



Lesson 5: What's Your View?

Overview: Students will engage in a classroom discussion about their attitudes toward animals and animal use. Students will reexamine these attitudes after watching the *Under One Sky* video and answering factual and opinion based questions about the film.

Procedure:

Pre-Class

Label each corner of the room with a different sign. The four signs should read: **Strongly Agree; Agree; Disagree; Strongly Disagree.**

Introduction

Inform students that in today's lesson they will be examining their own personal attitudes toward animals as well as brainstorming actions groups and individuals, such as themselves, can take in order to make the world a better place for animals.

What's Your View

1. Give students directions to the "What's Your View?" activity.
 - The instructor will read a Viewpoint Statement aloud to the class.
 - The students will walk to the corner of the room that reflects their opinions about the statement.
 - The students must be prepared to explain the reasoning behind their opinions.
 - Once all the students have chosen a corner, the instructor will randomly call upon students from differing corners and lead a discussion on the topic.
2. Read each of the Viewpoint Statements.
 - Primates are our closest relatives and so they deserve more protection than other animals.
 - Animals should not be kept as pets.
 - Respect for animals is as important as respect for human beings.
 - People should be allowed to kill animals that damage their crops or eat their livestock.
 - Wild animals should only live in the wild.
 - People don't need to spend time in nature.
 - It is acceptable for human beings to use animals.
 - It is not important to consider animals when planning development projects that meet human needs, such as housing or shopping.
3. Explain to students that they may change their minds and move to a different corner as a result of discussions.

Objectives

Students will be able to...

- Explain their general and more specific attitudes about animals and animal use.
- Examine human relationships with animals and what characteristics animals may have that lead to people treating them differently.

Time Needed

45–60 minutes
1 class period

Materials

- *Under One Sky* video
<https://vimeo.com/7063703>
- "What's Your Score" quiz
- 4 large signs
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

Insider Tips

- If it is too difficult for students to move and stand in each corner of the room, you can modify the “What’s Your View” activity by having one side of the room represent “Agree” and the opposite side represent “Disagree.”
- You may wish to establish ground rules for discussion to encourage good listening, cooperation and sensitivity to different viewpoints.

Classroom Teachers

- As an extension activity, ask students to write a paragraph response to one of the “What’s Your View” statements.
- As a lesson modification, choose a statement that divided the class and have the class conduct a formal debate on the issue.
- This activity aligns to Common Core Reading Writing Standards 1 and 4 and Speaking and Listening Standards 1, 2, 3, and 4.

Outside Humane Educators

- If you find students having a difficult time brainstorming actions they can take to make the world a better place for animals, be prepared with a few examples to help them think of their own.
- Do not feel compelled to get through all of the “What’s Your View” viewpoint statements. If a meaningful dialogue is taking place on a particular subject, don’t feel the need to jump to the next statement.

Resource Links

- www.ifaw.org/lessons
- www.asPCA.org
- www.hsus.org
- www.teachhumane.org

Lesson 5: What’s Your View? (continued)

4. After the exercise, ask the students if they were surprised by any of their peers’ responses. Ask how they generally feel about the importance of animals.

What’s Your Score Video

1. Inform the students that they will be watching a video and answering some questions about the video.
2. Prior to viewing the film, have the students read over the “What’s Your Score” quiz. Clarify any questions they might have before beginning the video and then show the film.
3. After viewing the film, give students time to complete the “What’s Your Score” quiz and then go over the answers. Invite discussion on the open-ended questions 8-10 on the quiz.

Wrap Up:

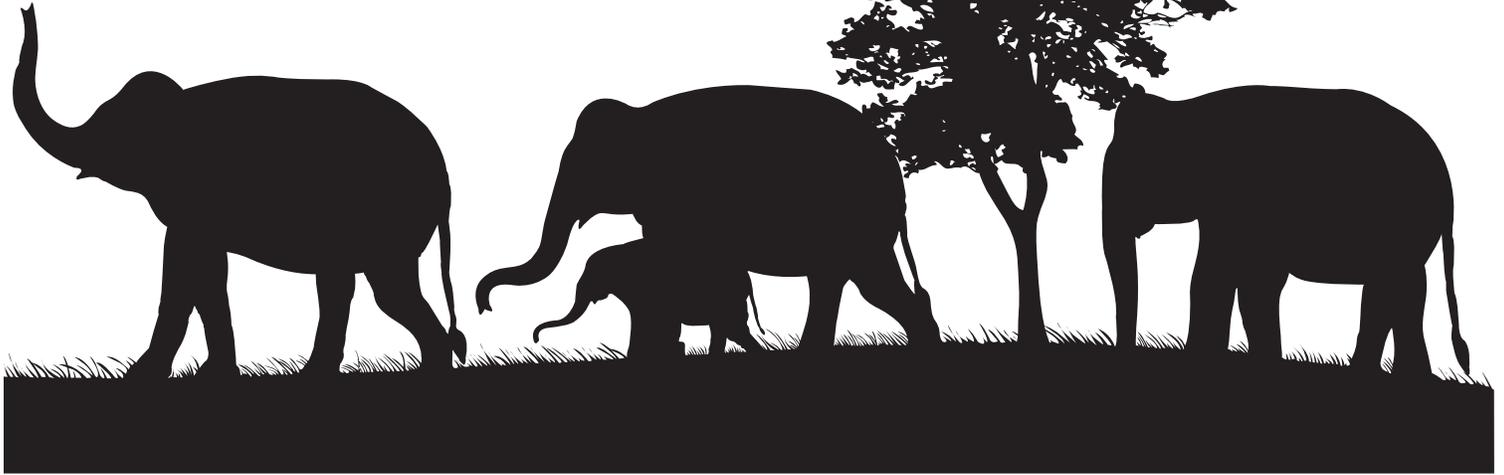
1. Ask for ideas on what can be done, as individuals or as a group, to make the world a better place for animals.
2. Revisit the “What’s Your View” statements and ask the students if their views have changed as a result of the film and if they have gained any new knowledge.



What's Your Score?

What have you learned from the video you have just seen?

Check the correct answers below.



1 How many species of animals on earth have scientists named?

- a) approximately 10 million
- b) more than 1.8 million
- c) fewer than 800,000

2 The variety of species on earth can be described as:

- a) biodiversity b) true biology
- c) an ecosystem

3 Elephants are the largest land animal on earth.

- a) True b) False

4 Hummingbirds can flap their wings at:

- a) 220 beats per second
- b) 20 beats per second
- c) 200 beats per second

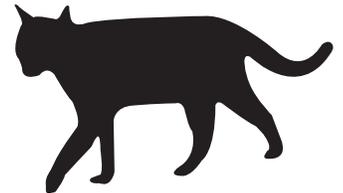


5 To navigate and find food, whales use:

- a) their excellent senses of smell
- b) echolocation
- c) translocation

6 Cats are believed to first have been kept as pets by

- a) the Egyptians
- b) the Hebrews
- c) the Americans



7 Why do you think some countries still hunt whales?

8 Why do you think that pets can make some people feel better?

9 If responsible whale watching protects whales and generates revenue, why do you think some countries still hunt whales?



10 What two things can you do to make the world a better place for animals?

Answers: 1. b; 2. a; 3. True; 4. c; 5. b; 6. a; 7. questions 7-10. It's your decision!