

ANIMALS AROUND US

A Trip To The Mall

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Introduction

The relationship between humans and animals is an ancient one, going back thousands of years to the time when wild animals were drawn to the campfires of humans. Animals and humans slowly learned how to trust one another. They also came to rely on each other. Humans provided animals with food, shelter and protection from predators, while animals provided humans with food, clothing and companionship.

Today in the U.S., millions of domesticated animals share our homes as pets, and millions of others live on farms as part of a thriving animal agriculture industry. In fact, there are more animals on farms than there are people. Only about 3 percent of Americans actually live and work on farms, compared with more than 90 percent around 1900. Yet today's farmers are efficient and productive enough to feed all of America's people, as well as millions of others around the world.

With most of the population living in cities, very few Americans have daily contact with agriculture or, for that matter, with animals. Most city dwellers have never seen real cows, sheep, chickens or pigs except in books or at the movies. As a result, some people have forgotten that much of the food and clothing we take for granted comes from animals. They may not realize that animals are important to us, not only for the food and clothing they produce, but for the other contributions they make to our lives – in human health, in education, in recreation and as pets.

This computer resource teaches children about animals, animal products and the important role they play in our daily lives.

Objectives

This package is intended to stimulate children's thinking about animals and animal products. It is not intended to be a full-fledged curriculum on the topic. Students playing the computer game and working through the activities in the booklet will learn some important lessons about animals, the products they provide, and the interdependence of animals and humans.

Specifically, "*Animals Around Us...A Trip to the Mall*" has been designed to achieve several educational objectives:

Attitudinal Objectives

Students will:

- Understand the responsibilities of humans toward animals.
- Gain respect for animals and the contributions they make to our daily lives.
- Appreciate the variety of products derived from animals.

Knowledge Objectives

Students will be able to:

- Identify at least four products that come from cows.
- Identify at least two products that come from chickens.
- Identify at least four products that come from pigs.
- Identify at least three products that come from sheep.
- Identify at least two animals that produce both food and clothing products.

- Identify at least one animal that produces fur.
- Define the word “veterinarian.”

Skill Objectives

Students will:

- Master basic concepts of computer use.
- Develop manual dexterity and improved eye-hand coordination through use of the computer mouse and completion of related activities.
- Develop oral communication skills through classroom discussion about individual experiences with animals.

The Materials

This package contains an activity booklet and an interactive computer program that runs on a DOS-based computer with a mouse. Students can alternate between activities in the booklet and the computer program, as each share similar illustrations.

Activity Booklet

All 18 graphics in this booklet can be easily duplicated. Minimally, each of the illustrated pages can be colored by students. In addition, certain activities are suggested for each page. Reading students can review the instructions on each page and complete the activity unassisted. Non-reading students may require some teacher assistance.

Computer Program

The computer program is designed for grades K-3. Although there are text labels throughout the program, reading is not essential to capture student interest. Readers and more advanced students will strive to complete the game, while others may simply want to explore the various options.

The object of the game is to complete a “To Do” list of activities at a shopping mall. Completing all of the activities requires exploring all of the seven stores in the mall and selecting the proper items in each store.

All navigation and selection are done by clicking once on the left mouse button.

Players learn quickly that this is no ordinary shopping mall. Animals are everywhere, beginning with the opening screen that shows animals disappearing into the mall stores. Upon entering a store, players find animals where products would normally be displayed. Clicking on the animal reveals the products derived from that animal. For example, a click of the mouse replaces the cow with a carton of milk or a hamburger; sheep become wool sweaters; a pig becomes a football or a pork chop; a hen magically becomes a basket of eggs or a barbecued drumstick. The game contains dozens of these hidden items that can be “toggled” between product and animal with the click of the mouse.

Items on the “To Do” list are checked off whenever a player enters a store and clicks on an item that is on the list. The list appears on the screen early in the game, and then as a miniaturized icon at the bottom of the screen until a player selects it with the mouse. A player can enlarge the list and check his or her progress during the game by clicking the list icon with the mouse. The enlarged list will show a check-mark next to the items that have been successfully selected. When all items on the list have been checked, the player is given the option to quit, restart a new game or continue with the present game.

In many cases, the “toggle” between the selected animal and the underlying animal product presents enough information for the player to understand the relationship between the two. In other cases, the relationship may not be so clear. To enhance understanding and increase interest for players, an assortment of brief, animated sequences – “mini-movies” – have been included. A small icon in the shape of a television set is located at the left bottom of the screen, next to the list icon. Clicking on a selected product or animal will cause an illustration of that animal to appear on the TV icon. To access the “mini-movie,” the player clicks on the TV icon.

These mini-movies can also be accessed at the cinema in the mall lobby by clicking one of the illustrated movie posters.

Equipment Requirements

1. 386-MHz IBM-compatible CPU or faster preferred, although the program will run on an older 286 CPU.
2. Hard drive with at least 2 mg of free space (optional).
3. Color VGA monitor
4. Mouse
5. 3.5" floppy disk drive

Installation

The program can be run from the 3.5" floppy drive or it can be copied to a hard disk and run from there. There is a single file on the program disk called ANIMALS.EXE. To run it, access the floppy drive (or the directory where you copied the file to your hard drive) and type ANIMALS. To exit the program, click on the exit sign in the main mall area. Do not run the program from Windows.

Other Activities

Although this resource is not intended as a complete curriculum on the topic of animals and animal products, there are a variety of activities that can serve as extended learning experiences or unit culmination activities. They include:

1. Have the students identify as many animal products and byproducts as they can see around them in the classroom, including items such as shoes, belts, sweaters, etc.
2. Have the students bring from home one canned food item that contains an animal product. Ask each student to identify his or her animal product, show its presence on the can label, and explain how the product is used. These cans can later be donated to a local food-provider charity.
3. Have students make an inventory of animal products found in their bedroom, including down pillows, sporting equipment, drum heads, natural bristle brushes, leather luggage

or furniture, clothing, and toiletries that contain animal products (lanolin, mink oil, etc.). Then do a poll and identify the five most common animal products found in students' bedrooms.

4. Identify students who own pets. Ask them to bring a photo of their pet to class. The photo may be part of a presentation to the class in which they describe the animal. Ask them to describe in detail the care they provide for their pet, and the benefits they feel they gain from owning a pet. These photos can later be used as a bulletin board display, "Meet Our Pets."

Older students may be asked to write a short essay about their pets and why the relationship between pets and humans is beneficial for both. These could be included as part of the bulletin board display.

5. Schedule a field trip to a nearby farm. Ask students to prepare in advance a list of questions about the animals they will see. They are responsible for asking and getting answers to those questions during the farm visit. Upon return to the classroom, students will share the information they have learned with the class.
6. Ask students to identify any animals they have seen, domestic or wild, other than pets. Have them describe the animal, where it was seen, what it looked like and how it behaved. Does the animal provide humans with food, clothing or other products? What responsibilities do humans have to this animal and others like it?
7. Divide the class into three or four groups and ask each one to create an ideal dinner menu using animal products, including meat, milk, eggs, cheese, etc. Then invite a home economist to the class to present information on the nutritional value of animal foods, and to rate each proposed menu for its nutritional value. Make up a "recipe book" of the class's favorite menus as a gift for parents.
8. Ask the students to identify holidays associated with animals.
(Thanksgiving/turkey, Christmas/goose,

Easter/rabbit, Halloween/black cat). Ask them to explain the significance of the holiday and why this particular animal is associated with it. Then ask students to create their own holiday and to identify an animal which would be appropriate to it (National Kids' Day = baby goat, National Drive Slowly Day = turtle). Have the students enter their new holiday on a large master calendar posted in the classroom, and select one or two for special classroom observances, such as a field trip, classroom guest or special treats (e.g., National Drive Slowly Day = turtle sundaes or turtle brownies).

9. Ask students if they have ever been given cod liver oil, penicillin or insulin. Explain that cod liver oil (found in the computer shopping mall's "General Store") is a medicine that contains animal byproducts – oil derived from codfish. Explain that other medicines may not contain animal byproducts but have been tested on animals to make sure they're safe for human use. Using the chart below, explain some of the medical advances that have occurred using animal models. Invite a doctor, druggist or laboratory researcher to the classroom for a presentation on the use of animals in creating and testing medicines and improving human health.

Medical Advances Using Animal Models		
PENICILLIN	Study of effectiveness against bacterial infection	Mouse
POLIO	Ability to culture polio virus in cells that led to vaccine	Monkey & mouse
CANCER	Study of tumors and hormonal cancer treatments. Development of chemotherapy.	Rat, rabbit, hen, monkey
TUBERCULOSIS	Research that led to cure.	Cow & sheep
INSULIN	Discovery of insulin and the study of diabetes.	Dog, rabbit, rat & mouse
C.A.T. SCAN	Discovery of diagnostics potential and development	Pig
ORGAN TRANSPLANTS	Technique refinement and rejection prevention.	Mouse, rat, rabbit & dog
AIDS VACCINE	Development and safety testing	Primate, rabbit & mouse
HEART DISEASE	Study of the disease & treatment.	Rat, dog, cat, sheep, rabbit
HEART/LUNG MACHINE	Development & testing.	Dog
CARDIAC PACEMAKER	Development & testing.	Dog
SUTURES & GRAFTS	Development and refinement of surgical techniques.	Dog

10. Ask students to identify a Saturday morning cartoon featuring animals that are portrayed with human characteristics. How do these animals act in the cartoon? Do those animals really act like humans in real life? What are some of the important differences between humans and animals?

11. Ask students to compare a cartoon animal with its real-life counterpart, based on information from the encyclopedia or other sources (e.g., compare the cartoon "Pink Panther" with a real panther, based on what the encyclopedia tells us about this animal.)

What kind of problems might result if animals really behaved the way they are portrayed in cartoons? What good things might happen if animals really behaved the way they are portrayed in cartoons?

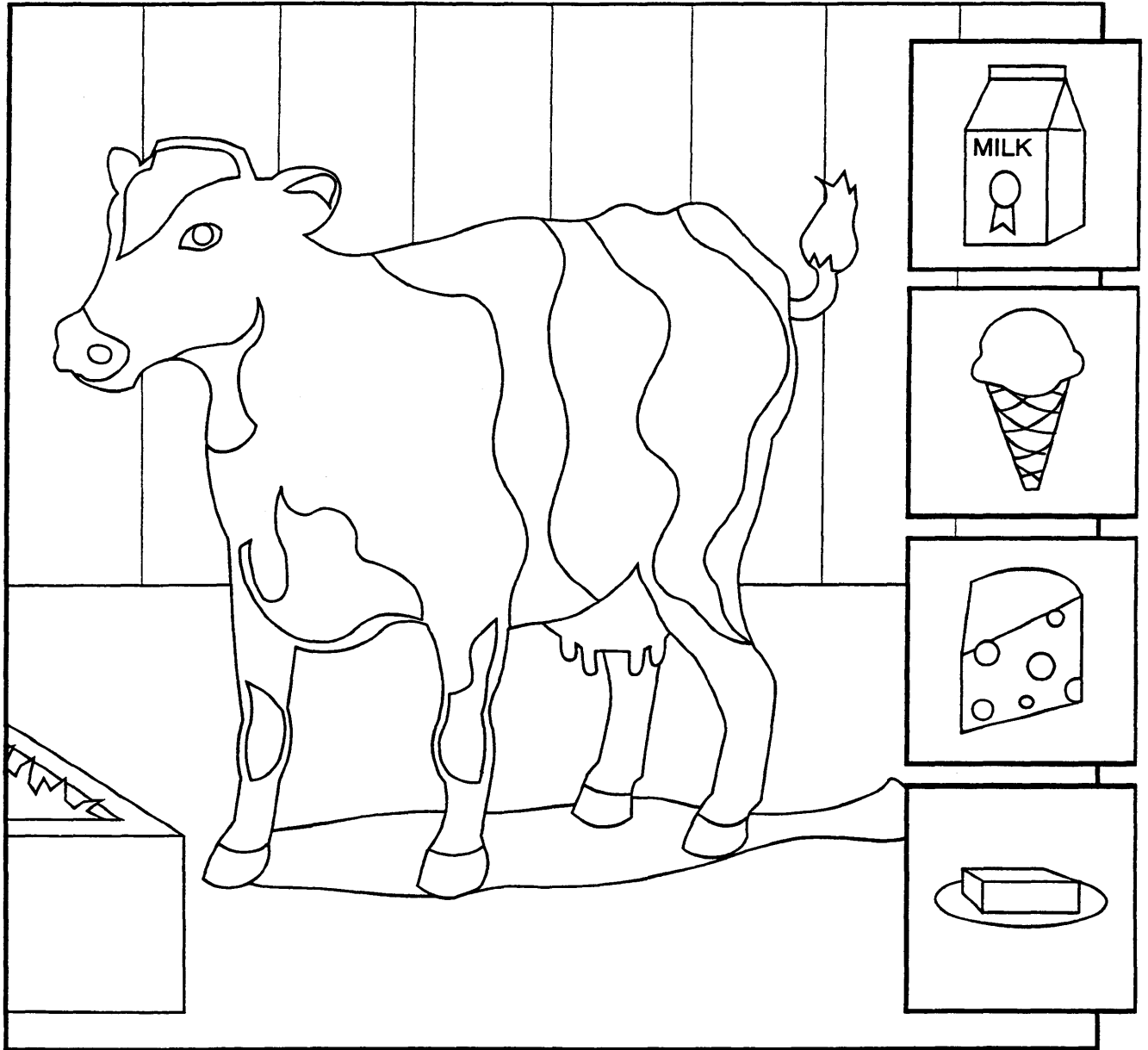
12. Play "Animal Password." On a series of index cards, print the names of an animal or an animal product. Divide the class into two teams, red and blue. The red team member draws an index card, and tries to get a blue team member to guess the word on it by giving a series of clues, using the words "I am..." (e.g., if the word is "goat," one clue might be "I am an animal with long soft hair."). The blue member must guess the word within a specified number of turns or within a specified time period. If the student guesses correctly within the allotted time, the blue team gets a star. If not, the process is reversed, and a second blue team member

gives clues while a second red team member tries to guess the same word within the specified period. If neither team guesses the word, the game moves on to a new pair of players and a new word. The team with the most stars after a specified period wins the game.

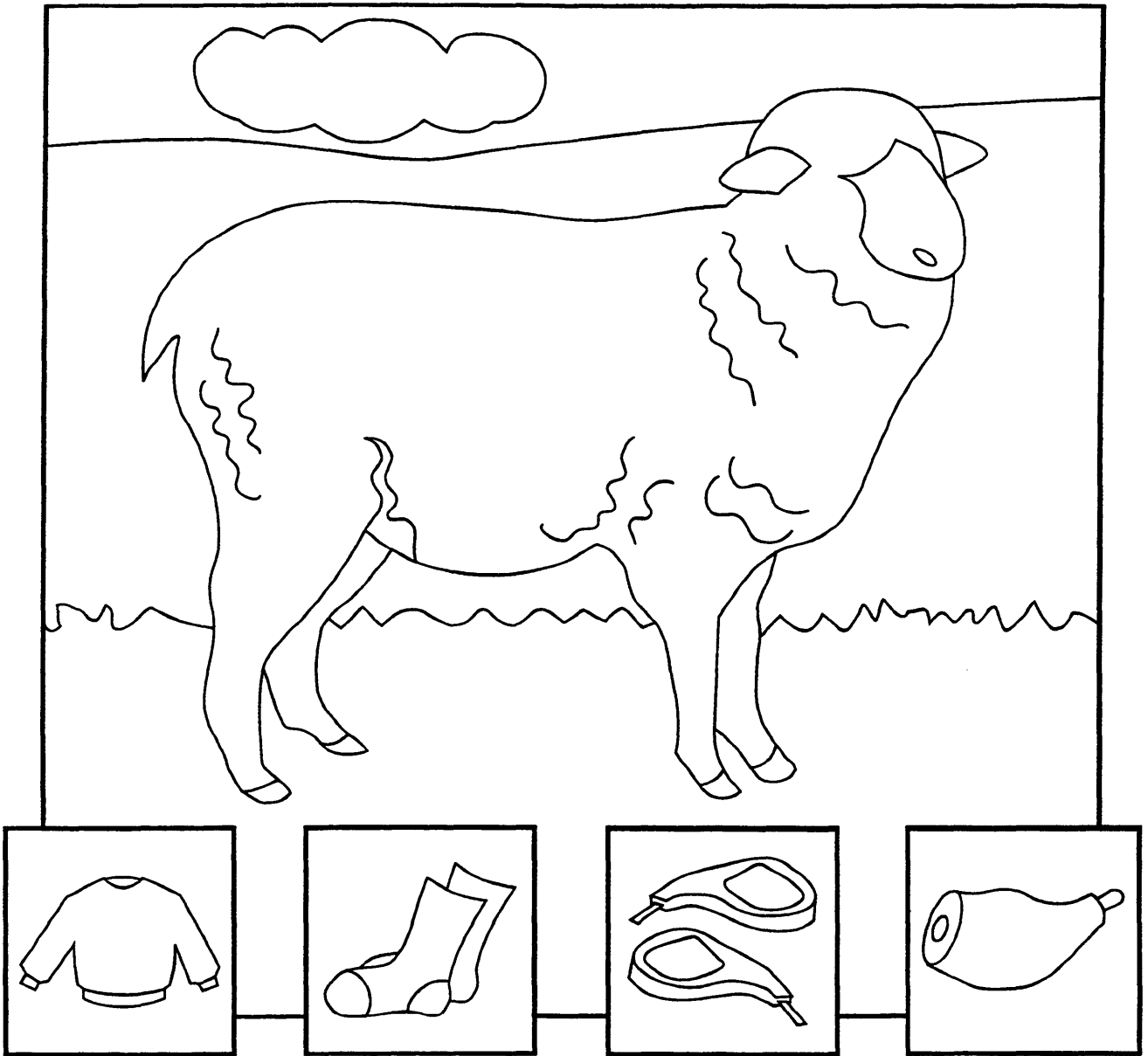
13. Have students identify a family member or friend whose job relates somehow to animals (anything from farming to the feed industry, grocery store, pet shop, veterinary office, etc.). Have the student "interview" the individual, asking how the job relates to animals, why it is important, what duties are included, and what kind of training or education was required to do the job. Have the student report on these animal-related jobs to the class. Ask students to share their own ideas about the kinds of jobs they might like when they become adults. Do any of these jobs involve animals? Whether they do or don't, what kind of training to these jobs require?

14. Have students list ways in which animals assist or entertain humans (guide dogs, pet therapy, comfort as pets, guard dogs, work dogs, horse racing, dog racing, etc.)

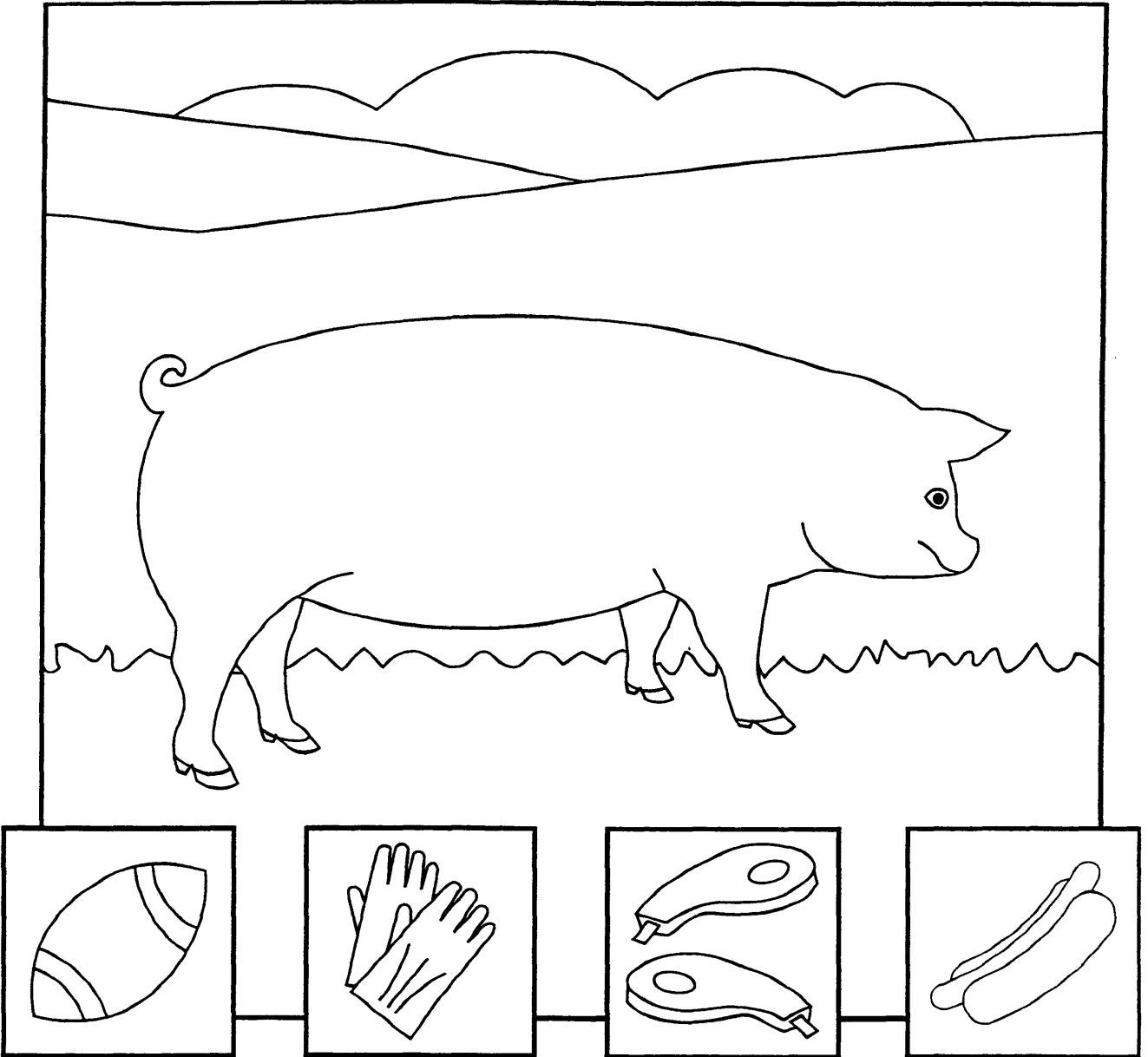
Invite a professional animal trainer to the class to explain how dogs and other animals are trained for specific duties. Have the trainer compare the similarities and differences between professionally trained animals and house pets.



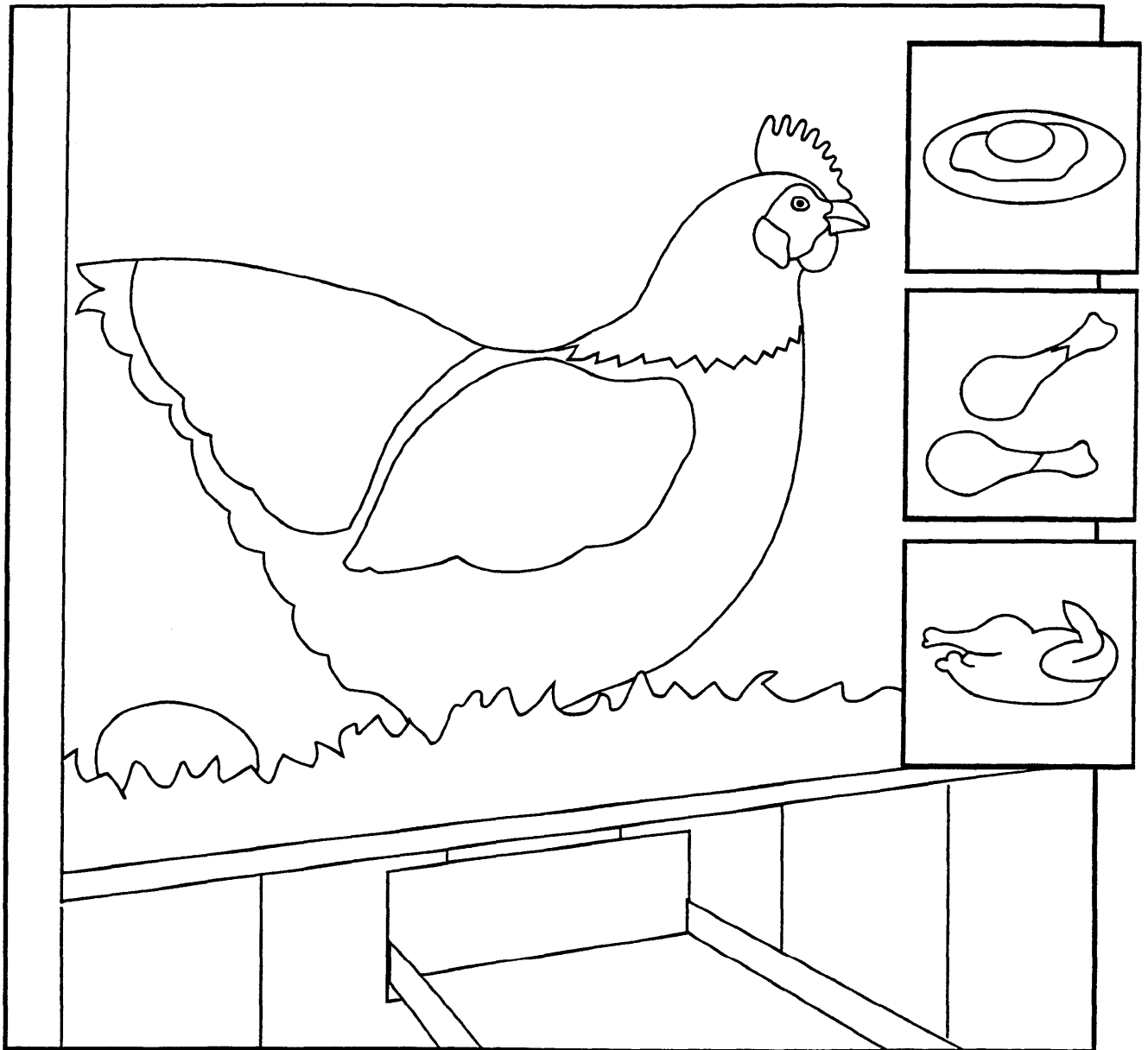
Dairy cows give milk every day. Many foods contain milk. Can you name these four products made from milk?



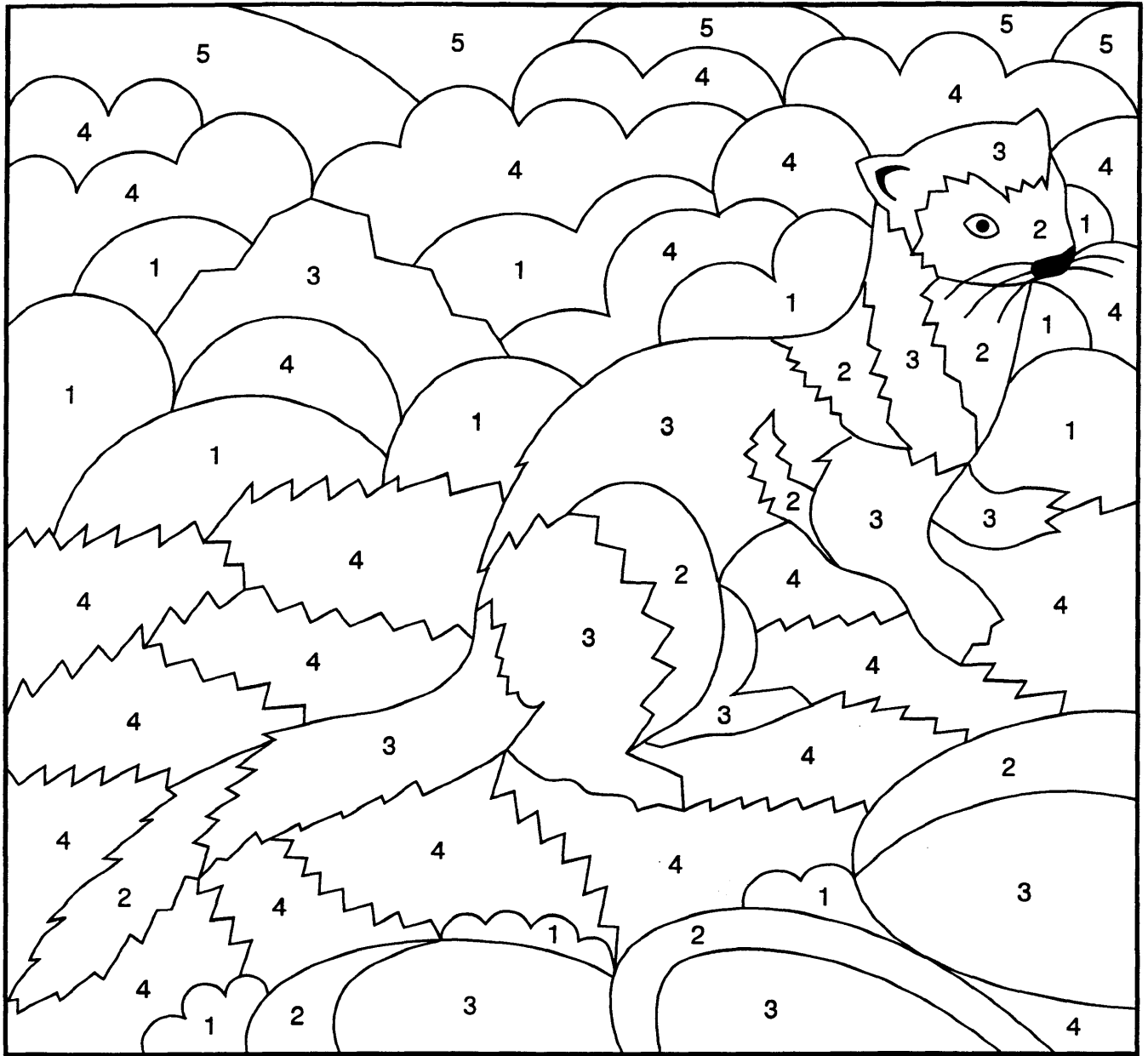
Sheep give us warm wool. What clothes in your closet come from wool? Are you wearing wool today?



Pigs give us meat and other products. Can you name some of the meats that come from pigs?

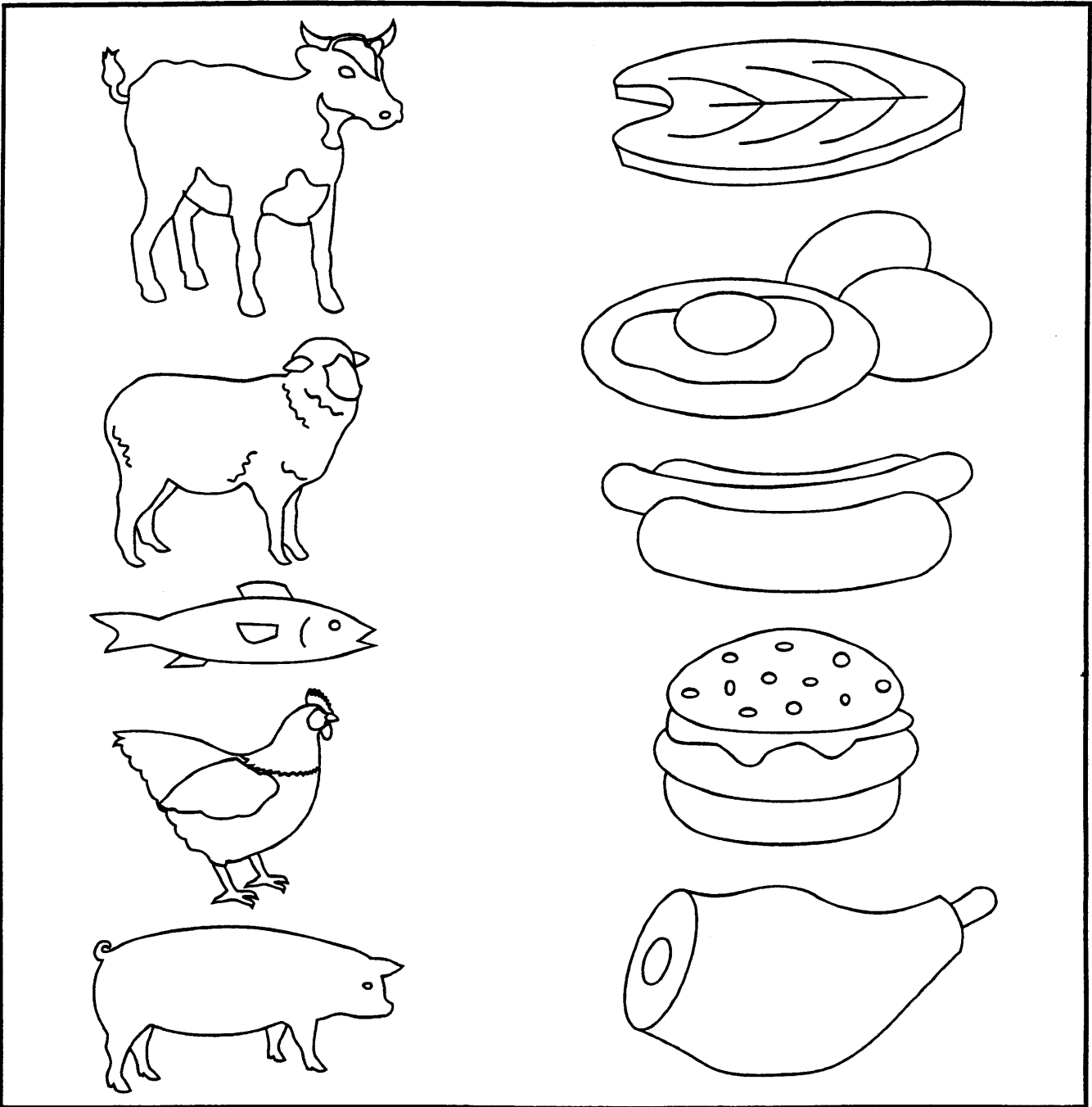


Chickens lay eggs and give us meat. How many ways to cook eggs can you think of? How do you like your eggs?

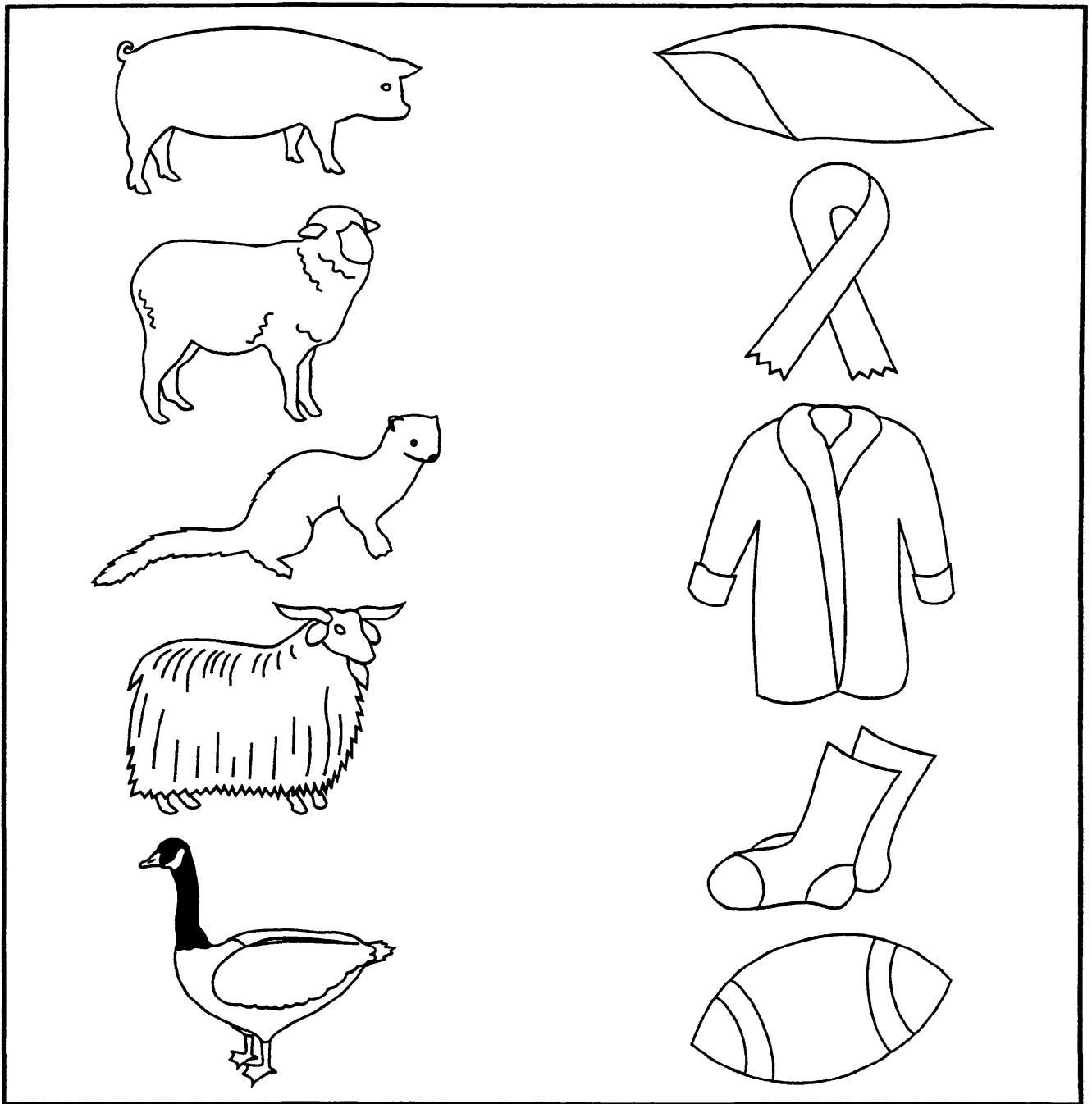


1 - yellow 2 - orange 3 - brown 4 - green 5 - blue

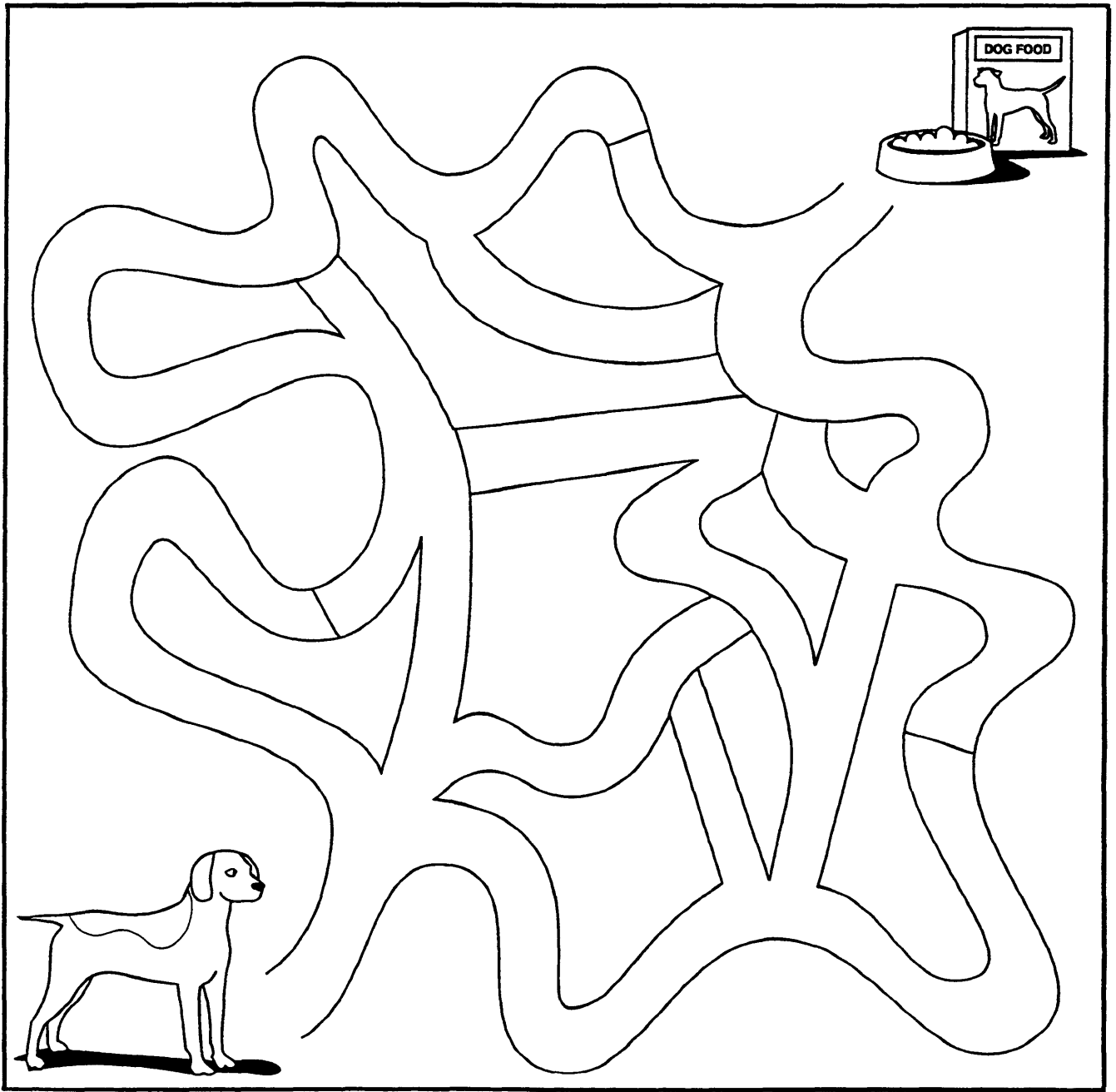
Warm, soft fur coats come from mink. Find the mink in this picture by coloring each numbered space with the correct color.



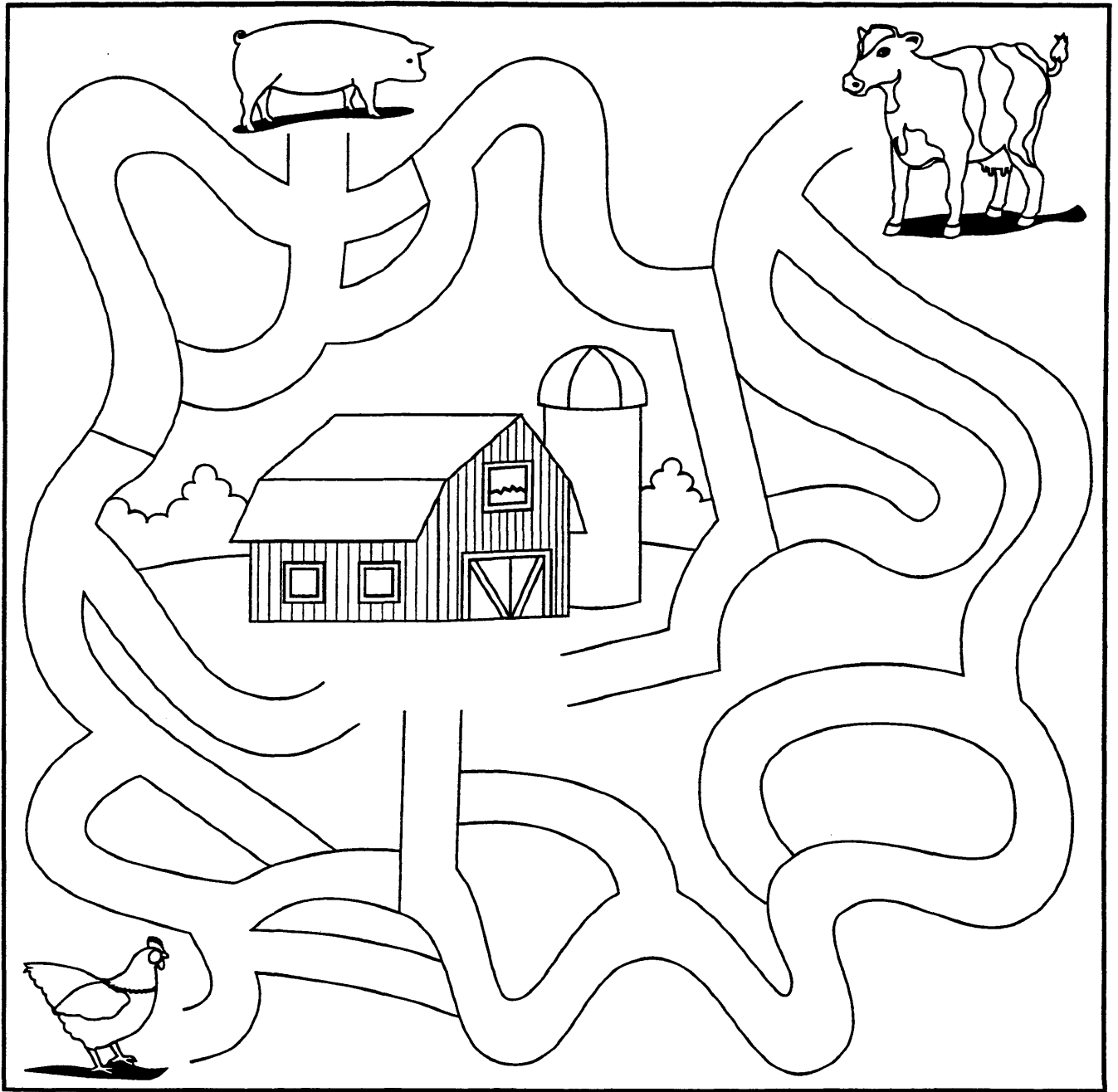
Which food product comes from which animal? Draw a line from the animal to the product it gives us.



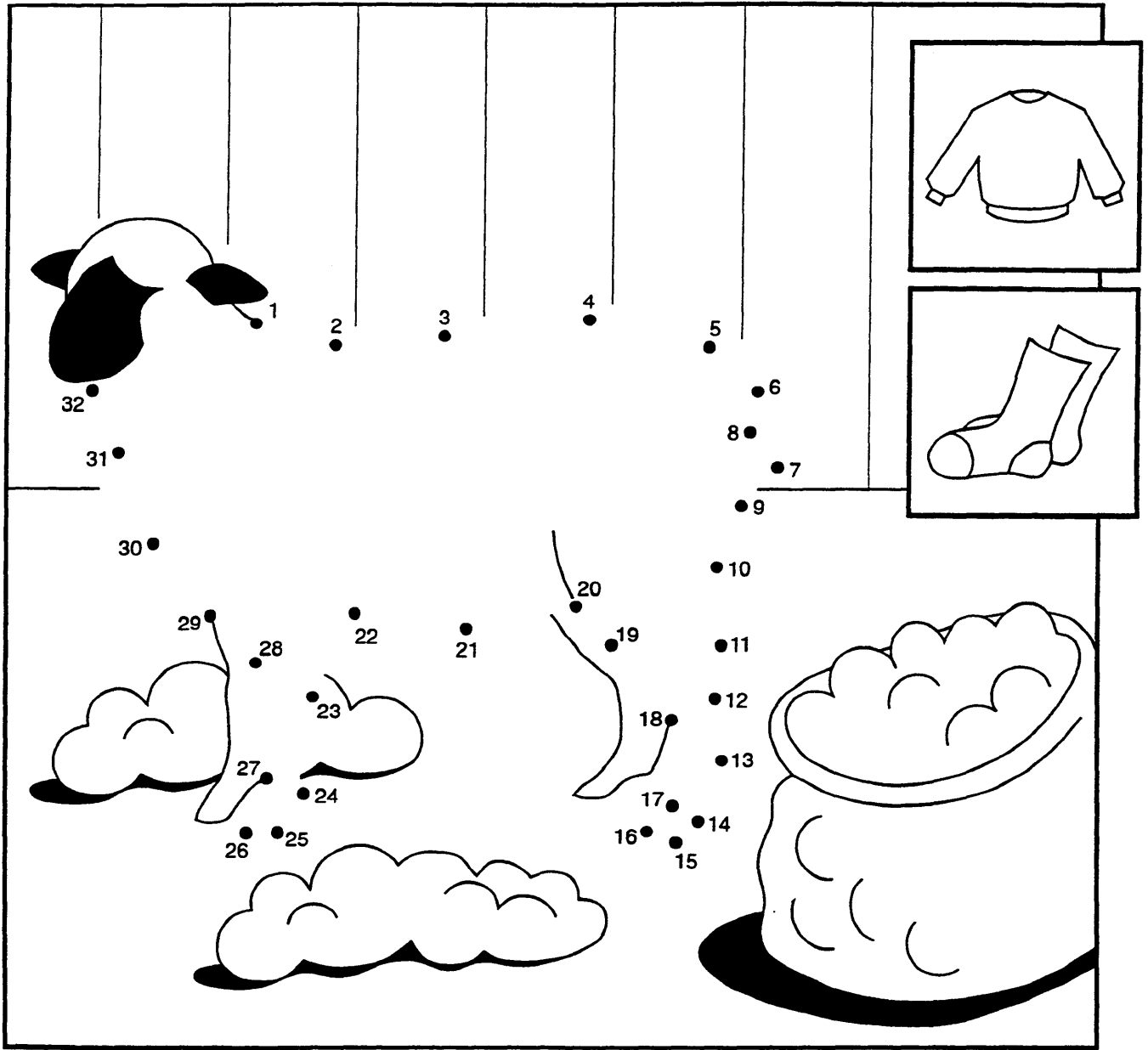
Which product comes from which animal? Draw a line from the animal to the product it gives us.



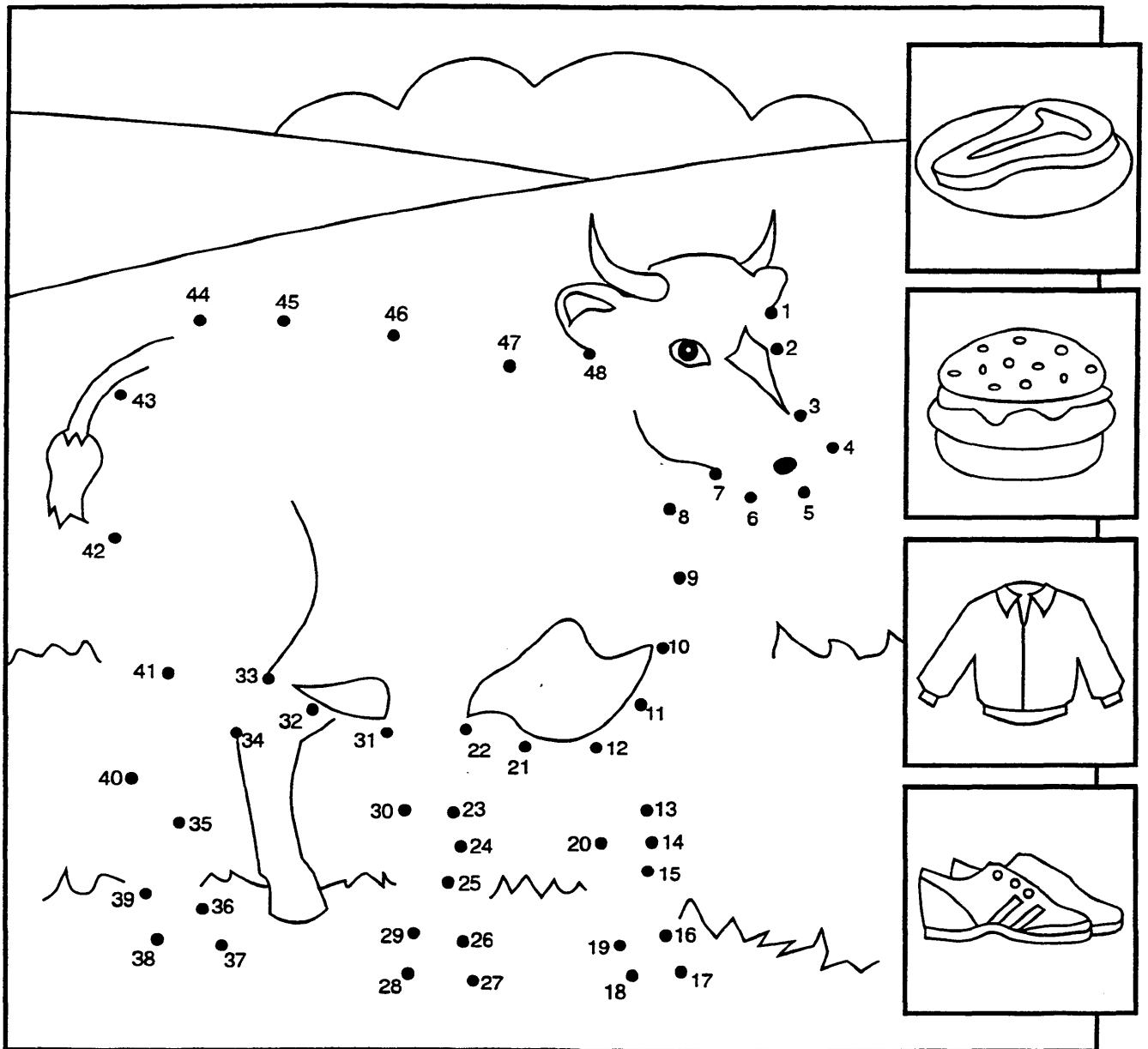
This dog is far from home and her dinner. Can you help her find the way to her feed bowl?



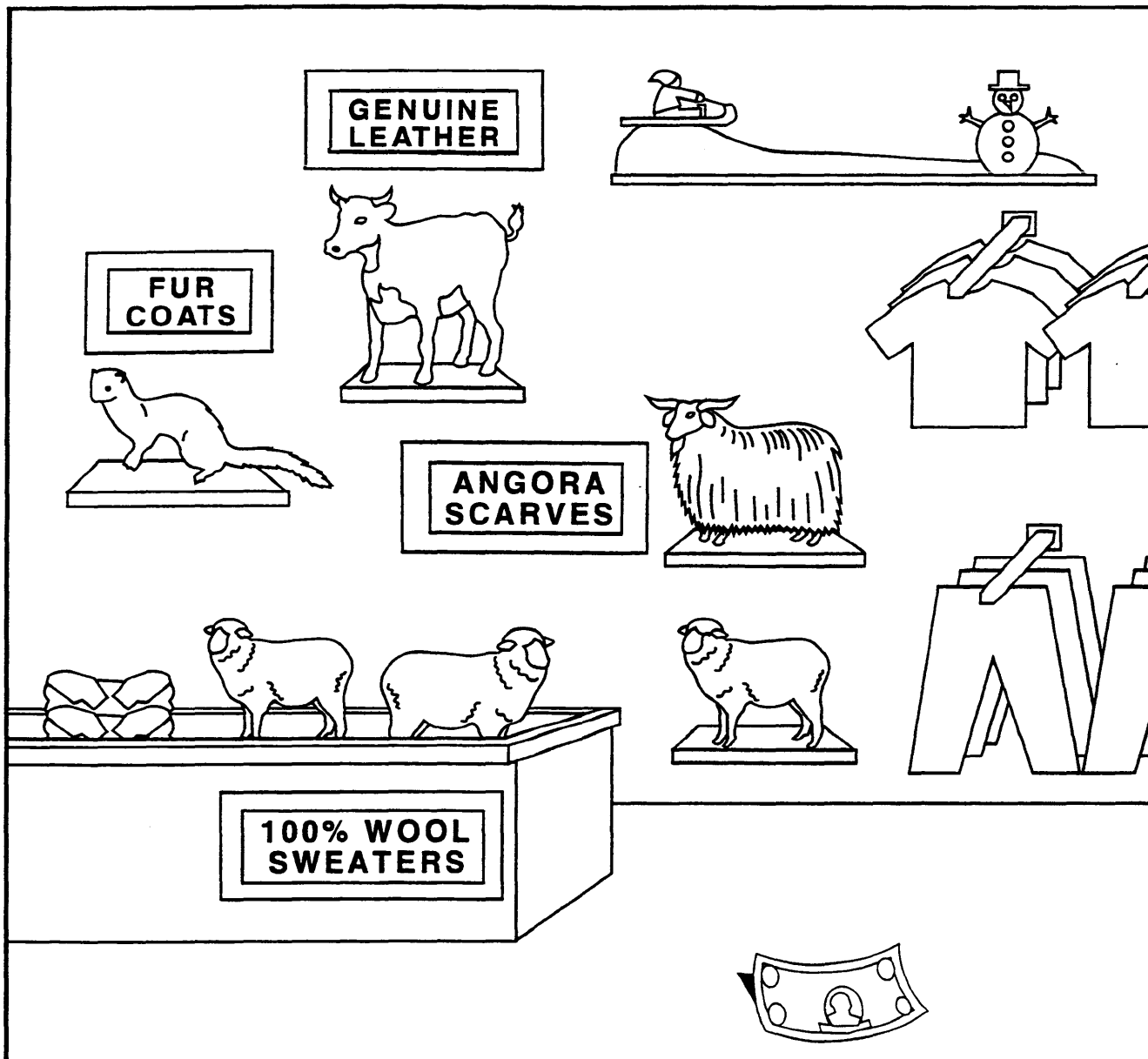
Animals live in warm, safe barns. Can you help these animals find their way back to the barn?



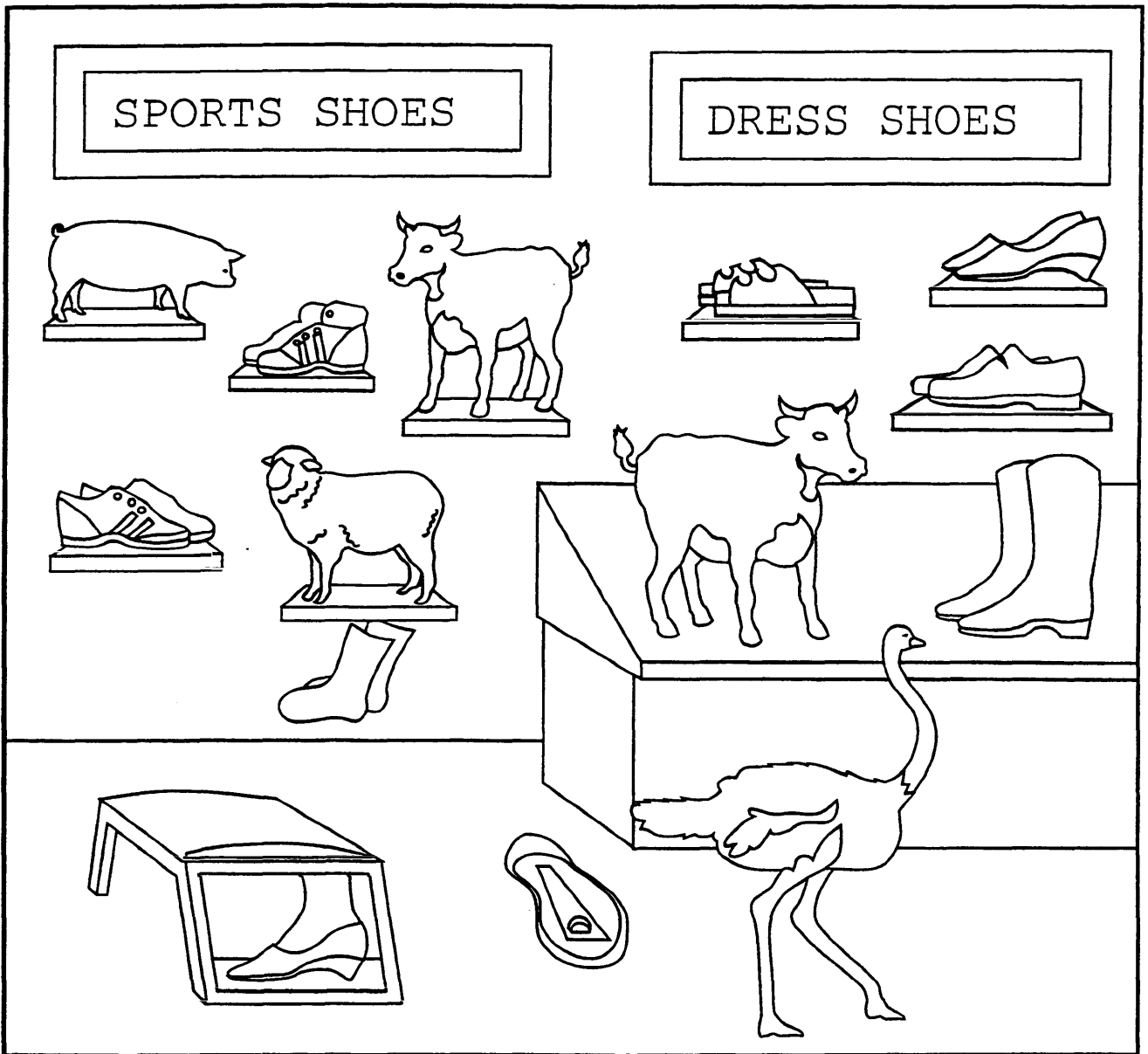
This animal provides wool to make warm clothing.
Connect the dots to see the animal. Can you name
some other clothing made from wool?



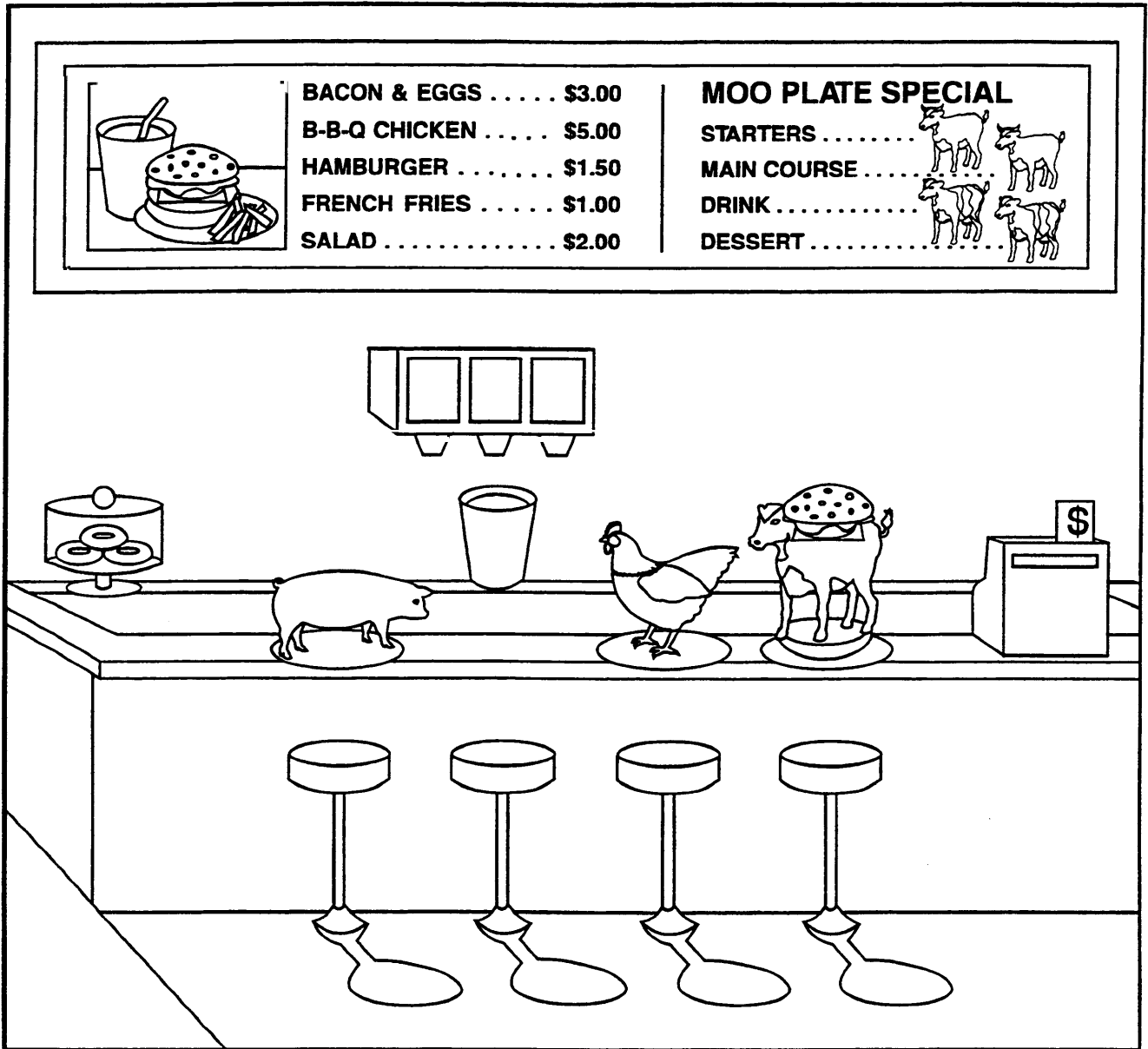
All these products come from one animal. Connect the dots to find out which one. Can you name the products?



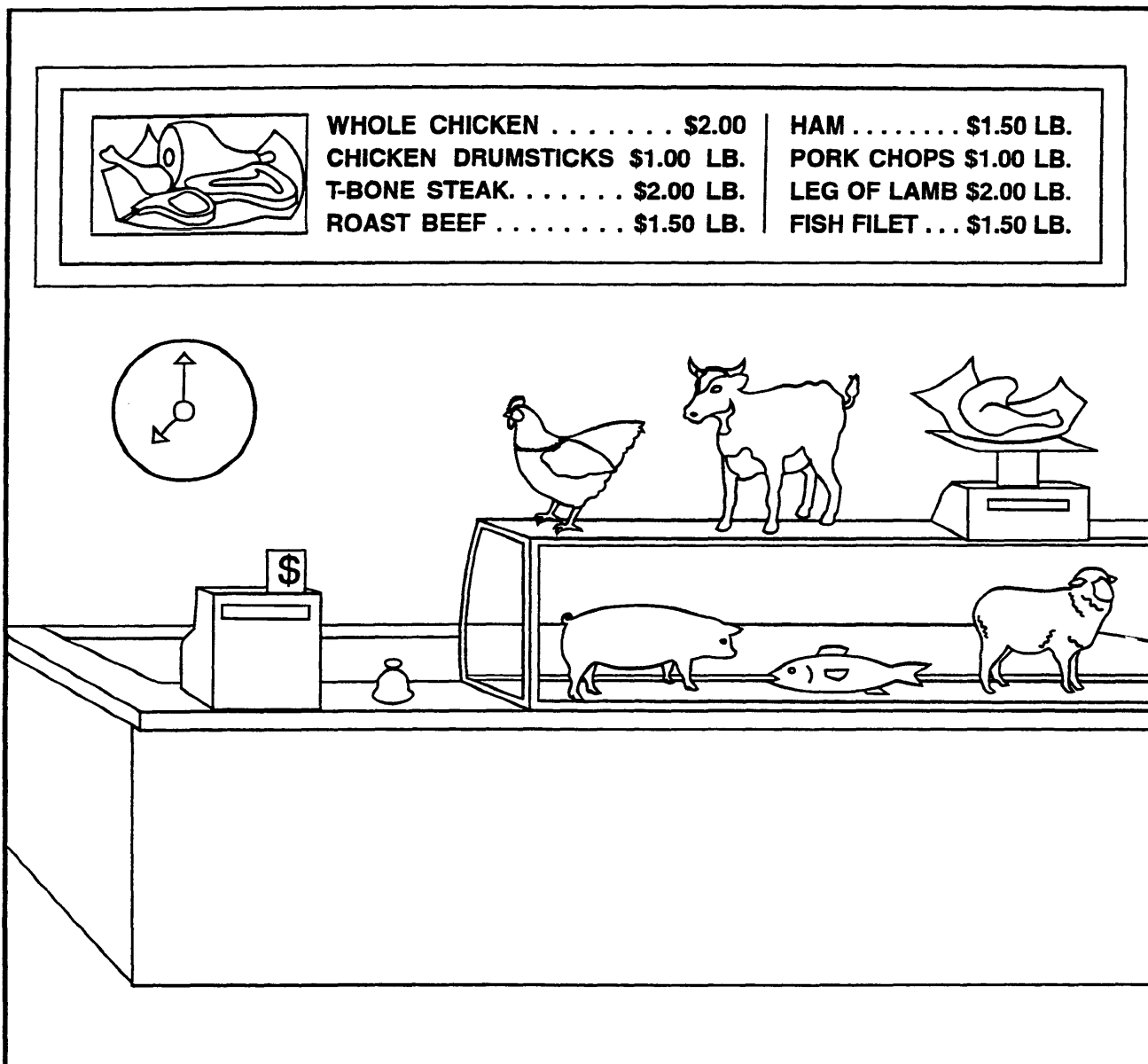
Much of our clothing comes from animals. What kind of clothing comes from each of these animals?



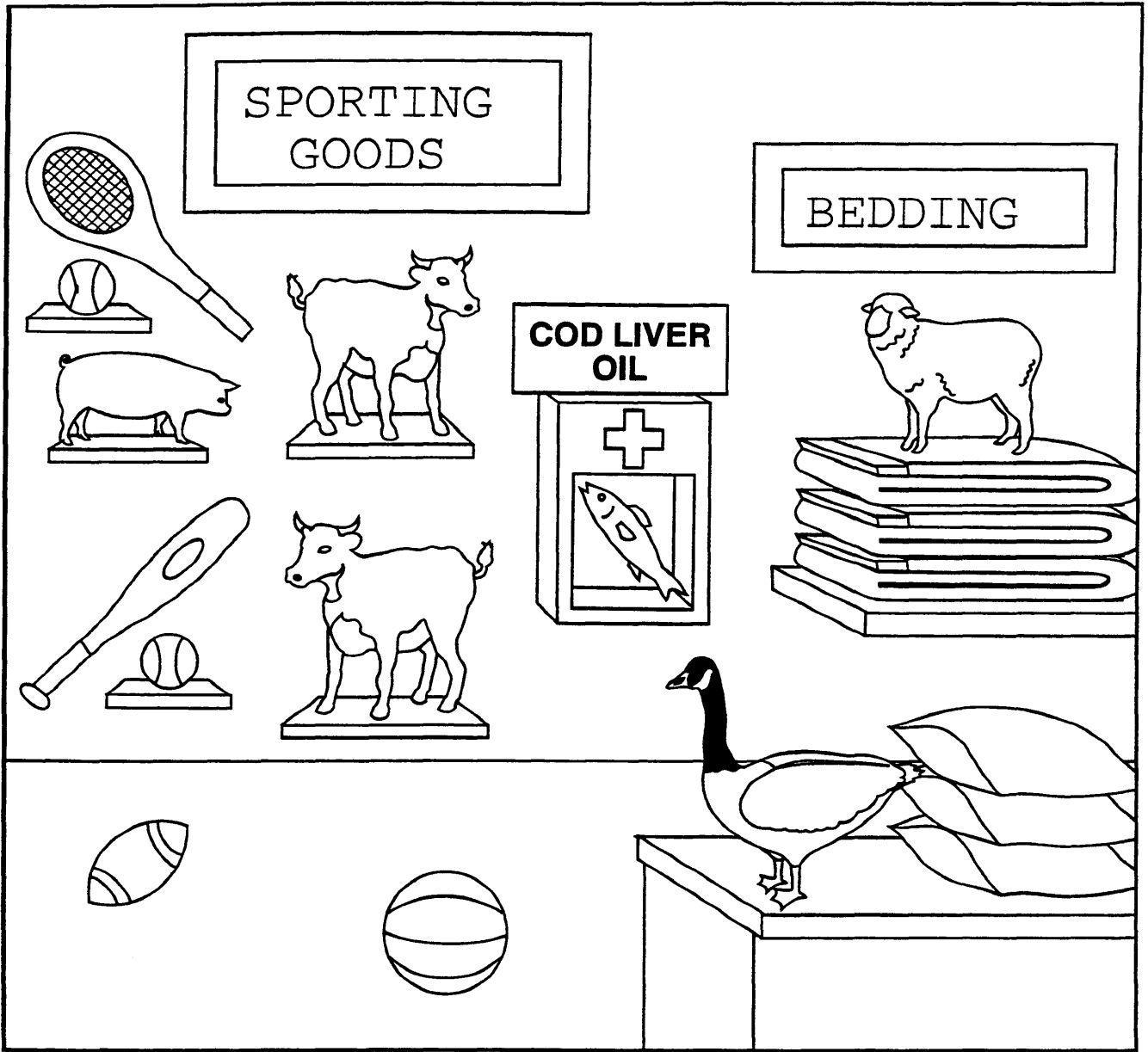
Shoes made from animals keep our feet warm and dry.
Can you name the animals in the shoe store?



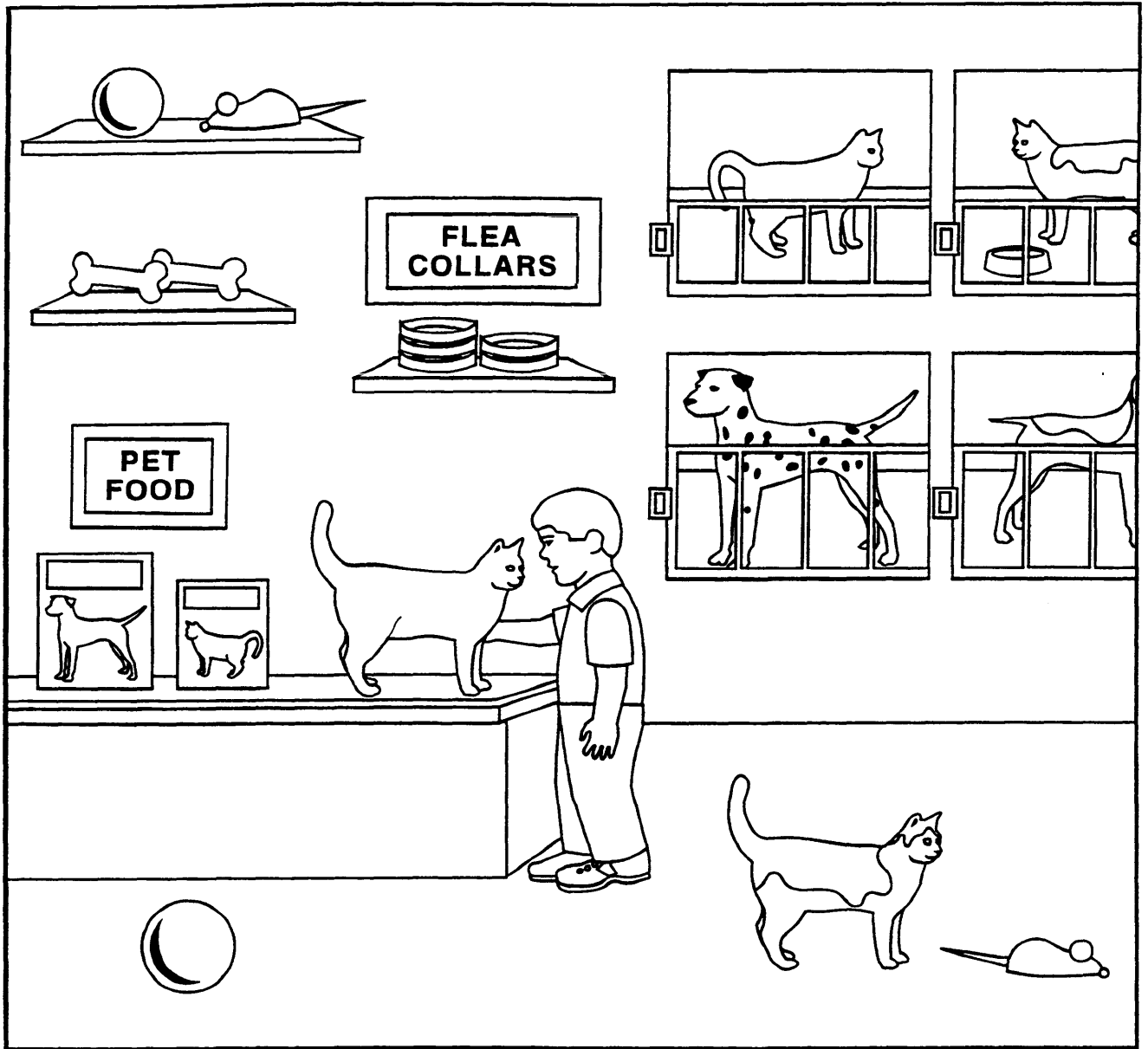
It's time for lunch! Which items on the lunch counter menu come from cows? Which come from chickens?



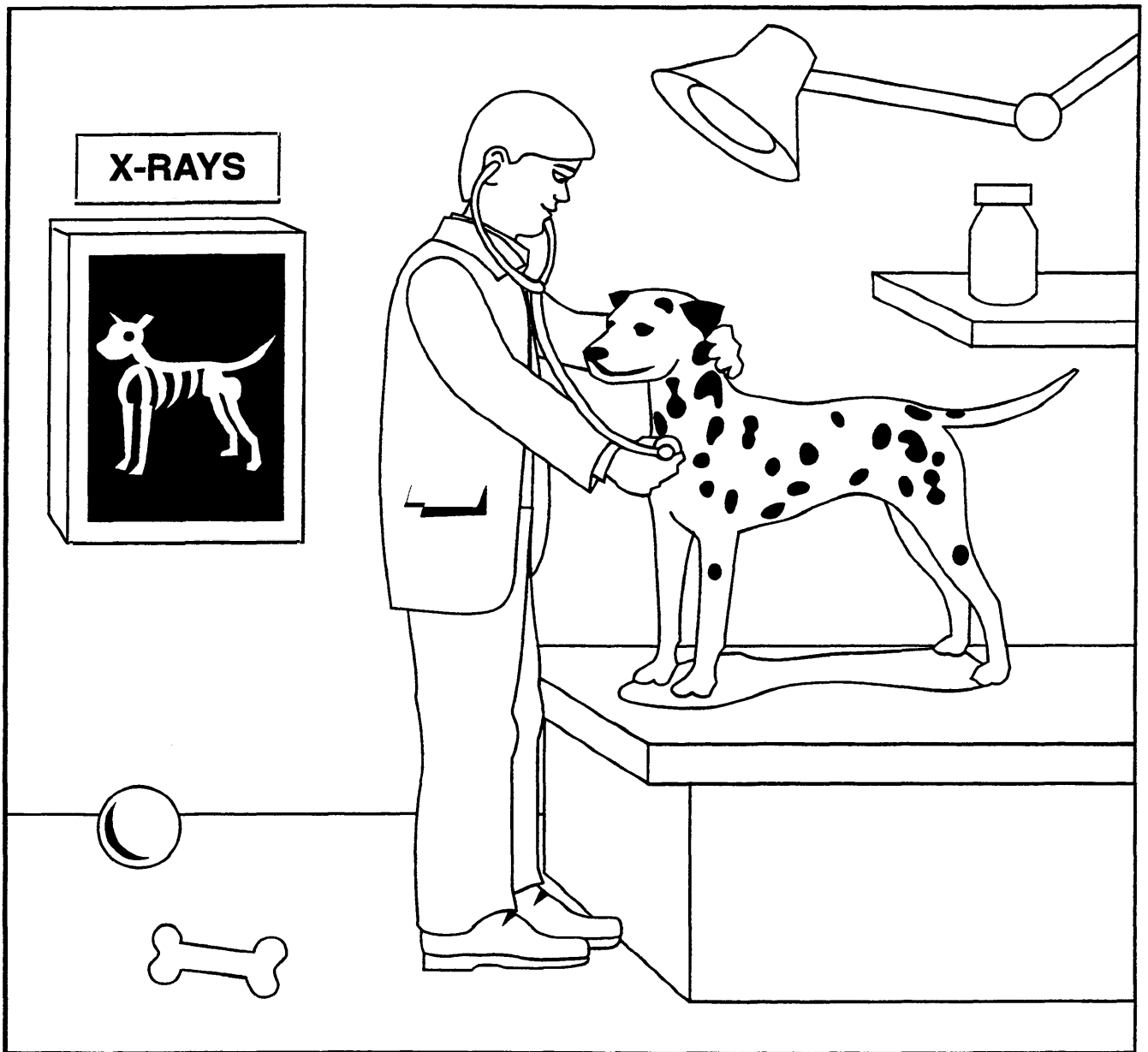
Meat stores sell many different kinds of meat. How many kinds of meat can you think of?



How many animals are there in this picture? Can you name a product that comes from each one?



Pet stores are fun to visit. How many different kinds of pets can you name?



Doctors who take care of animals are called veterinarians. Animals need good care to stay healthy. What is happening in this picture?

An educational program of the



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