



Entertainment Animals ***In-Class Lesson Plan***

Introduction

Humane education examines the relationship between animals and people, recognizing that we share many of the same physical and emotional needs. Concepts learned through humane education promote and encourage further development of important character and life-building skills including empathy, sensitivity, responsibility, respect, compassion and kindness to all living beings. Knowledge of humane education concepts allow individuals to develop responsible and humane decision making, creating a kinder community.

Learning Objectives

The purpose of this three-part lesson plan is to help students understand the plight of animals used for entertainment purposes, by people, and how they can make a difference by raising awareness in their own community. By the end of the lesson, students will:

- Understand the various ways in which animals in entertainment are exploited.
- Be aware of the specific ways in which these animals are mistreated.
- Be aware of the consequences of their own choices in supporting various industries.
- Learn about Canadian animal-related laws and legislation.
- Be empowered to act and help change the lives of the animals being exploited for entertainment and provided with an opportunity to take real action.

Curriculum Link

All OHS humane education topics are available by grade level and linked directly with the Ontario curriculum. The *Entertainment Animals* lesson aligns with the **Social Sciences and Humanities: Equity and Social Justice: From Theory to Practice** component of the Ontario high school curriculum. According to the overall expectations identified in the curriculum, by the end the course students should be able to:

- Explore topics related to equity and social justice and formulate questions to guide their research;
- Assess, record, analyze and synthesize information gathered through research and inquiry;
- Communicate the results of their research and inquiry clearly and effectively and reflect on and evaluate their research, inquiry and communication skills;

- Demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;
- Design, implement, and evaluate an initiative to address an equity or social justice issue.

Lesson Plan Summary

Day One: Entertainment Animals Lesson (Appendix 1)

- Begin teaching the lesson by facilitating the *Entertainment Animals* presentation. Teachers can book an OHS humane educator to facilitate the presentation, using the online booking form: <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>.
- The presentation is also available for distribution if teachers would like to facilitate the presentation independently. We update our content regularly to ensure that it is always up-to-date and accurate. To ensure teachers have access to the updated content, the PowerPoint presentation is available electronically, by emailing humaneeducation@ottawahumane.ca.
- Leave time for a question and answer period at the end of the lesson. Students love to share their own stories about pets and animals – if time permits, allow them to share stories and help them draw conclusions about their experiences that relate to the lesson.

Day Two: Letter Writing Activity (Appendix 2)

- Follow the instructions provided on the *Letter Writing* instruction sheet. Students will have the opportunity to work collaboratively in groups and will be challenged to critically explore a current situation where animals are being exploited.
- Once the groups have had a chance to discuss and brainstorm, they will collectively craft a letter addressing the issue they have identified.
- Classmates will then have an opportunity to practice their public-speaking skills by presenting their letter to the rest of the class.

Day Three: Awareness Poster Activity (Appendix 3)

- Follow the instructions provided on the *Awareness Poster* instruction sheet. This activity is designed to engage students creatively while encouraging them to share their project with the rest of the school.

Appendix 1: *Entertainment Animals*

This presentation is one-hour in duration and links directly to the high school curriculum within the subject of **Social Sciences and Humanities: Global Social Challenges: Exploitation**. The presentation explores the following topics:

- *An introduction to the OHS*
- *Key terms in animal welfare*
- *History of animals and entertainment*
- *Exploring specific industries that exploit animals for profit and entertainment*
- *Current legislation*
- *Ways in which they can make a change and take action*

REMINDER – A humane educator can be scheduled to facilitate the presentation using the online booking form: <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>. Alternatively, the PowerPoint presentation is available electronically by emailing humaneeducation@ottawahumane.ca.

Appendix 2: *Letter Writing* Instructions

Overview

Through participating in this interactive small group activity, students will discuss and identify an animal exploitation issue related to the entertainment industry. Students will write a letter in hopes to make a positive change for animals being exploited.

Objective	For students to understand and relate to the unfair exploitation of entertainment animals.
Time Needed	45 minutes
Materials Needed	Pen and paper or computer

Procedure

1. Introduce the topic by asking students to brainstorm an unfair situation where animals are used for entertainment.
2. Divide the class into groups of three.
3. Distribute one *Letter Writing* template sheet to each group.
4. Instruct each group to choose a situation where animals are treated unfairly for entertainment purposes.
5. Ask each group to identify the best recipient(s) for their letters of appeal. Encourage them to think about who might have the most influence over the situation and the power to make and implement real change.
6. Give each group time to draft a letter using the *Letter Writing* template sheet.
7. Ask each group to share their letter with the rest of the class.

TEACHER NOTE: During this lesson, it is important to reinforce to students that letters can be a persuasive and powerful tool for demanding real change.

Letter Writing Template

When writing a letter it's important to format it in a way that is easy for the recipient to read. With that in mind, be sure to include the following:

Date

Your Name and Address

Recipient Name and Address

Salutation

Do not refer to the recipient by their first name. For example, you can use "Dear Mrs. Smith."

Body Text

Introduce yourself and state why you are writing this letter. Explain your animal welfare issue and why you are passionate about it. Keep your letter short, use facts and be concise. State what the situation is, why you think it is wrong and what you would like the recipient to do for you. Feel free to personalize your letter and encourage the recipient to learn more about the issue themselves.

Signature

Sign your name and print/type it again underneath. For example:

Sincerely,

A handwritten signature in black ink, appearing to read 'Kristen Brooker', with a long horizontal stroke extending to the right.

Kristen Brooker

You are encouraged to write letters to those who have a direct impact on how animals are treated.

Some examples may include:

- Writing to companies that exploit animals for entertainment and profit.
- Writing to the mayor or a city councilor about a local by-law (e.g. the use of animals in entertainment).
- Writing to your local newspaper to educate the community on an animal-related public issue.
- Writing to your local Member of Parliament (MP) about a legislation in need of change.

Appendix 3: Awareness Poster Instructions

Overview

Students will create a poster to raise awareness on a current injustice or legislation in-progress related to animal exploitation.

Objective	For students to use their creativity to raise awareness and advocate for positive change on an animal welfare issue.
Time Needed	90 minutes
Materials Needed	<ul style="list-style-type: none">• Awareness Poster Worksheet (next page)• Computer (for research)• Poster board• Craft supplies

Procedure

1. Divide students into groups of four or five.
2. Distribute one *Awareness Poster Worksheet* to each group.
3. Allow each group time to discuss, select and research a current injustice or legislation in-progress related to animal exploitation.
4. Provide each group with supplies to create an awareness poster. Encourage students to be creative in decorating the poster—making it colourful, unique and engaging.
5. Give students an opportunity to present their poster to the class before posting it in an appropriate location in the school.

Awareness Poster Worksheet

Brochures and posters are a great way to share information with a large group of people. Here are some tips to help you with your design:

Layout

- If developing your poster on a computer, use a FREE template on Microsoft Word, Microsoft Publisher or Canva (www.canva.com).
- Keep it clean and easy to follow for readers.
- Limit text and use photos to grab attention.

Size & Style of Text

- Make important words or text a bit larger, so they stand out (e.g. title).
- Use a maximum of two different fonts, one for the title/headers and another for the body text.

Images & Graphics

- Use clear images that are not fuzzy or too small to see.
- Use complementary colours that are consistent throughout.

Title & Text

- Create a catchy title that will draw readers in.
- Write your text separately before you begin designing the brochure/poster. That way you will know what you need to make room for.
- Ensure that the content is age-appropriate for your audience (younger vs. older community members).
- Keep language as simple as possible.

Message

- As always, focus on your message and goal. Make sure it's clear what you want recipients to do once they read the brochure/poster (e.g. make a donation, sign a petition or attend an event).