

# LESSON PLAN

**Activity Title:** Module 1 – Lesson 4 Animal Brochures

**Space Needed:** Public library, classroom space for working on brochures.

**Time Required:** Research – 1 hour, and creating and presenting brochures – 1.5 hours.

**Audience:** Indicate which grade levels : 3<sup>rd</sup>-8th

**Materials Needed:** Sample brochures from various places in the community. Books from a library, writing paper and pencils, construction paper, markers, OR computers with Publisher or other word processing programs for creating brochures on the computer.

**Outcomes:**

- Self-Worth    Career    Physical Health    Mental Health  
 Intellectual    Civic and Social    Responsibility  
  
 Spirituality and Self-Awareness    Belonging and Membership

**Opportunities:**

- Exploration, Practice, & Reflection  
 Expression & Creativity  
 Group Membership  
 Contribution & Service

**Subject Area :**

- Literacy    Social Studies    Character    Science  
 Recreation    Creative Arts    Technology    Health / Nutrition

**Skill / Concept Objective:**

To enhance student knowledge and understanding of specific animals and their needs.

**Vocabulary Targeted:**

As determined by students as they encounter new words in their research.

**Activity Description:**

Take the students on a field trip to the public library, or a school library. Ask the students to select a specific type of animal, and find a book or other materials about that animal. Allow students to have approximately two 30-minute work sessions to read and take notes about their animal. Following the research sessions, ask students to think about the most important things they learned about their animal. Discuss the purpose of brochures (to educate people about something), and show the students some samples of brochures. Tell the students that they are going to create a brochure about their animal, using either paper, construction paper, markers, pens, and pencils, or the computer. Fold a paper into a threefold brochure, and ask the students what main topics might be included on the various faces of the brochure. ( What is the animal; What are its environmental needs; What does the animal eat and drink, and how often; General care and health concerns; How does this animal survive in captivity; What is the lifespan of the animal; etc.)

Provide assistance to the students as they create their brochures, and provide time for them to present their brochures to the group. Display the completed brochures on the walls of the classroom for others to enjoy. Ask the students if they know of people or groups who could benefit from reading these brochures. If they want to make copies of the brochures to share with their local Humane Society or other animals shelters, encourage them to do so. This ties a valuable Service Learning component into the lesson.

**How will the impact of this lesson be measured?**

The impact of the lesson will be measured by the quality of the finished products (brochures) made by the students. Also, it is recommended that parents be invited to take a tour of the brochures that are displayed on the walls. This engages parents in this very important discussion about animal welfare, and it also keeps them informed of their child's learning.