



You Can
Make a
Difference

KIDS HELPING ANIMALS

CLASSROOM ACTIVITIES TO PROMOTE SOCIAL RESPONSIBILITY

BCSPCA

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You Can Make a Difference

Kids helping animals in their community.

Big Idea:

The public can play a big role in making changes to improve the quality of life for domestic, farm, and wild animals. This presentation for the lessons, introduces the BC SPCA's role in improving animal welfare and emphasizes the importance of community involvement in this mission. Links are made to core competencies of critical thinking, communication, and social responsibility.

Through real life stories and scenario activities, students will learn about the BC SPCA's role in preventing cruelty, the five freedoms used to ensure an animal is being properly cared for, and what the community can do to make a difference. Discussions during this workshop lend to how people should treat each other and what can be done to improve a situation.

"You Can Make a Difference" incorporates many aspects of the new curriculum and presents them with applicable, real-life meaning.

Core Competencies

Communication

Children are inherently interested in animals. In our programs, that natural curiosity fuels their engagement and inspires them to connect with others on topics that are relatable such as pets, wildlife and farm animals. Children practise acquiring new information about the animal world and sharing that information both formally and informally in groups or pairs, in presentations, or with the public as advocates. Through our interactive activities students collaborate with classmates to solve problems and create projects, and reflect on their own experiences and how their knowledge has evolved over time.

Thinking

Through our lessons and presentations students have the opportunity to practise creative thinking, generating and developing new ideas about real issues that affect their lives every day. They are challenged to create new ways to change and improve the world around them as they learn more about animal well-being. By exploring their own basic needs and comparing them to the needs of animals, students think critically about how their personal decisions also affect other lives, their community, and the environment. Older students can also begin to consider their own experiences, their culture and the media, and contemplate where their knowledge and opinions come from.

Personal & Social

All of our programs have a basis in empathy building, compassion, and teaching young people to understand and care about themselves and others. Students learn to read the unspoken signals and emotions of animals and practise recognizing and regulating their own actions and emotions in accordance with their surroundings. They will begin to situate themselves in a broader environment that encompasses animals, other people, community and nature. Through games, activities and discussion they learn tangible strategies to peacefully solve problems and develop a sense of accountability that extends beyond the personal to the social.

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Creating a great poster or display

A display can be a creative way to share information with others. Understanding the elements of a display or poster is key to creating an effective one.

Curricular Competencies

English Language Arts

Grade 5-7

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Consider different purposes, audiences, and perspectives in exploring texts
- ▶ Recognize how literary elements, techniques, and devices enhance meaning in texts
- ▶ Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

Grade 6-7

- ▶ Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- ▶ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- ▶ Understand how literary elements, techniques, and devices enhance and shape meaning
- ▶ Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message

Grade 7

- ▶ Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- ▶ Recognize an increasing range of text structures and how they contribute to meaning

Social Studies

Grade 5-7

- ▶ Develop a plan of action to address a selected problem or issue
- ▶ Construct arguments defending the significance of individuals/groups, places, events, or developments

Arts Education

Grade 5-7

- ▶ Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art
- ▶ Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- ▶ Express feelings, ideas, and experience through the arts

<p>Learning Objectives</p>	<ul style="list-style-type: none"> ▶ Identify elements of a good poster or display ▶ Create an informative, persuasive or call-to-action poster or display ▶ Plan and design a poster or display using images and text ▶ Evaluate the effectiveness of different posters or displays ▶ Select appropriate tools and equipment to create a poster or display
<p>Materials</p>	<ul style="list-style-type: none"> ▶ Markers ▶ Coloured paper ▶ Worksheets on pages 8-12 ▶ Poster board or three-fold cardboard display
<p>Procedure</p>	<p>Gather a variety of print ads (try to get samples of ones that inform, oppose, persuade and request) or use the samples on pages 9-12. Show the students each ad or sample for 10 seconds and ask them:</p> <ul style="list-style-type: none"> ▶ What is being advertised? ▶ What is the first thing you saw? ▶ What do you remember? ▶ Is it informing you of something? Persuading? Opposing? Requesting? ▶ Does this ad work? Why or why not? ▶ How does it make you feel? <p>Look at the samples again and discuss what caught their eye and why. Was it location? Size of text? Picture? What improvements could be made?</p> <p>Discuss why they are making posters/displays. What is the message? Who is the audience? Where will the posters be placed? What size is best?</p> <p>Come up with some catchy slogans for the posters.</p> <p>Have students do pencil sketches of their ideas. Try out different titles, spacing, angles, etc. Once they have done a couple of samples, choose the one they like best and describe why. Next, get opinions of three other people and make revisions if necessary before making their final decision. Fold their sketch into four equal squares to determine the centre of their display or poster.</p>


How to Capture Your Audience

→ flow should go left to right and
top to bottom ↓

Layout

Eye goes to centre first

Images

clear  **large**

background should not be busy

Style & SIZE

1. Important words (title) should be **large**
2. Title should be short & visible from 2 m away
3. Information should be legible & readable

Use complementary Colours

FONTS

MAXIMUM two fonts
ONE FOR TITLES & HEADLINES
one for text

GRAB Attention

layout should have an imaginary line to follow

Leave White Space

limit text

Sketch your display or poster on a piece of paper. Fold it in four equal square to find the centre. This will make it easier to transfer your idea to a larger space.

TIPS

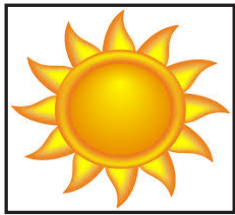
If you don't like to draw, look for pictures to add to your poster.

Keep it simple and not cluttered.

Interact with the crowd if you have a display. Have handouts for display such as a brochures or fact sheets. Only hand them out to people who are interested.

Try using the computer to draft posters instead of the pencil drafts.

Ask for approval before putting up your poster or display in a school or public place.

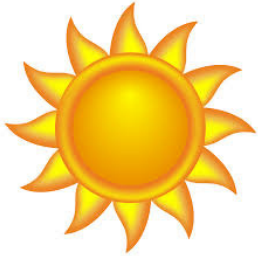


DOGS IN CARS

Toby my Australian Shepherd is a great dog. She loves to go for car rides and hang her head out the window. When it is hot out we don't take Toby in the car because dogs get very hot in cars and the cars get even hotter. My cat Tiger never comes in the car and when it is hot out he likes to lie in a sun beam in my bedroom. He's a great cat.

Make sure you don't leave your dog in a car when it is hot. They could die or get sick





ALWAYS
have fresh
water available
for your dog

Hot Dogs in Cars

Never leave your
best friend in a hot car



dog safe at home

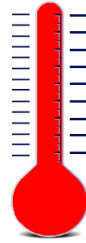
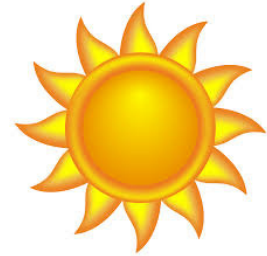


dog anxious in hot car



What to do if you see a dog in a hot car

1. take down the
license plate
number
2. look around to
describe your
location
3. call the
BC SPCA



TEMPERATURE

in a parked car
can rapidly reach a
level that will seriously
harm or even kill your
pet.



Please take One

ADOPT A KITTEN AT THE BC SPCA



Adoption of a kitten includes:

- ✓ vaccines
- ✓ spay/neuter
- ✓ vet check
- ✓ all the cuteness you can handle

Come visit us at
1234 Parker Street, Comox, BC

SAVE OUR KITTENS

The spca has lots of kittens to adopt

And other cats too and dogs
Its 110 dollars to adopt a kitten and u get a free spay or neuter and a vet check up

U shouldn't get your kittens from the pet store bcuz they come from breeders



We love the SPCA!

Planning a fundraising event

Fundraising helps students see an immediate contribution to a cause that they care about. It is often the first idea students come up with when they are brainstorming on ways to help

Holding a successful fundraiser takes planning and organizing. It is a good project for students to use skills such as problem-solving, goal-setting, cooperative learning and planning with a real event.

Curricular Competencies

<p>English Language Arts Grade 5-7</p>	<ul style="list-style-type: none"> ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding ▶ Synthesize ideas from a variety of sources to build understanding ▶ Think critically, creatively and reflectively to explore ideas within, between and beyond texts ▶ Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
<p>Social Studies Grade 5-7</p>	<ul style="list-style-type: none"> ▶ Develop a plan of action to address a selected problem or issue ▶ Construct arguments defending the significance of individuals/groups, places, events or developments

<p>Learning Objectives</p>	<ul style="list-style-type: none"> ▶ Work cooperatively in a group to plan an event ▶ Organize and plan an event to raise social awareness at school ▶ Set achievable goals ▶ Implement a plan of action to address a local issue
<p>Materials</p>	<ul style="list-style-type: none"> ▶ Varies, depending on type of fundraiser planned ▶ Checklist ▶ Tip Sheet
<p>Procedure</p>	<p>Brainstorm and research ideas of ways to raise money for the cause. If this is a class project go through each idea and talk about the amount of time, and money required and the feasibility of each idea. The tip sheet on the following pages can help students get started once they have decided on a fundraising idea.</p>

Planning a Great Fundraising Event - Tip Sheet



Why Fundraise? – The first step is to decide what organization or cause you want to support. For example, there are several organizations that save endangered species. Decide to fundraise for one particular organization or split the money between a few. Donors will want to know why you are raising money and how their donations will be used.

Plan	Brainstorm some ideas with friends about ways to raise money. Make it something that you enjoy and is achievable. Research to see how others have raised money.
Get Permission	Make sure you get approval for the space to hold your fundraiser before you go too far in your planning. Other events may be going on that distract from your event. Look at what else is going on in your school or community on the day you choose.
Set a date	Set a timeline to help you plan and organize the event. Meet regularly prior to the event. Make sure everyone is on track and all jobs are completed.
Inform Organization	Let the organization know about your event. The event should meet with their approval (for example, a magic show that involves animals would not be approved for a BC SPCA fundraiser).
Materials	Make a checklist of things to buy, make or do, and who is responsible for each item. Check things off as they get done.
Goal	Set a fundraising goal. Find out the cost of the thing for which you want to raise money. For example, it costs \$130 to spay a cat. Decide how much to charge for the event, sale or service, and how many items/services you have to sell to raise that money. Decide if you can achieve this.
Budget	There is a cost to putting on an event. How much is that and how do you get the money? Always add 10% more for things that are not on your list. Make sure the money you will make is more than your costs. Talk to others who have done similar events to see if you are missing anything in your budget.
Involve others	Determine each person's job and set a timeline to complete certain parts of each job.

Advertising	Create posters, do intercom announcements at school and place ads in the community events section of the newspaper and TV stations. If you belong to a club, church or team ask put an ad in their newsletter. Email or text an invitation to your contacts and ask them to pass it on to friends.
Deadlines	Certain things have to be done by a particular time and date in order to be successful. Don't leave everything until the last minute. Make deadlines and write down who is responsible for each.
Meet Regularly	Meet with everyone regularly before the event to make sure everyone is on track. Unexpected things may come up and this gives you the opportunity to address any issues.

Ideas for fundraising



Day of Silence - Raise money by keeping quiet. Participants pay a fee to stay silent all day. They can hand out brochures about an animal welfare cause and/or wear a cat ear headband to be recognized as a participant in the day of silence.



Fashion/Talent Show – Get friends together and plan a show for lunch hour or evening. Sell tickets to the event.



Car Wash – Hold a car wash in your school parking lot. Ask for a minimum donation for each car wash. Ask more for bigger cars.



Theme day at school – Dress-up like your favorite superhero or have a pajama day at school. Students buy tickets if they want to participate.



Book or toy sale – Ask students to donate books or toys for your sale. Sell items at another school event (ex. parent/teacher days) or during the lunch hour.



Bake sale – Ask your friends and family to bake up their favourite cookies, muffins or cupcakes. Usually if you ask people for a donation rather than specify a price you will raise more money.



Fundraiser Checklist

TYPE OF EVENT:

--

PERMISSION TO HOLD THE EVENT

	Location	
	Date	
	Time	

<input type="checkbox"/>	Let the organization know that you are fundraising for them
--------------------------	---

SUPPLIES

	Materials needed	Who's responsible

BUDGET: GOAL \$

Expenses	Amount

VOLUNTEERS

Name	Job

ADVERTISING

	Where	What type (Social media, poster, video)	Who's responsible	Cost

DEADLINES

	What	Who's responsible	Date

MEETING DATES

	Location	Date	Time

Presentations

Students may not enjoy giving presentations but it's usually easier to talk or write about something they care about. Think about a problem in their school or community, or even a global issue. Talking about the issue and offering some solutions may make doing a speech/report a less daunting task.

Curricular Competencies

English Language Arts
Grade 5-7

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Use a variety of comprehension strategies before, during, and after reading to guide inquiry and deepen understanding of texts
- ▶ Synthesize ideas from a variety of sources to build understanding
- ▶ Consider different purposes, audiences and perspectives in exploring texts
- ▶ Apply a variety of thinking skills to gain meaning from texts
- ▶ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- ▶ Show an increasing understanding of the role of organization in meaning
- ▶ Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences
- ▶ Use language in creative and playful ways to develop style
- ▶ Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar and punctuation
- ▶ Develop and apply expanding word knowledge
- ▶ Use oral storytelling processes
- ▶ Transform ideas and information to create original texts

Grade 6-7

- ▶ Understand how literary elements, techniques and devices enhance and shape meaning
- ▶ Assess and refine texts to improve their clarity, effectiveness and impact according to the purpose, audience and message
- ▶ Select and use appropriate features, forms and genres according to audience, purpose, and message

Social Studies
Grade 5-7

- ▶ Develop a plan of action to address a selected problem or issue
- ▶ Construct arguments defending the significance of individuals/groups, places, events or developments

<p>Learning Objectives</p>	<ul style="list-style-type: none"> ▶ Use a variety of sources for information on a chosen topic ▶ Demonstrate public speaking skills ▶ Prepare a presentation, speech or report for a specific audience ▶ Organize information and ideas for a speech, report or presentation ▶ Identify viewpoints, opinions, stereotypes and propaganda in informational and mass media communications
<p>Materials</p>	<ul style="list-style-type: none"> ▶ Computer ▶ Booklist - page 24 ▶ Projector ▶ Props
<p>Procedure</p>	<p>Before getting started it is important to teach students how to decipher what information is fact, opinion or propaganda. Students will most often use the internet as their main source of information. During a computer class have students check out the Jo Cool/Jo Fool activities online at mediasmarts.ca/game/jo-cool-or-jo-fool/kids to learn more about how to decipher information on the internet.</p> <p>Once students have a better understanding of using the internet for research brainstorm some topic ideas. Go through an example of preparing for a speech using the following worksheet.</p>
<p>Video Resources</p>	<p>BC SPCA created short videos on many topics. https://www.youtube.com/user/BCSPCABC</p>

Guide to doing a presentation

<p>Select a Topic</p>	<p>Brainstorm ideas about something you find interesting. Decide what type of presentation you will give and what the purpose is.</p> <ul style="list-style-type: none"> ▶ Persuade ▶ Entertain ▶ Inform <p>Use the following example statements to help you. I will (purpose) the audience (topic).</p> <ul style="list-style-type: none"> ▶ I will persuade the audience that exotic animals are not good pets. ▶ I will entertain the audience by demonstrating dog training techniques. ▶ I will inform the audience about the work of the BC SPCA.
<p>Other Presentations</p>	<p>Find out what other topics will be presented. If someone else has chosen the same topic take a different approach to the topic or choose another topic.</p>
<p>Get the Facts</p>	<p>Anyone can have a website. The information may not be accurate or it may be just be an opinion. Look for credible sources and organizations. Think critically about the information you read.</p> <p>Ask yourself: “What is the purpose of this website? To inform? To sell? To entertain? To persuade? Is the website commercial, personal or educational?”</p>
<p>Gather Information</p>	<ul style="list-style-type: none"> ▶ Site your sources. <p>Include the web address or name the source of your information in your presentation. (ex. according to the BC SPCA, they care for more than 42,000 animals every year in BC).</p> <ul style="list-style-type: none"> ▶ Don’t limit your research to the internet. <p>Talk to people “in the know.” Prepare questions ahead of time. Make arrangements to speak to them either in person, by phone or email. Ask questions that give you facts. If you want their opinion on something ask them specifically; what do they think or what would they do?</p> <ul style="list-style-type: none"> ▶ Look at both sides of the issue. <p>If you know others may think differently, you can address difficult questions in your presentation rather than being caught offguard with these questions after your presentation.</p> <ul style="list-style-type: none"> ▶ Collect pictures and visual aids to enhance your presentation <p>Have images that pertain to your topic up on a screen or have items that you can refer to during your presentation. For example, a presentation about dog collars could have either images or the actual good and bad collars to display.</p>

<p>Organize Information</p>	<ul style="list-style-type: none"> ▶ Outline the points you want to make. Back up these points. ▶ Think about your audience and your purpose. Do you want to bring awareness to an issue, persuade them to think or act differently, or to support you in some way? ▶ Introduction – Sum up your presentation in two to four sentences. Ask questions that you answer in your speech or simply summarize your points. This should be a quarter of your speech time. ▶ Body – Develop on the points in the introduction. Discuss facts, examples, arguments, etc. This should be half of your speech time. ▶ Conclusion – Reinforce the points in your introduction. Leave the audience with a powerful statement, quotation or question. This should be a quarter of your speech time.
<p>Edit</p>	<p>Have someone else look over your speech to suggest edits. Edit it yourself first, but always have someone else take a look at it as well.</p>
<p>Practice</p>	<p>Build your confidence and be more relaxed by practising your speech in front of your family or friends. Get used to having an audience. You will be less nervous if you've practised it at least once in front of a small friendly audience before you have to give the speech formally.</p>

TIPS

for capturing your audience

1. **Keep it short and simple.** You will lose your audience quickly if your speech is long and detailed.
2. **Reinforce the points** you want them to remember.
3. **Use cue cards** or a presentation program such as PowerPoint to help you remember the points you want to make and keep the attention of your audience.
4. **Use pictures or props** in your presentation that reflect the points you want to make.
5. **Include famous quotes** that relate to your topic. This is a good way to reinforce points you've made.

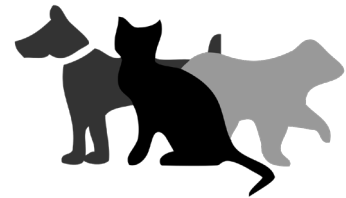
Things to remember when giving your presentation

- ▶ **Body Language** – Have good posture. Stand tall and look confident. Look at members of the audience. Focus on people who look interested. Ignore people who are distracting or not paying attention.
- ▶ **Articulation** – Pronounce each word clearly. Avoid slang, except to make a point. Do not slur words. Avoid saying, “you know” or “like.”
- ▶ **Pitch** – Emphasize important words. It is difficult to listen to someone who has just one pitch (monotone).
- ▶ **Speed** – Pace yourself.
- ▶ **Pauses** – The pause is an important persuasive tool. To emphasize a certain word, pause for one second before. This highlights the word. To really grab attention, pause before and after the word.
- ▶ **Volume** – Speak loud enough so the audience can hear you but do not shout. Err on the side of being too loud rather than too quiet.



Suggested topics:

- ▶ Importance of spaying/neutering your pet for the community and your pet
- ▶ The need for more pet friendly housing
- ▶ Ways to improve the habitat of your small animal
- ▶ Importance of choosing the right pet for you and your family
- ▶ Puppy mills
- ▶ How to properly care for your pet (rat, guinea pig, dog, cat, etc.)
- ▶ Why exotic animals don't make good pets
- ▶ Humane vs non-humane dog collars

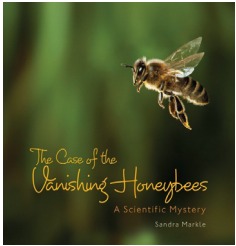


Research book recommendations:



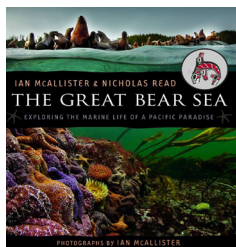
What's the Buzz? Keeping Bees in Flight by Merrie-Ellen Wilcox

Not all buzzing, yellow and black insects are bees and not all bees sting. These are just a couple of the myths dispelled in this introduction to bees.



The Case of the Vanishing Honeybees: A Scientific Mystery by Sandra Markle

An combination of science and mystery, this book manages to make a complex issue both accessible and relevant.



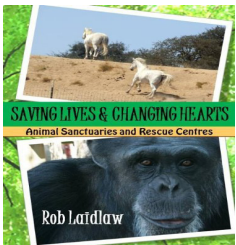
The Great Bear Sea: Exploring the Marine Life of a Pacific Paradise by Ian McAllister and Nicholas Read

This book is an informative and inspirational look at life within the ocean off the coast of the Great Bear Rainforest.



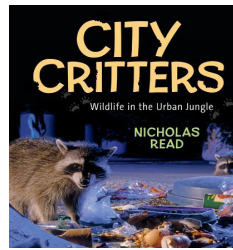
Cat Champions: Caring for our Feline Friends by Rob Laidlaw

In this book, activist Rob Laidlaw once again informs and inspires young readers to make a difference for animals, this time with a focus on cats



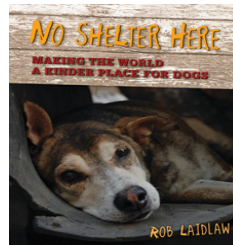
Saving Lives & Changing Hearts: Animal Sanctuaries and Rescue Centers by Rob Laidlaw

Featuring plenty of colour photographs and an engaging design, this book can be used effectively in the classroom for independent student reading, research projects and group discussion.



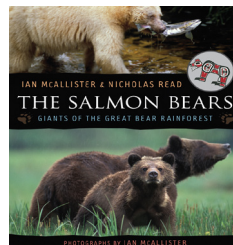
City Critters by Nicholas Read

This book is full of amazing, colourful pictures of mammals, birds, aquatic animals, reptiles and insects as well as informative facts.



No Shelter Here: Making the World a Kinder Place for Dogs by Rob Laidlaw

This book offers a well-rounded look at dog welfare at home and in countries across the globe and gives youth a starting point to create positive change for our canine friends.



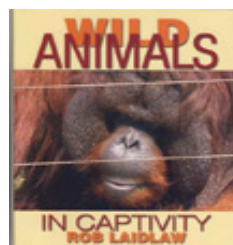
The Salmon Bears: Giants of the Great Bear Rainforest by Ian McAllister and Nicholas Read

Through magnificent photos and descriptions of the interconnectedness of bears, salmon and the rainforest, McAllister and Read bring readers closer to these amazing creatures.



On Parade: The Hidden World of Animals in Entertainment by Rob Laidlaw

Using non-fiction narratives and first person accounts from the author, On Parade shows young readers the many troubling aspects of using animals for entertainment.



Wild Animals in Captivity by Rob Laidlaw

Rob Laidlaw is a biologist and the founder of the wildlife protection organization Zoocheck Canada. In his book, 'Wild Animals in Captivity' he provides information on the welfare of animals in zoos.