

Empathy Explorers Lesson 1

Title: Empathy Explorers

Theme: Animals have emotions, just like people do, but they often express them in different ways than people.

Targeted Audience: K-2

Lesson Goals: Guests will learn to better identify emotions in animals and what we can do to better foster positive emotions in animals

Lesson Objectives:

- Audience will be engaged throughout program
- Students will identify an animal as an individual, rather than as a species

Measuring Objectives:

- Have at least 2-3 questions asked during each lesson.
- Elicit a positive change in opinions from the first introduction of an invertebrate and then after the class has given that invertebrate a name

Lesson Content:

Lesson 1 (Approx. 0.5 hour)

- 1) Welcome to Empathy Explorers
 - a) Introduce yourself

 - b) Set expectations
 - i) Today's lesson is going to last about half an hour.
 - ii) Get to know audience – Have they met any Racine Zoo ambassador animals before? What have they been studying in school? About animals? About empathy?
 - iii) We will be meeting two live animals in today's class and it is important that we are welcoming to them and treat them with respect.

- 2) Introduce the big idea
 - a) Animals have emotions, just like people do, but they often express them in different ways than people.
 - i) Using empathy we can find out what a person or animal is feeling. This can help us make an animal feel better or provide them with a better life.
 - b) Today we are going to be talking about:
 - i) How can we better get to know an animal?
 - ii) How can we provide for an animal that will help them feel better?
 - c) Ask the class:
 - i) What are some things you look for to figure out how your friends or family are feeling?
 - ii) What are some things that you do to help someone who's feeling sad or afraid?
 - (1) Positively accept answers
- 3) Activity 1 (**Individualization:** Naming an animal)
 - a) Before we can begin understanding how animals are feeling we need to get to know them better.
 - i) When you meet someone new what are some things you ask them?
 - (1) Positively accept answers
 - (2) Highlight asking what someone's name is as a way to get to know someone
 - b) Introduce an invertebrate. For now do not give the animals name and focus on species facts.
 - i) **See Ambassador Animal Facts at the end of lesson plan for specific information**
 - c) Ask the class
 - i) **How does this animal make you feel? Is this animal friendly? Would you keep this animal as a pet?**
 - (1) Positively accept answers
 - d) At the Racine Zoo we usually name an animal based off of their personality.
 - i) What are some of your pet's names? Why did you name them that?
 - (1) Positively accept answers
 - e) Talk to the students about the individual animals personality and then have them brainstorm a fitting name for the animal as a class.
 - i) **See Ambassador Animal Facts at the end of lesson plan for specific information**

- f) Think pair share:
- i) Brainstorm potential names for your invertebrate based off of their personality.
- g) Give a final summary of your invertebrate using their name, personality traits, and some species specific facts.
- i) **Example:** *“This is Bananas. She is a Madagascar Hissing Cockroach. Bananas got her name because she loves to eat Bananas AND on days like today she just acts bananas. Did you see how active she’s been today? She was even kind of feisty bringing her to the program. While Bananas might not find any real bananas living in Madagascar, eating old fruits, vegetables and other detritus they can find is how they give back to the ecosystem and help make some of the most magnificent rainforests in the world.”*
- h) Ask the class:
- i) **How does this animal make you feel? Is this animal friendly? Would you keep this animal as a pet?**
(1) Positively accept answers
 - i) Conclusion
 - i) Animals, like us, are all individuals. Just like you treat other people as they want to be treated always treat animals as you think they would want to be treated.

Empathy Explorers Lesson 2

Title: Empathy Explorers

Theme: Animals have emotions, just like people do, but they often express them in different ways than people.

Targeted Audience: K-2

Lesson Goals: Guests will learn to better identify emotions in animals and what we can do to better foster positive emotions in animals

Lesson Objectives:

- Audience will be engaged throughout program
- Students will identify what an animal needs to be comfortable and healthy
- Students will model an animals perspective

Measuring Objectives:

- Have at least 2-3 questions asked during each lesson.
- Students will build an enrichment item with the appropriate needs for a given animal
- Students will demonstrate what a snake would do in different scenarios

Lesson Content:

Lesson 2 (Approx. 0.5 hour)

- Welcome to Empathy Explorers
 - Introduce yourself
 - Set expectations
 - Today's lesson is going to last about half an hour.
 - We will be meeting a live animal in today's class and it is important that we are welcoming to them and treat them with respect
 - Review previous session – What animals did we meet in the last class? What were their names?
- Reiterate big idea and introduce today's lesson
 - Animals have emotions, just like people do, but they often express them in different ways than people.
 - Using empathy we can find out what an animal is feeling. This can help us make an animal feel better or provide them with a better life.
 - Today we are going to be talking about:
 - What is it like to live like an animal?
 - How do animals who don't look like us express themselves?
 - How can we tell what an animal is feeling?
 - Ask the class:
 - What are some things you look for to figure out how your friends or family are feeling?
 - What are some things that you do to help someone who's feeling sad or afraid?

- Activity 2 (**Perspective taking:** Walk in a snakes shoes)
 - One way to better understand how someone is feeling is to learn more about how we live. When we think about what someone else’s life is like we call that taking a walk in their shoes

 - **Ask the class:**
 - A friend forgot their lunch at home and they don’t have food to eat at lunch time. Put yourself in their shoes. How would you feel? What could you do to help?
 - At recess there is someone sitting out with no one to play with. Put yourself in their shoes. How would you feel? What could you do to help?
 - A classmate forgot their pencil case at home and they don’t have anything to write with. Put yourself in their shoes. How would you feel? What could you do to help?

 - Meet a snake
 - **See ambassador animal facts at the end of lesson plan for specific information**

 - Have the class take the perspective of your snake. Have them bring their arms in close to their bodies, glue their feet together, and practice moving in a slithering motion.

 - **Ask the class:**
 - You haven’t been able to find any food for weeks, when you finally find the scent of a mouse it is very close to much larger animals like humans. Put yourself in their shoes. How would you feel? What could you do to help?
 - You have searching for food all day, when you return to your hide you find that someone has dropped trash all over the entrance. Put yourself in their shoes. How would you feel? What could you do to help?
 - You are basking in the sun when suddenly a human walks up to you, they start making loud noises and moving in a very unpredictable manner. Put yourself in their shoes. How would you feel? What could you do to help?

- Activity 3 (**Modeling caring:** Enrichment)
 - Animals experience all kinds of different emotions, but we would like them to always be happy and healthy. At the Racine Zoo we know the best way to ensure a happy and healthy animal is to provide them with a living space that has everything they need.

 - Once we’ve met all of the animals basic needs we will give them enrichment. Enrichment is anything you give to an animal to help improve their life

- Ask the class:
 - “What is something you have at home that makes you happy?”
 - **“What are some things we give animals to make them happy?”**
- Show enrichment that a snake may or may not use
 - Hold up each piece of enrichment for the class to see
 - Ask the class
 - “What do you think our snake would do with this in their home?”
 - “Would our snake like this enrichment?”
- Conclusion
 - Everyone, even animals, have things in their life that effect how they act and feel. Try to put yourself in their shoes before making judgments about their actions.

Empathy Explorers Lesson 3

Title: Empathy Explorers

Theme: Animals have emotions, just like people do, but they often express them in different ways than people.

Targeted Audience: K-2

Lesson Goals: Guests will learn to better identify emotions in animals and what we can do to better foster positive emotions in animals.

Lesson Objectives:

- Audience will be engaged throughout program
- Students will recognize emotions in animals that are similar to ours.

Measuring Objectives:

- Have at least 2-3 questions asked during each lesson.
- Students will correctly identify animal emotions

Lesson Content:

Lesson 3 (Approx. 0.5 hour)

- Welcome to Empathy Explorers
 - Introduce yourself
 - Set expectations
 - Today's lesson is going to last about half an hour.
 - We will be meeting a live animal in today's class and it is important that we are welcoming to them and treat them with respect
 - Review previous session – What animals did we meet in the last class? What were their names?

 - Reiterate big idea and introduce today's lesson
 - Animals have emotions, just like people do, but they often express them in different ways than people.
 - Using empathy we can find out what an animal is feeling. This can help us make an animal feel better or provide them with a better life.

 - Today we are going to be talking about
 - How can we tell what an animal is feeling?

 - Ask the class:
 - What are some things you look for to figure out how your friends or family are feeling?
 - What are some things that you do to help someone who's feeling sad or afraid?
- 1) Activity 4 (**Anthropomorphism**: Can you tell what animals are feeling?)
- a) Ask the class
 - i) If you want to know how someone in your family or your friends are feeling what do you look for?

 - b) There are lots of different ways to tell how someone is feeling. Watching their body language can tell you from a great distance. Watching someone's facial features can tell you what someone is feeling even if you don't speak the same language. If you were talking on the phone you can use the tone of someone's voice or the sounds that they were making.

- c) Practice interpreting emotions
 - i) **The instructor will say an emotion and the class will show the emotion using body language**
 - (1) Happy
 - (2) Sad
 - (3) Hungry
 - (4) Tired
 - ii) **The instructor will say an emotion and the class will show the emotion using a sound**
 - (1) Fear
 - (2) Anger
 - (3) Surprise
 - (4) Discovery
 - iii) **The instructor will say an emotion and the class will show the emotion using their face**
 - (1) Confusion
 - (2) Relaxed
 - (3) Love
 - (4) Joy

- d) Animal emotion cards
 - i) Show animal emotion PowerPoints
 - (1) For each picture/video shown students will hold up the animal emotion card that corresponds with each emotion.
 - (2) Debrief each emotion.
 - (a) What is the animal doing that made you choose that emotion?**
 - (b) Tell the class how you interpreted emotion
 - (3) While we can never ask the animal exactly how they are feeling, by caring for animals, treating them as individuals, and stepping into their shoes we can learn more and more about how they show us how they are feeling.

- e) Meet a mammal
 - i) **See Ambassador Animal Facts at the end of lesson plan for specific information**
 - ii) Try to synthesize all four lessons in this interpretation
 - (1) Animals name/personality
 - (2) How we care for the animal in the zoo
 - (3) Ask the class to interoperate:
 - (a) Animal Body language
 - (b) How we read the animals emotions

- f) Wrap up animal emotions
 - i) Just like humans animals show their emotions through facial expressions, and body language.
 - ii) By better understanding how animals show our emotions we can better interact with and care for animals.

- 2) Conclusion/wrap up
 - a) **Restate big idea:** Animals have emotions, just like people do, but they often express them in different ways than people.

 - b) During our two sessions we
 - i) Met three animals
 - ii) Learned that animals have individual characteristics
 - iii) Learned that giving animals better care can also improve their emotional state
 - iv) Learned that every animal has its own unique perspective
 - v) Learned how to better read animals emotions through their body and facial language

 - c) By getting to know animals and their emotions better we can improve their lives and improve the ways that we interact with animals in our own life
 - Conclusion
 - Everyone, even animals, have things in their life that effect how they act and feel. Try to put yourself in their shoes before making judgments about their actions.