

## Service-Learning Curriculum Unit Plan

<b>Unit/Topic:</b> Animals in Need	<b>Grade Level:</b> First
<b>Service Idea:</b> (Provide Description)  Students will have the opportunity to address a variety of content standards by researching the animal shelter that exists within their community, identifying the needs of animals, and developing and implementing an action plan to address and inform others about this public issue. Students will help out the local animal sheltering organization by designing 'Adopt Me' Bandanas, making Catnip Toys, Baking Dog Biscuits, and holding a Towel Drive at their school.	
<b>1. Content Standards/Grade Level Content Expectations:</b> (Identify learning outcomes to be addressed)  Science: LOL.01.13 Identify the Needs of Animals  Social Studies: I-P4.2.1 Develop and Implement an Action Plan to address or inform others about a public issue  Language Arts-Speaking: S.CN.01.03 Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narratives and informational presentation	
<b>2. Students will understand that....</b> (What are the enduring understandings?)  There are many animals that live in shelters for a variety of reasons. (Abandonment, lack of ability to properly care for, homelessness etc.)  Animals who do not have their basic needs met will not survive.  People perceive what others say in different/certain ways, depending on how the information is presented.	<b>3. Essential Questions to Guide Learning &amp; Inquiry:</b> (Turn understandings into essential questions.)  What are the basic needs of animals?  What are the responsibilities of pet owners? What happens to pets that are not or cannot be cared for by their owners?  What can we do to help? How can we do what we would like to do? How can we get others to help us help the animals?

<p><b>4a. Students will know....</b> (What is the content knowledge focus?)</p> <p>Students will need to know that all animals need appropriate food, shelter, water and air to survive.</p> <p>Students will need to know what appropriate posture, eye contact, and position is and/or looks like.</p> <p>Students will need to know what a public issue is- (that there are many animals in animal shelters).</p> <p>Students need to know that animals in shelters have the same needs as pets that live in their own homes and in nature.</p> <p>Students need to know that shelters try to find homes for, or “adopt out” their animals.</p>	<p><b>4b. Students will be able to do....</b> (What are the skills?)</p> <p>Name the basic needs of animals</p> <p>Develop and implement a project/projects to inform the public about the wants and needs of animals in shelters, and help them.</p> <p>Effectively get an idea/message across to an audience by using appropriate posture, eye contact, and position using props.</p>
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**Assessment Evidence**

<p><b>5a. Performance Task:</b> (What will students do to demonstrate their learning?)</p> <p>Students will complete assessments in the Animal Life, first grade Battle Creek Science Curriculum, and create a book on animal needs.</p> <p>Students will perform a presentation for their peers via closed circuit television, during the morning announcements, on the needs of shelter animals.</p> <p>Students will implement their chosen action plan.</p>	<p><b>5b. Other Assessment Evidence:</b> (Describe formative/on-going/other summative assessments.)</p> <p>Completion of journal activities, participation in classroom and school-wide discussions, and accurate, complete information in student-created books or posters (on the needs and wants of animals living in the local animal shelter).</p>
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<p><b>5a. Performance Criteria:</b> (Provide checklists, rubrics, or criteria.)</p> <p>Students will be evaluated on the needs of animals using the Performance Criteria specified in the Battle Creek Science Curriculum.</p> <p>The KC4 or similar rubric will be used as an evaluation tool for the public speaking assignment.</p> <p>Teacher will evaluate action plans for effectiveness and clear information.</p>	<p><b>5b. Other Assessments Criteria:</b> (Describe criteria for other assessments.)</p> <p>Enthusiastic reaction from the target audience, and positive response from the local animal shelter.</p>
<p><b>Learning Plan:</b></p> <p>(Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: <b>Investigation, Planning &amp; Preparation, Action, Reflection, Demonstration of Results &amp; Celebration.</b>)</p>	
<p><b>A. Steps for Students:</b></p> <ul style="list-style-type: none"> <li>• Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin <b>investigation &amp; pre-reflection</b>) Students are introduced to animal shelters, the process of adopting a pet, and about Service Learning. A concrete relationship between the students and the shelter will be built, and students can take pride in knowing how their efforts directly helped the animals.</li> <li>• Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include <b>planning &amp; preparation, action, &amp; reflection</b>) Students will learn the basic needs of animals; how to speak effectively to inform others about a public issue, and develop and implement an action plan to help the sheltered animals. Teachers will have more success with students who are engaged in their projects, and students will learn more about their community agencies.</li> </ul>	<p><b>B. Notes for Teacher:</b></p> <p>(What do you need to remember to do?) Contact the local animal shelter to find out their policies as they pertain to your proposed Service Learning Experience. Evaluate plans for ongoing maintenance and sustainability of the project. Have community members who were involved, assess project outcomes.</p>

- Closure (Revisit enduring understanding/essential question. Include **reflection & demonstration of results & celebration**) Students will make cat toys, dog biscuits, 'Adopt Me' bandanas, and organize a towel drive. Students will donate the items to the shelter. Have students describe how well they think their project accomplished the objectives they outlined at the start. Share the success stories with the local press, and celebrate with the animal shelter by giving certificates of participation.

**C. Materials Needed:**

Funding- Transportation for 2 trips to the Local Animal Shelter (One near the beginning to the Service Learning Experience for research purposes, and one to deliver the project items).

Literature- "Let's Get A Pup" Said Kate By Bob Graham, Each Living Thing By Joanne Ryder, Buddy Unchained by Daisy Bix, Tails Are Not For Pulling by Elizabeth Verdick, Oh, The Pets You Can Get! By Tish Rabe, and Go Home! The True Story of James The Cat by Libby Phillips Meggs.

Battle Creek Science Kit. Chalkboard or whiteboard. Drawing paper, crayons, pencils, markers, or chalk.

Supplies and Ingredients for making Crunch and Munch  
 Dog Biscuits  
 Supplies needed to make Catnip Toys  
 Supplies needed to make 'Adopt Me' Bandanas

} See lessons  
 3,4, and 5

Certificates of Participation and celebration supplies

**D. Approximate Time for Unit:**

This Service Learning Experience could be completed in as little as 5 or 6 weeks, with each of the following lesson plans being planned about one week apart. Optionally, the first two lessons could be completed during the 'Animal Life' portion of the Battle Creek Science Curriculum, and the last three lessons that include the projects that will be donated to the local animal shelters, could be implemented throughout the school year.

## **E. Resources:**

National Education Standards Potentially Addressed By These Activities:

NCSS- Individuals, Groups and Institutions

NCSS- Civic Ideals and Practices

NCSS-CCE- Principles of Democracy

NSCG-CCE- Roles of the Citizen

NCEE- Role of the Government

NCTE- Communication Skills

NTCE- Communication Strategies

NCTE- Evaluating Data

NCTE- Developing Research Skills

NCTE- Applying Language Skills

NCTM- Connections

NCTM- Analysis & Probability

ISTE- Social, Ethical and Human Issues

ISTE- Technology Productivity Tools

'Animal Life' Unit - Battle Creek Science Curriculum

[ASPCAeducation.org](http://ASPCAeducation.org). And [learningtogive.org](http://learningtogive.org)

KC4 Curriculum and Grade Level Content Expectations

## Lesson 1 of 5 The Beautiful Basics

### Lesson Essential Question(s):

What are the five basic survival needs shared by people and all other animals, including pets and wildlife?

### Lesson Knowledge:

All animals-including people, pets and wildlife-need food, water, shelter and space in which to live.

Key Terms: pets, wildlife, survival needs

### Lesson Skill(s):

Students list and organize needs of people, pets and wildlife.

Subject Areas: Science, Language Arts, Environmental Education

### 1. Lesson Opener:

Background- All animals need food, shelter, water and space in which to live. These needs must be in the quality and quantity required by the particular animal. Because animals need food, water, shelter and space to be available in a way that is suitable to their needs, these components must be available in a suitable arrangement.

(Note: It may be helpful to assess the student's knowledge of the major differences between pets and wildlife.)

Procedure: Draw a three-column chart on a chalkboard with the headings People, Pets and Wildlife. Ask the students, "What do people need in order to live?"

### 2. Transition:

List the students' ideas in a column under the word "People." Complete the same for pets and wildlife.

### 3. Activity:

After the chart has been completed, ask the students to cluster ideas together into larger themes. For example, warmth might be combined with physical comfort and both might fit within the concept of shelter. Help the students to define the lists and establish the essential survival needs for people, pets and wildlife. The most basic survival needs will be the same for each of the three groups. The lists could include and be limited to:

#### PEOPLE

food  
water  
shelter  
space  
sunlight

#### PETS

food  
water  
shelter  
space  
sunlight

#### WILDLIFE

food  
water  
shelter  
space  
sunlight

#### **4. Lesson Wrap-Up:**

- Evaluation-
1. List at least four things animals need for survival.
  2. How do human needs differ from animal needs?

#### **5. Additional Lesson Notes:**

Display a variety of photos or drawings of humans, domesticated animals and wild animals in their habitats. Show the first photo. For example, of a grassy field. Ask the students, if they were going to live in this field, what would they as humans need? Then ask the same for pets and wildlife. Compare. Group photos or drawings by basic needs: food, water, shelter, and space.

## Lesson 2 of 5 EVERYBODY NEEDS A HOME

### Lesson Essential Question(s):

How do the student's homes compare with the shelter needs of other animals?

### Lesson Knowledge:

People and other animals share a basic need to have a home.

Key Terms: differences, similarities, survival needs, habitat

### Lesson Skill(s):

Students will generalize that people and other animals share the same basic needs.

Subject Areas: Science, Language Arts, Environmental Education

### 1. Lesson Opener:

**Background:** Humans and other animals-including pets, farm animals and wildlife-have some of the same basic needs. Every animal needs a home. But a home is not just a house where people live. Home, for many animals, includes the out-of-doors, or in some cases, animal shelters. The scientific term for an animal's home is habitat. An animal's habitat includes food, water, shelter or cover and space. Because animals need the food, water, shelter and space to be available in a way that meets the animals' needs, we say that these things must be available in a suitable arrangement.

A house may be considered shelter for people. People build houses, apartments, trailers, houseboats, and other kinds of shelters in which to live. An animal's shelter might be underground, in a bush, in the bark of a tree, or in some rocks. Animals need a place to find food and water. They also need enough space in which to live and find the food, water and shelter they need. Home for an animal is more like a neighborhood that has everything in it that is needed for survival.

**Procedure-** Students will be told that they are going to be drawing floor plans of their homes and comparing their shelter needs with those of other animals.

### 2. Transition:

Ask the students to draw a floor plan of where they live or where a person they know lives. A floor plan will include the things the student need in their home such as a place to cook and keep food, a place to sleep, and a neighborhood.

Once the drawings are finished, have a discussion with the students about what they drew. Ask the students to point out the things they need to live that they included in their drawings. Ask the students how their homes are similar to animals' homes. If a human home has several stories, it can be compared to a forest with an attic (the canopy), first and second floors (sun-canopy) and basement (ground). How does the ground furnish the needs of humans and animals?

### **3. Activity:**

Make a “gallery of homes” out of the drawings. Explain that everyone has a home. All the homes together form a community. A community of animals includes animals of different species. Ask, “How are human communities like animal communities?” Discuss the differences and similarities among the different homes with students. Have the students identify the components every animal needs in its home- food, water, shelter and space in which to live, arranged in a way so the animal can survive.

### **4. Lesson Wrap-Up:**

Summarize the discussion by emphasizing that although the homes may be different, every animal needs a home.

Evaluation- Identify three reasons why people need homes and three reasons why animals need shelter.

Draw a picture of a suitable habitat for an animal. Describe how habitat meets the animal’s needs for survival.

### **5. Additional Lesson Notes:**

Take the students outside to look for wild animal shelters. Arrange trip to local animal shelter. Select an animal from the shelter (via internet if visit is not an option), and draw its home or habitat. Compare the animal’s habitat at the shelter to places where people live, or the wild.

### Lesson 3 of 5 CRUNCH AND MUNCH DOG BISCUITS

#### Lesson Essential Question(s):

What is an animal shelter?  
How can we help out needy shelter animals?  
How can we let others know about this, so they can also become involved?

#### Lesson Knowledge:

People can rescue or adopt a pet from an animal shelter, or help out animals in shelters in other ways. We can inform others about this issue.

#### Lesson Skill(s)

Reading for perspective.  
Speak effectively (make announcement on school television) using a prop (dog biscuits and/or blankets and towels) to inform others about a public issue.

Math measurement.

#### 1. Lesson Opener:

Before reading the book, "Let's Get A Pup" Said Kate, by Bob Graham,

**Ask:** Where can we go to find a pet? We can rescue them from an animal shelter. This is a place where pets live until a loving family adopts them.

**Show:** Look at the pictures of the dogs at the rescue center. People can go to an animal shelter or rescue center to find a pet that needs a home. Look at all the different dogs. Can you find happy, sad, excited, and quiet dogs?

**Connect:** There are as many different dogs as people. What makes the people in your family unique and special? What kind of pet do you think would fit best in your family?

During reading

**Ask:** What are the family's three wishes for Rosy? Why do you think they wish these things for her?

**Show:** Look at the picture of the family walking away from Rosy's Kennel. How do you think they feel? How do you think Rosy feels?

**Connect:** Have you ever seen a person or animal in need, and felt bad because you didn't or couldn't help them? If you didn't help them, what could you do now to help? Just feeling for a person or animal is a great start. This is called compassion. Look this word up in a dictionary and think of ways to show compassion to others.

After Reading

**Ask:** Why do you think Kate's family goes back for Rosy? How does this make Rosy feel? How do Kate and her parents feel?

**Show:** Look at the picture of the family, Dave, and Rosy hugging at the animal shelter. This is a family. What does it mean to be a family?

**Connect:** Who are the people and pets in your family? Draw a picture or write the names of the members of your family. It's OK to include your pets! What do you like

best about being a family?

## 2. Transition:

After reading the book that introduced the students to animal shelters, the process of adopting a pet, and about service learning, explain to the students that the class will be making some special treats for the animals at your local animal shelter. Then, students will be selected to tell the school (via morning announcements) about the animals in need. Students will also be instructed to ask for donations of clean towels and blankets to donate to the local shelter. Students will have the opportunity to practice appropriate eye contact, voice level, posture and positioning, using props of their choice, prior to appearing on the television announcements.

## 3. Activity:

Even if your family can't adopt a pet right now, you can help the pets at animal shelters. Collect clean blankets or large towels in a specific location at the school.

Dogs at animal shelters can always use a treat to let them know they are loved. Students work together to make the dog biscuits below and take them to your local animal shelter for the dogs. Children will enjoy mixing, measuring, kneading, rolling out the dough, and cutting biscuits with bone shaped cookie cutters.

### **CRUNCH AND MUNCH DOG BISCUITS**

Read the entire recipe before you begin baking.



#### Directions:

1. Preheat oven to 300 degrees.
2. Dissolve yeast in 1/4<sup>th</sup> cup warm water. Add to vegetable or chicken stock. Next, combine all dry ingredients in a separate bowl; add stock mixture.
3. Knead mixture on a floured surface for about three minutes, working into a stiff dough. Roll out to a thickness of 1/4<sup>th</sup> inch. You can cut the dough into bars or use a dog-bone cookie cutter.
4. Beat 1 egg with 1-tablespoon milk. Brush each biscuit with a little of the egg/milk mixture and place on cookie sheets. Bake for about 45 minutes.
5. Turn off the heat, but leave biscuits in the oven overnight. This makes them hard and crunchy.

#### Ingredients:

- 1 package dry yeast
- 1/4 cup warm water
- 1 pint vegetable or chicken stock
- 3 1/2 cups unbleached flour
- 2 cups whole-wheat flour
- 1 cup rye flour
- 2 cups cracked wheat or wheat germ
- 1/2 cup dry milk
- 1 teaspoon salt
- 1 egg
- 1 tablespoon milk

Makes 4 to 5 dozen biscuits.

#### 4. Lesson Wrap-Up:

Deliver dog biscuits and blankets/towels to the local shelter. Optionally, the biscuits may be decoratively wrapped and sold, with the proceeds being donated to the local shelter.

After students have practiced their public service announcements in the classroom, classmates will vote on who appears the most prepared to perform on the morning announcements.

#### 5. Additional Lesson Notes:

In the story "Let's Get a Pup" Said Kate, Kate and her parents yearn for a dog after the loss of a beloved cat. They visit an animal shelter and find Dave, who is "everything that a pup could be". But they are sad to leave behind an older dog named Rosy who tugs at their heartstrings. Each family member has a wish for Rosy to be comfortable in a loving home. After one night at home with Dave, the family goes back and rescues Rosy. And, all their wishes for Rosy come true. This book may inspire people to rescue a pet or help out needy shelter animals.

## Lesson 4 of 5 CATNIP TOY

### Lesson Essential Question(s):

What does it mean for an animal to be a “stray”?  
What problems do stray animals face?  
What are the duties and responsibilities of people who provide “homes” for animals?

### Lesson Knowledge:

Appropriate behavior when dealing with stray animals.  
How having a home protects animals.  
Some animals come to rely on humans to meet their needs and keep them safe.

### Lesson Skill(s)

Participation in a project to help or inform others.  
Implementing an action plan about a public issue.  
Identify the needs of animals.  
Make accurate measurements with appropriate units.

### 1. Lesson Opener:

Before reading the story Go Home! The True Story of James the Cat, by Libby Phillips Meggs

**Ask:** What does home mean to you? Does “home” mean just a house or apartment, or is it more than that?

**Show:** Look at the picture of the cat on the first page of the book. How does he look? How do you think he feels?

**Connect:** Have you ever seen a pet that you thought was lost or didn’t have a home? Talk about what to do if we see a stray animal. We should never try to do anything ourselves, but we should tell an adult. Ask the adult to call a local shelter for information about how to help the animal.

### During Reading

**Ask:** What does it mean for an animal to be a “stray”. What problems do stray animals face?

**Show:** Look at the pictures that show James looking longingly into the house, walking alone in the woods, running in the rain, and facing the dog.

**Connect:** How does having a home protect animals? What are the duties and responsibilities of people who provide “homes” for animals?

### After Reading

**Ask:** How did James life change from the beginning to the end of this book?

**Show:** Look at the pictures of James playing with his toy and resting by the fire.

**Connect:** Animals come to rely on humans to meet their needs and keep them safe. Taking an animal into your family brings many responsibilities but also many joys. Talk about the line of text, which states, “I have a feeling we are the lucky ones.” How is that true for all pet owners?

## 2. Transition:

Remind students that we can help the homeless pets. Explain that animal shelters rely on donations from the public to do the lifesaving work they do. Our class can help the cats in the animal shelter by creating homemade toys for them to play with. Brainstorm ideas for toys, and explain safety issues. We wouldn't want the cat to be able to take the toy apart or choke on the toy. Decide on the toy design, and gather the necessary materials for the toy making activity.

## 3. Activity:

### Catnip Toy Supplies:

- Infant, or child-size crew socks
- Cotton balls or craft stuffing
- Dried catnip
- Non-toxic permanent markers
- Non-toxic washable fabric glue



### Instructions:

- Stuff the toe of the sock with 1 tablespoon of dried catnip.
- Next, stuff the foot of the sock with cotton balls or craft stuffing.
- Squeeze fabric glue on the inside of the sock's ribbing to glue the sock closed, or knot the top of the sock.
- Decorate with fabric markers.

Note: DO NOT add a fabric or yarn tail. It can be swallowed and become caught in the cat's intestines, which could possibly result in a need for surgery.

## 4. Lesson Wrap-Up:

Choose students to appear on the morning announcements to show their peers what they are giving to the shelter cats. Plan a delivery date and time to the shelter. If possible, take pictures of the cats with their new toys.

## 5. Additional Lesson Notes:

Go Home! The True Story of James the Cat tells the true story of James, a cat that was lost for a long time. People thought that he had a home because he was wearing a collar, but they didn't know that the collar was put on when he was still growing and now it was so tight he had trouble swallowing. He braved many seasons becoming hungrier as his hunting skills declined. After falling victim to a dog attack, he finally finds a home forever with the love and care he was longing for and deserves.

## Lesson 5 of 5 'Adopt Me' Bandanas

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<p>What does an animal need to survive?</p> <p>What does a pet need to be taken care of well?</p> <p>What can we do if we see animals that are neglected or teased?</p> <p>Why do people rescue animals? What happens to the animals after they are rescued?</p>	<p>Animals need food, water, shelter and air to survive. Some animals do not have the things they need to survive on their own. They need help from the people who operate the animal shelters.</p> <p>Some animals are not treated kindly.</p> <p>There are things we can do to help.</p>	<p>Implementing an action plan, and participating in a project to help others.</p> <p>Identify the needs of animals.</p> <p>Identify ways to help animals that are not being treated nicely, or are not having their basic needs met.</p>

### 1. Lesson Opener:

Before reading the book Buddy Unchained by Daisy Bix,

**Ask:** Have you ever seen a dog chained up?

**Show:** Look at the pictures of Buddy chained. Talk about how you might feel if you were chained in one place and could not go anywhere else all day?

**Connect:** Have you ever seen a pet being hurt, teased, taunted, or left without food or water? Talk about what to do if we see an animal being neglected. We should never try to do anything ourselves, but we should tell an adult or the police. Never go near a dog that is chained. If you see a dog being hurt, you should get help. If you see a dog chained up, work with an adult to think of ways to help the dog's owner decide not to chain the dog if at all possible.

During Reading

**Ask:** What does a pet need to be taken care of well?

**Show:** Look at the pictures throughout the story and point out when Buddy has or is lacking the basic necessities of a pet. For example, look at the picture of Buddy eating and say, "Dogs need food and fresh water."

**Connect:** What do you need to live? Have students name things that they need to live, such as food and water. Explain that all people and animals have a right to basic needs.

After Reading

**Ask:** Who do you think took Buddy away? Where did he take him?

**Show:** Look at the pictures of Buddy being rescued. Point out the man's uniform. Also have the children notice how careful the rescuers are when they take care of

Buddy.

**Connect:** Do you know how animals are rescued in your neighborhood or community? Why do you think people rescue animals? What happens to the animals after they are rescued?

Talk about signs of animal cruelty and neglect, such as:

- Wounds on the body
- Patches of missing hair
- Very thin, starving animals
- Limping
- An owner hitting an animal
- Dogs that are often left alone without food and water, sometimes chained up in a yard
- Dogs that are kept outside in bad weather without shelter
- Animals that act too shy or violently around their owners

## 2. Transition:

Think of positive ways to impact a pet's life. How can we help make a pet feel comfortable and loved? Why not design pet-sized bandanas and donate them to the local animal shelter? Wearing a colorful bandana is a way for shelter animals to get noticed by potential adopters.

## 3. Activity:

### Designing 'Adopt Me' Bandanas

#### Materials Needed

- Colored markers (fabric markers work best, but don't use washable markers)
- White or solid-color bandanas: The size will vary based on dog or cat. The bandana should be folded once in a triangle, and must be able to be completely around the dog or cat's neck. You can also find special doggie-sized triangle bandanas online.

#### Instructions

- Place the folded bandana on the table. Draw only on the side facing up.
- Your goal is to get the animals that wear these bandanas noticed, and thereby adopted, so your bandanas should be colorful and fun. It's a

good idea to include some words or phrases on your bandanas. Some are listed below, or you can make up your own.

Some examples of phrases for your bandanas:

**Adopt Me!**

**Shelter Dogs are Cool!**

**Shelter Cats are Cool!**

**I'll Be Your Best Friend!**

**Help Me Find a Home!**



- When finished decorating your bandana, lie it flat for a minute to make sure your design won't smear.

#### **4. Lesson Wrap-Up:**

Choose students to appear on the morning announcements at school. They can show examples of the bandanas they have decorated, and explain to their audience what they are doing, and why. Plan either a trip to the shelter with the entire class, or have an adult deliver the bandanas. Be sure to take pictures!

#### **5. Additional Lesson Notes:**

In the story Buddy Unchained, Buddy, a rescued dog tells us about his life after being adopted, and his painful experiences before. Buddy is forced to spend most of his time chained in a yard with little food and water and taunted by mean children before he is rescued and adopted by a caring family. Children may feel empathy for Buddy when they see the pictures in this book. They will come to understand that animals deserve caring treatment just as people do. This will help children understand the basic needs of all people and animals and how it is our responsibility to care for each other.