

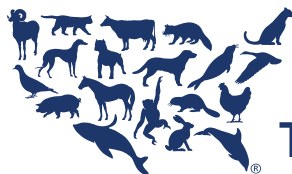


CARING FOR GOD’S CREATIONS: THE STEWARDSHIP OF ANIMALS

The earth and animals are important to God, and as a caretaker for God’s creation, stewardship of animals is important. You are God’s deputies.

The life of every living thing is in His hands and the breath of every human being.

Job 12:10



THE HUMANE SOCIETY
OF THE UNITED STATES

Celebrating Animals | Confronting Cruelty

Curriculum Created by: Stephanie Itle-Clark

Introduction:

From the beginning of the Bible, we see how important animals are to God. He blesses them, forms covenants with them, enjoys them, and calls them good. Yet, from the beginning of creation, there has also been a special relationship between mankind and animals. One of Adam's first tasks is to name the animals. Naming is an act of relationship that reflects God's intent for humans to share a close bond with his other creatures. Yet, the most unique aspect of our relationship with animals is that out of all God's creation, only we are bound together in the highest partnership to praise God. Psalm 148 calls on everything to praise the Lord. The psalmist included sea monsters, beasts, cattle, creeping things and birds in this call (vv. 7, 10).

As we seek to fulfill this special relationship that God intended for us to have with animals, we must reflect on the responsibilities we have towards the animals put in our care. Psalm 24:1 clearly proclaims—"The earth is the Lord's, and all it contains." This fact is repeated regularly in Scripture. God commanded the Adam and Eve to "rule over" every living thing (Gen. 1:26). Yet, it is clear He did not relinquish ownership of every living thing.

Humans are uniquely created in the image and likeness of God. In His likeness, what duties do we have towards animals? The following lesson plans offer children a fun and accessible introduction to animal stewardship. We hope that this curriculum invites children to explore the unique relationship we have with animals, but, above all, we hope these lessons present children with a new appreciation for the glory of creation and the blessing of having all God's creatures in our care.

Let everything that has breath praise the Lord. Praise the Lord! (Ps. 150:6)

Unit objective: Encouraging compassionate stewardship of all God's creatures and an understanding of the interconnection of care for people, animals, and the environment.

Time: Lessons and activities are designed to take 40-60 minutes, but can be adapted to each individual setting.

Grade Level: K-5 (Older students are encouraged to act as mentors to younger students in the group.)

Contents

LESSON ONE: ANIMALS ARE IMPORTANT TO GOD..... 6

 Caring for God’s World..... 9

 Animal and Environment Cards..... 10

LESSON TWO: BEING A HELPING HAND FOR BIRDS AND WILDLIFE 13

LESSON THREE: PROTECTING POLLINATORS 17

 Kind News Story: What's Happening to Honeybees? 21

 Pollinator Worksheet 23

LESSON FOUR: THE JOY OF ANIMALS 24

 The Joy in God’s World! 27

LESSON FIVE: THE EARTH AND ANIMALS BELONG TO GOD 28

 A Pig’s Tail 32

For the Instructor: 33

LESSON ONE: ANIMALS ARE IMPORTANT TO GOD

Objective: Students will appreciate the variety of animals in their world and understand how they are all connected in God's web of life. Students will know that God created every living thing, both humans and animals, blessed them and called them good.

Materials Needed:

- *Caring for God's World* worksheet for each student
- White/chalk board and dry erase markers/chalk
- Crayons or colored pencils
- Ball of yarn
- *Animal and Environment Cards* (enough so that each student has one card)
- Optional: Bibles for each student or group of students

Time Needed: 40-50 minutes

ACTIVITY:

Preparation:

1. Copy *Caring for God's World* worksheet for each student.
2. Copy *Animal and Environment Cards* (enough so that each student has one card).
3. Draw a large circle on the board.

Opening:

1. Provide each student with one copy of *Caring for God's World* worksheet and share the following directions.

Directions: Spend five-10 minutes outside looking for all types of animals (birds, insects, mammals, etc.) you can see in the environment. Write down at least four animals that you see as well as what they are doing. (If some students are too young to write, have them partner with an older student.)

Make sure students know that they should not disturb the animals. Sit quietly in a safe place where you can observe the animals. Try not to

make any noise or sudden movements. Be patient. Let the animals become comfortable with your presence.

2. After the time is up, bring the students back into the classroom. Ask for volunteers to share one of the animals they saw. Write all of the animals they saw in the large circle on the board.
3. Tell the students that the Bible teaches us that God created animals. They didn't appear by accident; God created each one with great care. Genesis 1:24-25 says God created the animals, from the beasts of the earth to the creeping insects. Scripture even tells us that the breath of life resides within them (Gen. 7:15).

When God created animals, he declared their creation to be "good" (Gen. 1:25). At the conclusion of the creation account in Genesis 1, God looked at "all he had made" and declared it "very good" (v. 31). Creation was "very good" when considered in its totality, not only in reference to humans.

Optional: If bibles are available, you may wish to ask students to read these passages.

Body:

1. Based on the animals the students saw ask them questions about what the animals were doing. (For example: Why are the birds singing? What were the ants doing? How was the frog enjoying the world that God made? Where did you see the animal/where does the animal live?)
2. Review that God made each of them for a specific purpose and all their purposes are intertwined with one another and with us as caregivers to our world. Each animal has a purpose and serves the wishes of the Creator. (Depending on the age of the students, you may wish to define intertwined.)
3. Choose two animals from the board who are related and underline or circle them (e.g., bird and insect). Ask students how the bird and ant are intertwined. Explain that in the case of many birds, they depend on insects for survival in the form of food. Review that God created all

animals with care and with a purpose of their own and to help our world.

4. Repeat step three as often as desired with the group.
5. Ask students what would happen to God's web of life if an animal disappeared. Provide the groups with an example (e.g., bird and insect). If the insect disappeared, what would happen to the birds who depend on insects for sustenance or food?
6. Explain that if one of God's creations or a part of the environment becomes extinct, the place in God's web of life is empty and there is a rip in God's fabric of creation.

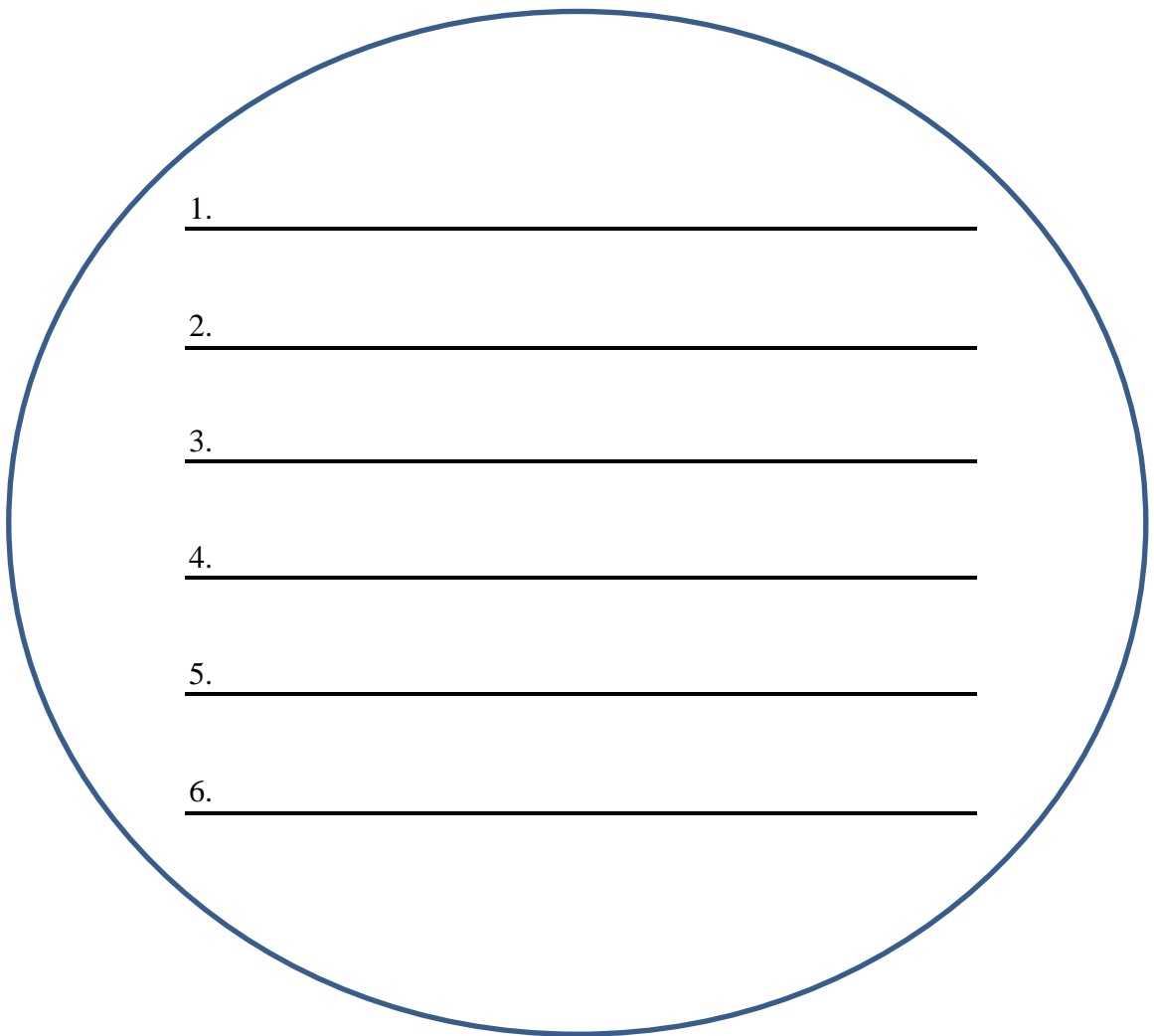
Closure:

1. Ask students to stand in a circle. Give each student an Animal or Environment card. (You may wish to tape the cards to the students or attach yarn to the cards so they can be worn around the neck.)
2. Give the ball of yarn to one student and ask the student to toss the ball of yarn to the animal or environment that is related. (For example, the student with the frog card would toss the ball of yarn to the student holding the snake or insect card. A frog eats insects and is eaten by snakes.) Continue tossing the ball of yarn until each student has had the ball of yarn at least one time. Some students may receive the ball of yarn more than once.
3. After each student has had the ball of yarn at least once, ask the group to look at how God planned the web of life to be interconnected and how as part of His plan all life depends on us being responsible stewards of the planet by caring for the animals and the environment.
4. Ask the students what they think would happen if all of the fish were extinct. After accepting a few answers, ask students holding the fish card(s) to drop their yarn. The outcome is that God's web of life is disrupted, and the whales, bears, birds and penguins would have no fish to eat. Nor would fish be around to eat many of the plants in the ocean, which could impact the environment of the ocean.

5. Ask students to return to their seats and finish the sentence on the bottom of their *Caring for God's World* sheet. Ask students to also draw one thing they can do to help protect the animal they selected.

Name: _____ Date: _____

Caring for God's World



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

I can be kind to and protect _____
and help keep God's web of life strong!

Animal and Environment Cards

Copy enough so that each student has one card.

Lion

Zebra

Bird

Insects

Frog

Deer

Wolf

Puma

Turtle

Fish

Plants

Grass

Whale	Bear
Penguin	Snakes

Answer Key:

Lion-Zebra

Wolf and Puma-Deer

Deer and Zebra- Plants and Grass

Bird and Frog-Insects

Whale, Bear, Birds, and Penguins-Fish

Bear-Plants

Snakes-Frogs

Fish-Plants

LESSON TWO: BEING A HELPING HAND FOR BIRDS AND WILDLIFE

Objective: Students will recognize that God cares for all of His creatures, great and small. As stewards of God's world, students will learn about the ecosystem and habitats and what all of God's creatures need to survive in God's web of life. Students will support neighborhood animals by building a bird house/bird feeder.

Materials Needed:

- *The Mountain Who Loved a Bird* by Alice McLerran, illustrated Eric Carle
- Recycled materials to make bird houses. Options include:
 - small boxes or juice/milk cartons
 - sticks
 - string
 - masking or duct tape
 - markers
 - stickers
 - scissors

Directions can be found at the following web sites:

- familyfun.go.com/arts-and-crafts/season/feature/famf87project/famf87project06.html
- billybear4kids.com/holidays/earthday/birds/house.htm
- ehow.com/how_4882487_build-birdhouse-kids.html

Time Needed: 60 minutes

ACTIVITY:

Preparation:

1. Write the passage Matthew 10:29-31 on the board. (Passage: Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father's care. And even the very hairs of your head are all numbered. So don't be afraid; you are worth more than many sparrows.)
2. If working with young students, you may wish to have some of the bird houses pre-cut or perforated in the boxes or cartons.

Opening:

1. Ask students to read the passage Matthew 10:29-31 that is located on the board. (If the group is young, you may wish to read it aloud with them.)
2. Ask students to look specifically at the second sentence: "Yet not one of them will fall to the ground outside your Father's care." Ask the students what they feel this passage tells them about God's feeling toward animals. After accepting a few answers, explain that in this passage, Jesus helped his listeners grasp the extent of God's concern for them and all living beings. We can see that God cares about the life and death of a non-human animal such as a bird, just as He cares about the life of humans.

Jesus wanted his listeners to understand that God is emotionally invested in all of His creators; He cares about what happens to each bird, just as He cares about what happens to people. And part of caring for each of His creatures is protecting the land of habitat in which they live. (Refer back to Lesson One and God's web of life activity.)

(Optional scripture to review with an older group: In addition, Scripture teaches that God is personally involved in feeding the animals. Psalm 104:14 is instructive here. It says God "causes" the grass to grow for the cattle. God isn't simply passively watching nature. Verse 21 continues this theme when it says the young lions "seek their food from God." Pulling these individual examples together, the psalmist speaks of animals in general, saying, "They all wait for You (God) to give them their food in due season" (v. 27).)

2. Ask students if they have ever heard the word habitat. Define the word for the students. (Habitat: The natural environment of or a place where a person or animal is usually found; dictionary.reference.com/browse/habitat)
3. Explain that habitats exist for all creatures and the habitat needs to have all of the things in God's web of life that helps that being to exist. Habitats need food, water, shelter, etc. in order for a person or animal to

reside in the habitat. Ask students to describe their own habitat (their home).

4. Introduce the story *The Mountain Who Loved a Bird* (showing the cover of the book) and tell the students that they will be learning about the habitat that a bird needs in order to be happy and healthy.

Body:

1. Read the book, *The Mountain Who Loved a Bird*, aloud. While reading, ask students questions about the mountain and why it is not a good habitat for the bird at the beginning of the story. Examples:
 - a. What is the mountain missing in order for it to be a good habitat for the bird?
 - b. What happens every time the bird visits the mountain?
 - c. In what ways do they see God's web of life at the end of the book? (Point out some of the things at the end of the book that made the mountain a good habitat for birds. Show last few pages of the book while students find things a bird needs in a good habitat.)
2. After the book is complete and students have discussed the way the habitat is a good one at the end of the book, describe how birds contribute to God's specific purpose for each animal and how when they fly they can carry seeds and twigs from location to location.
3. Ask students if they ever see birds their own backyards. Remind them that as God's stewards, they can support God's web of life by giving birds a safe and comfortable home or some of the food and water they need to survive in their habitat. Tell them that they can make their yard a friendly bird habitat by creating a bird house.

Closure:

1. Model the steps in creating a bird house. (These will vary depending on the specific bird house instructions you choose.)
2. Pass out materials and work with students to create and decorate their bird house.
3. Upon completion of the bird houses, remind students that all animals need a good habitat and that they can be God's stewards. Ask students

to recall what items need to be available for an animal to have a comfortable habitat. (Shelter, food, water, safety, etc.) You may wish to show pictures of bird baths, plants, nests, etc.

4. Pass out and review instructions for hanging the bird house at home, referencing the fact that the house needs to be in a safe place. You may wish to use the instructions found at multiscope.com/hotspot/bhcare.htm.
5. Ask students to watch their bird house at home to see if any birds visit. Remind them that they should practice the three Ls - look, listen and leave them alone.

Extension:

1. Create a bird or wildlife feeder to help create an even better habitat for neighborhood animals. scholastic.com/browse/article.jsp?id=1746
2. Provide families with information about the HSUS Urban Wildlife Sanctuary program. hsus.org/wildlife/wildlife_and_habitat_protection_programs/urban_wildlife_sanctuary_program.html
humanesocietyyouth.org/shoppingcart/AddToShoppingCart.asp?Prod_ID=NAH036

LESSON THREE: PROTECTING POLLINATORS

Objective: Students will understand that each animal, from the smallest to the largest, plays a part in the fabric of creation. Students will learn about pollinators and how bees are in jeopardy. They'll discover ways they can be good stewards for bees.

Materials Needed:

- Flower pollination video (1:01 minute)
watchknowlearn.org/Video.aspx?VideoID=34093&CategoryID=3397
- *Kind News* story: *What's Happening to Honey Bees?* (a copy for each student)
- Seed packets
- Planting soil
- Disposable cups
- Plastic spoons or popsicle sticks for planting
- *Pollinator Worksheet* (enough for each student)
- Optional: *Get the Buzz on Honey Bees* US map
scholastic.com/content/collateral_resources/pdf/b/bee_poster_version6.pdf

Time Needed: 60 minutes

ACTIVITY:

Preparation:

1. Copy enough *Pollinator Worksheets* for each student.
2. Copy enough of the *What's Happening to Honeybees?* Stories for each student

Opening:

1. Ask students if they have ever heard a bee buzzing. Introduce that this buzzing is how the bee communicates while doing the work intended by the Creator and sings the praises of God. Review with the class that in Psalm 148, all living beings are called on to praise the Lord--beasts, cattle, creeping things and birds (vv. 7, 10)--and that all beings praise in their own way. Even though they don't do so with words, animals still bring glory and praise to God.
2. Ask students to describe the web of life that they learned about in lessons one and two. Remind students that God created all living beings and they all play a part in keeping the fabric of creation whole.
3. Introduce the concept that by their very existence, animals celebrate God's love and God as creator. In God's web of life, there is an intentional design and animals fill a crucial part of the relationship between all of creation. Show the Flower Pollination video (1:01). If you wish, you can also show students the *Get the Buzz on Honey Bees* US map.
4. Remind students that as stewards of our planet and all animals and their habitats, we can celebrate how animals are a living display of the natural beauty God has built into creation and protect those in need. Introduce that bees are one such animal who needs humans to act as stewards to protect them. Ask students where they see bees in nature. (Responses should include: on flowers and plants.)
5. Ask students how the bees and flowers help one another. After accepting a few answers, explain that bees and flowers have a relationship where both animal and plant benefit--this is called a symbiotic relationship. Tell students that bees get nectar from flowers and the flowers get help pollinating and reproducing the plant species. Bees track pollen from flower to flower, which allows flowers to reproduce and grow.

Body:

1. Explain that worker bees celebrate creation as they fly from flower to flower collecting their food. They eat nectar, the sweet fluid produced by flowers and pollen, the yellow powder that comes from flowers. The

bees returning to the hive often carry balls of pollen which stick to the stiff hairs on their legs. Honey bees mix pollen with nectar to form beebread, which they feed larvae (young bees).

2. Explain to students that bees need our help to survive. Pass out the *Kind News* story: *What's Happening to Honey Bees?* (If the group has many young readers you may choose to read the story aloud or have young students partner with an older student.)
3. After reading, ask students the following questions:
 - a. Which animal is the best pollinator? A: honeybees
 - b. Why are bees in need of our help? A: Bees are suffering from colony collapse disorder (CCD). CCD may be caused by a combination of several problems, including habitat loss, viruses, parasites, pesticides and stress.
 - c. What things can you do in your own yard or outside area to be a good steward to honeybees? A: Plant flowers, create a bee bath, don't use chemicals in the garden

Closure:

1. Let students know that they are going to be good stewards for bees today and plant seeds. Model for the group how to put the dirt in the cup while leaving room for the seeds, how to dig out a small place for the seeds and then how to cover the seeds and water them.
2. Allow students to complete their *Pollinator Worksheet* and paste it to their seed cup before taking them home.
3. Remind students to water their seeds according to the directions on the back of the seed packet. Once their plant is big enough, they can transplant it outside and watch for bees!

Extension:

1. If time allows you may wish to provide students with copies of the following:

a. *Who Else Helps* worksheet

humanesociety.org/assets/pdfs/publications/kind_news/who_else_helps.pdf

b. *Pollination Pointers* worksheet

humanesociety.org/assets/pdfs/publications/kind_news/pollination_pointers.pdf

Kind News Story: What's Happening to Honeybees? (April 2012 issue)

Yum! It's the season for juicy watermelon, fresh strawberries and baskets of blueberries. The next time you enjoy a bite of delicious fruit, thank a honeybee. Without the busy bees, you wouldn't be able to enjoy these sweet treats. And that's what has scientists worried.

Mystery disappearance

It's estimated that since 2006, billions of honeybees worldwide have died. Scientists aren't sure what is causing whole colonies of bees to disappear. However, they suspect that there isn't just one reason for what they are calling colony collapse disorder, or CCD. They think that CCD may be caused by a combination of several problems, including habitat loss, viruses, parasites, pesticides and stress.

Why are bees so important?

According to the U.S. Department of Agriculture, one-third of the fruits and vegetables we eat depend on honeybees pollinating our crops.

Pollination happens when a bee visits a flower to sip its nectar. A powdery substance in the flower, called pollen, sticks to the bee's legs and body. When the bee flies off and lands on another flower, some of the pollen falls onto that flower and a seed starts to grow. From that seed, new plants are born, producing their own fruits, vegetables or nuts.

If there aren't enough bees to pollinate crops, there will be fewer of these foods available. That could mean a food shortage or a large increase in the price of our food.

Of course, there are other pollinators. Hummingbirds, butterflies, bats and wind all help spread pollen. But none do as good of a job as the hard-working bees.

What can be done?

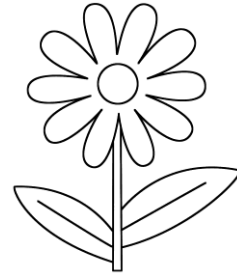
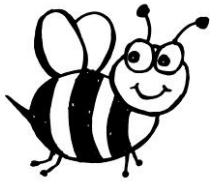
Scientists are working to solve the mystery of colony collapse disorder. In the meantime, you can do your part to help native bees. Have an adult help you with the ideas below.

- **Create and maintain a bee-friendly habitat** in your yard, on a porch or even in a flowerpot.
- **Find out when plants bloom.** Plan your garden so you will have flowers blooming from spring to autumn. Ask a local nursery for advice.
- **Keep your garden chemical-free.** Choose native plants, which are hardier and easier to grow without pesticides or fertilizers.
- **Provide a bee bath.** Fill a large jar lid with pebbles and then fill the lid with water. Refill the water when necessary.

|

Pollinator Worksheet

Directions: Color the below bee and flower and add your own plants or bee bath to the picture. Then cut out the rectangle and paste it to the seed cup.



Let everything that has breath praise the Lord. Praise the Lord! (Ps. 150:6)

LESSON FOUR: THE JOY OF ANIMALS

Objective: Students will be able to describe the basic needs every living being has and how, when those needs are met, each being can joyfully proclaim the greatness of God.

Materials Needed:

- Video: “A New Life for Zoey, the 3-Legged Dog”
[youtube.com/watch?v=vV0_jY7tab0](https://www.youtube.com/watch?v=vV0_jY7tab0)
- Computer with projector or other means to show the video
- *The Joy in God’s World* worksheet for each student
- Magazines or other advertisements with pictures of animals
- Scissors
- Glue sticks or paste
- Optional: Pieces of paper and writing utensils for each student
- Optional: Lyrics to “I’ve Got the Joy, Joy, Joy, Joy”
songsforteaching.com/religious/biblesongs/jonahandthewhale/joyjoyjoy.htm

Time Needed: 50 minutes

ACTIVITY:

Preparation:

1. Prepare the video and means by which to show the video before students arrive.

Opening:

1. Ask students to share ways that people show they are happy. (Responses may include, but are not limited to: smiling, clapping, skipping, laughing and hugging.) Let students know that people can be happy when they have their basic needs met. This includes food, water, a home, family/friends, love and care.
2. Let students know that the Bible, specifically the book of Job, tells us that humans are not the only creatures who feel and have the capacity for joy. In the book of Job, God Himself described the joy animals experience. He mentioned the ostrich flapping its wings “joyously” (Job 39:13), and the beasts of the field “playing” in their surroundings (Job 40:20).

3. Ask students to describe whether they have ever seen animals playing. Discuss that the testimony of Scripture and our own experience remind us that animals are living and feeling beings with the capacity for joy.

Body:

1. Tell students that you are about to show them a video about a dog named Zoey who was rescued from a hoarding case in Mississippi by The Humane Society of the United States in 2014. Ask them to look for signs that she is happy in her new home and signs that the life she was rescued from was a place that was not happy. You may wish to provide students with paper and writing utensils so they can take notes during the video.
2. Show students the video “A New Life for Zoey, the 3-Legged Dog” [youtube.com/watch?v=vV0_jY7tab0](https://www.youtube.com/watch?v=vV0_jY7tab0).
3. After the video, ask students to share the signs they saw that the animals were unhappy before they were rescued. (Answers may include, but are not limited to: their tails were down between their legs, their ears were flat against their heads, they were hiding, some whined, they looked dirty, Zoey had an injured leg.)
4. Ask students to share signs they saw that Zoey was happy in her new home. (Answers may include, but are not limited to: she was running and playing with her family, she was wagging her tail in a playful way, her ears were up and relaxed, her fur was shiny and she was clean, she was sitting with her family and being petted, she had toys and a yard in which to run.)
5. Explain that her adoptive family was showing great stewardship toward animals by providing love and care for Zoey, one of God’s creatures. Zoey is just one example of an animal celebrating the life and world given to them by God. Other animals also show their own celebration and joy.

Closure:

1. Give each student a copy of *The Joy in God's World* worksheet and explain that just like us, animals need their needs taken care of to be happy and show joy. Point out the six items each living being needs to be happy (food, water, a home, care, family/friends, love).
2. Ask students to go through the magazines and advertisements provided in the classroom and cut out examples of a happy animal who has one or more of the items they need so they can be celebrate the world God made and show joy. Allow students time to review the materials and cut and paste.
3. If you wish you may ask the students to sing "I've Got the Joy, Joy, Joy, Joy" while they work. The lyrics can be found at songsforteaching.com/religious/biblesongs/jonahandthewhale/joyjoyjoy.htm.

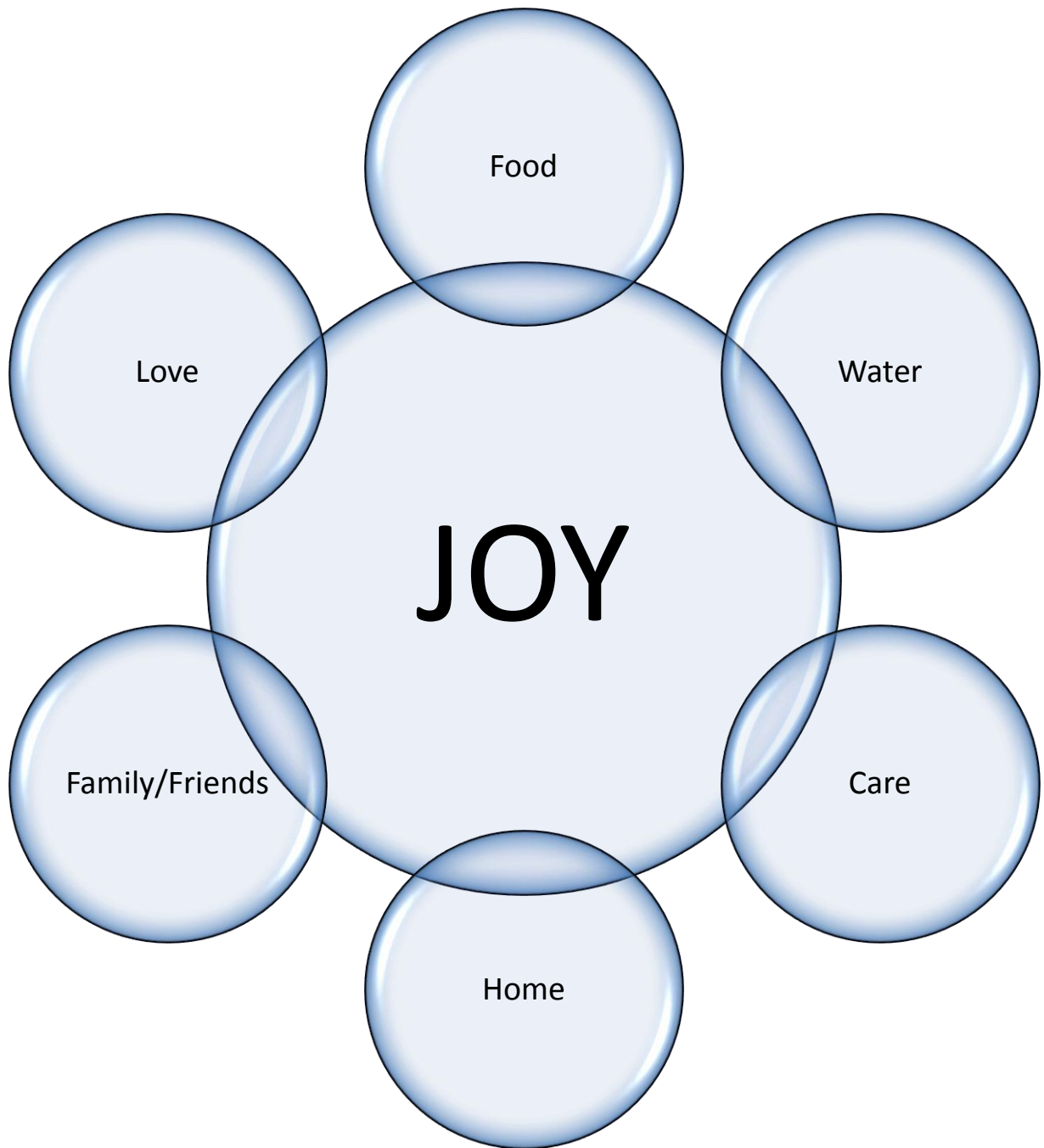
Extension:

1. If time allows, you may wish to teach students about dog body language. Resources including a video showing dog body language can be found at humanesociety.org/animals/dogs/tips/avoid_dog_bites.html.

The Joy in God's World!

Name: _____

Date: _____



Celebrate God's Web of Life and creations! God formed the sea creature Leviathan to play in the sea. (Psalm 104, v. 26)

LESSON FIVE: THE EARTH AND ANIMALS BELONG TO GOD

Objective: Students will be able to explain that God asks us to use our knowledge and kindness to care for, or be a good steward to, all He has created. Students will learn that we have a choice to be kind and show compassion in all we do.

Materials Needed:

- “A Pig’s Tail” video: humanesociety.org/about/departments/faith/a-pigs-tail.html
- Computer with projector or other means to show the video
- *A Pig’s Tail* worksheet (one for each student, pair of students, or a copy to project onto the screen for the full group)
- Chalk board or white board and chalk or dry erase markers
- Healthy snack such as hummus and vegetables
- Plates and napkins
- “The Real Deal About Pigs” from the Dec. 2012/Jan. 2013 issue of *Kind News*, available at humanesociety.org/assets/pdfs/publications/kind_news/kn-the-real-deal-about-pigs.pdf
- Optional: Lyrics to “He’s Got the Whole World in His Hands” kididdles.com/lyrics/h005.html.

Time Needed: 50 minutes

ACTIVITY:

Preparation:

1. Prepare the video and means by which to show the video before students arrive.
2. Copy *A Pig’s Tail* worksheets
3. Copy “The Real Deal About Pigs”

Opening:

1. Ask students to name the things that each of God’s creations needs in order to show joy and celebrate all God has made. (Responses should include items learned in the previous lesson: food, water, a home, family/friends, care, love.)

2. Introduce that these are called basic needs and that basic needs are what we and all living beings need to stay alive. As God's stewards, we are here to take care of one another and His entire world and all that is in it--our job is to "cultivate it and keep it" (Gen. 2:15). Psalm 24:1 states without reservation that "The earth is the Lord's, and all it contains." This fact is repeated regularly in Scripture.
3. Tell students that as beings with free will we always have a choice to be kind and compassionate or to be unkind. God asks us to be humane stewards of His world and ones who show kindness.

Lesson Body:

1. Ask students to watch "A Pig's Tail," a movie about a pig and her mom. Request that students look for the way the basic needs of the pig and her mom are provided in the movie in the settings of the Old Farm and the New Farm. And ask students to look for the characters who are showing compassion.
2. After the movie, create a T-chart on the board or pass out a copy of the T-chart to each student or pair of students, or project a copy onto the screen for a full-group activity. Ask students to compare and contrast the Old Farm with the New Farm by asking them to look at three items:
 - a. Setting: Ask students to describe the settings of the Old Farm and the New Farm
 - b. Basic needs: Ask students to describe the needs provided to the characters in the beginning of the movie to those at the ends of the movie. Answers should include, but are not limited to, differences in access to fresh air, food, water, access to the environment or sunlight, shelter, care and the ability to exercise.
 - c. Characters' feelings and actions: Ask students to describe the main characters and their feelings and actions (including body language) at the beginning of the movie and to compare it to the feelings and actions at the end of the movie. Ask students in which place, the Old Farm or the New Farm, are the animals able to celebrate God's web of life and show joy.

When using the T-chart, ask students to compare each item and note what makes them the same or different.

Closure:

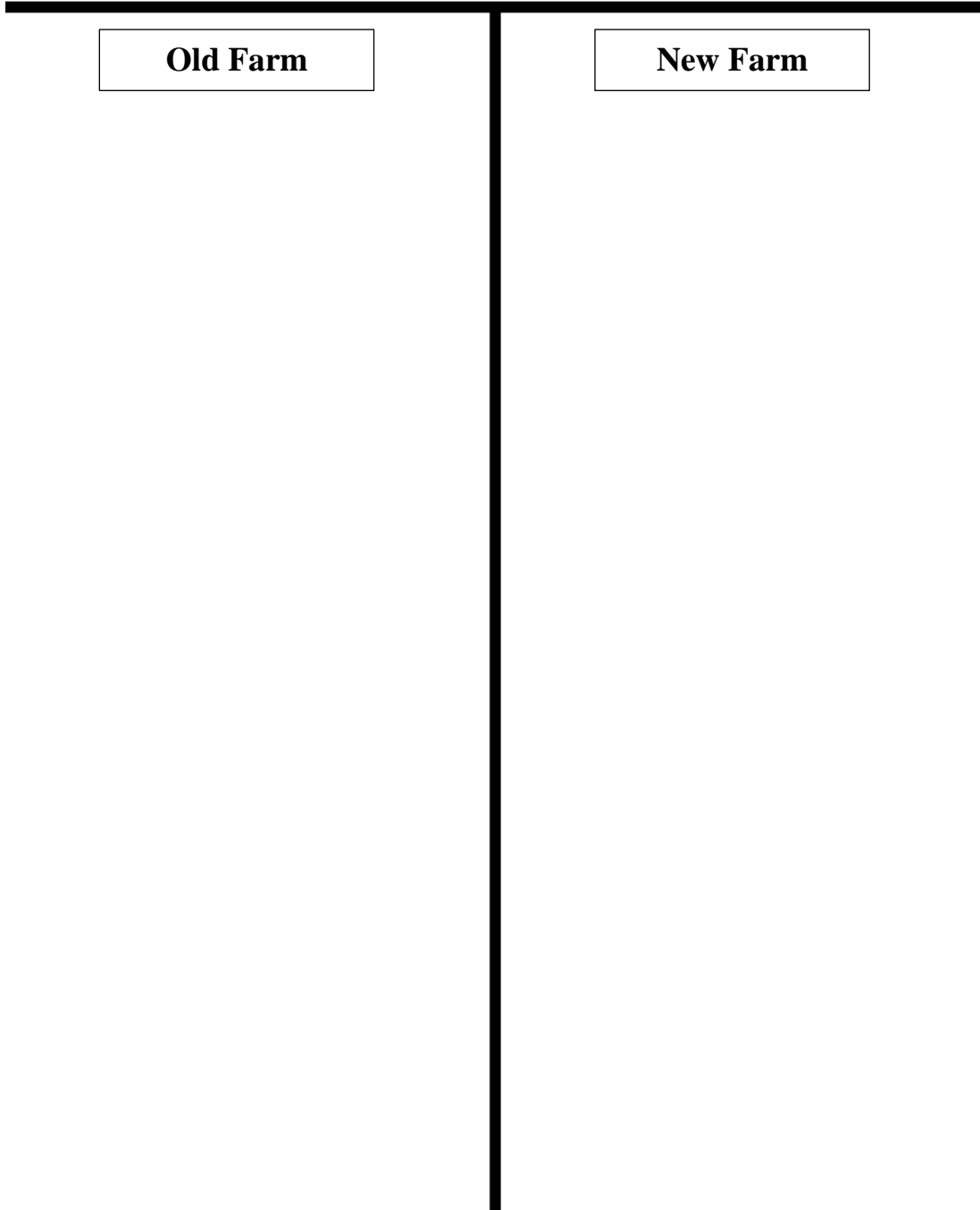
1. Share with students that every person can use his or her free will to make humane or kind choices or inhumane or unkind choices. Explain that there are both good farms, like the New Farm, and farms that do not treat their animals well, like the Old Farm. Let students know that we can choose to support farms like the New Farm that treat God's animals well. You may wish to review the following with the class or have them read the below from the Bible: Humans serve a stewardship role toward creation, not an ownership role (Gen. 2:15). This stewardship pertains to everything and is intended to include an attitude of respect (Lev. 25:3-5; Num. 35:33).
2. Ask students to describe what can we do, as servants of God, to take good care of the animals and the earth. Write all answers on the board. If students do not include that we can make good choices in the food we choose, add this to the list explaining that when we do things like eat vegetables and take care of our bodies, we are honoring God and all His goodness.
3. Let students know that they will be having a healthy snack of (example: hummus and vegetables) to celebrate all they have learned.
4. Provide each student with a copy of "The Real Deal About Pigs" article from *Kind News* and ask them to read it while enjoying their snack.
5. If you wish, you may ask the students to sing "He's Got the Whole World in His Hands" after they have eaten. You can even have them add a verse or two about various types of animals. The lyrics can be found at kididdles.com/lyrics/h005.html.

Extension:

1. You may wish to teach students about how they can make humane purchases so they can help their families make the most humane selection. Information about reading egg carton labels and a guide to reading meat and dairy labels can be found at [humanesociety.org/issues/confinement farm/facts/animal product labels.html](https://humanesociety.org/issues/confinement-farm/facts/animal-product-labels.html).

Name: _____ Date: _____

A Pig's Tail



They belong to God. (Job 41:11; Ps. 50:10-11)

For the Instructor:

The Humane Society of the United States offers a variety of resources and trainings to individuals interested in humane education. Some of the resources included here might be of use to the instructor for further reading, information and background on faith outreach and humane education programs, but they are not necessarily intended for use within the curriculum.

About the HSUS Faith Outreach program:

The Faith Outreach program of The Humane Society of the United States seeks to engage people and institutions of faith with animal protection issues, on the premise that religious values call upon us all to act in a kind and merciful way towards all creatures. Learn more about the intersection of faith and animal protection at humanesociety.org/faith.

We offer a number of resources for you to expand your knowledge and outreach on animal protection and faith issues:

Every Living Thing: How Pope Francis, Evangelicals and Other Christian Leaders Are Inspiring All of Us to Care for Animals

This reference book is a collection of historical, official and contemporary statements on animal protection from Christian leaders. Edited by Christine Gutleben, senior director of the HSUS Faith Outreach program, *Every Living Thing* is designed to inspire individuals and spark fresh discussion in congregations. In the book, you will find teachings from the Roman Catholic Church, Southern Baptist Convention, United Methodist Church, Evangelical Lutheran Church in America, Presbyterian Church (USA), Episcopal Church, United Church of Christ, Seventh-day Adventist Church, Church of Jesus Christ of Latter-day Saints, Church of God in Christ, Assemblies of God and more. Find out more, including where to buy the book, at humanesociety.org/everylivingthing.

The HSUS Fill the Bowl Project

A pet food collection toolkit to help families with pets and animal shelters in need. Every day, families struggle to keep food on the table for their children and food in the bowl for their pets. Some give up their pets because they simply can't feed them. Through the Fill the Bowl Project, faith communities can help by collecting pet food and partnering with local food pantries for distribution to families in need.

Consider a Fill the Bowl Project for youth groups, service projects, seasonal outreach and more. Visit humanesociety.org/fillthebowl.

***Eating Mercifully* Documentary**

This documentary features Christian perspectives on factory-farming issues, plus questions for reflection. Twenty-six minutes may forever change the way you look at food and faith. *Eating Mercifully* examines the critical findings of a Pew Commission report on U.S. industrial agriculture and considers factory-farming practices from several Christian viewpoints. Order a free DVD and download questions for discussion at humanesociety.org/eatingmercifully.

Humane Backyard

Offers ideas for outdoor projects that celebrate God's creation. Humane Backyard is about humane, sustainable ideas for helping local wildlife and habitats. Explore ideas from making birdseed ornaments to repurposing Christmas trees for wildlife. Find projects for all seasons that can be created with your faith group at your place of worship or at home. For a limited time, you can order a free kit, which includes a free seed packet from Baker Creek Heirloom Seed Co. at humanesociety.org/humanehaven.

Living Legacy: Faith Voices on Animal Protection

This 12-part video series features contemporary faith writers and scholars--Eric Metaxas, Dr. Gerald Root and Dr. Karen Swallow Prior--reflecting on historical luminaries in Christianity and their views on and roots in animal protection and faith. To receive a DVD of the video series and receive a study guide, contact faith@humanesociety.org with the subject line, "Living Legacy DVD Request."

Humane Society Academy

Humane Society Academy is the education and training department of The HSUS and where you can locate resources for animal welfare professionals and volunteers, as well as parents, educators, and students of all ages. If you have questions for Humane Society Academy, contact hsa@humanesociety.org and visit humanesociety.org/academy.

Certified Humane Education Specialist (CHES) credentialing program

The Certified Humane Education Specialist program is designed to help formal and informal educators enhance their credentials and effectively use their limited time and resources to infuse humane education into current prosocial programs. The courses are built upon best pedagogical practices and center on activities, readings and field-tested strategies for working with children, teens, school faculty and youth leaders. Visit humanesociety.org/ches.

Humane Society Academy Webinar Series

This is a series of free, innovative webinars led by experts in the fields of animal policy and advocacy, animal welfare, humane education, leadership, shelter and volunteer management and wildlife issues. Visit humanesociety.org/HSAwebinars.

HSA Resources for Parents and Educators

HSA offers free downloadable resources, including lesson plans, worksheets, our magazine for kids and more! Visit humanesociety.org/parents_educators.

HSA Resources for Students

From organizing local events to helping animals to lobbying lawmakers, students are a powerful force in celebrating animals and confronting cruelty. If you're a student or you know a student who wants to learn the issues and take action, this is the right place. Visit humanesociety.org/students.

This curriculum was inspired by:

Dr. Barrett Duke of the SBC and his article: *10 Biblical Truths About Animals*

<https://erlc.com/article/10-biblical-truths-about-animals>