



Prevention of Cruelty to **Animals**



In April 1866 the nation's first animal welfare organization was founded by a wealthy shipbuilding heir named Henry Bergh and chartered by the New York State legislature. After observing the inner-workings of Great Britain's Royal Society for the Prevention of Cruelty to Animals, Bergh wondered if such an entity could become a reality in the United States, helping put an end to the animal

cruelty he'd witnessed on the streets of New York. Upon arriving home from England, Bergh drew up the charter for the American Society for the Prevention of Cruelty to Animals.

The ASPCA's official charter was signed on April 10, 1866, and nine days later, the first enforceable anti-cruelty law was passed.

The laws have changed since then, many of them vastly improved. Unfortunately, animal cruelty still occurs across the country and throughout the world. Defining what is and what isn't animal cruelty can be difficult, especially for young people. Generally, any act of violence or neglect perpetrated against animals is considered animal cruelty, but it is important to distinguish between the different forms that cruelty might take, and be able to recognize them all. All forms result in the physical and/or emotional suffering of the animal victim.

The most obvious form of animal cruelty is overt, intentional abuse, which occurs when a person purposely causes physical harm, injury or the death of an animal. Another form of animal cruelty is neglect. Failing to provide an animal with the basic necessities of food, water, adequate shelter and appropriate veterinary care are all examples of neglect. In contrast to intentional cruelty, the neglect of an animal by an individual is often (though not always) the result of a lack of education and awareness about proper animal care, and may be remedied through education and by requiring the owner to provide these basic life-sustaining elements.

While both intentional abuse and neglect can happen at the hands of an individual, larger institutions or businesses that involve animals are also often perpetrators of animal cruelty. For example, the violent training and culling methods used by organized, large-scale dog fighters are an example of intentional cruelty and abuse. Canned hunting preserves, where exotic animals are penned, sometimes drugged, and then hunted with no chance of escape is another form of outright animal abuse. Conversely, the conditions in which many animals are found during a bust of a mass dog breeding facility, or "puppy mill," is an example of gross animal neglect. Beyond the need to recognize and put an end to animal cruelty for the sake of the animal victims involved, also important to note is the very direct connection between animal cruelty and human violence.

In many cases of domestic and child abuse, the women and children also reported incidents of animal abuse that occurred within the home, and shelter staff have observed the coexistence of domestic violence and pet abuse. Victims of child abuse are also more likely to become perpetrators of animal cruelty themselves. In many cases where a child is a constant witness to spousal

abuse, animal abuse, or is a victim of abuse himself, he may act out against what he perceives to be the next most vulnerable target—a family pet, a stray or wild animal.

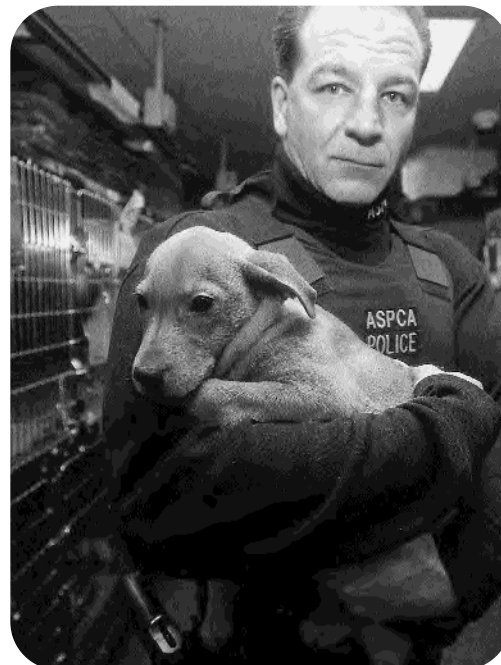
Studies have shown that a history of childhood animal cruelty is also more prevalent among violent offenders than among those without a criminal record. To that end, it should be noted that most of the world's most notorious serial killers are known to have had a history of childhood and/or adolescent animal abuse, including Jeffrey Dahmer, Ted Bundy, David Berkowitz and Albert DeSalvo. Many of the teens responsible for mass murders at their schools also had histories of abusing animals.

Depending on their age, students may easily be able to identify intentionally abusive behavior directed at an animal. Witnessing a neighbor beating his dog or a classmate kicking a neighborhood cat would, for most children, prompt them to alert someone of a problem.

However, in many areas across the country, thousands of dogs languish at the ends of six-foot-long rusty metal chains in backyards, and nobody bats an eye. It is our jobs as educators to teach students to recognize all forms of animal cruelty, and more importantly, inspire them to make a difference.

Many animal welfare organizations offer humane education programs and resources, which include information about how to recognize animal cruelty and what to do to stop it. It is important to remember that all children, and particularly young children, can be sensitive to these issues, and discussions about violence and cruelty to animals can strongly affect them. Depending on the age of your students, some topics should be avoided completely, or at least handled very gently. For more information

about how to speak to students of different age groups about animal cruelty, visit our parent resources section at www.asPCA.org/site/PageServer?pagename=edu_resources_kidscruelty.



Organizations like Do Something and The LEAGUE/Learning to Give are also inspiring young people to take a stand and get involved in issues that are important to them. According to a study of teens and tweens conducted by Do Something, animal welfare, including abuse and neglect, is one of the top three concerns among young people. As a result, both organizations have partnered with the ASPCA to create resources for students and teachers to encourage students to get involved in animal welfare issues. Awareness, education and community service/service learning are all effective tools in the fight against animal cruelty.

More than 140 years after its charter, the ASPCA's mission remains the same: To provide effective

means for the prevention of cruelty to animals throughout the United States. Today, SPCAs and humane societies exist in cities and towns from coast to coast, each helping to combat animal cruelty in their own communities. These organizations would not exist without the dedication of a group of caring individuals who truly believe every life deserves respect and compassion, free from pain and suffering. It is a known fact that the teachers of today inspire the

voices of tomorrow. We hope that you will join us in helping to create a generation of voices who will speak out for animals.



Teacher Instructions

Activity 1: Pre-K - Kindergarten



For grades Pre-K and K, it's best to focus on kindness to animals instead of cruelty to animals as it can be a difficult and upsetting subject for young children. This activity is comprised of two parts. Ask students to think of someone, real or imagined, being nice to animal and to draw a picture of this scenario. Some examples include gently petting a dog and feeding a pet. When they are finished drawing, ask them to pretend that they are this person and act this scenario in front of the class

If you feel it is appropriate for your students to discuss cruelty to animals, you can ask them to think of someone being mean to an animal, how it would make them feel and how the situation could change so that the person was being kind to the animal.

STANDARDS:

NASE Visual Arts #1:

Understanding and Applying Media, Techniques, and Processes

NASE Visual Arts #2:

Using Knowledge of Structures and Functions

NCTE English Language Arts #4:

Communication Skills

CNAEA Theatre #2:

Acting by Assuming Roles and Interacting in Improvisations

Activity 2: Grades 2-5

Humane law enforcement officers or "animal cops" are heroes to many people who care about animals. Their job is to ensure that animals are safe.

Students can imagine that they have this job and answer the questions:

How do you know when people are being kind to animals?

What are some signs of possible animal cruelty?

What should happen to someone who hurts animals?

Some answers to #1 – Animals have all necessary care (e.g., food, water, shelter, medical care, love); animals are well-groomed, animal appears healthy and happy, observe person being kind to companion animals, observe people being respectful of wildlife.

Some answers to #2 – Observe hitting, teasing or injuring them, the absence of basic needs (food, water, shelter), animal is dirty or matted, poorly groomed, appears sick or injured, appears significantly under-or overweight.

Some answers to #3 – Answers suggest that those responsible for the cruelty being prosecuted to the fullest extent of the law. Students may offer that those responsible should no longer be allowed to care for animals.

When students are finished answering the questions, discuss some of their answers. Emphasize that hurting and injuring an animal is abusive but not providing the basic needs can be just as harmful.

After the discussion, ask students to create their own humane law enforcement or animal cop badge that expresses how they would protect and help animals. Depending on time and materials, the badges can be made using pen/markers on construction paper or with fabric markers on cloth.



STANDARDS:

NCTE English Language Arts #3:

Evaluation Strategies

NCTE English Language Arts #4:

Communication Skills

NCTE English Language Arts #5:

Communication Strategies

NCTE English Language Arts #6:

Applying Knowledge

NASE Visual Arts #1:

Understanding and Applying Media, Techniques, and Processes

NASE Visual Arts #2:

Using Knowledge of Structures and Functions



Activity 3: Grades K-2 and Activity 4: Grades 3-5

April is Prevention of Cruelty to Animals Month and there are a number of ways your students can celebrate while promoting awareness about preventing cruelty to animals!

Students can practice literacy skills while reading animal-themed books, especially **ASPCA Henry Bergh Children's Book Award** winners or those listed in the Kids, Animals and Literature annotated bibliography at <http://www.aspc.org/bibliography>. They may even ask family and friends for a pledge for each book read—which they may collect and donate to a local animal protection organization or shelter.

Students can practice their measurement, math and color mixing skills by hosting a “**Go Orange for Animals**” bake sale. They can experiment with yellow and red food coloring to get the color just right...and you guessed it, donate the proceeds to a local animal protection organization or shelter. They can even practice their hypothesizing and research skills while determining the answers to questions such as, “How much yellow food coloring would it take to turn a red velvet cake orange?” Students can post signs about Prevention of Cruelty to Animals Month and what can be done to prevent cruelty during the sale.

They can practice their writing skills while creating a pledge that includes the ways in which they will be kind to all living beings. They can take the pledge and ask others to take it, too.

They can also practice their writing skills by writing about a time they saw a person or persons being kind to animals. Students could relay what they saw, how they believe the person or persons felt about what they did, how they believe the animal felt as a

result of the act of kindness and how they felt after seeing the act of kindness.

Activity Sheet 3 is for grades K-2. It includes three word problems with kindness-to-animal themes. The answers to the questions are 3, 6 and 2 respectively.

Activity Sheet 4 is for grades 3-5. It includes spaces for the definitions of the following words: cruel; cruelty, prevent; prevention; animal; campaign, and awareness. A good online student dictionary can be found at www.wordcentral.com/. It then asks for the students to think of three ways they can join the campaign to increase awareness about preventing cruelty to animals and how they plan to increase awareness.

STANDARDS:

- NCTE English Language Arts #1:** Reading for Perspective
- NCTE English Language Arts #4:** Communication Skills
- NCTE English Language Arts #5:** Communication Strategies
- NCTE English Language Arts #5:** Communication Strategies
- NCTE English Language Arts #6:** Applying Knowledge
- NCTM Mathematics #1:** Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- NCTM Mathematics #2:** Understand meanings of operations and how they relate to one another
- NCTM Mathematics #3:** Compute fluently and make reasonable estimates



Activity 5: Grades 5-8

Reciting pledges and making public promises are ways to bring attention to a cause, instill a sense of pride and belonging and publicly support an issue.

One pledge familiar to most Americans is the Pledge of Allegiance. Francis Bellamy penned the famous pledge in 1892 and it first appeared in print in *The Youth's Companion*, a popular family magazine. The next year, the pledge was used as part of Columbus Day celebrations in public schools. Soon the pledge became a regular part of most schools' morning recitations. Pledges are still made by students today. One popular pledge is the **SADD** (Students Against Destructive Decisions) Pledge, where students pledge to make positive decisions and to lead healthy and safe lives.

Encouraging students to make positive pledges about issues of importance to them and the community as a whole can be a wonderful way to engage and encourage students to embark on positive service learning projects. Before creating a pledge to

Prevent Cruelty to Animals, students will need to learn about animal cruelty, why it occurs, and how to recognize and report it.

Students will have the opportunity to learn about laws protecting animals and how such laws are created, which ties nicely into social studies and civics lessons, as well as persuasive writing lessons. As creating a pledge wall is a school-based activity, the support of the teacher and the administration is vital to a successful project.

STANDARDS:

- NCSS Civics #5:** Roles of the Citizen
- NCTE English Language Arts #7:** Evaluating Data
- NCTE English Language Arts #8:** Developing Research Skills
- NCTE English Language Arts #11:** Participating in Society
- NCTE English Language Arts #12:** Applying Language Skills





Activity 6: Grades 6-12

Podcasting allows anyone to create audio files and post them to the Internet for others to download and listen to at any time. These audio files can be downloaded to a personal computer or handheld device such as an iPod. There are multiple ways for using podcasting. Teachers can recreate lessons for students and post them online and students can present oral presentations.

In this activity, students will learn about podcasting, listen to an interview podcast and complete a graphic organizer about what they learned from the interview. Your students can then create their own podcast promoting animal cruelty awareness.

Begin the lesson by introducing the term podcasts and graphic organizer to students. Discuss podcasts with them, how they are used, the skills needed to create one and the technology needed to access one. A graphic organizer is a great way for students to organize their thoughts. You can ask students to create their own graphic organizer, or download a free organizer from the Internet and distribute a copy to each student.

Tune into The Pet Hour presented by Iams (www.thepethour.com/) and listen to episode #10, an interview with ASPCA Supervisory Special Investigator, Annemarie Lucas, who your students may have seen featured on Animal Planet's Animal Precinct. The interview is divided into three segments,

Free Graphic Organizer Templates:

www.teachervision.fen.com/graphic-organizers/printable/6293.html Brief Description

Podcasting in the Classroom

<http://userwww.sfu.edu/~nshelley/>



Personal Account of Animal Rescue, Being a Humane Law Enforcement Agent and Animal Precinct spreads Awareness. In the interview Special Investigator Lucas shares with the public a few of her most memorable investigations that range from neglect to animal abuse. She offers tips on what to do if an animal needs help and advice on how to become a humane law enforcement agent.

In small groups, students will brainstorm and design the theme and content of their podcast. In their groups, students will discuss the information they collected in their graphic organizer and draw from this information possible topics for their group podcast. To create a podcast, you will need the computer hardware and software necessary. Much of the software is free and downloadable for educators. There are many education and teacher-friendly websites that offer instructions on how to create podcasts in the classroom.



STANDARDS:

NCTE English Language Arts #4: Communication Skills

NCTE English Language Arts #5: Communication Strategies

NCTE English Language Arts #6: Applying Knowledge

NETS Technology #3: Technology Productivity Tools

NETS Technology #4: Technology Communication Tools

NETS Technology #5: Technology Research Tools

Media Literary #1: Use media to practice general observation, critical thinking, analysis, perspective-taking, and production skills by fostering creative skills through encouraging the production of media messages about a topic.

Media Literary #2: Use media to stimulate interest in a new topic by encouraging students to plan and design a media product.



Activity 7: Grades 9-12

Advertisements in print, video or radio are a valuable source for information. Advertisements are created with an intended message and for a specific audience. An ad is effective when it makes an intuitive connection with individuals. In this activity, your students will understand how influential advertising is in our culture and demonstrate an understanding how they, as the public, are influenced by these messages.



One of the most powerful tools to promote pet care responsibility and prevent neglect and cruelty is educating the public through various modes of communication. In 2008, the ASPCA launched a graffiti ad campaign to create positive attitudes toward spaying and neutering.

Explain to your students that they will analyze an ad and then in small groups create an ad of their own promoting an animal issue. Choose one of seven graffiti ads at www2.aspc.org/site/PageServer?pagename=press_102008.

As a whole class, consider the following questions to analyze the ad. The questions can be written on the board as a guide—you can add other questions to the list.

- How does the ad attempt to get your attention?
- What is the ad for?
- Who is the target audience for this ad?
- What action is taking place in the ad?
- What about the language?
- Does it provide information or does it generate an emotion?

- What is the theme?
- Are there people in the ad?
- What are they like?
- What can you say about their expressions?
- What are they wearing?

April is Prevention of Cruelty to Animals Month. In small groups, ask your students to create an ad campaign illustrating how they would promote awareness about preventing cruelty to animals and promote responsible pet care. The groups will then present their campaign to the class and explain what elements of the ad they think are most effective.

STANDARDS:

NCTE English Language Arts #4: Communication Skills

NCTE English Language Arts #5: Communication Strategies

NCTE English Language Arts #6: Applying Knowledge

NETS Technology #3: Technology Productivity Tools

NETS Technology #4: Technology Communication Tools

NETS Technology #5: Technology Research Tools

NAEA Visual Arts # 1: Understanding and Applying Media, Techniques, and Processes

Media Literary #1: Use media to practice general observation, critical thinking, analysis, perspective-taking, and production skills by fostering creative skills through encouraging the production of media messages about a topic.

Media Literary #2: Use media to stimulate interest in a new topic by encouraging students to plan and design a media product.

Activity 8: Grades 6-9

Young people can make a real difference in the lives of animals. Opportunities for your students to get involved with and develop some great service learning projects abound, from modeling correct behavior to developing an awareness of the issues surrounding animal protection.

This activity is well suited for introduction during Social Studies period or English Language Arts. Break the class into smaller groups and give each group the “What You Can Do To Prevent Animal Cruelty” worksheet. Encourage the students to go over the list, and see which activity resonates with each group. Each group will choose an issue to explore further in class, whether through research on the Internet or through discussion, and students will decide where they can make the most impact on preventing cruelty to animals.

Encourage your students to create a club, invite a speaker or write to elected officials. Knowing they have the support of their school administration is a great step toward embarking on a student-led service project.

STANDARDS:

NCSS Civics #5: Roles of the Citizen

NCTE English Language Arts #5: Communication Strategies

NCTE English Language Arts #7: Evaluating Data

NCTE English Language Arts #8: Developing Research Skills

NCTE English Language Arts #11: Participating in Society

NCTE English Language Arts #12: Applying Language Skills



Kindness to Animals



In the box, draw a picture of someone being kind to an animal.



A large empty rectangular box with an orange border, intended for drawing a picture of someone being kind to an animal.

Pretend that you are the person who is being nice to the animal and show your class how you would act toward this animal.



Activity Sheet 2



I Am an **Animal Cop**

Humane law enforcement officers or “animal cops” are very special adults who protect and help animals. Imagine that you are an animal cop or humane law enforcement officer.

Answer the following questions:

How do you know when people are being kind to animals?

What are some signs of possible animal cruelty?

What should happen to someone who hurts animals?

Some police officers have “To Protect and Serve” written on their badge. Create your own badge with words or phrases that describe how you would protect and help animals.

Activity Sheet 3



Nina has 2 dogs, 2 cats and 2 hamsters in her family.
Each type of pet needs his own special food.
How many different kinds of food does Nina need to buy?

Mush is a cat who REALLY loves toys.
He has 5 balls and 3 stuffed socks.
Two balls rolled under the couch, out so he can't reach them.
How many toys can Mush find to play with?

Bailey is a dog who is loved very much. She lives with Lori, Scott and Michael, her family. Each day Lori gives Bailey 5 kisses and 4 treats, Scott gives Bailey 3 kisses and 3 treats, and Michael gives Bailey 2 kisses and 1 treat. How many more kisses than treats does Bailey get each day?



Activity Sheet 4

Look up the definitions for the following words using a print or online student dictionary.

Cruel

Cruelty

Prevention

Animal

Campaign

Awareness



Activity Sheet 5

Create a Pledge Wall for Preventing Cruelty to Animals

PLEDGE – NOUN (plej)

A solemn promise or agreement to do or refrain from doing something: a pledge of aid; a pledge not to wage war.



Creating a pledge wall is a great way to publicly declare your promise, and encourage others to take the same pledge—about Preventing Cruelty to Animals. Get permission from your school teachers or administrators first. Set up a table in a common area where people can sign their pledges. A good spot might be just outside the cafeteria, near the entrance to the auditorium on the night of a big show, or in the lobby during open school week. See if you can get other teachers in your school to invite their students to visit your table and sign your pledge.

To get started, here is an idea for a pledge to fight animal cruelty:

"I, _____, promise to learn more about cruelty to animals. I will learn to recognize the signs of animal abuse and neglect and will do my part to report this crime to the proper authorities. I further pledge to be a role model to others for how to treat animals."



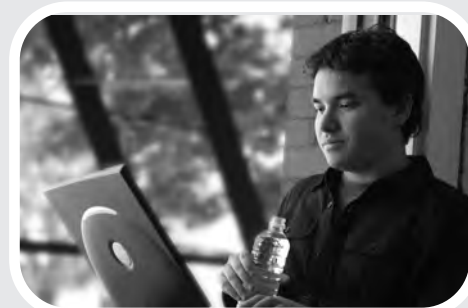
Be creative! Make your pledges colorful, and change the wording to reflect the way you speak. Ask your teacher to proofread and edit your pledge and for any additional suggestions. **Print out your pledges.** You can print several on one sheet of paper and cut them out in strips. The more signed pledges you can display, the more buzz there will be about your project! **Hang the pledges up on the wall or a bulletin board** in a busy spot in your school (get permission first!).

After all the pledges are up, you may ask the school's permission to spread the message even further! Ask if you can visit other classes and talk about the issues surrounding cruelty to animals. **Start a club** in your school to keep the topic alive. **Visit www.DoSomething.org/aspc or www.aspc.org/fight-animal-cruelty/** for more ideas about taking action to prevent cruelty to animals!



Podcasting for a Cause

Podcasting allows anyone to create audio files and post them on the Internet for others to download and listen to at any time. You can also download these files onto your computer or iPod. All you really need is a computer, a microphone and the proper software.



In your assigned group, you will brainstorm different ideas, design the theme and content of a podcast. Your group can determine a topic for the podcast based on the information collected in the graphic organizer, or the group can create a podcast on an entirely different topic. The podcast should promote animal cruelty awareness. This is your chance to let others know what they can do to help animals and support important animal welfare issues.

Possible ideas for topics may include tips on what to do if you think an animal is being abused or the importance of spaying and neutering your pets. Visit the ASPCA website for ideas. The possibilities are endless. You can also interview a person who works with animals—someone at an animal shelter or a vet—and post the interview online. Everyone in your group should have an assigned task.





Create a Campaign Ad

April is Prevention of Cruelty to Animals Month. In small groups, you will create a “Go Orange for Animals” ad campaign illustrating how you and your group would promote awareness about preventing cruelty to animals and responsible pet care.

Your group will then present the campaign to the class and explain which elements of the ad you think are most effective.

CHOOSE AN ISSUE! Go on aspc.org and search the website for information on various animal issues and ways to promote animal welfare.

BRAINSTORM! When you create your ad, your team should answer the following questions. You can add other elements to your ad that are not included in these questions.

WHAT IS THE ISSUE OR MESSAGE?

WHO IS YOUR AUDIENCE?

WHO'S IN YOUR AD? PEOPLE? ANIMALS? BOTH?

ARE THEY INTERACTING?

WHAT LANGUAGE WILL YOU USE?

WHAT IS THE THEME?



GET ARTISTIC! You can create a computer-generated ad with digital graphics, illustrate a masterpiece or create a work of art using images from magazines.

As a group, you will decide on the issue for the campaign, the artwork and the presentation.

Each person in your group should have an assigned task.

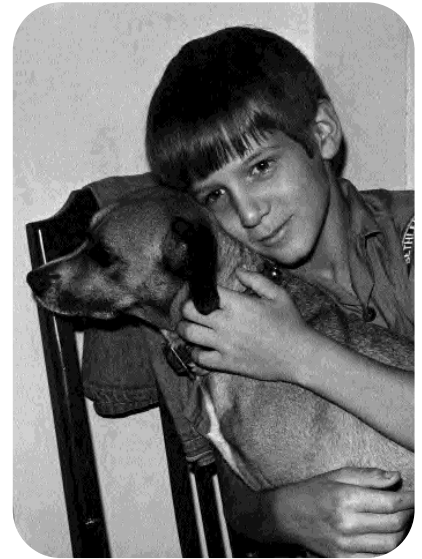


Activity Sheet 8

What You Can Do To Prevent Cruelty To Animals

ANIMAL CRUELTY CAN BE OBVIOUS, OR SUBTLE. LEARNING TO RECOGNIZE THE SIGNS OF ANIMAL NEGLECT OR ABUSE IS A STEP TOWARD PREVENTING FUTURE ABUSE. HERE ARE SOME TIPS TO HELP PREVENT CRUELTY AND BE A VOICE FOR ANIMALS:

If you see someone hurting an animal, or know of an animal who appears sick, injured, or has no shelter from the outdoors, speak up! Animal cruelty and neglect are crimes in all 50 states. Tell a trusted adult what you saw, and together take action. Call your local police, sheriff or humane organization to report cruelty. Carefully note in writing what you witnessed. Include the date, who was involved and the location of the crime.



Model correct, responsible and humane behavior toward animals to all your friends and family. Make sure your own pets wear their collars with ID tags attached and always keep your dog on a leash when you're outdoors together. Cats should remain indoors, not roaming free. All pets should be vaccinated to prevent disease, and should have regular veterinary check-ups.

Volunteer to help animals in your community.

Contact your local shelter or rescue organization to see if they accept junior volunteers. Visit <http://www.asPCA.org/findashelter> to find a shelter in your area. Some shelters allow volunteers to socialize cats, help with administrative tasks or lead shelter tours. Find out how you can help your own local shelter.

Take Action! Do you want to see stronger animal protection laws enacted? Do you want to help stop puppy mills? Young people are citizens, too, and have the power to effect change. A respectfully written letter to your local or state legislator, along with facts to support your arguments, is a great way to let your elected officials know that you don't take cruelty to animals sitting down! Visit www.asPCA.org/lobby to see the latest animal protection issues that need your support. Share the "Pledge to

Fight Animal

Cruelty" with your parents; your whole family can take the pledge together!

Invite a speaker to your school. Consult with your teachers and school administration about inviting someone from your local animal shelter or humane society to come and speak to your school about issues facing your community's animals.

Start a club. You can start an animal awareness club in your school or in your neighborhood. Club members can spread the word about preventing cruelty to animals through some great community service projects. Visit http://www2.asPCA.org/site/PageServer?pagename=edu_servicelearning to help get you started. Also, visit www.dosomething.org/asPCA for some terrific ideas to help animals, as well as opportunities to apply for grants (\$\$!) so your club can help more animals.

Keep yourself and others informed! Keep current about issues facing animals in our society. Dog fighting, cockfighting, puppy mills and the plight of the wild horses out west are all matters that need our attention. Visit www.asPCA.org often to stay informed and read up on the issues.

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