell an adult if you see someone (human or animal) who is missing their 5 Freedoms.

LESSON BODY (10 Minutes)

Now students get to practice being Junior Animal Cruelty Investigators!

- 1) Hold up the animal comparison pictures included in this lesson one at a time
- 2) Each set of pictures will correspond with one of the 5 Freedoms and the students will need to point out which picture shows that Freedom
- 3) Ask questions about the picture that does not have the Freedom
 - What is missing?
 - How does this picture make you feel?



WRAP-UP

5 FREEDOMS COLORING PAGE (15 Minutes)

1) Ask students what they think about the 5 Freedoms -

- Are they good/bad?
- Are they missing anything?
- Do you think all animals should have these freedoms?
- Do you think people should have these freedoms?
- Do you think you should have these freedoms?

2) Explain to students that they will be getting a coloring page with the 5 Freedoms—the only thing missing is you!

3) Make sure each student gets a coloring page

4) Each student will color in the 5 Freedoms and draw a picture of themselves

5) Tell students that if they want to add to their 5 Freedoms they can

**NO MATTER WHO YOU ARE
EVERYONE DESERVES THE 5 FREEDOMS**



THE 5 FREEDOMS



- 1** Freedom from Hunger and Thirst
- 2** Freedom from Discomfort
- 3** Freedom from Pain
- 4** Freedom to be Yourself
- 5** Freedom from Fear



THE 5 FREEDOMS



- 1** Freedom from Hunger and Thirst
- 2** Freedom from Discomfort
- 3** Freedom from Pain
- 4** Freedom to be Yourself
- 5** Freedom from Fear



1

Freedom from Hunger and Thirst



2

Freedom from Discomfort



3

Freedom from Pain



4

Freedom to be Yourself



5

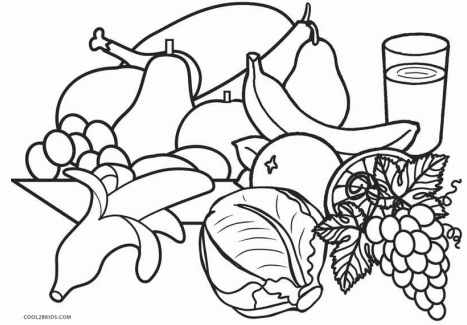
Freedom from Fear



MY 5 FREEDOMS

ME
↓

1



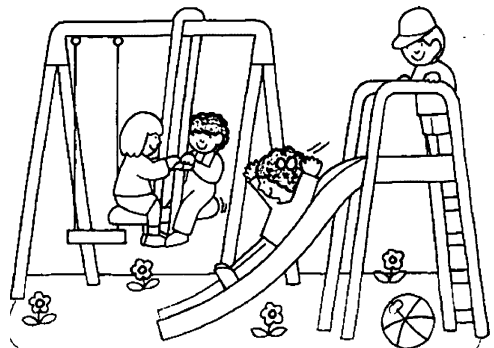
2



3



4



5

