

LET'S TALK ANIMAL WELFARE

In this lesson, students will consider the mistreatment of animals. Then they'll write a story from the point of view of an animal, to further consider the importance of animal welfare.

Grade Levels: 3–6

Note: Lessons are designed to support multiple grade levels. Modification suggestions and extensions are for alternative pacing and to engage students at various levels.

Standards

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.R.1
CCSS.ELA-LITERACY.CCRA.R.2
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.W.3
CCSS.ELA-LITERACY.CCRA.SL.3

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Social Awareness
Responsible Decision-Making

Social Studies Standards (NCSS)

Individuals, Groups, and Institutions
Production, Distribution, and Consumption

Essential Question(s)

- In what ways are animals mistreated?
- How do you feel about the mistreatment of animals? What will you do about it?

Learning Objectives

- I can name some ways that animals might be mistreated.
- I can take on the point of view of an animal who is mistreated.
- I can define animal welfare and express my thoughts about its importance.

What You'll Need

"For the Animals," article from TIME for Kids; "From the Animals" worksheet

INSTRUCTIONAL PLAN

Introduce It

- Start the lesson by asking what *animal welfare* means. Ask students to think about their favorite animal. Have them consider: Are these animals ever mistreated? If so, how?
- Ask volunteers for their thoughts. Invite classmates to respond with suggestions about how kids might get involved in addressing this mistreatment.

Read About It

- Read the article “[For the Animals](#)” (TIME for Kids, September 2023)
- Have students annotate the article as they read. If you have a class annotation guide, they can use that. Otherwise, you can have them use the following instructions:
 - Circle main ideas.
 - Underline supporting details.
 - Put an exclamation point next to details that surprised you or made you think.
 - Put a star next to any connections you make with the article.

Discuss It

Have students meet with a partner to share their notes and discuss their takeaways. Then bring the class back together to discuss the following questions:

- What are some examples of animal injustice that Nirvaan Agarwal is fighting?
- What impact has Nirvaan’s work had?
- Do you think Nirvaan’s work is important? Why or why not?

Act on It

- Have students think back to their animal from the beginning of the lesson. Did this article give them any insight about how that animal might be, at times, mistreated? Would that animal ever be in a zoo or exploited by the entertainment industry? Is it ever used to produce food or clothing?
- Ask students to put themselves in the mind of this animal, or another that came to mind during this reading. Tell them they’ll be writing a narrative from the point of view of this animal.
- Provide students with the worksheet “[From the Animals](#)” to use in drafting their stories. You might let those who chose the same animal or the same setting have some brainstorming time together.
- When students complete their graphic organizer, give them time to develop their narrative. Then prepare a day when students can share their stories with the class.
- After students share their stories, have a class discussion about how this lesson has affected them. How do they feel about the importance of animal welfare? Will they make any changes, based on what they learned?

Take It Further (optional)

Point out that Nirvaan’s career goal is to be a vegan chef. Have a discussion about what it means to be vegan, and make a list of foods and ingredients that vegans would *not* eat. Challenge students to either design a vegan recipe or pledge to eat one fully vegan meal in the following week.