

THE COUNCIL OF ALL BEINGS

Elementary School Curriculum



2nd Edition

The mission of the Santa Fe
Animal Shelter & Humane Society
Humane Education Program is:
*to assist children in cultivating kindness, compassion,
responsibility and respect for all life on earth.*



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THE COUNCIL OF ALL BEINGS (CAB) ELEMENTARY SCHOOL CURRICULUM

was developed by

Kate Kaufman Greenway

with assistance from:

Antonio Barreiro, Kathy Fleming, Louis Levin, Eileen Stapleton
who all contributed much time and creativity,
enhancing the ongoing evolution of this curriculum.

This curriculum is a work-in-progress.
It will be evaluated and revised periodically,
based on teacher and student feedback.

Comments from teachers. . .

"I used this curriculum with my 5th grade class and was truly astonished by the results, as they began to relate to each other and to animals in a more respectful and caring way. Implementing 'The Council of All Beings' simultaneously with class meetings and conflict resolution was powerful."

- *Eileen Stapleton, Pinon Elementary*

"This is a wonderful curriculum. It flows across the subject areas with substance and countless learning opportunities. It really deepened my students' awareness of our human relationship to the natural world. I look forward to using 'The Council of All Beings' with my class again this year."

- *Kathy Fleming, EJ Martinez Elementary*

and from the students. . .

"I learned that we can solve a lot of problems by listening."

"I think any problem can be solved in a Talking Circle, even bad ones."

"More people thinking together can come up with better solutions."

"Now I feel closer to animals, and know how to help them."

"It is easier to solve problems when we work together."

"The school rough-housing could be helped by a Talking Circle."

"I enjoyed being creative with my mask, and not worrying if it looked right or not."

"I learned that listening is just as important as talking."

"Researching our animals was fun. I loved making my mask, too."

"The Council of All Beings was my favorite thing. I learned a lot about feelings and how to listen."

"I think that there are a lot of problems that could be solved before they got worse, if we could talk about them."



Intention

*Until we extend the circle of compassion to all living things,
humanity will not find peace. — Albert Schweitzer*

The Santa Fe Animal Shelter and Humane Society has developed this twelve-session Humane Education curriculum to assist teachers in cultivating empathy, compassion and respect in their students. We believe that while these qualities are inherent in all children, they too-often wither under the barrage of violent images, messages and acts which confront each of us every day. Increasingly, we find ourselves living in communities where estrangement from the natural world and each other fosters a kind of anonymity and false sense of invincibility from the consequences of our actions. There is a Hindu proverb which goes: *In heaven, there is a string of pearls, so arranged that if you look at one you see all the others reflected in it.* In the same way, each object in the world is connected to and is a reflection of every other object. It is our job as teachers to polish the pearls who are our children, so that they may both shine upon, and be reflections of a connected, compassionate community.



The Council of All Beings (CAB) curriculum module presented here was inspired by work of the same name developed by Joanna Macy and John Seed (*Thinking Like A Mountain.*) It has been developed for fifth graders, using an integrated competencies format and is linked to the Santa Fe Public Schools' Intermediate Elementary Performance Standards and the Character Counts Initiative. The underlying theme is that human beings and animals are all members of a singular community whose health is dependent on our ability to act with compassion and empathy in our relationships with all of life on earth. Through research, arts, story-telling, role-playing and group problem-solving strategies, students will learn about animals native to Santa Fe and surrounding areas. The progression builds towards a **Council of All Beings**, where students gather and speak as the animals they have studied — to discuss their concerns, feelings, and interconnection. The format provides empathic listening, group discussion, and conflict-resolution strategies which can be revisited by the class throughout the school year.

It is our hope that you will enjoy working with this curriculum to meet the unique needs of your students. We truly look forward to your feedback and to much creative collaboration. Your investment in **Humane Education** is sowing seeds that will some day grow to nourish people and communities who are guided by kindness, compassion, a sense of justice and respect for all of life.

We thank you deeply for participating in this unique project . . .

As you begin . . .

- This 12 session curriculum is designed to be taught over the course of several months, by 5th grade classroom teachers. Some teachers have expanded this curriculum into a full year of study and exploration, using extra class time for completion of research, art work and/or enrichment activities.

- Session 12 is a wrap-up and transitional meeting, giving students the opportunity to incorporate learnings from the **Council of All Beings** into their ongoing classroom and daily lives. We recommend having at least a few days between sessions 11 and 12; giving children time to absorb what they've experienced and to think about how the learnings can be useful in other ways.

- Deepening of empathy is the major social-emotional goal of this program. The curriculum provides a sequence of learnings and experiences that will help children develop this skill. However, as we believe occurs with most learning, the integration occurs when the new skills are used in daily life interaction. This means being alert to the "teachable moments" which everyday life in school provides. As the **Council of All Beings** unfolds for your class, pay careful attention to those moments in which the opportunity for an empathic interaction presents itself. Allow the heart-felt truth of these moments guide you into compassionate response.

- After you complete each session, please fill out the "Feedback" page (see Appendix) for that session. Your feedback will be incorporated into the next edition of this curriculum.

THANKS !

- After you have completed the full curriculum, please compile the students' worksheets and return them, with the feedback sheets, to:

Kate Greenway
Director of Humane Education – SFAS & HS
1219 Luisa St. #7
Santa Fe, New Mexico 87505

I would be happy to come to your school and pick up these papers.
Hopefully we can spend a bit of time talking then, too.

PLANNING AHEAD

- It is important to read through the curriculum now, so that you can plan to work the sessions smoothly into your classroom schedule.
- Please send a letter home to your class parents well ahead, to inform them about the **Council of All Beings** Project. (See Appendix – sample letter.)
- Consider involving the school counselor and/or supportive class parents.
- The Santa Fe Animal Shelter & Humane Society also has enthusiastic staff and volunteers available to support your class with this curriculum.
- You will need to plan ahead for some sessions that take more preparation. Especially:
 - mounted/laminated animal cards
 - library books and research materials
 - mask-making
 - field trips and buses
 - class helpers and/or guest speakers



**PLANNING
AHEAD**

SESSION ONE - EXPLORING NEW MEXICO ANIMALS

Objective:

- Students will observe animal pictures and share their knowledge.

Suggested Time Needed:

1 – 2 hours

Method:

- Teacher presents pictures, facilitating discussion.
- This works well in a circle, but can also be done from their seats.

Materials:

- Pictures of animals from local bioregion.
 - Mounted and laminated
 - Pictures can be taken off the Internet or cut from magazines
 - Or, use pages from “Wildlife of NM Coloring Books” (see Appendix)
- Library books

Vocabulary:

bioregion, vertebrates, invertebrates, ecology

Preparation:

- Read through the entire curriculum in order to have a larger view of the entire project and how it can be integrated into daily classroom activities.
- Have an adequate number of pictures of local animals prepared.
- Library books covering each animal can also be checked out in advance, to use in this and the next few sessions.

Procedure:

1. **Engage students by asking them what they know about animals: Show pictures, and ask:**

- *What do you know about _____? (a particular animal)*
- *What are some other animals that live in our area of the state?*
- *Which ones have you seen? When? Where?*
- *What are their homes like? What do they eat?*

and other relevant questions to stimulate discussion



SESSION 1 **EXPLORING NEW MEXICO ANIMALS**

Assessment:

- Teacher observation. Are all the students focused and participating?
- Be sure to draw in the ones who are not involved.
 - For example, use a picture and ask if the child can tell you something about this animal.
 - Or ask which animals the child likes, and why.

Enrichment:

- See Resource List (in Appendix) for:
 - Sharing Nature With Children
 - Spinning Tales Weaving Hope, Stories of Peace, Justice and the Environment



SESSION 1
EXPLORING
NEW MEXICO
ANIMALS

SESSION TWO - MEETING THE ANIMALS

Objectives:

- Students will understand the meaning of a Council and be able to give a brief history of how problems were solved using this method.
- Students will listen to the Osage story, "How Spider Came to the People," to prepare for choosing (or "being chosen by") an animal.
- Students will choose an animal to study.



Suggested Time Needed:

1 – 2 hours

SESSION 2

Meeting the Animals

Method:

- Teacher gives a description of the history of Councils and expressively reads the story.
- If desired, the teacher can learn the story and tell it to the students. (This is often more effective than reading.)
- If possible, try to conduct this session out-of-doors in a quiet spot.

Materials:

- Story: "How Spider came to the People"
(in Session 2 – CAB curriculum)
- Laminated set of animal pictures
- Animal books from the library

Preparation:

- Spend time in advance with the story so that you are very familiar with it. Bring your own insight and authenticity to the story telling.
- Be familiar with how Councils were used in various cultures.
(CAB Teacher Training)

Vocabulary:

council, community, culture, clan, Osage people

Procedure:

1. Describe the *Council of All Beings* process by giving a general description of the curriculum and history of Council :

Read or paraphrase the following:

Over the next few weeks we will study some of the animals of New Mexico. In fact we'll learn so much about the animals we're studying that we will learn to think like them. We'll do this by meeting in a special kind of group – called a Council – to talk about the problems we face, as if we were the animals themselves. By then, we'll understand our animals so well, that we'll be able to really imagine how our animals think and feel.

In many cultures of the world, human beings are seen as members of the community of all beings. Although we humans have many abilities, we are not the fastest or strongest or cleverest of all beings. Because of this, the people of many cultures have understood that we human beings should be humble – that we need to pay attention and learn what we can from all of the beings on earth. Long ago, humans depended on the land and animals much more than most of us do today because they had to grow and find their own food. So they carefully watched how the animals lived, and patterned their own behavior after what they learned. Something else that many cultures had in common was a way they solved problems. For many people, although there was usually a queen or a king, a chieftain, or some other leader, the leader was not expected to make decisions that affected the whole tribe all by himself or herself. Instead, important decisions were made only after many thoughts, opinions and ideas had been shared. When a decision needed to be made that affected the whole tribe, the leaders would ask many members of the tribe to join them in Council. They would meet together, often in a circle, to discuss the peoples' feelings, the problems they faced and the possible solutions.



SESSION 2

Meeting the Animals

*So, after we learn about our animals; we, too, will meet together in Council
... our **Council of All Beings**.*

2. Ask for questions.

3. Introduce story:

The first thing we'll need to do is to choose the animals we'll be studying. Now if I were to ask how many of you would want to be wolf, and how many of you would want to be ant, how many hands do you think I would see for wolf and how many for ant ? This could be tricky, because for a Council to work properly, it needs to be made up of community-members who have different experiences, skills, strengths, feelings, ideas and opinions.

Now, I'd like to tell you a story about a Native American tribe called the Osage.

4. Read Osage fable and discuss:

"How Spider Came to the People"

(adapted from Keepers of the Animals)

(Osage — Plains: Missouri & Arkansas)

From the earliest days when they came together on this earth, the Osage people have belonged to clans. The nine clans of the Sky People always lived in the northern half of the village. The fifteen clans of the Earth People lived in the southern half of the village. These clans looked to the animals to be their teachers, to help them live wise and strong lives. This is the story of how Spider became a teacher for the Osage people.

One day, an Osage clan chief was hunting in the forest. He was not just

hunting for game, he was also hunting for a teacher to give wisdom to his people, some great and powerful animal that would show itself to him and teach him an important lesson. As he hunted, he came upon the tracks of a great Deer. The chief became very excited.

"Grandfather Deer," he said, "surely you are going to show yourself to me. Please, teach me a lesson that I can share with my people."

Then the chief began to follow the Deer's tracks. His eyes were on nothing else as he followed those tracks. He went faster and faster through the forest. Suddenly, the chief ran right into a huge Spider's web that had been strung between the trees across the trail. It was so large and strong that it covered his eyes and made him stumble. When he got back up to his feet, he was very angry. He struck at the Spider, who was sitting at the edge of the web, but Spider dodged aside and climbed out of reach. Then Spider spoke gently to the man.

"Grandson," Spider said, "why do you run through the woods looking at nothing but the ground? Why do you act as if you are blind?"

The chief felt foolish, but he felt he had to answer Spider. "I was following the tracks of the great Deer," the chief said. "I am seeking a teacher to give wisdom and strength to my people."

"I can be such a teacher," said Spider.

"How could you give strength to my people?" said the chief. "You are small and weak and I didn't even see you as I followed the great Deer."

"Grandson," said Spider, "look upon me. Although I am small, I am patient. I am focused. I watch and I wait. I receive the gifts of earth. If your people learn this, they will be wise and strong indeed. They will be woven into the Great Web of Life."

The chief knew that it was so. Thus, Spider became a powerful teacher for the Osage people.

5. **Spread out the laminated animal pictures (with the blank side up so the animals cannot be seen.) Have the class sit around the pictures.**
6. **Describe to students how they will select their animals.**
7. **Before you ask each student to select a picture from the pile, explain that the animal they select will be their animal for the Council. Remind the class about the Osage chief who received an unexpected animal as his Tribe's teacher. They, too, may receive an animal which at first may not seem appealing to them. Explain how each of them needs to learn why their**



SESSION 2

Meeting the Animals

animal is important and unique in the community of all beings. You may want to suggest that they are being “chosen by” their animal.

8. Go around the circle. Have each student pick an animal card, one at a time, in silence if possible. The teacher should also pick an animal card, perhaps going first, as an example.
9. After everyone chooses their animal, place the pictures on a bulletin board with the child’s name and the name of their animal.
10. Conclude with time for questions and briefing re: future sessions.



SESSION 2

Meeting the Animals

Assessment:

- Teacher observation. Be sure each student is participating.
- Note any significant comments or questions that need further research.

Enrichment

- Spinning Tales Weaving Hope, Stories of Peace, Justice and the Environment

- Animal Drawings

Students use their animal card as a model to render their own animal drawings. These are displayed in a prominent place.

- Animal Teachers

Use this imagining after Session 2, or at any time, to deepen students’ empathic connections with their animals. You may want to play soft music or taped nature sounds in the background. Make sure that the art supplies are handed out before the imagining -- to maintain the silence afterwards.

- Tell the children:

- Close your eyes if you want to.
- Relax your body.
- Take a few slow, deep breaths.

Imagine that you are in a safe and quiet place, somewhere outdoors. Imagine that it is a warm, sunny day. You feel the warmth of the sun on your face. When you breathe deeply, you can smell sweet, delicate flowers. You can smell the grass and even the cool earth beneath you. If you listen closely, you can hear the songs of many types of birds and insects. In the distance, you can just make out the sound of water tumbling over rocks. At this moment, you are very happy.

(Pause)

Now imagine that this special place and all the creatures living in it are in danger. You see and smell pollution in the air, water and soil. The homes of many plants and animals are being destroyed. Too many animals are being killed. There are fewer and fewer all the time. Some animals and plants have disappeared forever and will never come back. You are about to begin a journey to help the animals, the earth, and people, too. But you need a special animal, an animal teacher, to guide you on the way.

(Pause)

Begin a journey to the home where your special animal lives. Imagine traveling to reach your animal's home. You may have to walk a great distance, swim very far, hike over tall mountains, cross dry deserts or wide rivers. What do you see and smell and touch and feel as you travel on this journey?

(Pause)

Look carefully and quietly around your animal's home once you get there. Picture your animal slowly coming forward. Now you can see its eyes looking into yours and watching you. Its ears are alert and listening closely to any sound you make. Then you see its whole head. Now the body and legs appear and your animal is complete.

(Pause)

Your animal looks at you and says with its eyes that it wants you to follow and learn what it has to teach you.

(Pause)

Your animal teacher has something to say to you now . . . LISTEN . . .

(Long Pause)

This animal is with you now, in your heart and in your mind. It stands ready to help you at any time. It is your animal teacher. . . Say 'thank you' for this time together.

(Pause)

Now, with your animal inside you, it is time to make the journey home . . . Return home the same way you came . . . Knowing that you can return here anytime . . .

(Pause)

Soon you will find yourself sitting in the familiar place where you started your journey.

(Pause)

Breathe.

Stretch your body a little.

And slowly open your eyes.

(Pause)

In silence now, color a picture about something special from your journey.

(Adapted from Keepers of the Animals)



SESSION 2

Meeting the Animals

SESSION THREE - THE TALKING CIRCLE

Objectives:

- Students will identify with other living beings and understand that all living beings have their unique place in the natural world.
- Students will recognize that all beings are vulnerable and have a will to live.
- Students will learn attentive listening skills.

Suggested Time Needed:

1 – 2 hours

Method:

- This session is designed to establish the Talking Circle and its particular form as a special means of communication.
- The Circle will begin cultivating empathy.
- This is a great opportunity to involve the school counselor. (Inviting them to be involved from the beginning of the curriculum is helpful.)

Materials:

- A large space in which the children can form a circle
- Pillows are nice, but make sure there are enough for each child
- An object for keeping focus, (taking turns), e.g. shell, stone, kushball

Vocabulary:

I-statement, You-statement, communication

Feeling Words: e.g. happy, excited, surprised, proud, anxious, confused, put-down, grateful, afraid, disappointed, embarrassed, peaceful, frustrated, discouraged, furious, joyful, calm, etc.

Preparation:

- Think ahead about where the children will be able to form a circle.
- Will it be necessary to move furniture?
- It is helpful to be familiar with active listening principles (see Enrichment)

Teacher's Note:

- Take 10-15 minutes and teach the children how to move their desks to a designated spot in the room. Once the students know what to do, this process just takes a few moments. A reward can be given for good cooperation – such as placing marbles in a jar when the whole class works together well.
- It also helps for the children to bring their chairs, as they may become distracted sitting on the floor for too long.



SESSION 3

The Talking Circle

Procedure:

1. Tell the children:

The first thing I'd like to do today is for us to make a Talking Circle, which is a special way of discussing important things so that everybody has the chance to speak. I have met a lot of kids who think they don't have anything to say or any way to help solve a problem. But when we give everybody a chance to speak, it usually turns out that we all have something valuable to contribute. The Talking Circle helps us do this.



SESSION 3

The Talking Circle

2. Ask:

*How can we arrange ourselves if we all want to talk together?
So nobody is blocking anybody else? So we can all see and hear each other?
So nobody has a better or more important place than anybody else? And so we all face each other ?*

3. Have students arrange themselves into the Circle.

This may require moving some furniture. If so, discuss where they will put the things they move, how to do it safely and quietly, and how the room will be restored after the Circle. (See Teacher's Note).

4. Have the children make agreements about the Talking Circle:

- Say:

Going around the Circle is a way of making sure that everyone gets his or her turn. If we come to you and you really don't want to say anything then, just say, "Pass," and we'll move on to the person next to you. After we finish going around the whole Circle, I'll check with the people who passed, to see if they want to say anything.

- Ask:

*What do you think we should do if we want to make sure that everybody has a chance to speak, so that we **really** listen to each other? What agreements can we make?*

5. Write the class agreements onto a large piece of paper and post them on the wall so everyone can see them.

SOME HELPFUL AGREEMENTS:

- One person talks at a time
- No put-downs or teasing
- Listen while others are speaking
- Focus attention on person who is speaking
- Make sure there is time for everyone to speak
- Listen and behave respectfully (define "respect" together)

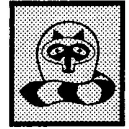
6. Review the elements of "attentive listening" with the students:

- Face the speaker.
- Sit or stand in an alert, attentive position.

- Look at the speaker.
- Show interest with your expression.

7. Practice and discuss "not listening":

- Sometimes role-play exercises about not listening can emphasize skills.
- Have a pair of students demonstrate. (One talks about something and the other demonstrates "not listening".)
- Have the class describe what is happening.
- Ask the speaker to explain how she/he felt when "not listened to."
- Ask the class if they have ever experienced this in their lives.
 - How did they feel?
 - Have they ever not listened to – or ignored someone else who was trying to talk with them?
 - How do they think the other person might have felt?
- Then, have the pair try again, using listening skills this time.
 - Several pairs may want to try this.



SESSION 3

The Talking Circle

8. Practicing listening:

Once the Circle is established, and the basics of listening have been reviewed, explain that it helps to practice:

– **Say:**

I'll ask a question, and we'll practice "going around". This may be hard at first, because we're not used to waiting for everyone. This way of listening shows respect to others and helps us stay focused. Also, by listening carefully to every person who speaks before you do, you may think of other things you'd like to say. This way of listening is a great way for a group to get to know each other better.

Teacher's Note:

The use of a structured "lead" is a first step toward the freer flow of the class Talking Circle. It is a way of establishing the focus and rhythm of going around, taking turns and listening respectfully. As the Talking Circle is used more, the structure can loosen a bit, though the class agreements should always be maintained. (Class members can remind each other.)

9. Have students go around the Circle, taking turns responding to these questions.

– **Ask:**

- *How many of you have an animal at home?
Or is there one in the neighborhood that you know pretty well?*
- *If it could tell you, how do you think this animal would describe itself?*

10. Then say: (and go around the Circle again)

- *Now, let's pretend this animal wanted to tell someone all about you. How would this animal describe you?*

11. Go around the Circle once more with another question and say:

- *This time, to practice listening, I want you to say what the person before you said – before you talk about yourself.*
- *Just say in your own words what you heard them say.*
- Like this: "I heard you say that . . ."*



SESSION 3

**The Talking
Circle**

Assessment:

- Observe how well the children are keeping the agreements they developed.
- Guide those who have difficulty remembering what someone else said.
- Use encouraging and reinforcing statements.

Enrichment:

- Lessons in Conflict Resolution – Activities for Grades 4 - 6
(see Appendix)
 - This curriculum is an excellent complementary program to the CAB curriculum. In particular, Section II, "Understanding Feelings" and Section IV, "Communication Skills for Conflict Resolution" are helpful in supporting the children to express feelings and listen to the feelings of others.
- Journal Writing
 - To deepen the process, have children write in journals daily about their thoughts and their feelings.
- Animal collage or set of photo cards
 - Gather old magazines and have children make a collage of animal pictures.
 - Make a set of animal photo cards (to laminate) for future Councils.
- Feelings Dictionary
 - Students create a list of feelings.
 - Write them on a piece of paper and place on a poster board or piece of butcher paper, titled "Feelings Dictionary".
 - Place in a prominent place in the room. Continue adding to it.
 - Students will often use these words in their writing or oral language.
- Marble Jar for Group Cooperation
 - Add marbles to a jar whenever the class works well together. They can decide collectively on a group reward (popcorn party, movie, field trip) when the jar is full.

SESSION FOUR - BUILDING EMPATHY

Objective:

- Students will cultivate empathy through identifying with young animals by viewing pictures and describing feelings.

Teacher's Note:

This session is an important building block for empathy. Children easily identify with pictures of young animals. The elements of empathy are embedded in many of these sessions. It is a theme that will be sustained and built upon throughout the CAB curriculum.



SESSION 4

Building Empathy

Suggested Time Needed:

1 – 2 hours

Method:

- Teacher presents film, or photos of baby animals and facilitates a class discussion.

Materials:

- Video: “Animal Babies” or “Share the World”
- Photos or drawings of baby animals

Vocabulary:

empathy, compassion, interdependence, instinct

Preparation:

- Gather photos or videos.

Procedure:

1. **Re-establish your class Talking Circle, review the class agreements.**
2. **After each of the leads, have several children in the Circle respond; then ask the next question.**
3. **Showing pictures of animal babies, say:**
 - *Tell me how you feel when you see these pictures?*
 - *How do you think a mother animal feels about her little ones?*
 - *How do you know?*
 - *What do you think would happen to these babies if their mother didn't bring them enough food?*
4. **Showing pictures of adult animals, follow the same procedure:**
 - *Tell me something special about this animal.*
 - *What does it do well?*
 - *What doesn't it do well?*
 - *How could this animal “help you” if you had a problem?*

(Distinguish this from “doing the work” for you.)

- *What might it do if it feels threatened?*
- *Why?*
- *What do you think is the most important thing in the world for all of these animals?*

Assessment:

- Be sure all of the children are participating if possible.
- Try to help less verbal children with responses.
- Give encouragement.

Enrichment:

- Animal groups
Divide children into groups to represent mammals, birds, reptiles, insects, fish, crustaceans, amphibians, etc. Each group makes a collage with pictures and listing characteristics of its animal group.
- The Wilderness Box (see Appendix)
 - Especially, “A Kid for the Wild”: Activity 4 in Lessons for Grades 3–5



SESSION 4

Building
Empathy

SESSION FIVE - LEARNING RESEARCH METHODS

Objective:

- Students will learn a variety of research methods in preparation for writing their research project.

Suggested Time Needed:

2 hours

Method:

- Use whatever research materials are available to give an overview of how to find information about desired subject.
- As an example, perhaps use the animal of a child who might otherwise have trouble getting started.

Materials:

- Access to school library and computer lab
- Encyclopedias
- Books
- Magazines
- CD ROMs
- Newspapers

Preparation:

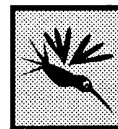
- Be prepared to review methods of research using the Internet and CD ROMs (if available), the school library, encyclopedias, magazines, newspapers, books or local organizations.
- Plan a visit to the library and/or computer lab for this session.
- Check on Internet availability and filtering systems (e.g. "Surfwatch")

Vocabulary:

glossary, index, table of contents, guide word, subject, author, footnote, bibliography, search engine, bookmark, source

Procedure:

1. Use school library to demonstrate how to find a book about any subject.
2. Use a session in the computer lab or classroom to show children how to use a search engine to find information.
3. If a CD ROM "Infopedia" is available, demonstrate its use.
4. Demonstrate how to locate information in an encyclopedia.
5. Demonstrate how to find information in a magazine or newspaper.
6. Demonstrate how to use note cards for collecting information.
7. Show children how to write footnotes and bibliography.



SESSION 5

Learning Research Methods

Assessment:

- Observe children when they begin their research.
- Take note of their ability to use a variety of methods.

Enrichment:

- Field trip to public library.
- Have students acquire their own library cards if needed.
- Teaching With Technology (see Appendix)



SESSION 5

Learning
Research
Methods



SESSION SIX - ANIMAL DISCOVERIES: DOING RESEARCH

Objective:

- Students will use a variety of research methods to obtain information
- Students will write a 4-5 page research report about their animal
- Students will learn to sing “The Habitat Song”

Suggested Time Allowance:

2 – 3 hours of class time (plus homework)

Method:

- Teacher will introduce “Animal Facts” worksheets.
- Allow class time for research and, to finish, assign as homework.

Materials:

- Research materials: encyclopedias, animal books, magazines
- Note cards
- Pencils
- Folders
- Copies of needed Appendix materials

Vocabulary:

habitat, behavior, protection, camouflage, reproduction

Preparation:

- This session requires a trip to the library or computer lab.
- Enlist the librarian's help
- Make copies (see Appendix) of:
 - “Habitat Song”
 - “Animal Fact Sheet”
 - “Report Guidelines”

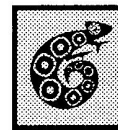
Procedure:

1. Explain how class will be investigating their animals:

Today I will give each of you an “Animal Fact Sheet” which you will use to help you get to know your animal better. You’ll be able to find the answers to these questions by using the resource materials we have. While it’s important that you use all of your best reading and writing skills, the most important thing is for you to learn a lot about your animal. If you have a hard time understanding something about your animal or writing down an answer, ask me to help you. By learning as much as you can about your animal, you will be able to start thinking like her or him.

Before we start, we need to learn about something called “habitat”.

2. Discuss, then develop a group definition for habitat.



SESSION 6

**Animal
Discoveries:
Doing Research**

3. Look at available habitat pictures.
4. Play (from tape) and sing “Habitat” song if desired.
5. Have each child create a simple folder to hold their CAB worksheets.
6. Distribute resource materials – or go to school/public library.
7. Distribute “Animal Facts – Research Sheets” & “Report Guidelines.”
8. Review research questions and report guidelines with class.
9. Circulate through class as students do their research.
10. Follow through with class re: Written Report.



SESSION 6

Animal Discoveries: Doing Research

Enrichment:

- Imagination homework:
Prepare the class for “listening.” Read this to the students and then have them slowly, collectively paraphrase and write down some key words into their journal or notebook, so they can remember :

This week when you're outside during recess or after school, think about where you might meet your animal. Would you be likely to find him / her in town? At the park? In the mountains or the forest? What about by the river or in the arroyo? Think deeply about this and then imagine what meeting with your animal would be like. Would your animal be frightened? Would you be frightened? Would it be day or night? Would your animal be alone or with other? If your animal could talk to you, what might it tell you about where it's going and what it's doing? In our next session we're going to use what you've learned from your “imagination” homework to create a “Day in the Life of My Animal” project.

Teacher's Note:

- Please see Session 9, “Real Life of the Animals,” because preparation for this session may need to begin now.
- You may want to bring “Mask-Making,” Session 10 in at this point so the children can use their masks for presentations in Session 8.

SESSION SEVEN - "A DAY IN THE LIFE..."

Objective:

- Teacher will support students in using their imaginations and art processes, to better understand the daily life of the animals they are studying.

Suggested Time Needed:

1 – 2 hours

Method:

- For a quiet transition, distribute materials before the imagining process.
- Using research gathered during the previous lesson and during their imagination homework, students will create a song, poem, drawing or dramatization to depict a day in the life of their animal.
- Students will present their creation to the class.

Materials:

- Simple art & writing materials

Vocabulary:

imagination, poetry, music, art, drama, drawing, painting

Preparation:

- Gather art materials & music, if desired.

Procedure:

1. Explain "A Day in the Life" project:

Today you're going to use the facts you learned about your animal last session and the things you learned about your animal from your "Imagination" homework to help you create a "Day in the Life" project.

Here are some art and writing materials. Using the information on your "Animal Fact Sheet" and your notes, you can create a picture, story, poem, or song to tell what a typical "Day in the Life" of your animal is like. You'll have the whole period to work on your project. We will share these projects with the class.

Remember, your project should include things that your animal would do on a typical day. What would it eat or hunt? When would it wake up and go to sleep? What is its home like? Where does it live? Who does it hang around with?

Let's take the next couple of minutes to close our eyes and imagine a "Day in the Life" of our animals . . .



SESSION 7

"A Day In The Life..."

2. In a quiet voice, read the following process, giving time after each item for the children to use their imaginations.

Breathe deep . . .

*Imagine you are your animal, and you are sleeping in your favorite place . . .
What is it like? . . . How does it feel? . . . What does it smell like? . . .
Is it warm? . . . Cool? . . . Dry? . . . Damp?*

*Now, you start to wake up. . . You stretch, scratch yourself,
open your eyes . . . What do you see?*

*You notice you are hungry. . . What do you want to eat? . . . Where will you
find it? . . . What kind of land, or sky, or water do you have to go through
to get it? . . . How will you do that?*

*You start out to get some food . . . What do you see around you? . . . Are there
any dangers to look out for? . . . How will you know if you're in danger?*

All of a sudden, a danger appears . . . What is it? . . . What will you do?

You finally see the food you have been looking for . . . How do you get it?

*You catch or get the food . . . Was it hard to do? . . . Why? . . . How long did
it take? . . . Where will you eat it? . . . Do you take it back to your home? . . .
or do you eat it there? . . . or do you find some safe place nearby?*

*Do you see any other creatures? . . . Any humans? . . . Do they seem safe, or
dangerous? . . . Do you want to be near them? . . . or do you want to get away
from them? . . . Why? . . . What do you do?*

*What will you do now? . . . Is there anything you have to do to fix up your
home? . . . Should you do anything with the food that's left over? . . .
or did you eat it all?*

*Your body is feeling sleepy . . . Is it light out, or dark? . . . Where will you go?
. . . How will you get there? . . . What do you have to watch out for? . . .*

*Now you are in the spot where you want to go to sleep. . . How do you get
comfortable? . . . How do you know you're safe? . . . What sounds do you hear?*

*And now, your body tells you that it's time to wake up . . . you are no
longer your animal . . . You are "Human You"! . . . Stretch a bit, open
your eyes slowly . . .*

And, instead of talking, listen and follow these instructions:



SESSION 7

"A Day In The Life..."

3. **Have the children remain quiet.**
(with calm music or “nature sounds” tape playing)
4. **Focus students’ creative energy into their “A Day in the Life” projects: writing a story or a poem, coloring a picture, or any creative expression of students’ familiarity with their animals.**
5. **Circulate through the classroom as students work on their projects.**
6. **If students haven’t completed their work during class time, ask them to complete it at home.**



SESSION 7

**“A Day In
The Life...”**

7. “Imagination” homework:

Your “Imagination” homework is to stop what you’re doing for a moment and imagine what your animal might be thinking or feeling, just like what you did here in class.

When you wake up, imagine what your animal thinks and feels when it wakes up. Would it stretch? Look around for predators? What about when it goes to sleep?

What about when it’s eating? How would it move around?

Let your animal live in your awareness as you go through your daily life.

Assessment:

- Observation of the projects the children create.
- Children can receive credit for participating.
- Use a rubric to assess.

Enrichment:

- This session can be expanded with the assistance of parent volunteers or community artists. Invite a variety of artists in to give examples of how to use different mediums, e.g. water color, prints, computer art, quilting, pen and ink, etc.
- “Habitat Boxes”
Make dioramas of the habitat in which their “chosen” animal lives (using shoe boxes and art supplies.)
- How to Make Pop-Ups (see Appendix)

SESSION EIGHT - PRESENTING "A DAY IN THE LIFE..." PROJECTS

Objectives:

- The students will present their "A Day in the Life" projects to the rest of class.
- Students can incorporate their written reports into this presentation.

Time Needed:

2 – 4 hours (divided into 1 hour sessions)

Method:

- Give suggestions or creative examples.
- Demonstrate the difference between "just reading a report" and a lively presentation.

Materials:

- Students' "A Day in the Life" projects and research reports

Vocabulary:

respect, patience, attentive

Preparation:

- Divide them evenly, so no one feels rushed.
- It helps to spread out project presentations over several days.
Children attend better if only 4 or 5 projects are presented at a time.
- Students sign up for their presentation times.

Procedure:

1. **Use this session as a coaching time to: encourage self-esteem, support creativity and individuality.**

For example, after a child presents, point out positive aspects:

- *I like the way you used poetry to tell us about your animal.*
- *What a wonderful habitat painting*
- *I like the way you dressed up as a turtle and showed us how she catches food.*

2. **Make sure the children do something active before the presentations so that they can be calm listeners.**

3. **Remind class about respectful listening.**

4. **Enjoy!**

Assessment:

- Use a rubric to assess

Enrichment:

- Students may want to have their presentations video-taped.



SESSION 8 Presenting "A Day In The Life..." Projects

SESSION NINE - REAL LIFE OF THE ANIMALS

Objectives:

- Students will visit a local natural area.
- Students will experience a real animal that visits the classroom.
- Students will learn about wildlife biology from a knowledgeable guest speaker.

Suggested Time Needed:

variable

Method:

- To experience a real sense of habitat, plan a field trip to the Randall Davey Audubon Center (call ahead), a hike in the mountains close to Santa Fe, or a visit to the Rio Grande River. The Sandia Mountain Center is also excellent. This is an opportunity to draw upon community resources and experience nature !!! (see Resource List – Appendix)
- Please keep notes on all of your experiences from this session, so they can be integrated into the next edition of the CAB curriculum – Thanks.

Materials:

- Camera
- Activity sheet or journal, for reflection during the outing
- Note home re: trip details and clothes, lunches

Vocabulary:

(choose to fit your specific field trip)

Preparation:

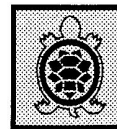
- Plan for specifics of your field trip, also: buses, extra helpers and/or classroom visitors
- Send note home

Procedure Options:

- Field trip to a local natural area
- View a well-chosen nature film
- Visit from a wildlife biologist
- Exploring/experiencing nature at school (playground, arroyo, park)
- Class visit from a real animal

Assessment:

- Journal entries and post-trip activities can be used to assess the impact.
- A Talking Circle will allow the children to share feelings about their experience and help the teacher to determine the impact.
- Pre and post attitudinal surveys.



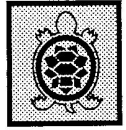
SESSION 9

Real Life Of The Animals

Enrichment:

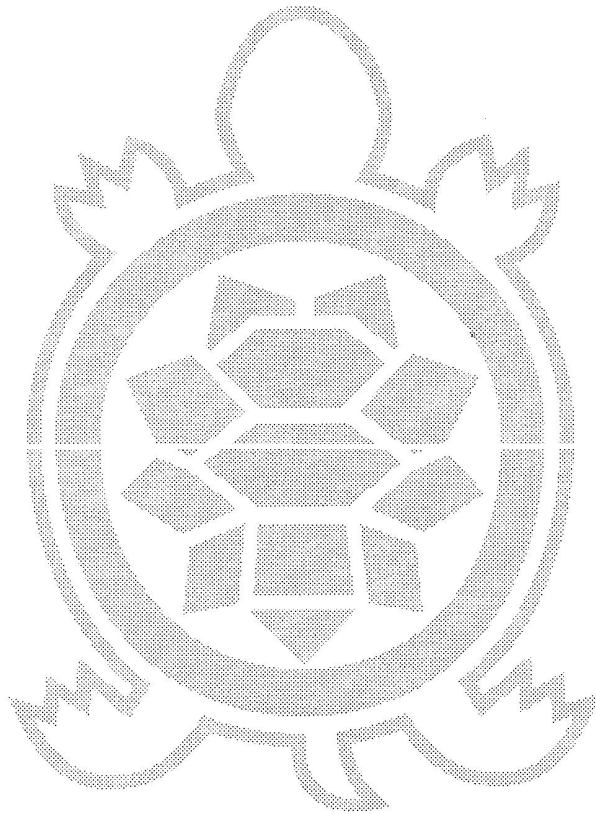
Use activities from Sharing Nature with Children, (see Appendix)

- Identification Game (p. 70)
- Owls and Crows (p. 72)
- Tree Silhouettes (p. 74)
- Scavenger Hunt (p. 76)
- Wild Animal Scramble (p. 78)
- Camouflage (p. 89)



SESSION 9

Real Life Of
The Animals



SESSION TEN - MASK-MAKING

Objective:

- Students will create masks (to be worn at the Council) which represent the animals they are each studying.

Suggested Time Needed:

2 – 4 hours, over the course of several days



SESSION 10 Mask-Making

Preparation:

- Make copies of “Preparing for CAB” worksheets. (see Appendix)
- If you know some resource people who might be able to help with this project, contact them well ahead of time to make arrangements.
- Keep this activity organized, fun, creative and easy to clean up.
- Can be integrated into art class if you have these at your school.
- This session requires gathering some creative materials.
- You may want to send a note home to ask for some of the supplies.
- The mask-making process can be as simple or as involved as you wish.
- Perhaps invite an artist who specializes in masks to help you.
(One school wrote a grant to cover the cost of artist and materials.)
- You may want this activity to be done in silence, with music or “nature sounds” playing in the background. If so, have music ready.

Method:

- Teacher should also make a mask of his/her previously-chosen animal.
- Elastic works well for insuring snug and easy fit behind head.
- Any Mask-Making options can be used. Suggestions are welcomed.
- **Very important – be sure mouth is left uncovered so that it is easy to speak in Council. Design masks for comfort!**
- Do not use real fur or feathers, as it would conflict with the goal of showing respect for animals. (Animals are often killed just for their fur or feathers).
- Masks should be made to help students **feel the specialness** of their animal — thus, need not look exactly like their animal.
- If using paper mache, make masks form the nose up – over the head (like a helmet) so the mouth is uncovered for talking and there is no need for elastic.
- Try to have all of the students complete their masks in relatively the same amount of time, so masks will all reflect the same amount of creative work.

Materials:

- “Preparing for the **Council Of All Beings**” worksheets.
- Mask template (see Appendix)
- Quiet music to play
- Simple mask-making supplies:

- paper plates, cut in half, are excellent and easy "starters"
- empty cereal boxes (fronts & backs)
- unwaxed paper plates
- paper bags
- felt tip markers (many colors, thin & thick)
- scissors
- glue sticks
- elastic (precut for simplicity)
- hole punch
- odds & ends from home to share (buttons, fabric, yarn)
- natural found objects (from your field trip in Session 9)



SESSION 10
Mask-Making

Vocabulary:

creativity, enjoyment, special

Procedures:

1. **Explain to students that they will be making masks of their animals to wear during the Council of All Beings.**
2. **Remember to help the children with nose and eye holes so they can see, breathe and speak easily. It works best to keep mouth area open.**
3. **After all of the materials are out, and before you begin the mask-making, BRIEFLY REFOCUS student's attention into their animals:**
Say:
 - *Breathe deeply.*
 - *Feel and imagine your animal in your mind's eye.*
4. **Use any creative mask-making process you choose.**
5. **Hang the masks in a place of honor (and safety), ready for the Council.**
6. **Hand out "Thinking Ahead for the Council Of All Beings" worksheets to help students focus and prepare.**
7. **Have Fun!**

Assessment:

- Each child receives credit for participating and creating a mask.
 - A rubric can be used if the teacher feels a grade is necessary.
(See Appendix)
- e.g. Participation: 50 pts., Creativity: 25 pts., Use of Color: 25 pts., etc.

Enrichment:

- Visit a local museum to view masks.
- Research masks from different countries.

SESSION ELEVEN - THE COUNCIL OF ALL BEINGS

Objectives:

- In their masks, students will sit in Council.
- Students will integrate attentive listening (Talking Circle) and all the information they have gathered about their animals.
- Speaking for the concerns of their animals and habitats, students will use problem-solving skills to determine possible solutions.

Suggested Time Needed:

At least 2 hours (uninterrupted)

Method:

- Talking Circle
- It is very important that the teacher also wear his/her mask in the Council and speak through the voice of their animal, as a "Council Guide."
- Students should keep their masks on, to hold the focus and intent.

Materials:

- Masks
- Music of choice
- Students' "Preparing for **The Council for All Beings**" worksheets

Vocabulary:

focus object, perspective, solution, resolution

Preparation:

- Please invite the SFAS & HIS Director of Humane Education to attend.
- Pick a school day that is relatively free from other busy events.
- If the teacher is calm and relaxed, and conveys the importance of the Council, the students will pick up on this intention.
- Plan ahead so you will have a comfortable amount of time.
- Consider involving the School Counselor, for additional social/emotional context and support. (They should wear a mask and participate in the Council, too.)
- Place a sign on the door asking for no interruption.
(A "Testing" sign is helpful.)
- Arrange with the office to turn off the intercom.
- It helps if students have been actively moving before the Council.
- Give students an opportunity to go to the bathroom and get drinks.

Procedure:

1. Prepare the class for Council Time.

- Stress the need for no interruptions during the Council.
- Discuss a procedure for those who may need to leave for the bathroom during Council.



SESSION 11

The Council Of All Beings

2. Quietly form your class Talking Circle.

- Each child holds their mask in their lap.
- Introduce a special focus object, such as a rock or shell.
We recommend a natural object, since that maintains the emphasis on ecology and natural processes. Remind the children to be mindful of safety, and to pass the object gently and carefully.

3. Outline the process for speaking during the Council:

- Review the principals of respect and good listening skills.
- Then say:

*During the **Council of All Beings**, all of us will wear our masks and speak as our animals. Say "I" when you speak as your animal. Say "you" when you are talking to the others animals in the Council. Say "humans" when speaking about human beings. (Humans will not be in our Council today.)*

A Focus Rock (or . . .) is used to identify when it is each person's turn to talk. When it is your turn to talk and you have been given the Focus Rock, tell the rest of the group about your animal's ideas and feelings. What you are sharing with us is very important and we will give you our respect and attention.

When you are done, pass the Focus Rock to the person immediately to your left.

*The **Council of All Beings** is a time for you to speak as your animal. While you are talking, everyone else will listen and think about what your animal is saying. While each animal is speaking, others might have questions they would like to ask. This is a time when each animal needs to speak freely without being interrupted, so we will save our questions for the end of the "go-around" – after each animal has spoken at least once.*

4. Ask for any questions from the class.

5. Then, in silence:

All walk through an archway made of two masked Beings' arms raised up (like London Bridges.) Ask students to put on their masks just before they step through the archway . . . Then walk slowly and silently back into the Circle.

6. Read/paraphrase "Council Intention"

The Council Intention:

*Today, we animals meet in this Circle as a **Council of All Beings** because we have concerns about dangers in our community. We're having this meeting to share our ideas and feelings about what is happening to our habitats, our families and to each other. We're also meeting to discuss solutions to the dangers we face. We want to insure that all Beings can live safely, and with respect for our many differences.*

*It is with this intention that the **Council of All Beings** now begins . .*



SESSION 11

The Council Of All Beings

7. Council Roll Call:

Say:

First, we'll go around the Circle and, one by one, identify ourselves like this: "I am Wolf, and I speak for all my brother and sister wolves. . ."

"I am Ant, and I speak for all my sister and brother ants. . ."

8. Council of All Beings:

- Begin the Council with the teacher as "Animal Council Guide".
- It is crucial for the teacher (as Council Guide) to both model and gently guide the process, and to creatively monitor lengths of each "talking turn."
- Council Guide begins the "go-around" and then passes the Focus Rock.
- In this first "go-around" share concerns about dangers to habitats, families and the community of all Beings.
- After each Being has spoken, remind them (if necessary) to pass the Rock to the Being immediately to their left.

9. When every Being has had their turn, say:

— We will now share feelings about and solutions to these problems.

10. Take a stretch break. Teacher will hold the focus by leading stretching exercises using imaginative imagery.

— Let's stretch up to the sky and down to the earth . . . (or . . .)

11. Have the Council "go around" again, using the Rock to take turns sharing their feelings about the issues raised, including some possible solutions.

Teacher clarification, as Council Guide, is helpful.

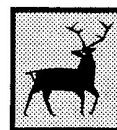
12. If finding a solution seems appropriate, use a problem-solving strategy to arrive at a group decision about a possible way to deal with the problem.

This flow can help focus your process:

- Define the problem.
- Generate possible solutions.
- Evaluate the solutions.
- Choose a solution.
- Decide how you'll know if it is working.

13. Give reflection & thanks:

- As a final closing to the **Council of All Beings**, the Council Guide says a few words thanking the Beings for their wisdom
- Speaking to the animals for the final time, the Guide tells them that the humans out in the world need to feel their presence and hear their concerns.
- The Guide suggests that the animals put on "human masks" and help the humans make the changes which they discussed in the Council. (Children love this !!!)



SESSION 11

The Council Of All Beings

- Ask for suggestions about how to do this.
- Council Guide then goes around the Circle, thanking each animal by name.
 - “Thank you Ant.”
 - “Thank you Wolf, etc.”

14. Then, say:

- *Our Council of All Beings is now complete.*

15. Council Closing (in silence):

- All of the Beings again walk through the archway, slowly taking off masks.
- Hang the masks on a wall in the classroom in a place of honor.
- Return to the Circle as some quiet music is playing.
- Then sing a lively, relevant song and stretch a bit.
 - (“Habitat” or “Kid for the Wild,” or . . .)



SESSION 11

**The Council
Of All Beings**

Teacher’s Note:

Hanging the masks is more than simply a display of a work product. The masks remind children of the thoughts, feelings and ideas they shared in the **Council of All Beings**. They can also become a symbol of: connection to their animals, class agreements regarding respect, deep listening, group problem-solving, and full participation in a collective process.

Assessment:

- After the Council, write anecdotal notes
- Try to remember something about each child and write a short observation. (Council “visitors” can do this with you)

Enrichment:

- After the initial Council, some schools have turned the highlights of the process into a play, presenting to other classes.
- After the original class Council, another Council can be held and video-taped to share with others.

SESSION TWELVE - THE CHILDREN'S COUNCIL

Objectives:

- Students will write reflections of recent council process.
- Students will share their reflections in a Talking Circle.

Suggested Time Needed:

1 – 2 hours

Materials:

- “Children’s Council” worksheets (see Appendix)
- Pencils

Method:

- Students will read questions and respond in complete sentences.
- Students will use attentive listening and respect while sharing reflections.

Vocabulary:

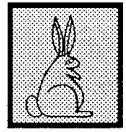
Have children make a class vocabulary list for this session
(words that convey their opinions and reflections.)

Preparation:

- Copy “Children’s Council” worksheets.

Procedure:

1. **Hand out “Children’s Council” worksheets**
2. **Have the students write responses to the questions, by themselves.**
3. **PLEASE TURN THESE IN, ALONG WITH OTHER WORKSHEETS.**
4. **Give the class some thoughts about the project from your point of view.**
5. **Then, Say:**
 - *Now, as wise humans, let’s use all the things we’ve learned about the Talking Circle while we discuss our recent experiences in the Council of All Beings.*
 - *Who can tell me how we set up the Talking Circle ?*
 - *How do we speak and listen when we’re in it?*
6. **Make the class Talking Circle.**
7. **Use Focus Rock (and class agreements re: Circle process) to discuss responses to questions on the worksheet.**



SESSION 12

The Children’s Council

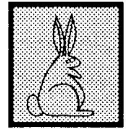
8. If ideas arise in the Children's Council that your class wants to pursue, help them create a plan.

Assessment:

- Each child turns in a worksheet.
- Childrens council worksheets are feedback.

Enrichment:

- The Council process can be easily integrated into your ongoing class process.
- Teachers using the Project Charlie Drug Abuse Prevention Program find that it complements and enhances the CAB curriculum.
- "Class meetings" will also strengthen and enhance the CAB process.
- Use your school counselor in an ongoing Council.



SESSION 12

The
Children's
Council

This concludes the CAB curriculum. There are many ways to follow up — which can fit well into service learning, conflict resolution, creative problem solving, and various academic aspects of the SFPS curriculum.

Suggestions for Follow-Up:

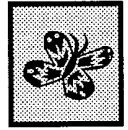
1. Bring in guests to discuss community issues. Class solutions could be forwarded to appropriate sources, or the media. (“Letters to the Editor”)
2. Follow-up on #1 with an action-plan which the class can enact.
3. After a period of time has passed, reconvene the **Council of All Beings** to generate new ideas and think about how to apply what they’ve learned.
4. Incorporate elements of the Council format to address other types of problems: interpersonal conflicts in class or school, community issues such as media violence or air pollution. Address these real issues by drawing on the “wisdom” of their animals.
5. Support another 5th grade class to create a **Council of All Beings** by demonstrating and coaching (being mentors).
6. Share a **Council of All Beings** with community or SFPS officials.
7. Create projects which address the issues raised in the **Council of All Beings**, for example:
 - Begin a paper-recycling program at school.
 - Learn to compost and begin composting food from the cafeteria.
 - Develop skits for “Be Kind to Animals Month” – show to other classes.
 - Make and sell dog/cat treats, then donate profit to the Animal Shelter.
 - Create a school garden or wetlands.
 - Pick up trash around the school.
 - Make posters about an issue of concern.
 - Develop a school newsletter.
8. More ideas can be found in 50 Simple Things Kids Can Do to Save the Earth, (see Appendix).



**SUGGESTIONS
FOR FOLLOW-UP**

APPENDIX

- A. Council of All Beings (CAB) Summary Outline
- B. SFPS Performance Standards – CAB Curriculum Links
- C. Resource Lists
- D. Teaching Aides
 - Sample Letter to Parents
 - Template for Simple Mask
 - Sample Report Guidelines
 - “Habitat Song” (Words & Chords)
 - “Animal Facts – Research”
(worksheet to copy)
 - “Thinking Ahead to the **Council of All Beings**”
(worksheet to copy)
 - “Children’s Council”
(worksheet to copy)
- E. Pictures from New Mexico Dept. Game & Fish Coloring Book
(to copy)
- F. Teacher Feedback Sheets for Sessions 1 - 12



APPENDIX

THE COUNCIL OF ALL BEINGS -- ELEMENTARY SCHOOL CURRICULUM SUMMARY OUTLINE

Intention

To cultivate respect, compassion, empathy and communication skills through teacher-implemented, grade-correlated Humane Education modules.

Relevant Issues/Topics/Themes

- All living beings are interrelated and connected.
- The behavior of humans has consequences for all other creatures.
- When we develop empathy for others, our behavior towards them changes.
- Problems can be solved through communication and cooperative efforts.

Underlying Assumptions

- There is a demonstrable connection between violence against animals and violence against people.
- Because animals are frequent and vulnerable targets for inadvertent as well as active human aggression, it is necessary to teach children to be aware of the effects of their behavior on animals.
- Teaching children to be empathic in relationship to animals has a positive effect on their capacity for empathy towards people and respect for the environment.
- Children learn about social behavior through stories about the world of animals.
- Children can be taught to apply problem-solving strategies to real-life situations.

Essential Questions

- How do I know what a person or an animal feels?
- How does what I do affect all of life around me?
- What does “respect for all living beings” mean?
- How are people and animals and earth all parts of an interconnected community?
- If we would really listen to what animals tell us, what would we learn about our relationship with the environment and each other?

Focus/Driving Questions

Session 1 – Exploring New Mexico Animals

- What do we already know about New Mexico animals?
- How can we respect the importance of all animals in our community?



**THE COUNCIL
OF ALL BEINGS**

**Elementary
School
Curriculum**

**Summary
Outline**

Session 2 - Meeting the Animals

- What is a Council?
- What animals will our class study and represent at our Council?

Session 3 - The Talking Circle

- What is a Talking Circle?
- What are the special ways of doing things in the Talking Circle?

Session 4 - Building Empathy

- How do we listen so that we really hear what's being said, and the speaker knows we hear and understand them?
- How can we relate to the feelings of another ?

Session 5 - Learning Research Methods

- How can we learn to gather information in an organized manner?

Session 6 - Animal Discoveries - Doing Research

- What is a habitat?
- What are the living, eating, activity patterns and unique characteristics of various animals?
- What special role does each animal play in our community?

Session 7 - "A Day in the Life . . ."

- What does your animal do and feel during a typical day in their life?

Session 8 - Presenting "A Day in the Life . . ." Projects

- How can you share what have you learned about your animal?

Session 9 - Real Life of the Animals

- How do changes to the environment affect the interrelated community of life on Earth?

Session 10 - Mask-Making

- How can you create a mask which depicts and emphasizes some special qualities of your animal?

Session 11 - The Council of All Beings

- How might the community of animals discuss and find fair solutions to problems which effect them all ?

Session 12 - The Children's Council

- What did you learn about yourself and your classmates during the Council?
- How can we use what we learned in the **Council of All Beings** project to help our class, school, community and planet?



THE COUNCIL
OF ALL BEINGS
Elementary
School
Curriculum
Summary
Outline

SFPS Performance Standards Addressed:

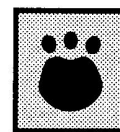
- See “Interdisciplinary Curriculum Links” (diagrams)
- Also supports the **SFPS Character Counts Initiative**.

Culminating Task

Hold a **Council of All Beings** in which students use results of their research to address the focus questions through expressive process and role-play.

Guidelines/Parameters

- Basic understanding of inter-species empathy
- Interpersonal communication skills
- Talking Circle process & conscious, attentive listening
- Conflict resolution
- Research skills
- Research product
- Mask-Making
- Movement and sound — creative expression
- Problem-solving
- Effective and respectful group decision-making



THE COUNCIL OF ALL BEINGS

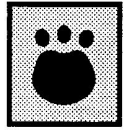
Elementary
School
Curriculum

Summary
Outline

Suggested Follow-up Activities:

- Use the Talking Circle and the animal masks to discuss a relevant, emerging concern of the class.
- Use the Council experience as a lead-in to deeper study of effective communication, problem solving, decision-making, and group cooperation.
- Ask students to identify, plan and implement a service project on behalf of the animals/environment -- eg: habitat restoration along the Santa Fe River.
- Have the children use what they have learned to address a current problem involving relationships between humans and animals in their community. Their solutions could be forwarded to the appropriate source, or to the media.
- Share what the class has learned regarding respect, communication skills.
- Mentor another 5th grade class through the CAB curriculum.
- Offer a **Council of All Beings** for others, including SFPS/ community members.

Skill Development Rubric

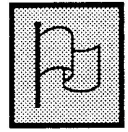


SKILL DEVELOPMENT RUBRIC

Concept:	Beginning	Good	Excellent	Outstanding
Empathy	Makes little effort to understand the feelings of others.	Demonstrates some capacity to understand the feelings of others, in class and/or role play.	Shows clear capacity for understanding the feelings of others in class and in role-play	Shows outstanding capacity for understanding the feelings of others in class and in role-play
Research	Demonstrates little or no evidence of information collected	Demonstrates some evidence of information collected	Adequately reflects knowledge gained in research activities	Completely and clearly reflects knowledge gained in research activity
Group Participation	Shares few or no ideas, listens to others little or not at all.	Shares ideas and/or listens to others much of the time.	Listens respectfully to the ideas of others and shares ideas appropriately	Listens respectfully to the ideas of others, shares ideas appropriately, and encourages others to participate
Motivation	Demonstrates little evidence of investment in discussion, mask making and role play	Demonstrates investment in discussion, mask making and role-play	Demonstrates investment and creativity in discussion, mask making and role-play.	Demonstrates investment, creativity and enthusiasm in discussion, mask making and role-play.

**THE COUNCIL OF ALL BEINGS
ELEMENTARY SCHOOL CURRICULUM
INTERDISCIPLINARY LINKS
SANTA FE PUBLIC SCHOOLS**

See diagrams for specific correlations to each of the 12 sessions.



**THE COUNCIL
OF ALL BEINGS**

**Elementary
School
Curriculum**

**Interdisciplinary
Links**

INTERMEDIATE PERFORMANCE STANDARDS

Health and Wellness Performance Standard #1 (pg. 15)

Demonstrate social, emotional, and intellectual health by nurturing personal qualities that lead to self-confidence and self-esteem through self-awareness, effective personal action, and cooperative self-management in groups.

Literacy Performance Standard #19 (pg. 107)

Read and demonstrate comprehension in a variety of written materials, including selections that reflect cultural diversity, by applying information in a given task.

Literacy Performance Standard #20 (pg. 109)

Demonstrate the ability to read fluently, applying reading strategies to age-appropriate materials in four genres of literature.

Literacy Performance Standard #21 (pg. 110)

Develop several modes of writing (narrative, descriptive, persuasive, how-to, expository) to create a variety of products with meaningful content using the formal conventions and structures of English.

Literacy Performance Standard #22 (pg. 112)

Gather information from a wide variety of resources, and design and present a multimedia or interdisciplinary project that conveys knowledge of content and self-expression.

Literacy Performance Standard #23 (pg. 114)

Demonstrate effective oral communication, individually and in groups, in situations requiring formal and informal speech in order to convey feelings, ideas, information, and audience awareness.

Knowledge/Skills

- e. Interact courteously within groups with appropriate assertiveness and negotiating skills to convey personal ideas, feelings, responses to others and to reach group consensus when necessary.
- f. Answer and ask pertinent questions within a group to demonstrate knowledge and sensitivity.

Literacy Performance Standard #24 (pg. 116)

Demonstrate effective listening and viewing appropriate to situation, in order to gain information and understanding.

Literacy Performance Standard #26 (pg. 120)

Adapt and apply personal work habits and study skills to meet school and life challenges creatively and responsibly.

Knowledge/skills

- a. Apply strategies to organize materials and time effectively to complete long term and short term assignments.
- b. Create a simple outline for organization of content material.
- c. Introduce note-taking techniques.
- d. Alphabetize to the fourth letter to locate or organize information.
- e. Identify materials needed for assignments and time needed to acquire them.

Science Performance Standard #14 (pg. 77)

Identify the structure and function of living systems and illustrate the inter-relationships of organisms within ecosystems.

Science Performance Standard #16 (pg. 81)

Select a method to distinguish the physical components of the earth, and identify changes which effect it: cycles, origins of the solar system, geological forces, and human activities.

Science Performance Standard #17 (pg. 83)

Gather information from a wide variety of resources, research, design and present a multimedia or multidisciplinary presentation with a scientific component.

Social Studies Performance Standard #27 (pg. 133)

Evaluate characteristics of communities and analyze their effects on communities by comparing and contrasting.

Social Studies Performance Standard #28 (pg. 135)

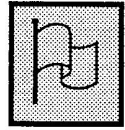
Analyze the structure of government and the function of citizenship with regard to rights and responsibilities, using a historical perspective.

Social Studies Performance Standard #29 (pg. 137)

Analyze the diversity of cultures and demonstrate how their interactions and contributions influence change and/or conflict.

Social Studies Performance Standard #30 (pg. 139)

Illustrate how wants and needs drive the economy, environment, events and issues of our community and nation by applying economic concepts of supply and demand.



**THE COUNCIL
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**Interdisciplinary
Links**

Social Studies Performance Standard #31 (pg. 141)

Employ and interpret geographic tools and informational charts (such as atlases, databases, timelines, grids, charts, graphs and maps) to solve problems.

Math Performance Standard #6 (pg. 46)

Gather and organize information in list, table, map and graph forms and apply in problem- solving situations.

Math Performance Standard # 9 (pg. 52)

Identify, describe, compare and classify geometric figures and apply geometric properties and relationships to describe the real world.

Music Performance Standard #36 (pg. 167)

Apply information acquired and ideas learned through the arts and other disciplines to different situations in the school, home and personal life.

Knowledge/Skills

- a. Demonstrate ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Technology Performance Standard #37 (pg. 175)

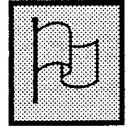
Demonstrate the ability to properly operate and utilize basic functions of application software and incorporate into given tasks.

Knowledge/Skills

- a. Select and use application software appropriate to the task.

Technology Performance Standard #41 (pg. 179)

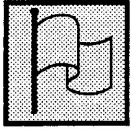
Navigate the Internet using search tools to access information for self-interest or specified tasks.



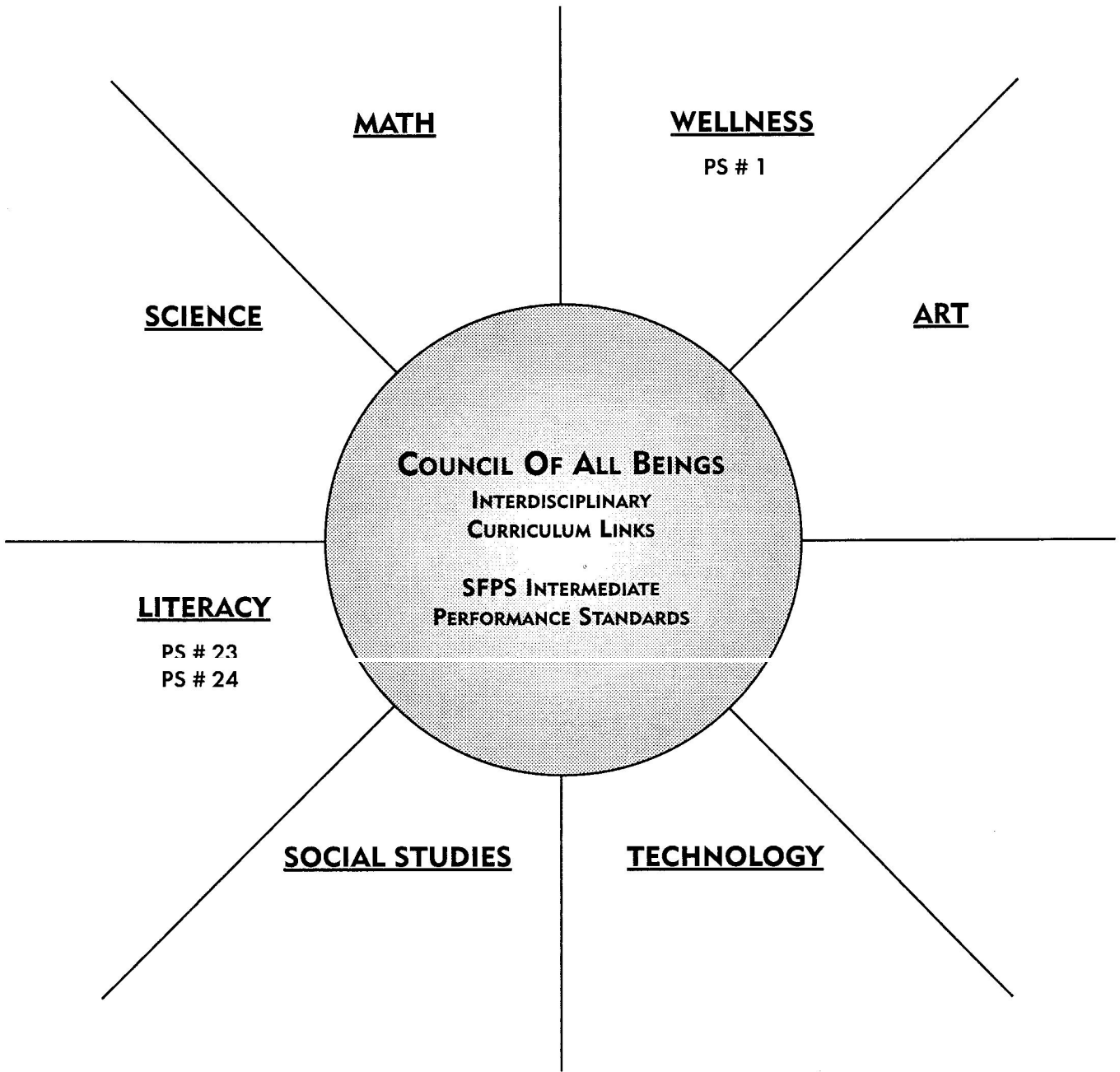
**THE COUNCIL
OF ALL BEINGS**

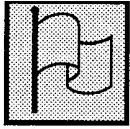
**Elementary
School
Curriculum**

**Interdisciplinary
Links**

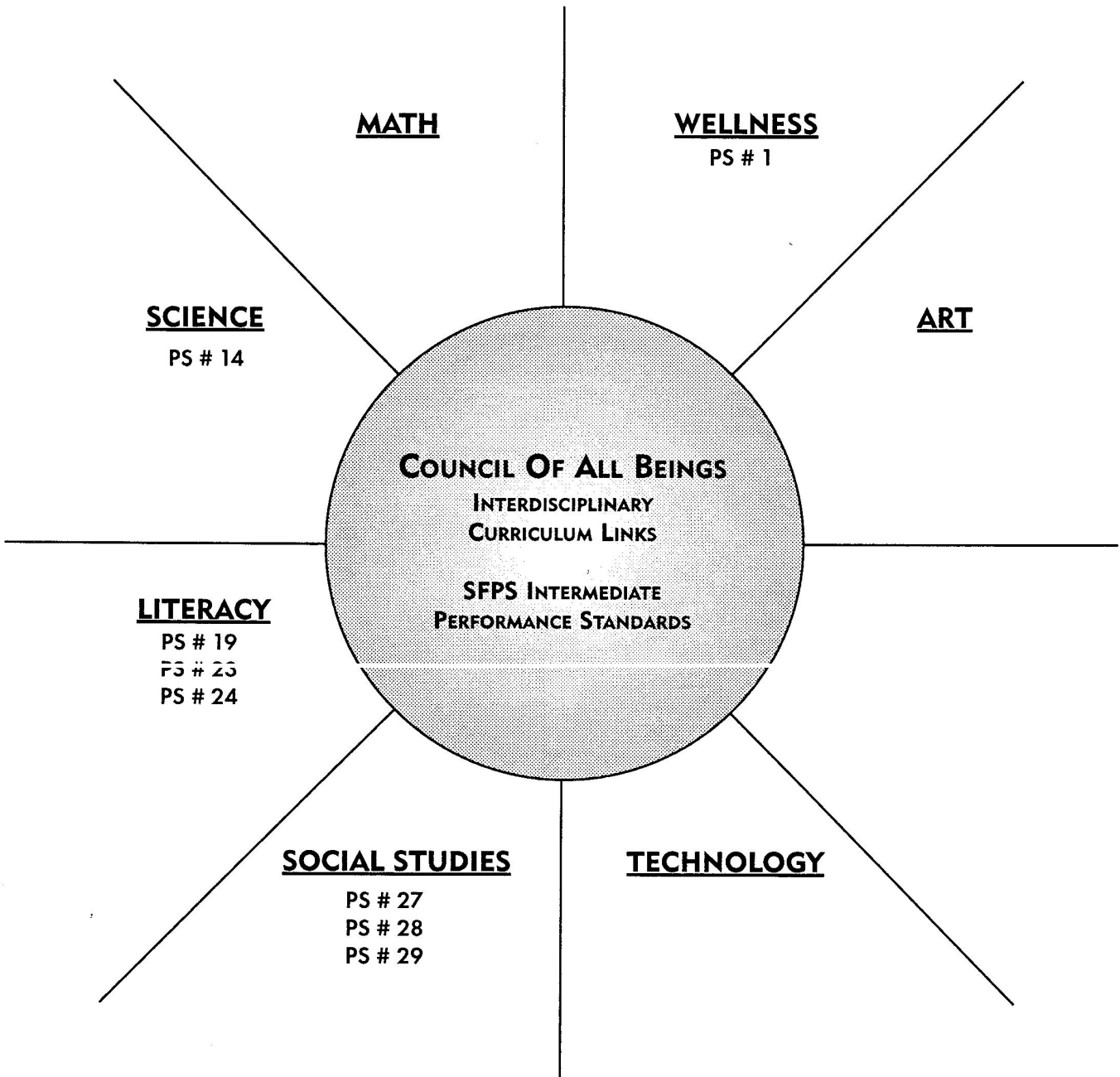


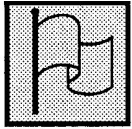
Session One
Exploring New Mexico Animals



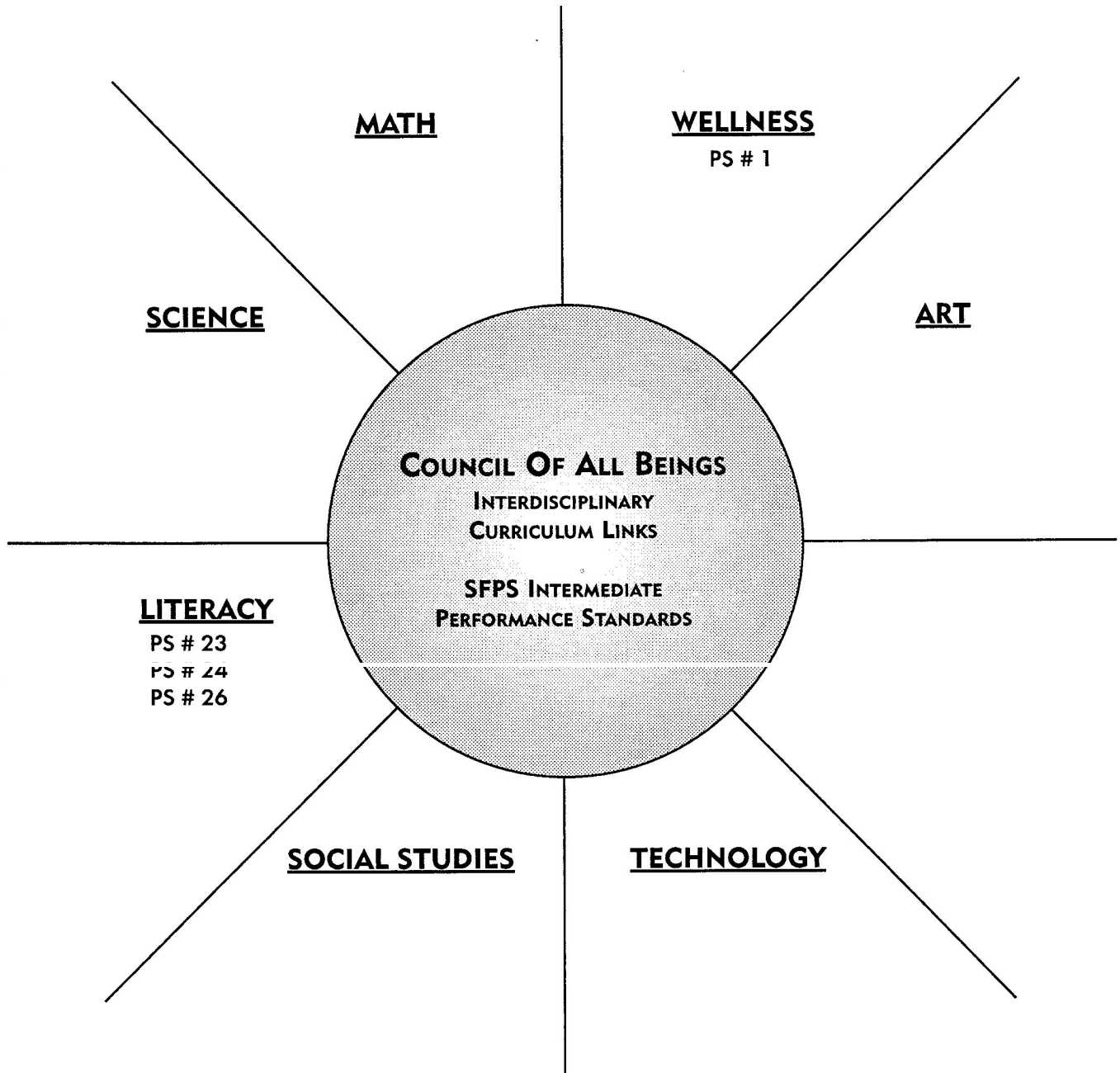


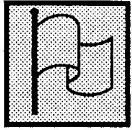
Session Two
Meeting The Animals



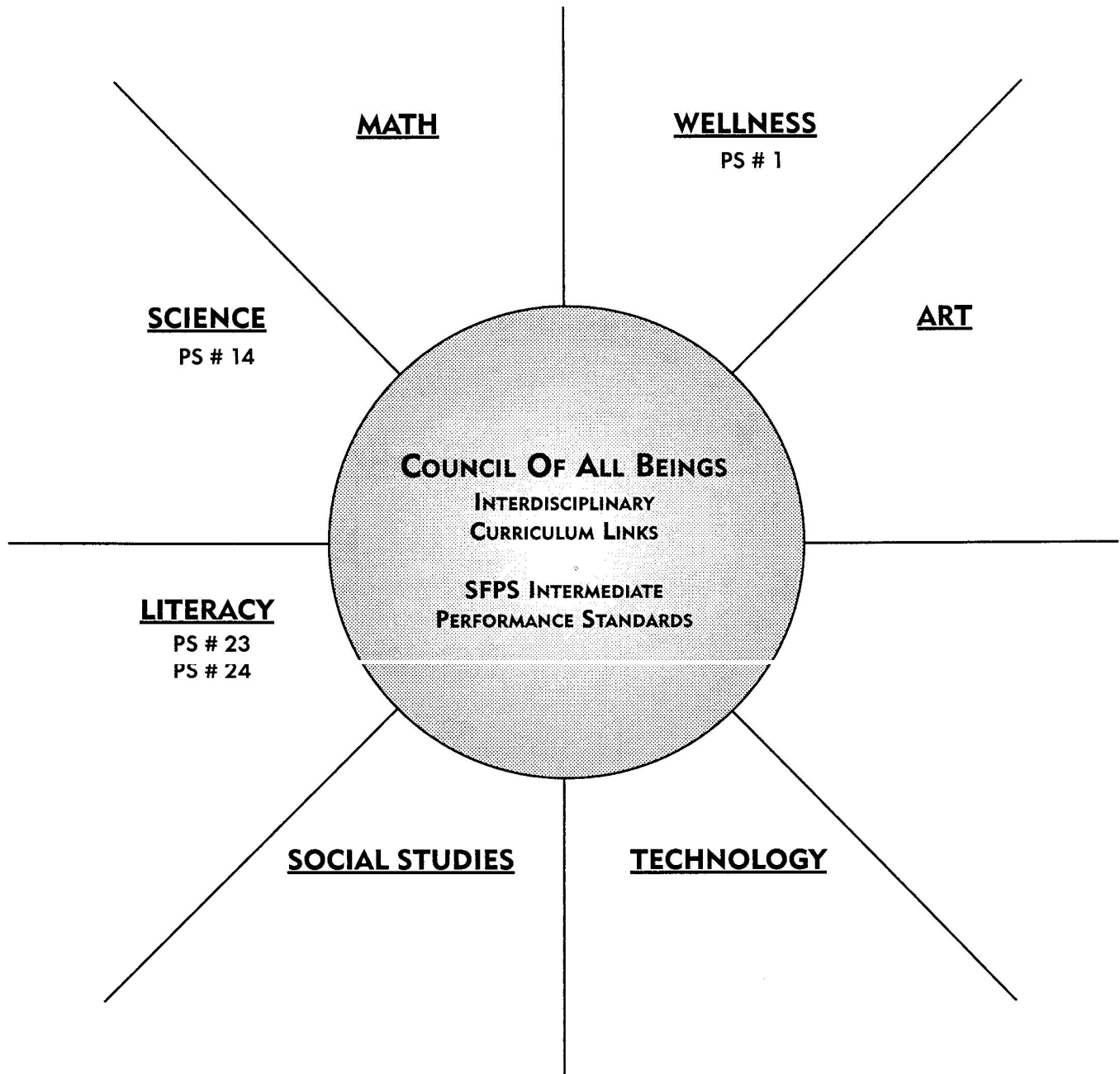


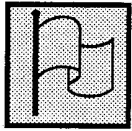
Session Three
The Talking Circle



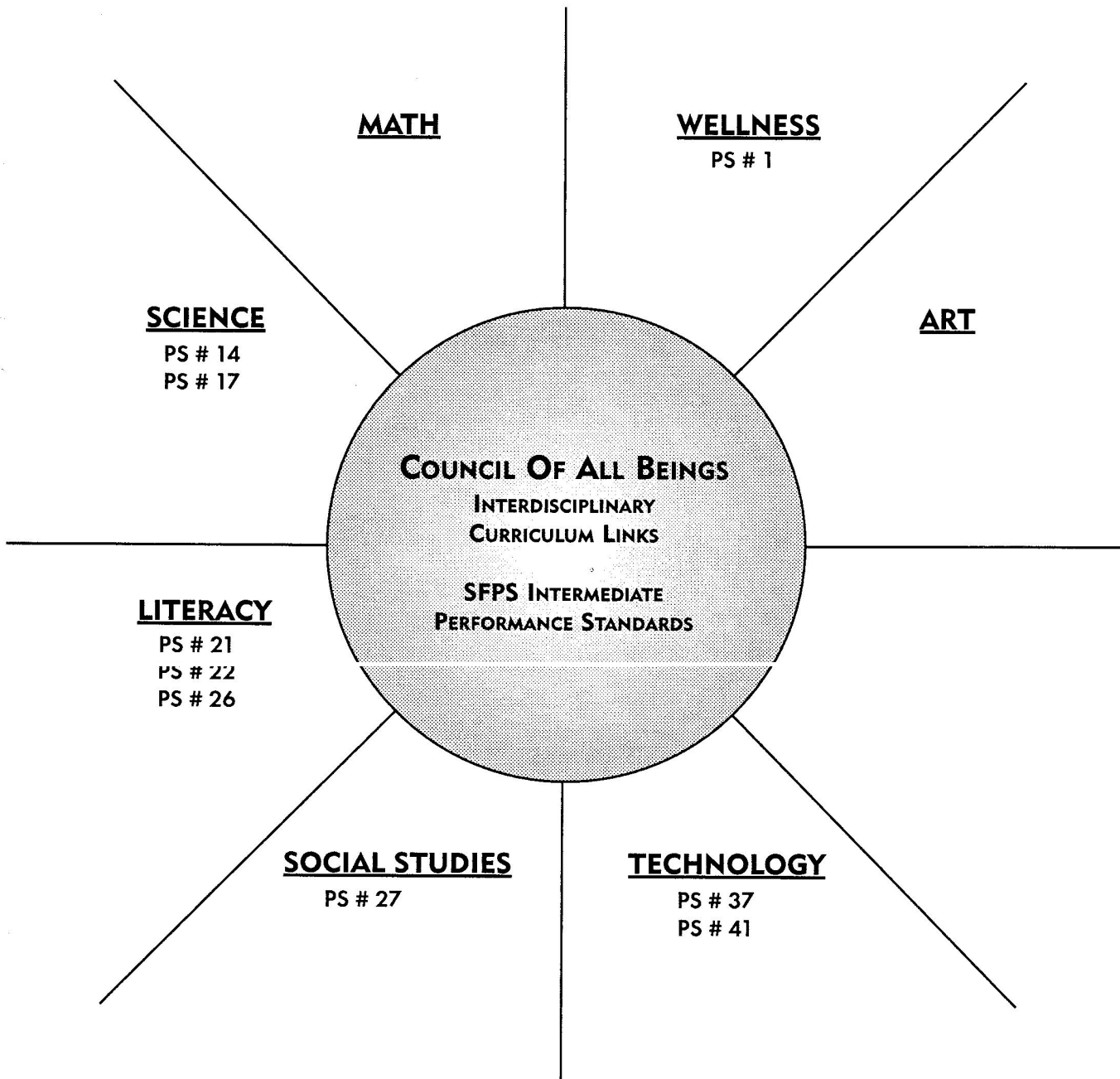


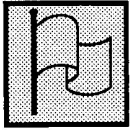
Session Four
Building Empathy





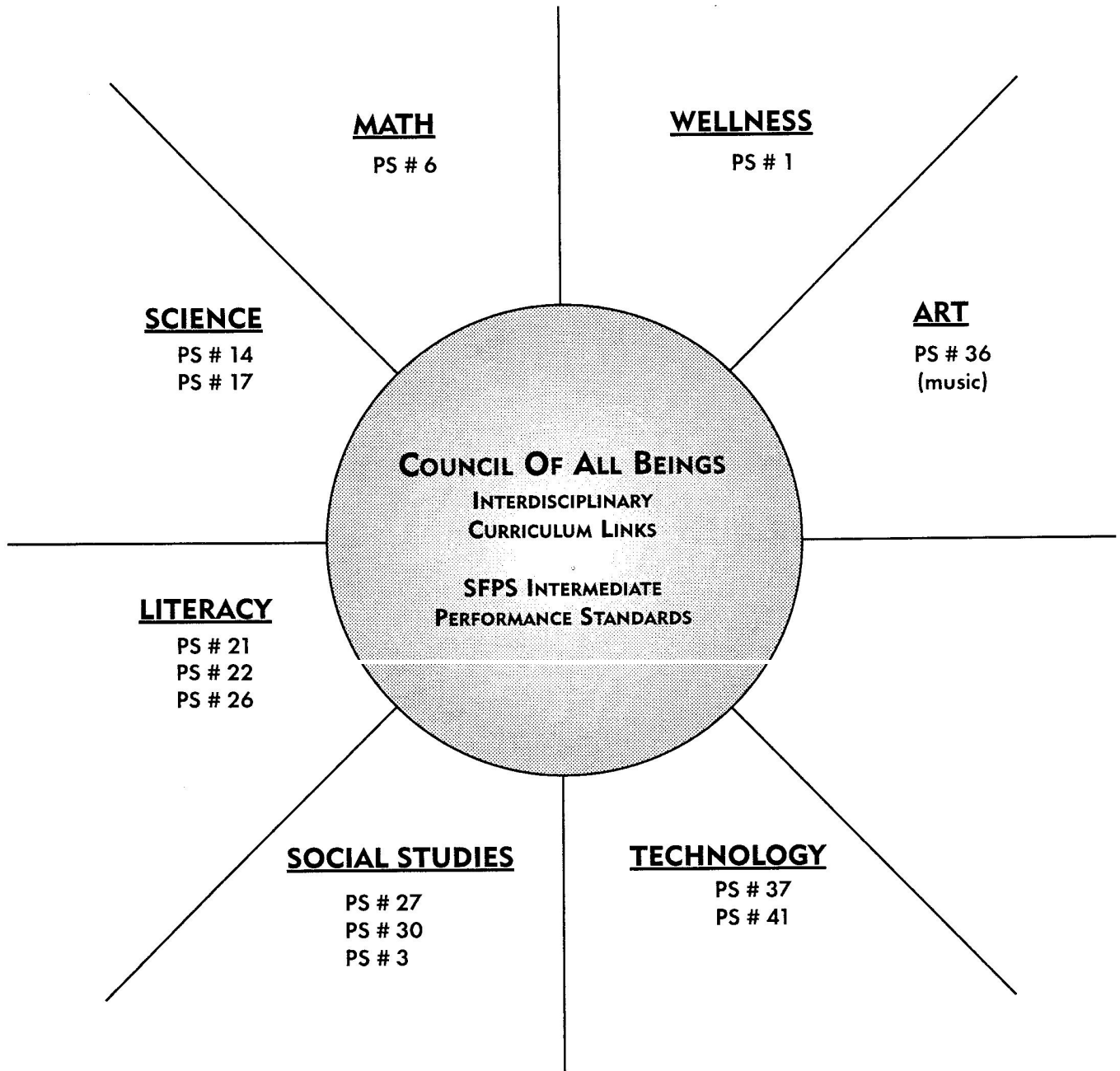
Session Five
Learning Research Methods

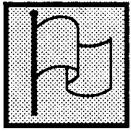




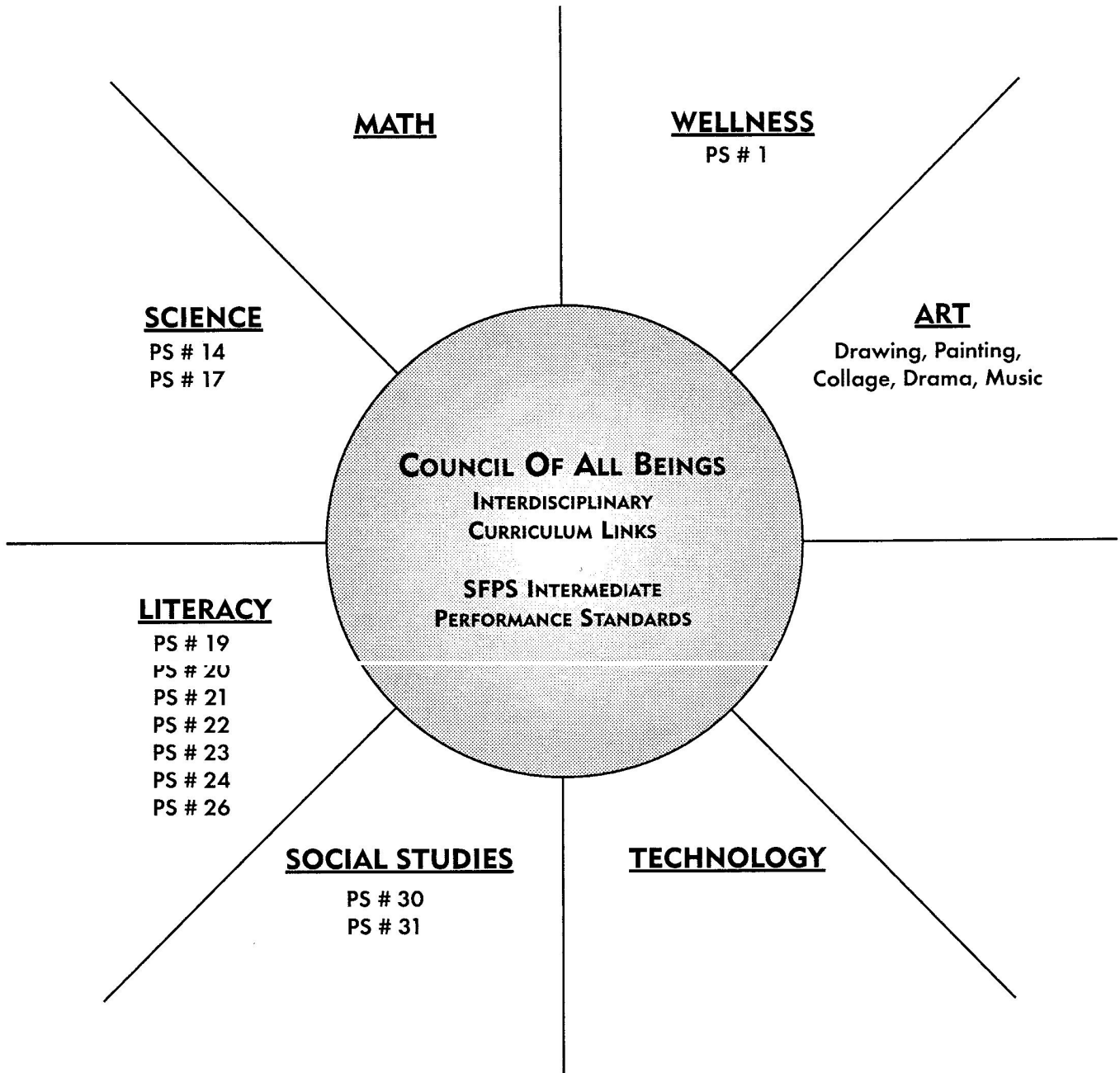
Session Six

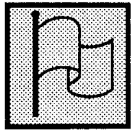
Animal Discoveries: — Doing Research





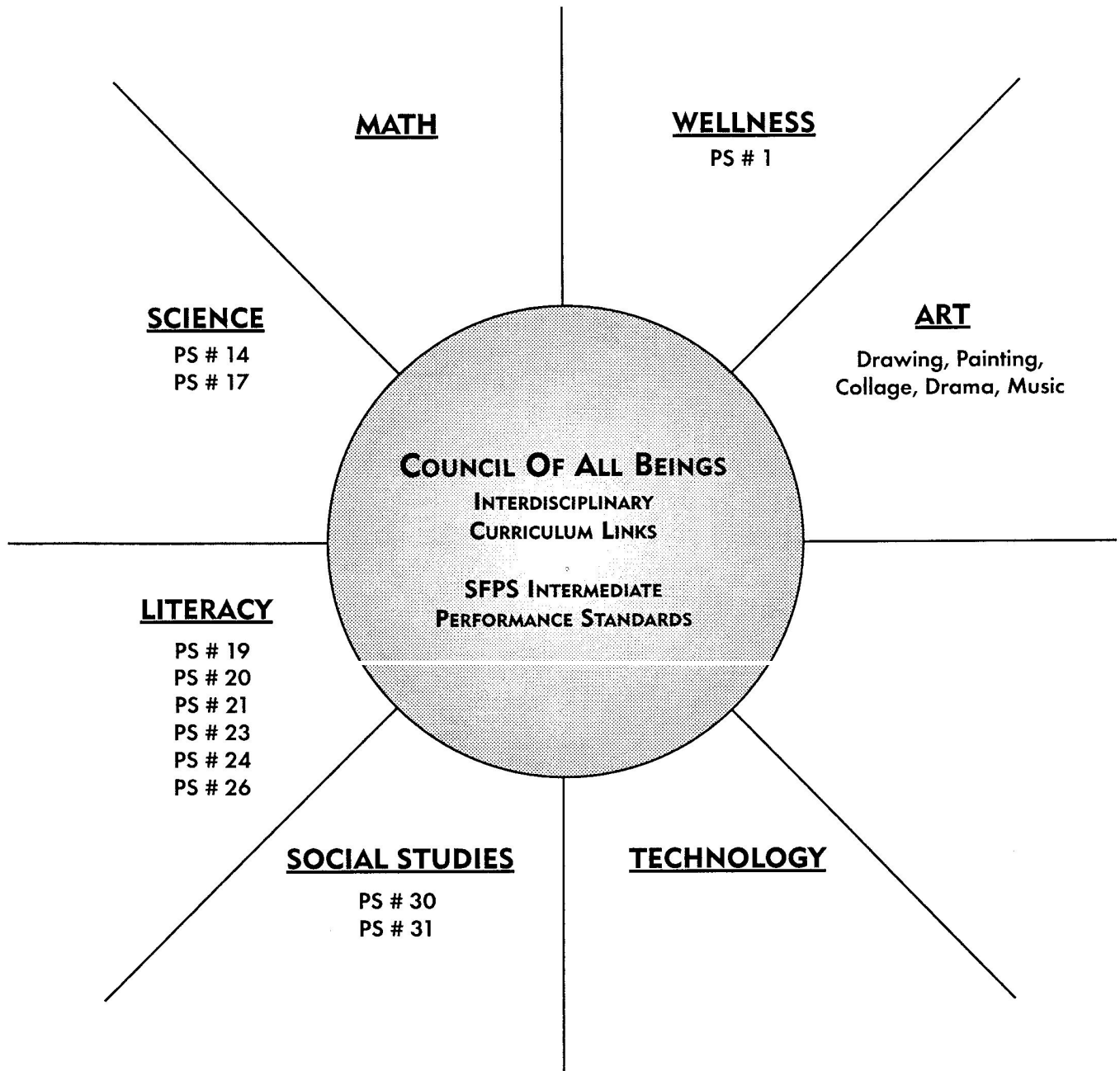
Session Seven
"A Day in the Life..."

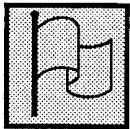




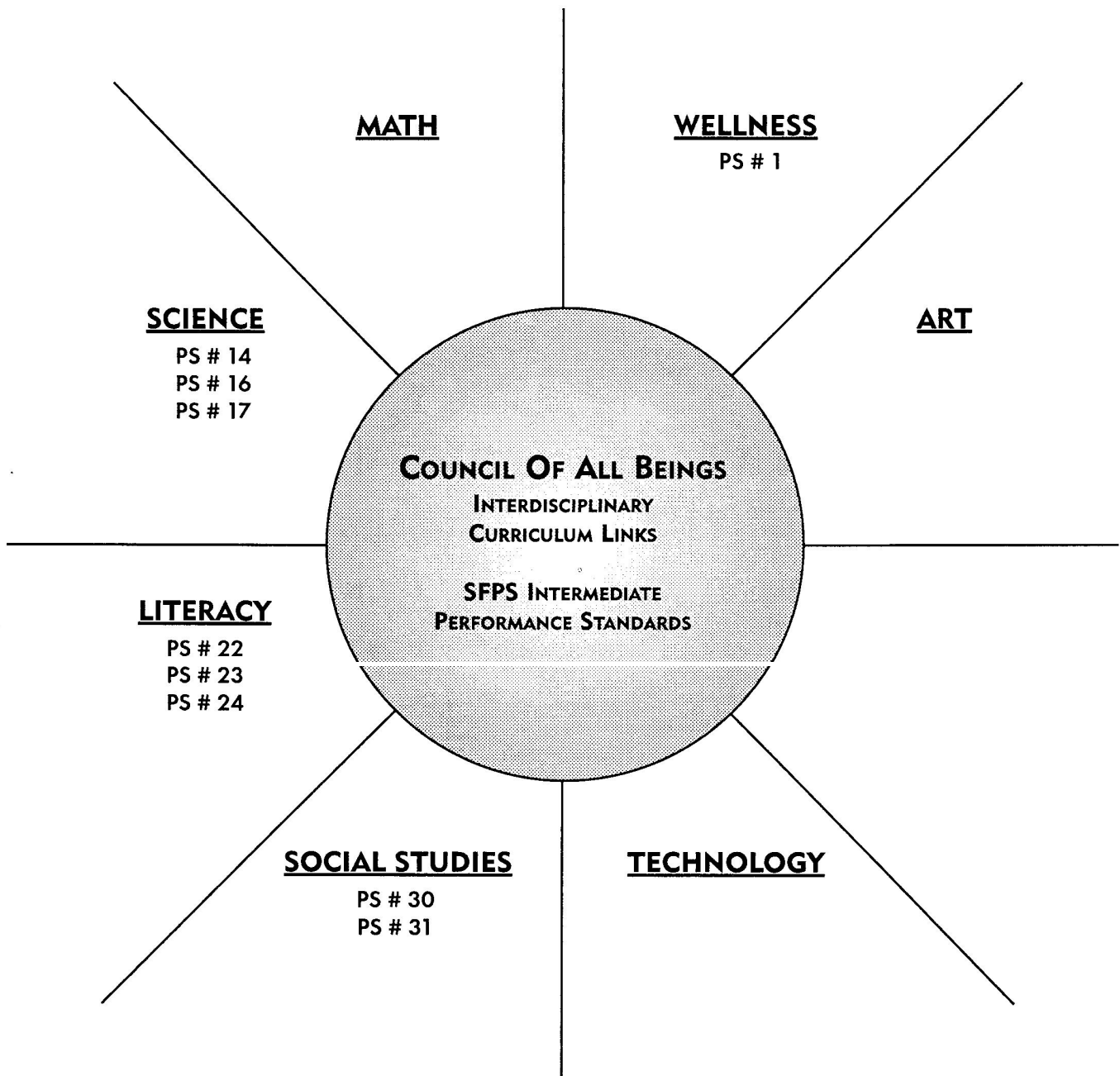
Session Eight

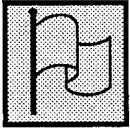
Presenting "A Day In The Life..." Projects



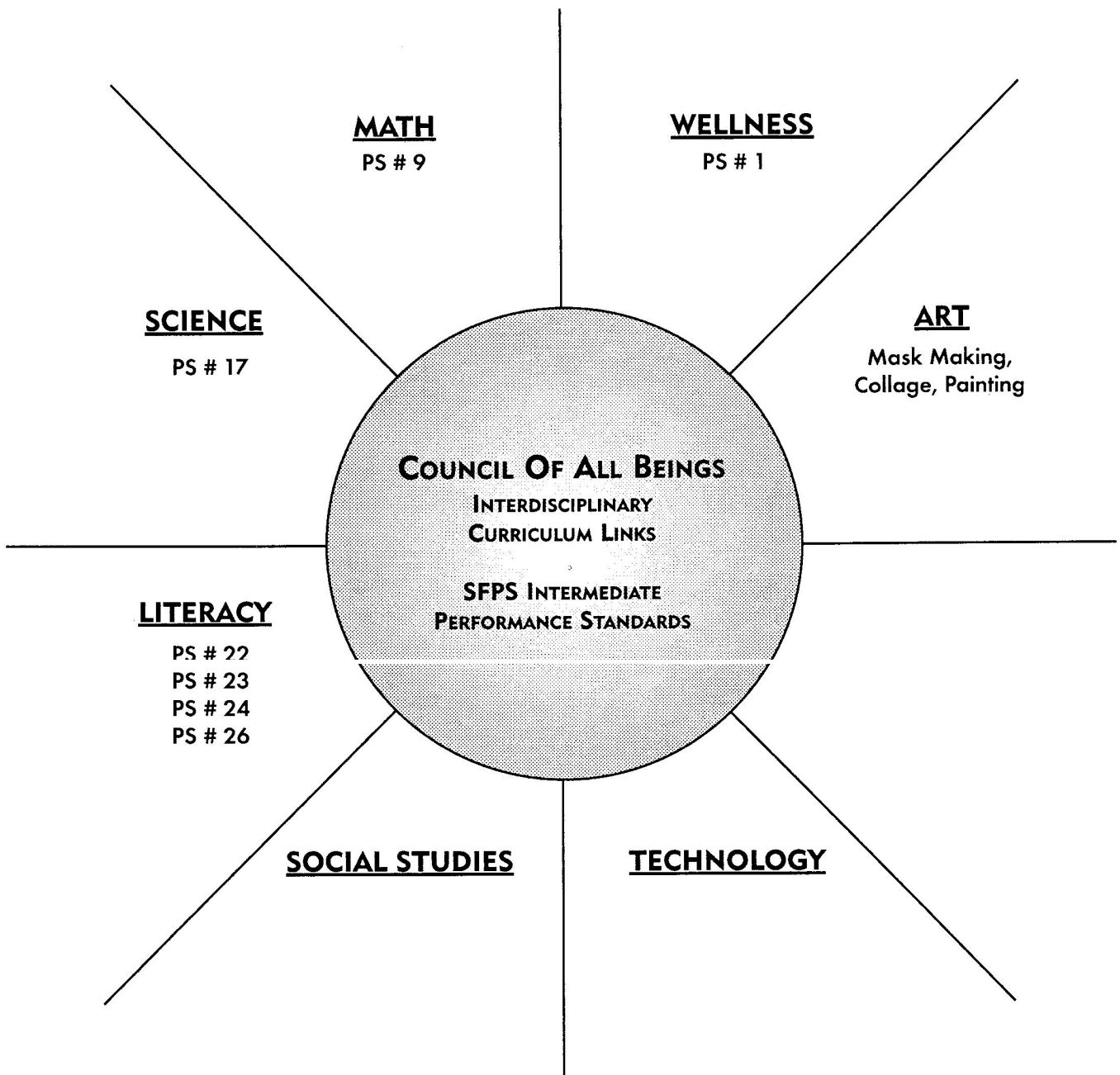


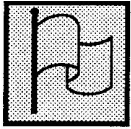
Session Nine
Real Life Of The Animals



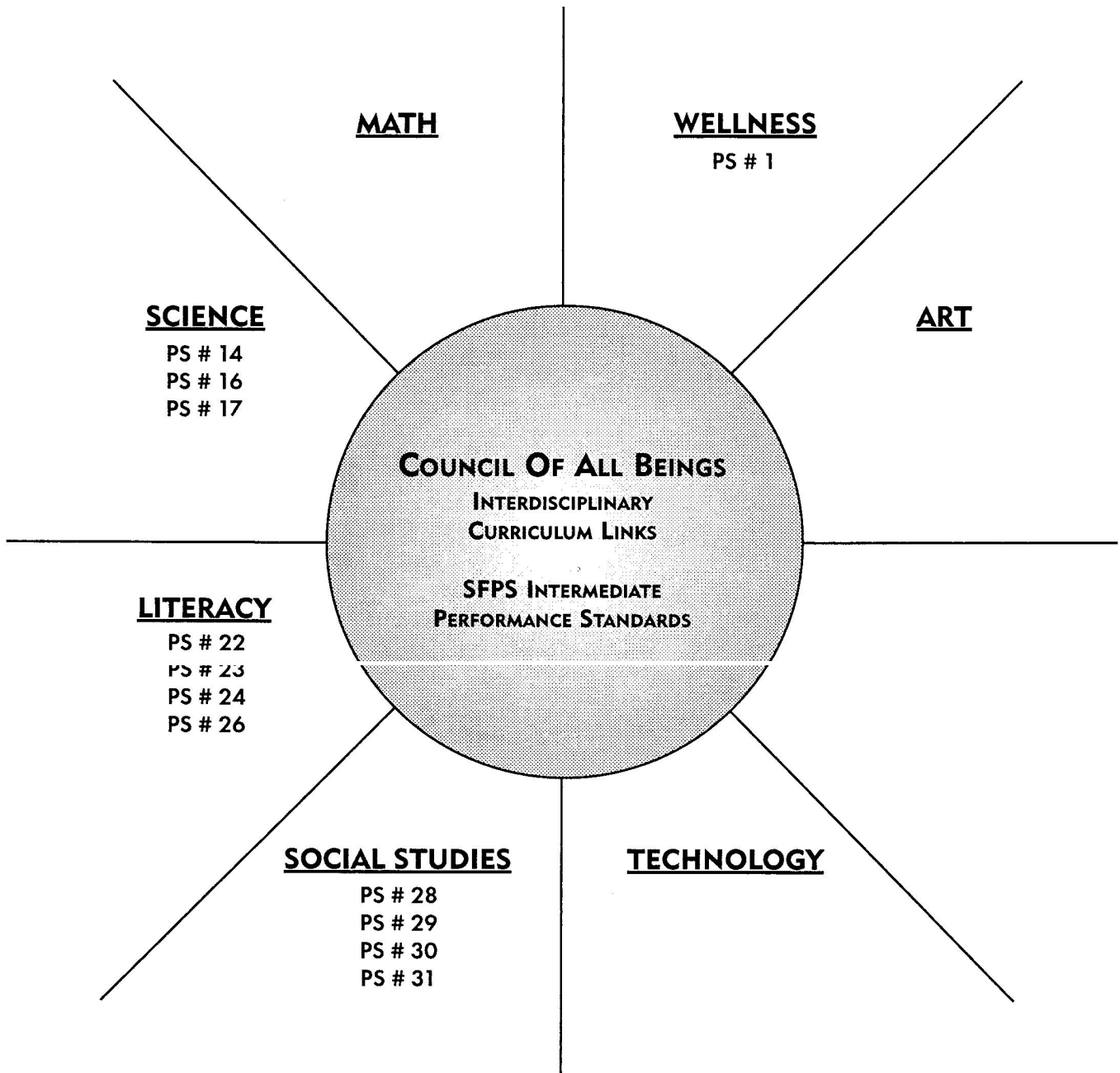


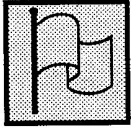
Session Ten Mask Making



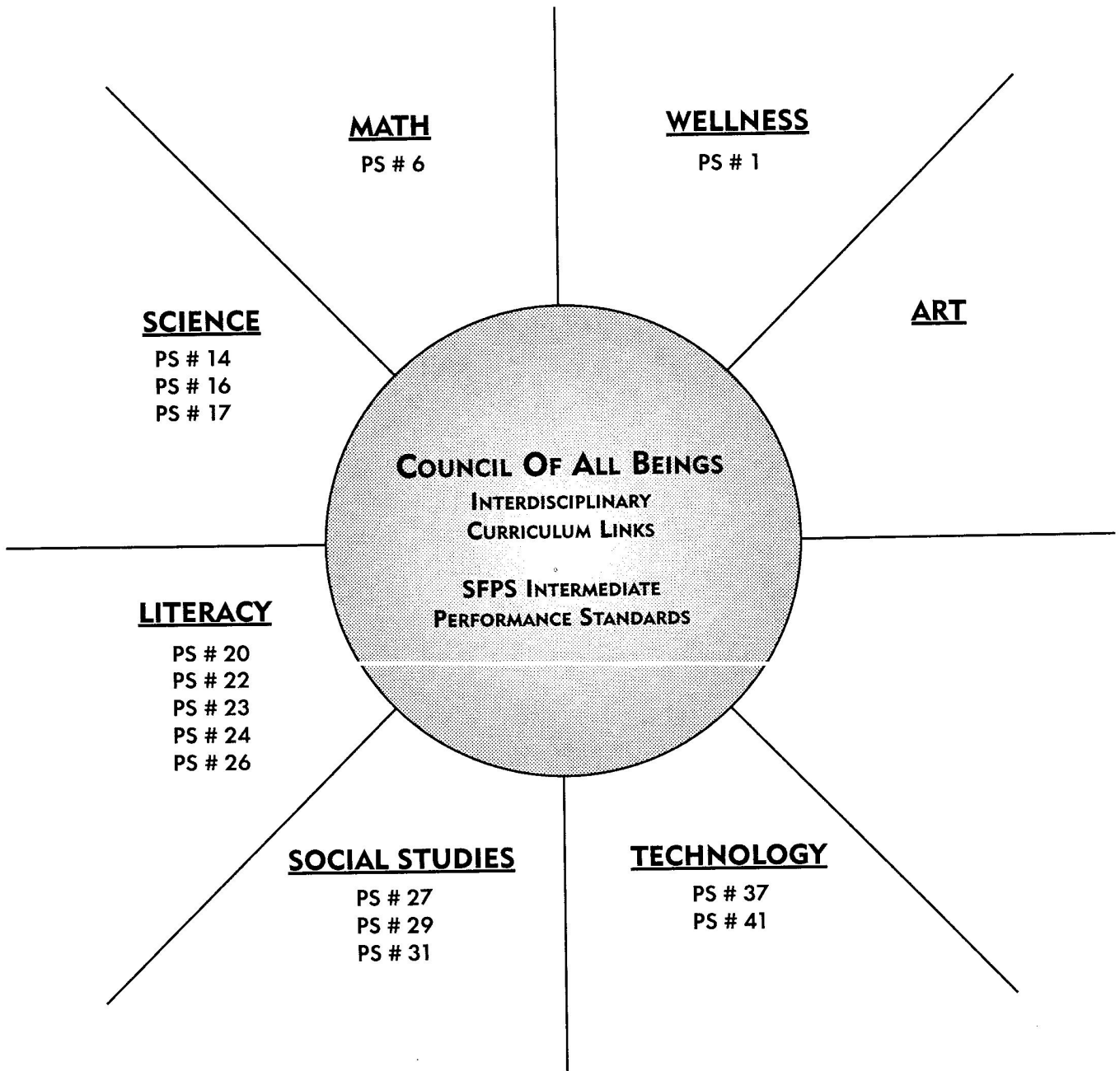


Session Eleven
The Council Of All Beings





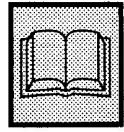
Session Twelve Children's Council



RESOURCE LIST

COMMUNITY RESOURCES:

- Santa Fe Animal Shelter & Humane Society
983-4309 (Shelter) or 989-3722 (Humane Education Office)
- Randall Davey Audubon Center – 983-4609
- New Mexico Department of Game and Fish – 827-7867
- Sandia Mountain Center – (505) 281-5259
- Albuquerque Aquarium – (505) 764-6200
- Rio Grande Zoo – (505) 764-6200
- Museum of Natural History – (505) 841-2802



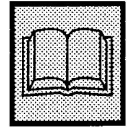
RESOURCE LIST

BOOKS FOR TEACHERS:

- How to Make Pop-Ups, Joan Irvine
- Teaching With Technology, Priscilla Norton and Karin Wiburg
- Lessons in Conflict Resolution – Activities for Grades 4 - 6,
New Mexico Center for Dispute Resolution,
620 Roma NW Ste. B, Albuquerque, NM 87102 (505) 247-0571
- Keepers of the Animals, Michael J. Caduto and Joseph Bruchac
- Keepers of the Earth, Michael J. Caduto and Joseph Bruchac
- Project Charlie – Chemical Abuse Resolution Lies in Education
6425 Nicollet Ave. So., Reichfield, MN 55423 (612) 861-1675
- 50 Simple Things Kids Can Do To Save the Earth,
The Earthworks Group, Andrews and McMeel
- So, You Love Animals, Zoe Weil
- Sharing Nature With Children, Joseph Bharat Cornell
- Thinking Like A Mountain, Joanna Macy and John Seed
- Spinning Tales Weaving Hope, Stories of Peace, Justice and the Environment, Edited by Ed Brody, Jay Goldspinner, Katie Green, Rona Leventhal and John Porcino, New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143
- National Wilderness Box – Land Ethics Curriculum
(Arthur Carhart National Wilderness Training Center)
contact: Alice Cohen, 3005 E. Camino Del Bosque
Silver City, NM 88061 FAX (505) 388-8204

BOOKS FOR THE CHILDREN:

- My Side of the Mountain, Jean Craighead George
- Wringer, Jerry Spinelli
- Rascal, Sterling North
- Signs Along the River, Kayo Robertson
- The Other Way to Listen, Byrd Baylor
- The Lorax, Dr. Seuss
- The Gnats of Knotty Pine, Bill Peet
- Come Back Salmon, Molly Cone
- Shiloh, Phyllis R. Naylor
- Zoobooks, John Bonnett Wexo
Wildlife Education, Ltd. 9820 Willow Creek Rd. Ste. 300
San Diego, CA 92131 (800) 477-5034



RESOURCE LIST

VIDEOS:

- "Soft Paths"
- "Animal Babies"
- "Share the World"
free copy available from "Share the World" PO Box 42430
Washington, DC 20015 www.sharetheworld.com
- "Salt Water Moose"
- "Never Cry Wolf" (parental permission suggested)

AUDIO CASSETTES:

- "A Kid for the Wild," Jim Stolz
Wild Wind Records, PO Box 477, Big Sky, MT 59716
- "At Night They Howl at the Moon", Dana Lyons & John Seed
Reigning Records, PO Box 2627, Bellingham, WA 98227

Sample Letter To Parents

Date _____

Dear Parents,

Our class will soon begin an exciting project called "**The Council of All Beings.**" Each child will be responsible for studying a New Mexico animal in great depth. They will learn how to speak and solve problems in a "talking circle" or council. By representing their particular animal, they will discuss how it is impacted by humans and nature. They will make masks that represent their animals and wear them during the final council as they speak from their animal's perspective.

The goal of this curriculum is to develop empathy, compassion, and respect for animals, the environment and one another. It does so by tying together many areas of classroom study such as math, wellness, literacy, science, art, social studies, and technology.

If you have interests, talents, or skills that you would like to share during this project, please give me a call or send me a note soon.

Thank you for your support.

Sincerely,

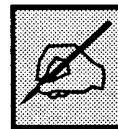
signature

(typed name & phone number)

Note: For Native American Families:

We have been consulting with the SFPS Indian Education Program about this curriculum, and have received their enthusiastic support. If you have any questions about this curriculum, or any input about which animal your child will be studying, please contact me or the SFPS Office of Indian Education as soon as possible.

Wilson Romero –Director 954-2547
Glenda Frye – Education Coordinator 954-2538

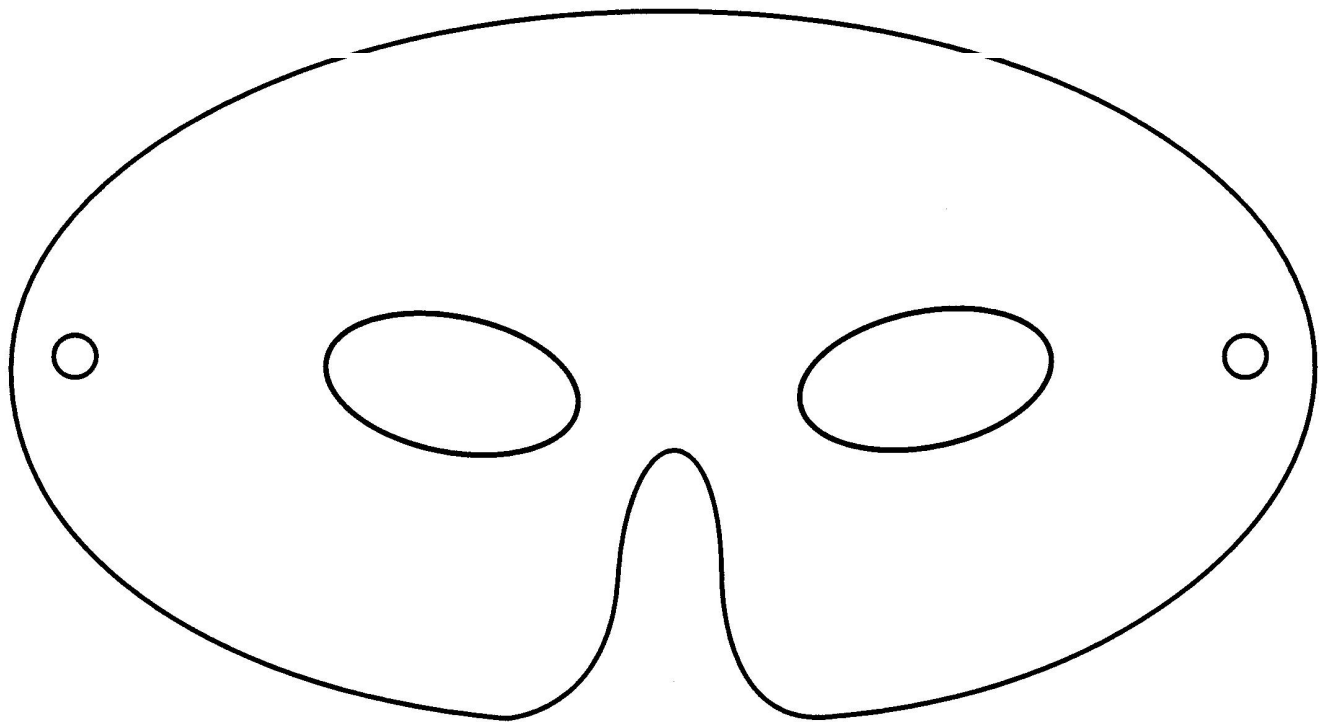
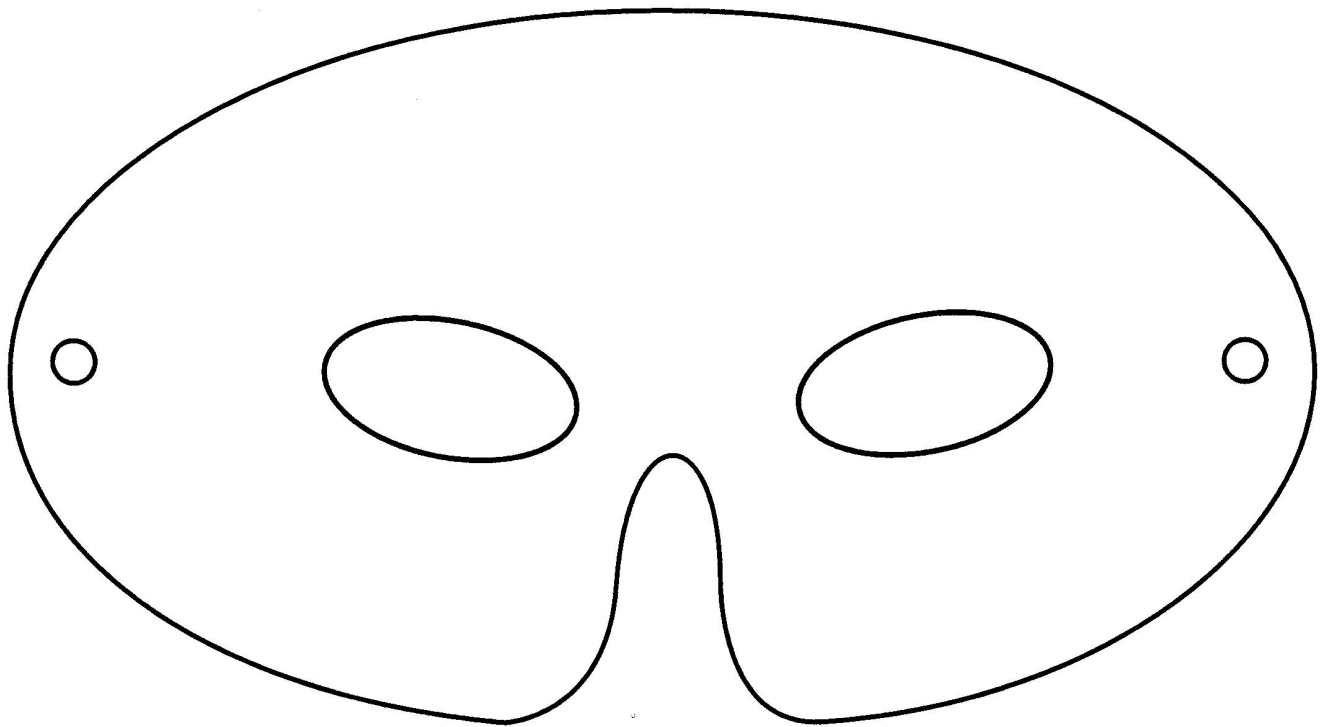


SAMPLE LETTER TO PARENTS

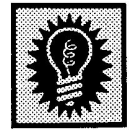
The Following is a sample letter that can be sent home to parents. It is important that you do this, so that the parents know about the CAB project and can reinforce what their child is experiencing. Please address any concerns.

(Use School
Stationary)

MASK TEMPLATE



SAMPLE REPORT GUIDELINES



SAMPLE REPORT GUIDELINES

- Your report will be due _____
 - Make a cover and title page.
 - Paragraph 1: What is your animal and what do you like about it?
 - Paragraph 2: Describe how your animal looks in detail.
 - Paragraph 3: Describe your animal's habitat in detail.
 - Paragraph 4: Describe what your animal eats.
 - Paragraph 5: Describe your animal's behavior.
 - Paragraph 6: Describe how your animal protects itself.
 - Paragraph 7: Describe how your animal reproduces.
 - Paragraph 8: Describe its part in the animal community.
 - Paragraph 9: Make a closing statement about your animal.
(Feel free to add any other interesting information you find.)
 - Add a glossary with 3 new words you learned.
 - Be sure to include one drawing of your own in the report.
You may also add pictures you find. Cite sources.
 - Find a fable or story that focuses on your animal.
Include a copy (retold in your own words). Cite source.
- OR**
- Write a poem about your animal and illustrate. Any form of poetry is fine.
 - Remember to cite all sources.

Start on this early so you have plenty of time to do a good job !

THE HABITAT SONG

“Have to Have a Habitat” – by Bill Oliver

chorus:

Habitat, habitat, have to have a habitat.
Habitat, habitat, have to have a habitat.
Habitat, habitat, have to have a habitat.
Have to have a habitat to . . . carry on.



THE HABITAT SONG

The forest is a habitat, a very special habitat,
It's where the tallest trees are at,
It's where a bear can scratch its back.
It keeps the ground from rolling back,
Renews the oxygen, in fact.
The forest is a habitat that we . . . depend on.

Chorus

The ocean is a habitat, a very special habitat.
It's where the deepest water's at,
It's where the biggest mammal's at.
It's where our future food is at,
It keeps the atmosphere intact.
The ocean is a habitat that we . . . depend on.

Chorus

The river is a habitat, a very special habitat,
It's where the freshest water's at,
For people, fish, and muskrat.
But when the people dump their trash, the rivers take the biggest rap.
The river is a habitat that we . . . depend on.

Chorus

People are different from foxes and rabbits,
Affect the whole earth with their bad habits.
Better to love it while we still have it,
or . . . rat-atat-tat, our habitat's gone!

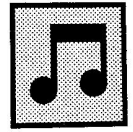
Chorus

THE HABITAT SONG

“Have to Have a Habitat” – by Bill Oliver

chorus:

^GHabitat, ^{Em}habitat, ^Chave to ^Dhave a habitat.
^GHabitat, ^{Em}habitat, ^Chave to ^Dhave a habitat.
^GHabitat, ^{Em}habitat, ^Chave to ^Dhave a habitat.
^DHave to ^Ghave a habitat to . . . carry on.



THE HABITAT SONG

With Chords

^GThe forest is a ^{Em}habitat, a very ^Cspecial ^Dhabitat,
^GIt's where the tallest ^{Em}trees are at,
^CIt's where a bear can ^Dscratch its back.
^GIt keeps the ground from ^{Em}rolling back,
^CRenews the ^Doxygen, in fact.
^DThe forest is a ^Ghabitat that we . . . depend on.

Chorus

^GThe ocean is a ^{Em}habitat, a very ^Cspecial ^Dhabitat.
^GIt's where the deepest ^{Em}water's at,
^CIt's where the biggest ^Dmammal's at.
^GIt's where our future ^{Em}food is at,
^CIt keeps the atmosphere ^Dintact.
^DThe ocean is a ^Ghabitat that we . . . depend on.

Chorus

^GThe river is a ^{Em}habitat, a very ^Cspecial ^Dhabitat,
^GIt's where the freshest ^{Em}water's at,
^CFor people, fish, and muskrat.
^GBut when the people ^{Em}dump their trash, ^Cthe rivers take the biggest ^Drap.
^DThe river is a ^Ghabitat that we . . . depend on.

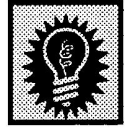
Chorus

^GPeople are different ^{Em}from foxes and ^Crabbits,
^GAffect the whole earth with their ^{Em}bad ^Chabits.
^GBetter to ^{Em}love it while we ^Cstill ^Dhave it,
^Dor . . . ^Grat-atat-tat, our habitat's gone!

Chorus

ANIMAL FACTS - RESEARCH WORKSHEET

1. The name human beings have given me is:



ANIMAL FACTS

Research
Worksheet

Page 1

2. Describe my physical appearance:

3. I live in this kind of habitat (describe):

4. My main food sources are:

5. My general behavior is like this:

6. I protect myself by: (include best senses)

ANIMAL FACTS - RESEARCH WORKSHEET -- PAGE 2

7. I reproduce my species by:

8. Something very unique about me is:

9. The part I play in the community of animals is:

(For example, "I am Mountain Lion and I am a predator. I keep the antelope and deer populations from growing too big, because then they will run out of food. By preying on the weak and the old, I make sure that their herds stay healthy and strong.")

10. Three new vocabulary words I learned doing this research are:

Word

Definition

Word

Definition

Word

Definition



ANIMAL FACTS

Research
Worksheet

Page 2

THINKING AHEAD
FOR THE COUNCIL OF ALL BEINGS

My name is: (your animal) _____

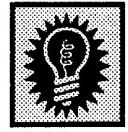
My special abilities and gifts are:

My responsibilities in our community are:

I am concerned about:

Because:

An idea or question I want to share with the Council is:

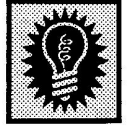


THINKING
AHEAD

For The Council
Of All Beings

CHILDREN'S COUNCIL REFLECTION -- PAGE 1

- What did you like about the **Council of All Beings** project?



**CHILDREN'S
COUNCIL
REFLECTION**

Page 1

- By studying your animal in class, then being your animal in the **Council of All Beings** what did you learn about yourself?

- What did you learn about listening and group problem-solving?

CHILDREN'S COUNCIL REFLECTION -- PAGE 2

- Do you think there are any situations here in our classroom that could be helped if we had a Talking Circle to discuss them?
DESCRIBE



**CHILDREN'S
COUNCIL
REFLECTION**

Page 2

- Do you think there are any situations here in our school that could be helped if we had a Talking Circle to discuss them?
DESCRIBE

- Do you think there are any situations in your family, or here in our community that could be helped if those involved had a Talking Circle?
DESCRIBE



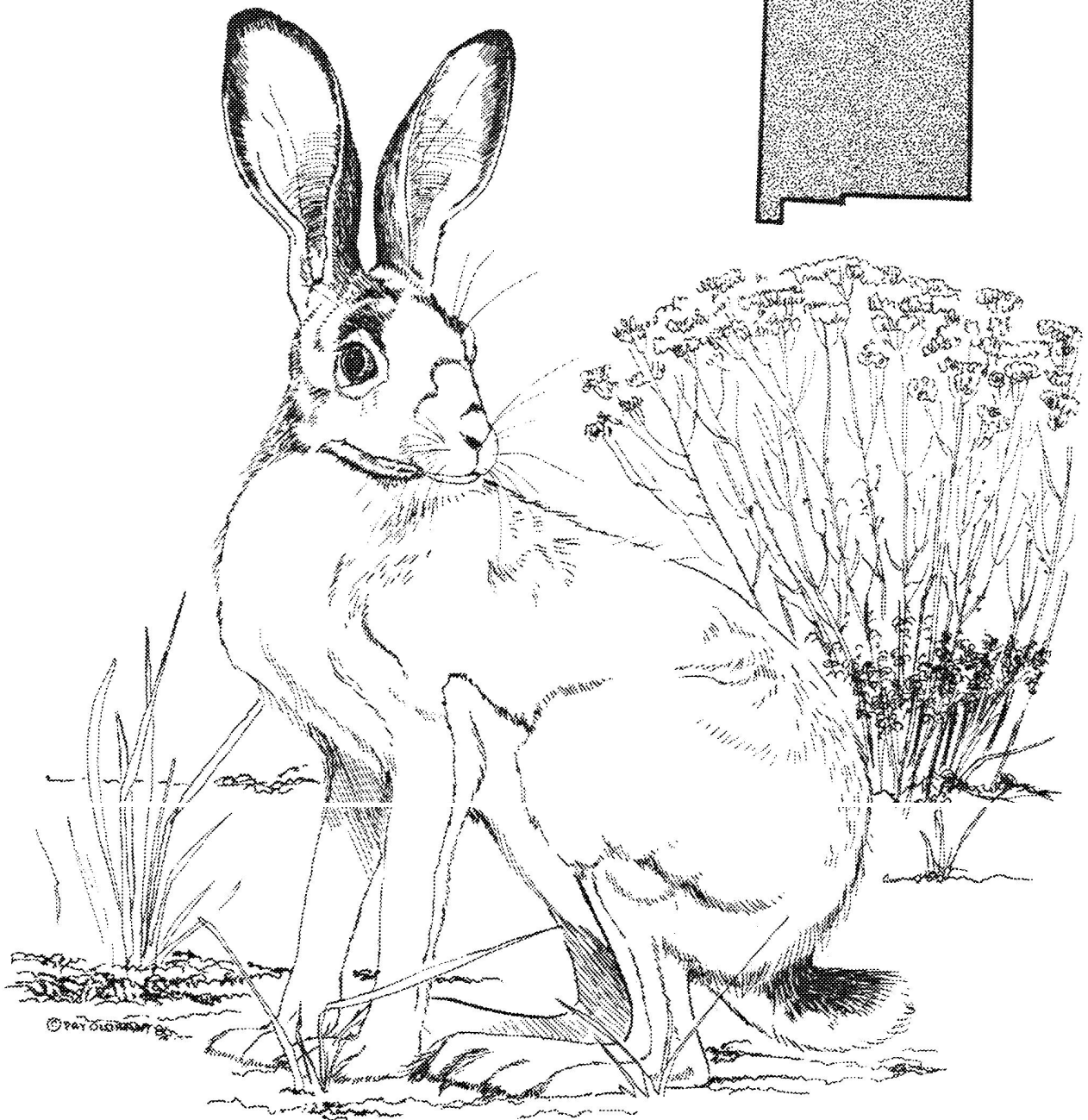
ABERT'S SQUIRREL

This long-eared squirrel lives in forests of ponderosa pine, pinon pine and juniper, since its favorite foods happen to be pine seeds and pinon nuts. Although it's active all winter, the Abert's Squirrel usually stays close to its nest during cold spells, except to retrieve buried seeds.



BLACK BEAR

The Black Bear, New Mexico's state mammal, will eat just about anything, from berries and roots to fish and other animals. Bear cubs stay with their mothers about two years and can be either cinnamon, brown or black in color.



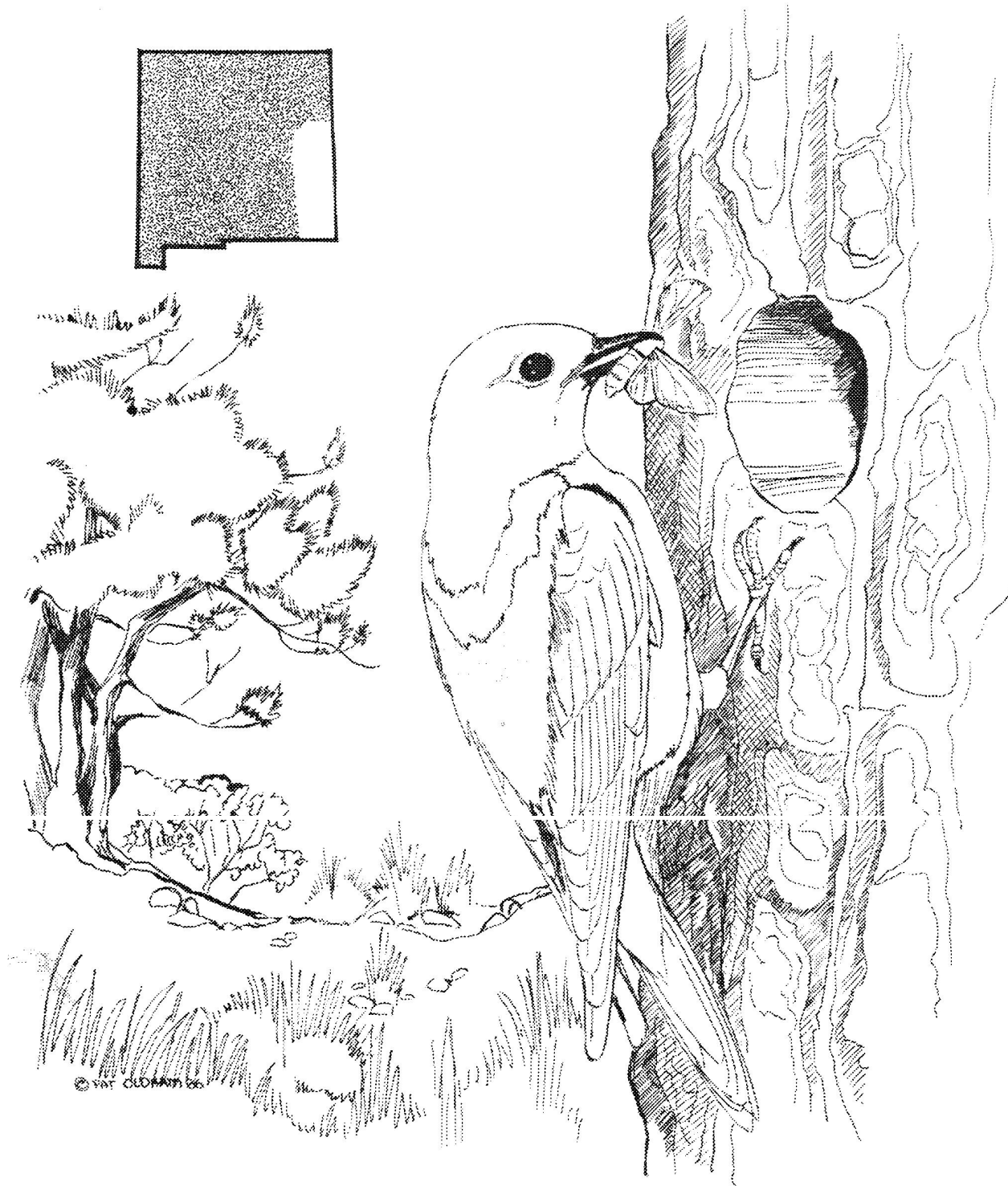
BLACK-TAILED JACK RABBIT

This rabbit isn't really a rabbit at all, but a hare. Its ears are very long, and its tail is tipped with black. The Black-Tailed Jack Rabbit can jump up to 25 feet and can run 45 miles per hour.



BLACK-TAILED PRAIRIE DOG

The Black-Tailed Prairie Dog lives in large colonies on the short-grass prairies. They build large mounds at the entrance to their burrows and like to sit erect at their 'doorways.' When one Prairie Dog gives an alarm bark, all of the other Prairie Dogs quickly disappear down their holes.



WESTERN BLUEBIRD

The blue-and-rust Western Bluebirds used to be abundant all over the West, until the foreign Starling drove them from their nesting sites. Bluebirds are still around, in smaller numbers, nesting in birdhouses, hollows or old woodpecker holes. Western Bluebirds are beneficial since they eat so many insects.



BURROWING OWL

These little owls live underground in burrows or old Prairie Dog holes. They are known by their long, bare legs, short tail and bobbing brown-and-white body. Burrowing Owls are active by day as well as by night.



© PAUL CILDRUPA '89

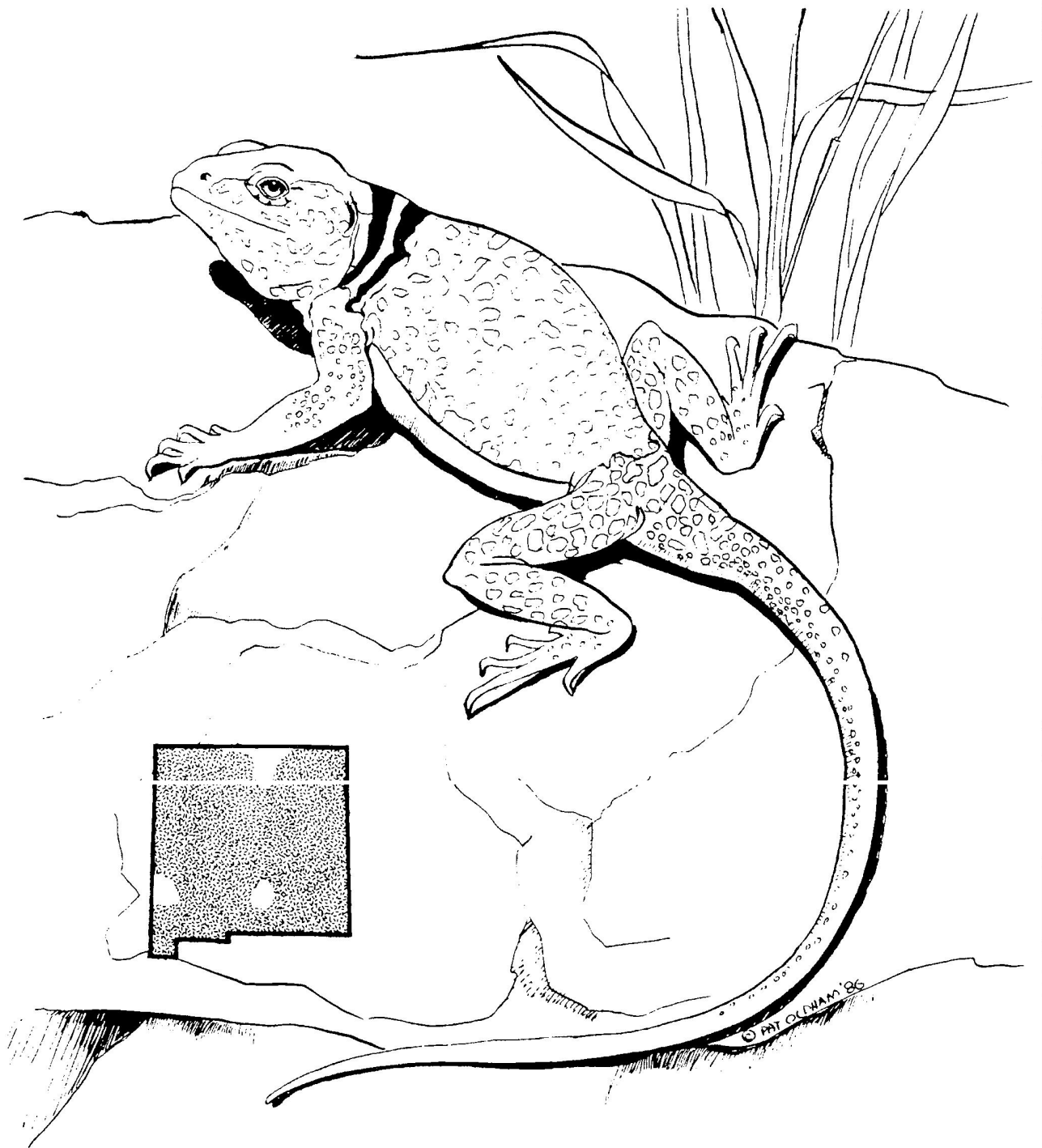
CHECKERED GARTER SNAKE

Although generally considered harmless, the garter snake can indeed bite and produces a bad-smelling substance which comes off on your hands when you handle it. Garter snake babies are born alive (12 to 20 at a time) during early spring to late summer. There are seven species of garter snakes which live in New Mexico in a variety of habitats. A favorite food source are frogs, such as the leopard frog shown here



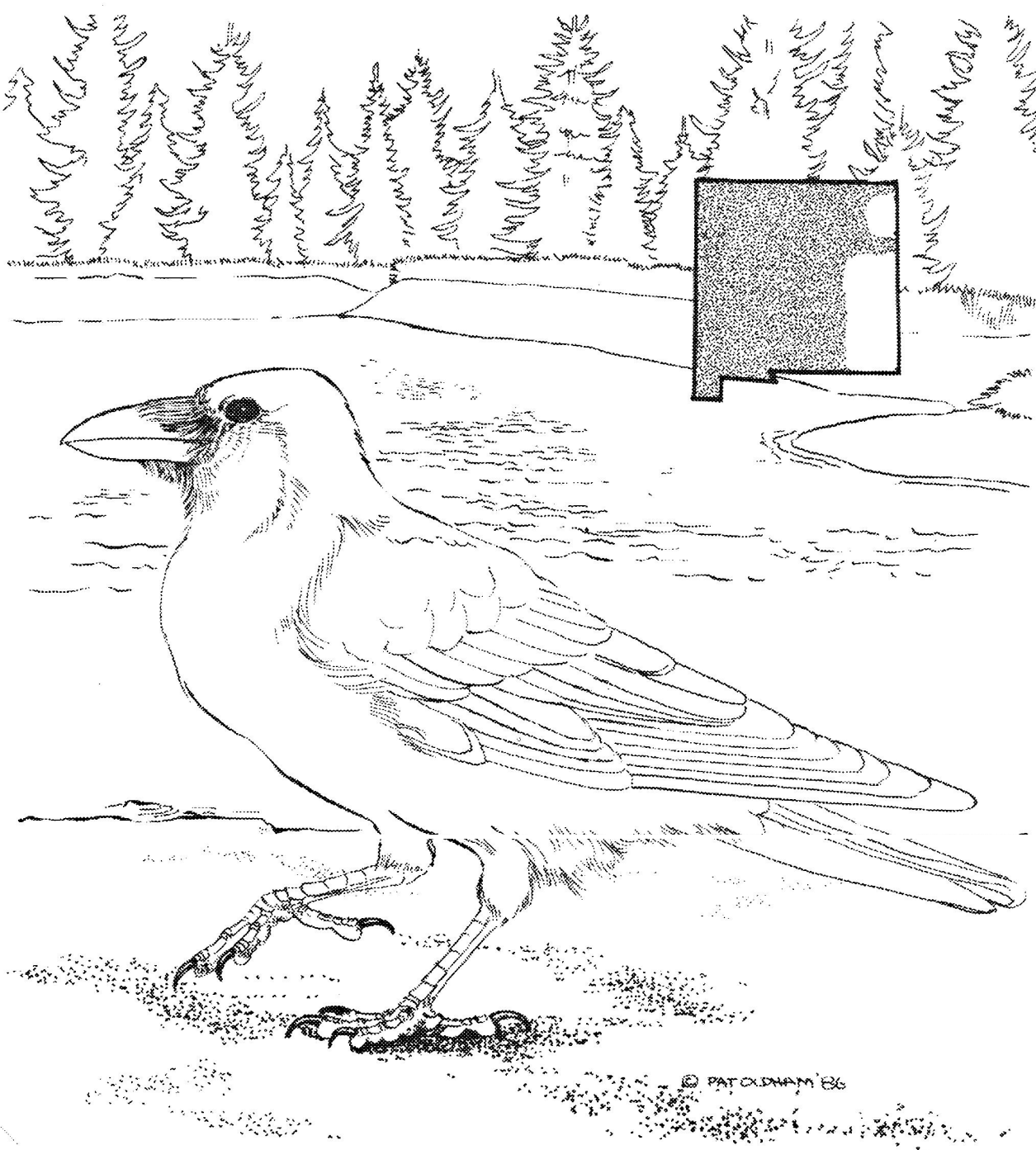
CHORUS FROG

This tiny frog, just one and a half inches long, lives in shallow waters of ponds and lakes, in mountain meadows and agricultural areas, and even in suburban neighborhoods. New Mexico has two different species of chorus frogs. During their breeding season, these little creatures can be heard singing, day and night. But once the breeding season ends, they are seldom seen or heard. Chorus frog breeding season is usually between February and July, depending on the area.



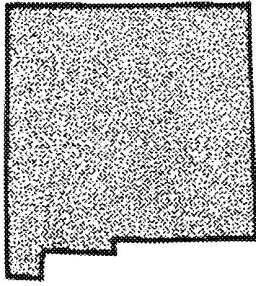
COLLARED LIZARD

This handsome lizard has double dark 'collars' around its neck. It lives among desert rocks and often runs with front legs off the ground and tail in the air. It looks a little like a miniature dinosaur with its large, broad head and wide mouth.



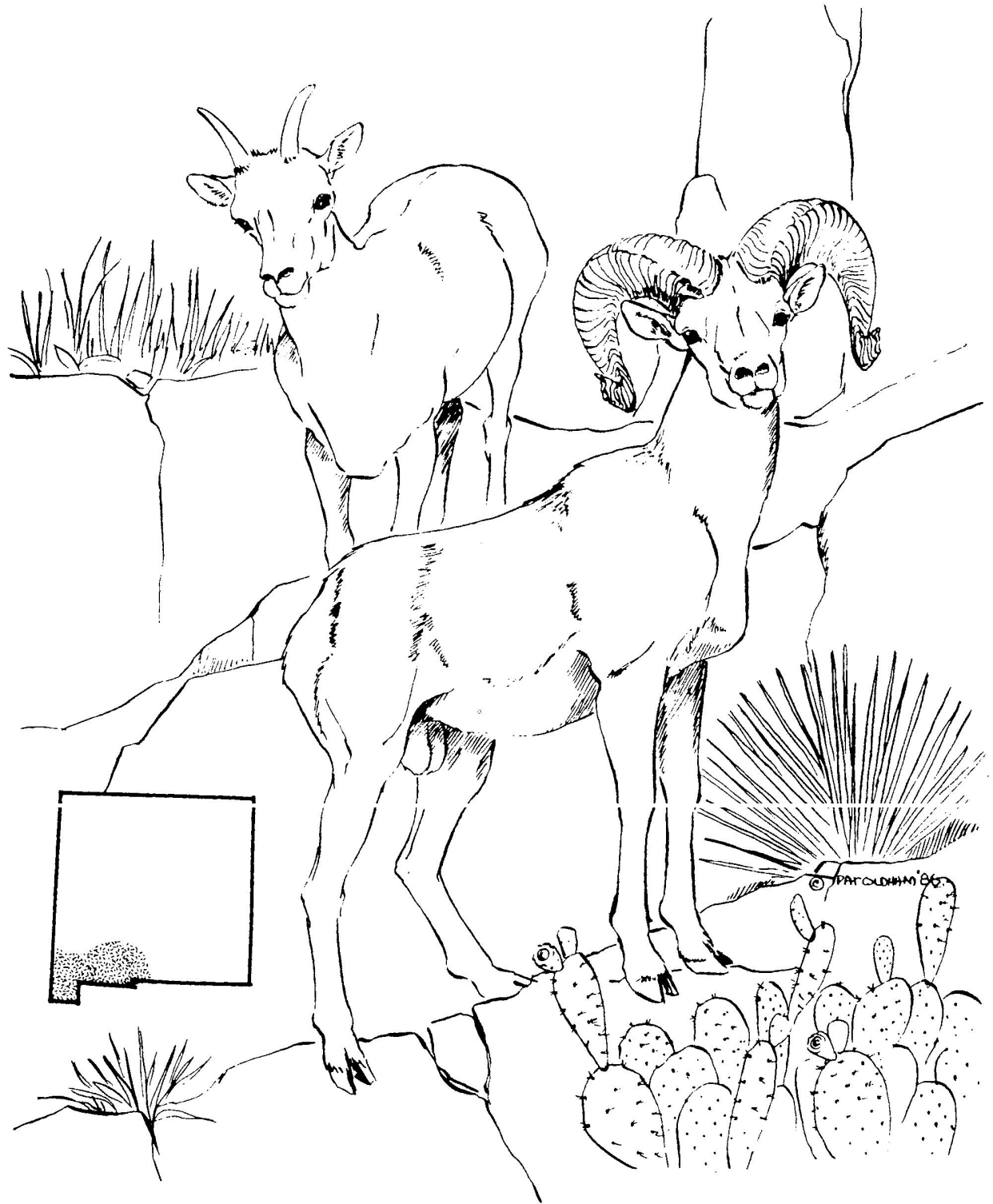
COMMON RAVEN

The Raven looks like a big crow with a rounded tail and is often confused with the crow. Ravens are useful scavengers and help keep the countryside clean of carcasses. They have two types of calls, a loud cawing and a funny gargle.



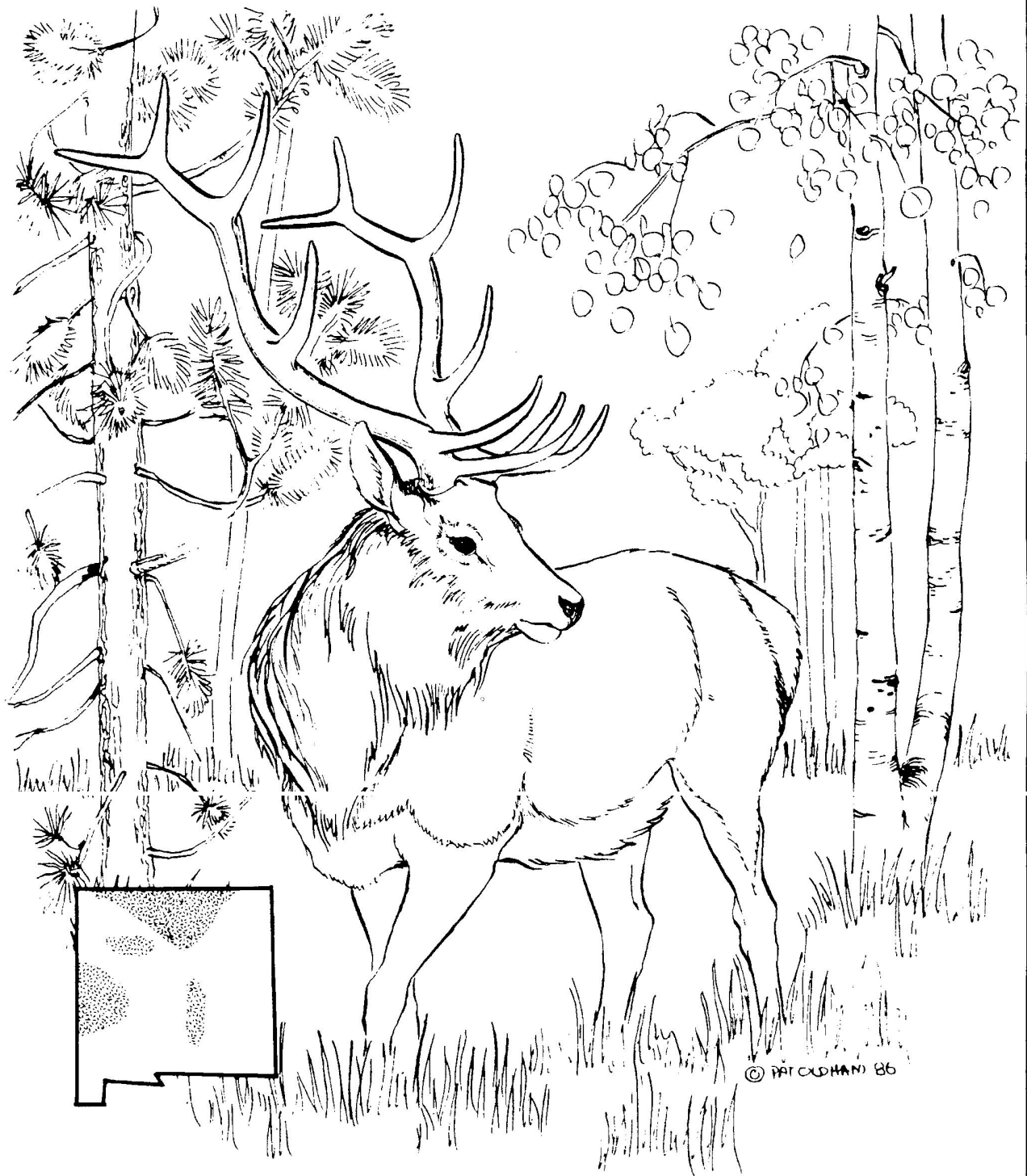
COYOTE

Found all over New Mexico, the Coyote is a member of the 'dog family'. It likes to eat rabbits, mice, berries and a variety of other foods. At dawn and at twilight, you may hear the Coyotes giving their howls, barks and yelps in a chorus.



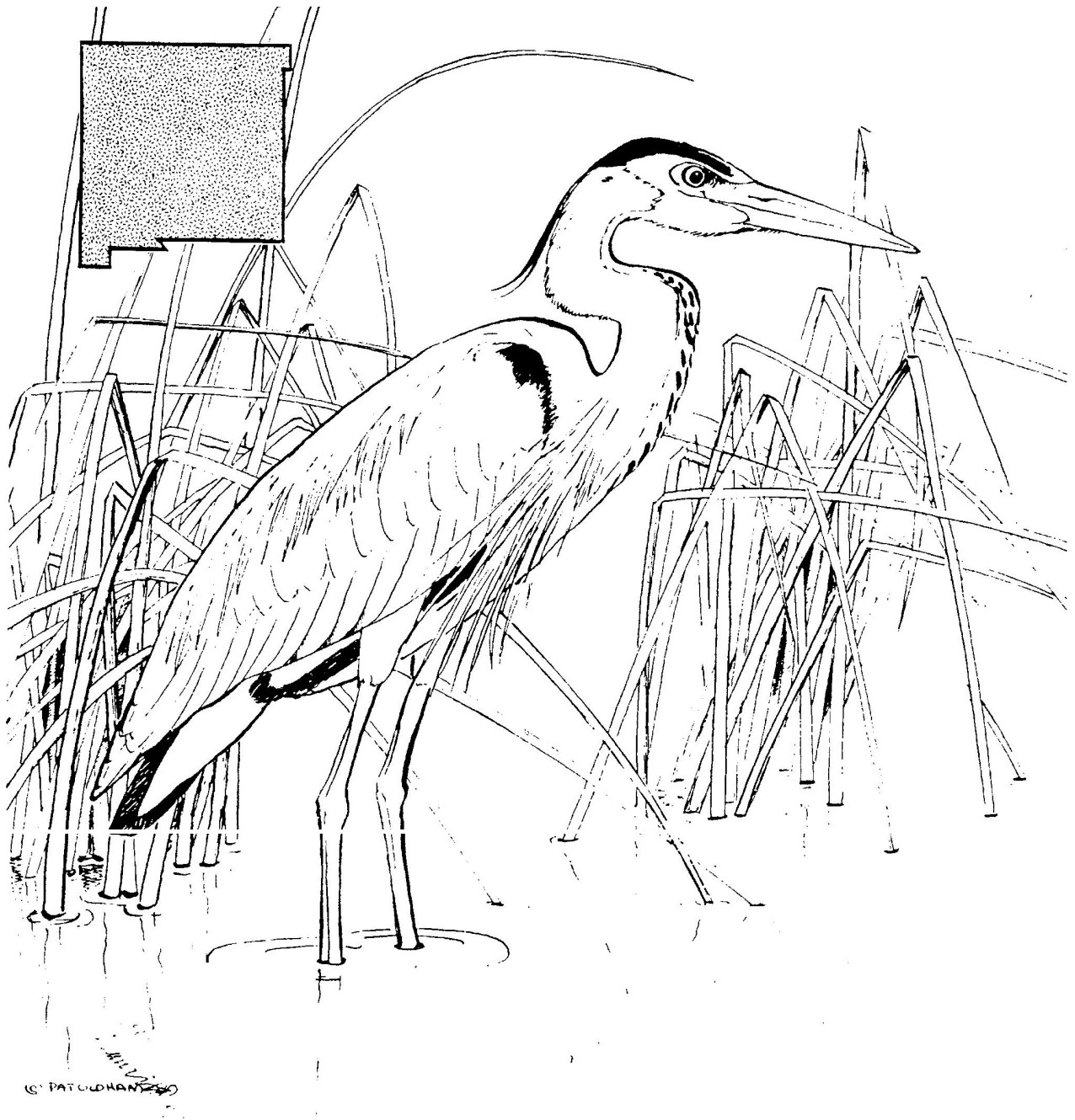
DESERT BIGHORN SHEEP

The Desert Bighorn Sheep is an endangered species in New Mexico. They look a lot like Rocky Mountain Bighorn Sheep, but they are a little smaller, and lighter in color. In 1978, New Mexico's Desert Bighorns were hard hit by disease and parasites. They are just now starting to make a comeback.



ELK

The Elk is a large member of the deer family that lives in high forests or semi-open woodlands. Elk feed on grasses and leaves, while deer like to eat twigs. Male elk (bulls) have antlers which sometimes grow to five feet in length. In the Fall in the high country, you may hear the whistling 'bugle' of the Elk during courtship.



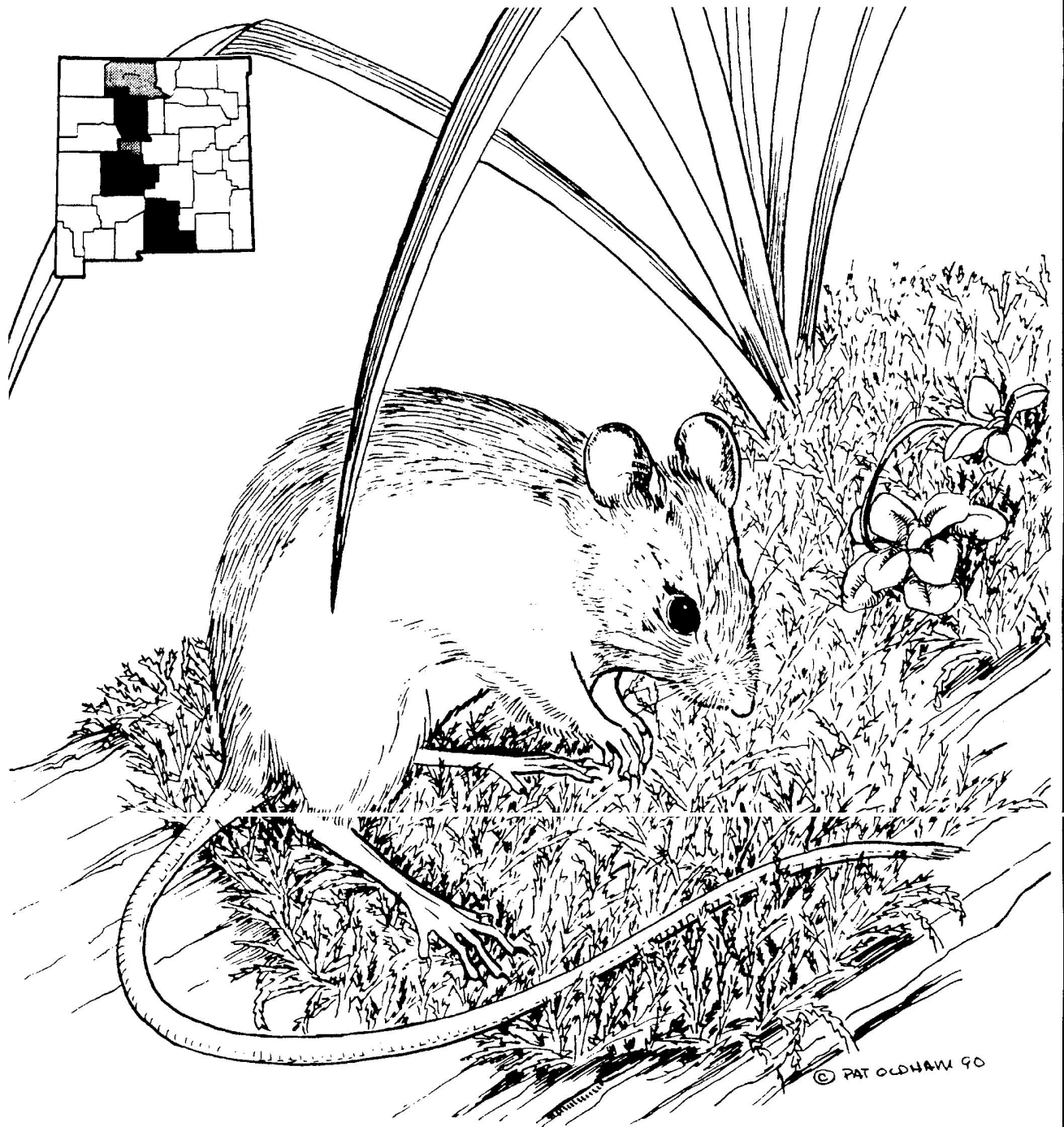
GREAT BLUE HERON

Largest of the herons, this handsome bird may be seen slowly stalking fish, frogs, snakes and insects as it wades through shallow water. During the great blue heron's breeding season, more than a hundred pairs may be found nesting together in a colony called a heron "rookery."



HORNED LIZARD

The Horned Lizard has lots of different ways to discourage predators. He can burrow into the sand to escape them. At other times, he will swell up his body, make threatening poses, or even expel streams of blood from his eyes.



Meadow jumping mouse

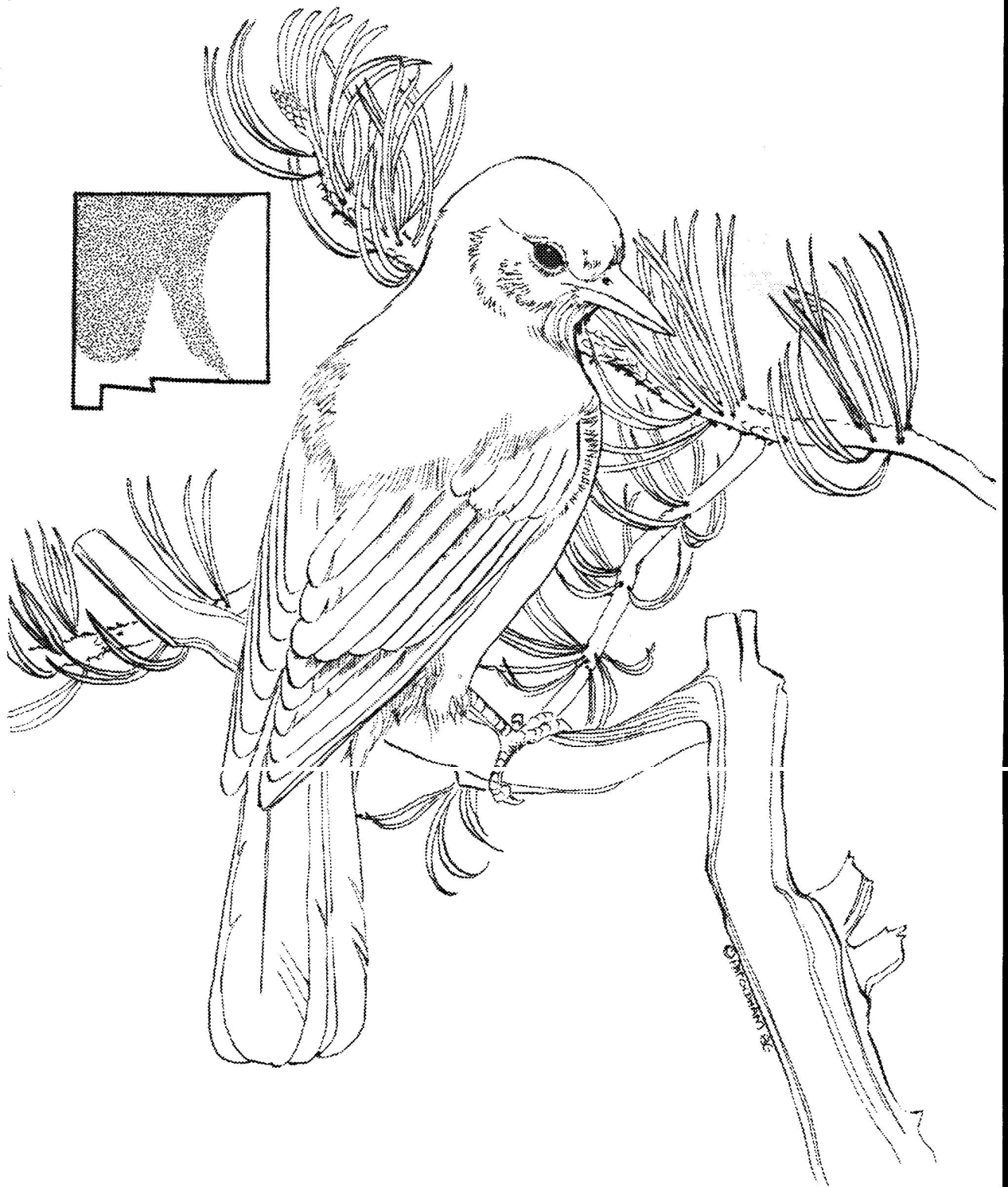
This mouse differs from most other mice in having well-developed hind legs that allow it to jump as far

This mouse differs from most other mice in having well-developed hind legs that allow it to jump as far as four feet. This little animal lives in the San Juan, Jemez, and Sacramento mountains and in the central Rio Grande Valley, where it occupies dense weedy and marshy areas. It may hibernate for as



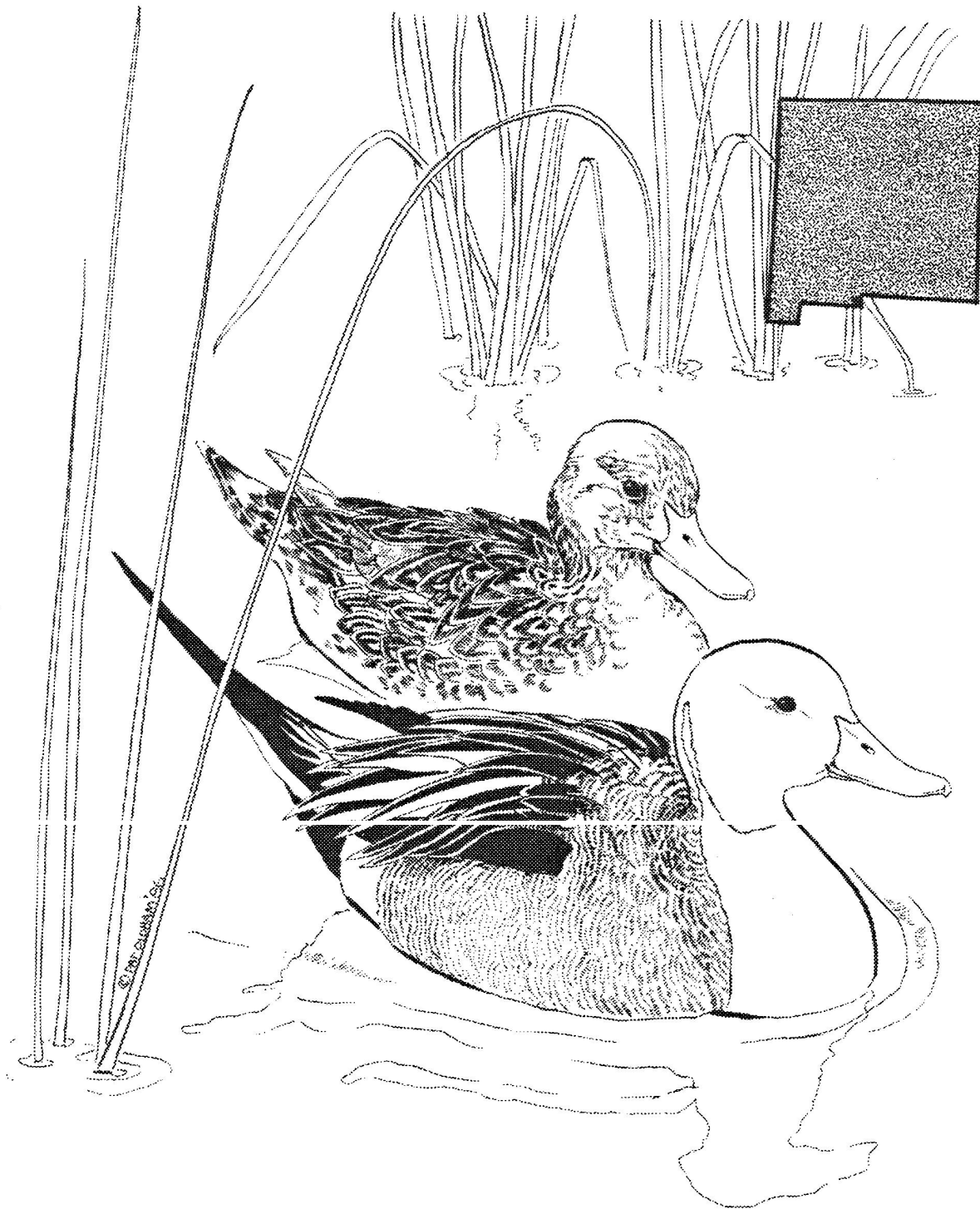
MOUNTAIN LION

With its tan fur and black-tipped tail, the Mountain Lion is an endangered species in a few states. In New Mexico, the Mountain Lion lives in forests, rocky canyons and deserts. They move around mostly at night and feed primarily on deer and other large mammals.



PINON JAY

The Pinon Jay likes to live in large, noisy groups in forests of pinon pine, juniper and scrub oak. The favorite foods of this bird common to New Mexico are pinon pine nuts, juniper berries and insects.



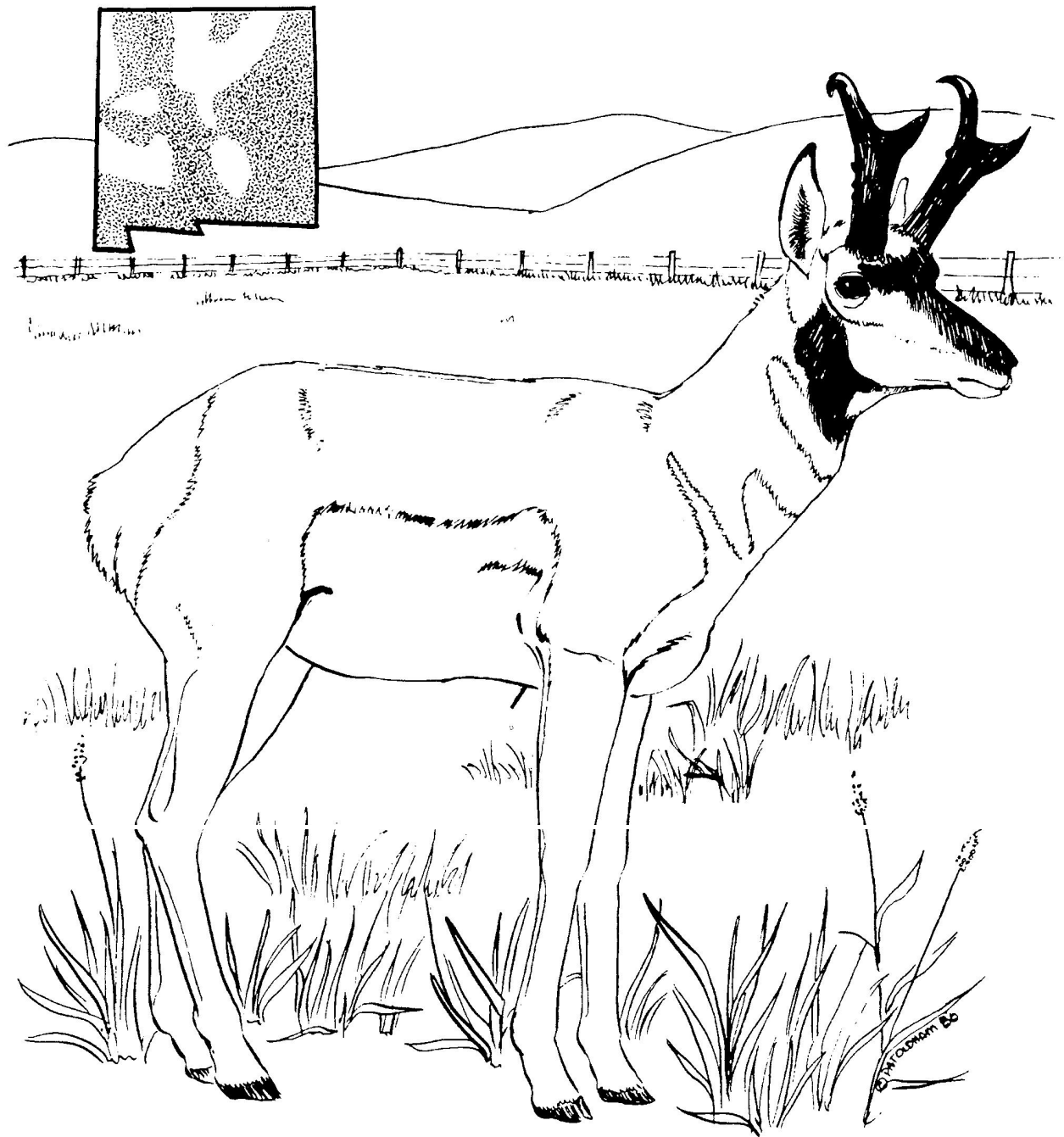
PINTAIL DUCK

The brown headed Pintail is the only puddle duck in America with a long, pointed tail. Pintails spend the spring and summer in the far North and come to New Mexico and the South to spend the Winter



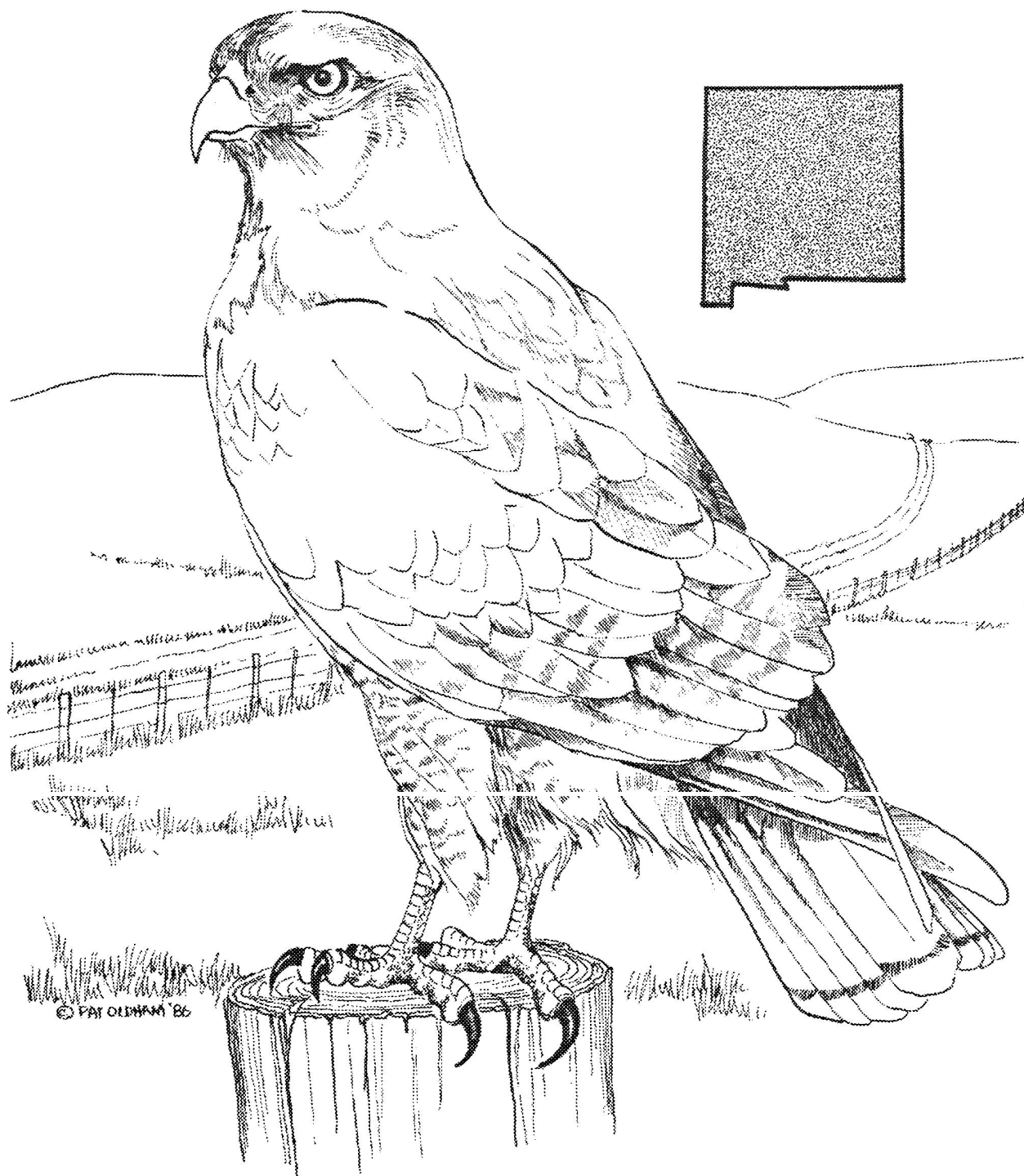
PORCUPINE

Since they are plant eaters. Porcupines like to live in thick woods. They have large, chunky bodies with spiny quills on their rump and tail. They can't throw their quills, but they use them to good advantage for protection.



PRONGHORN ANTELOPE

Both male and female Pronghorns have black, forked horns. They live in prairies and desert country and can run faster than any other animal in North America. Because it lives in open country, the Pronghorn relies on its excellent eyesight and running speed for safety.



RED TAILED HAWK

With its rust-colored tail, this large hawk is commonly seen along roads, perching on telephone poles and fence posts. It feeds mainly on mice, rabbits, insects and snakes. The Red Tail nests in trees or cliffs, and courts its mate by soaring and making high-pitched cries.



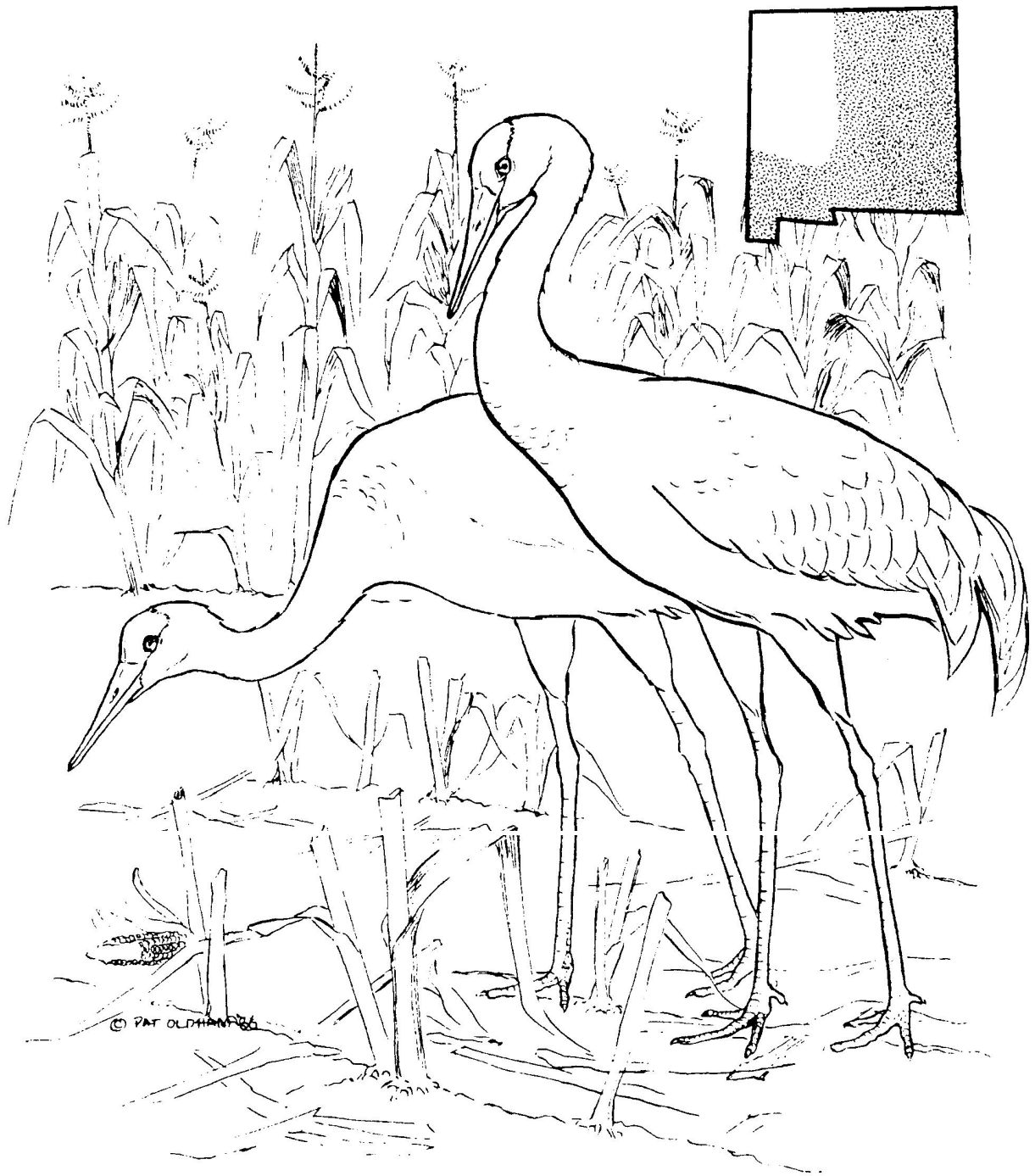
RINGTAIL

The Ringtail is a member of the raccoon family. With its large ears and eyes, it moves by night and pounces on small mammals and birds for its food. It is easily identified by its beautiful ringed tail and likes to live in rocky or wooded areas.



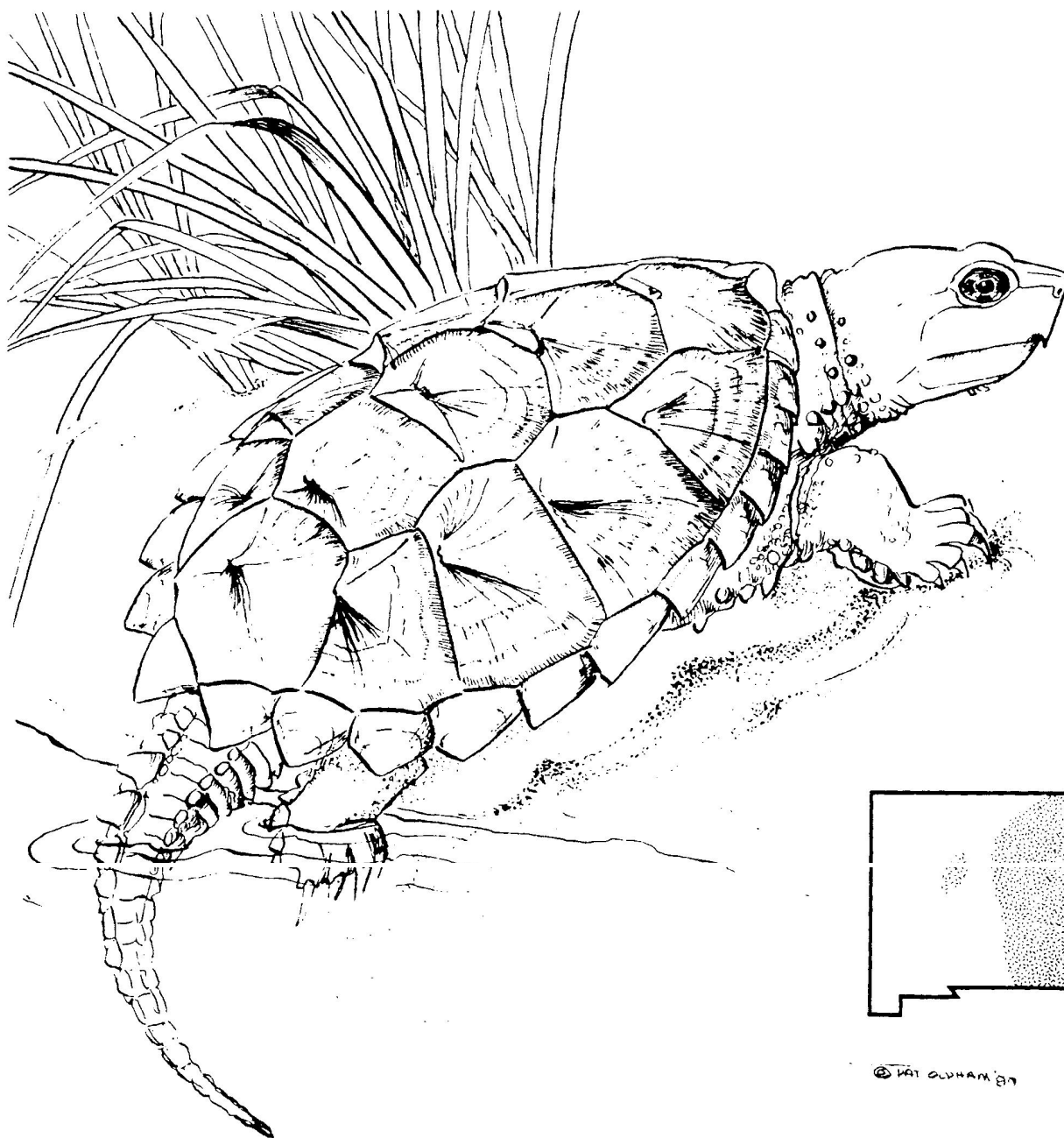
ROADRUNNER

The Roadrunner is the state bird of New Mexico. It lives in open country and is often seen running very fast across the road, since it seldom flies. It likes to eat snakes, lizards, insects, scorpions and tarantulas.



SANDHILL CRANE

These beautiful, tall birds like to gather along the Rio Grande in New Mexico during the winter. Sandhill Cranes have grayish-blue feathers and a seven-foot wingspan. They are very noisy birds that cackle, bow and bounce around during their courtship displays.



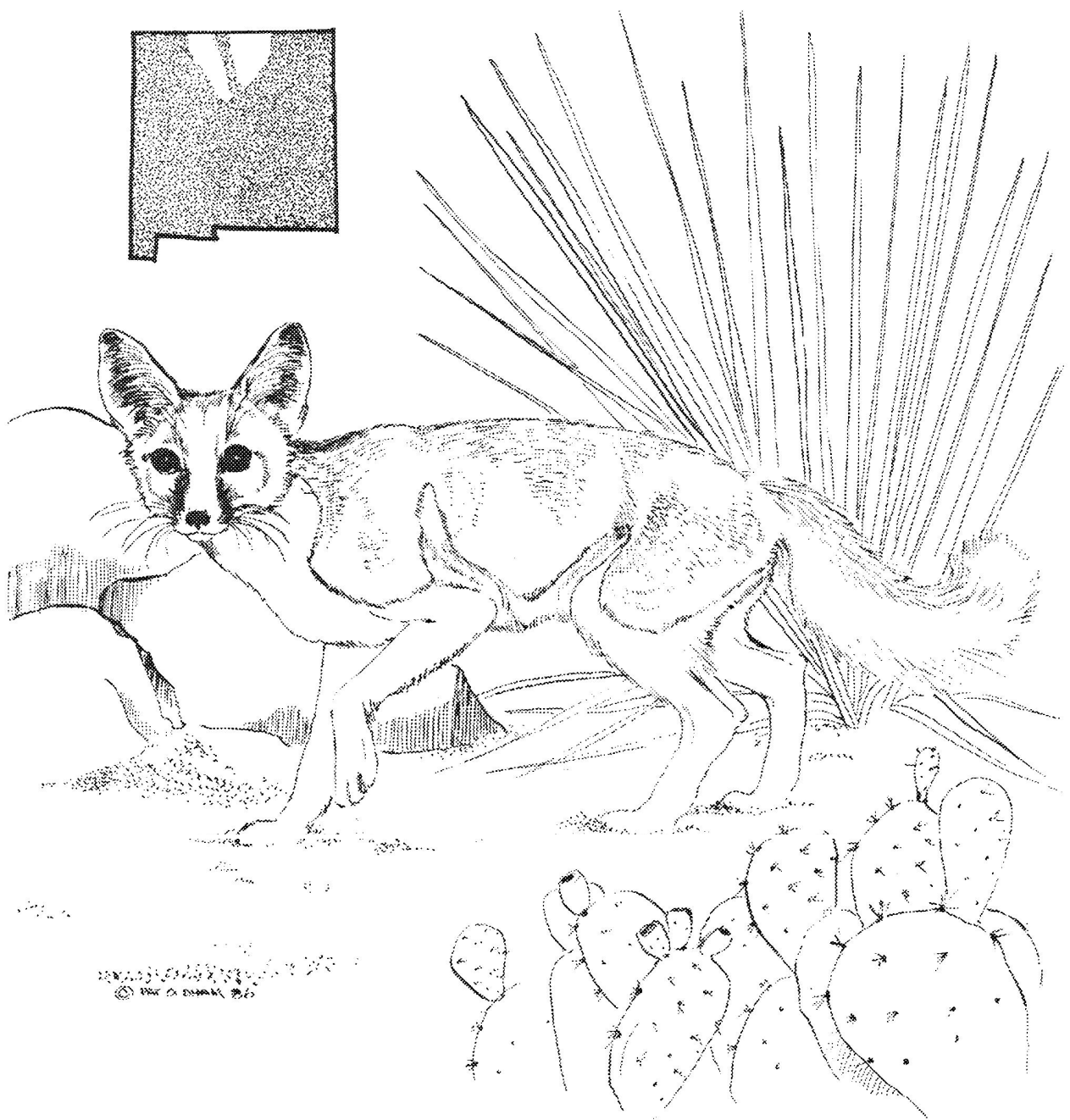
SNAPPING TURTLE

The snapping turtle lives in slow-moving rivers, shallow ponds and muddy-bottomed lakes. Although it appears to move slowly, it can attack with lightning speed. With its well-developed jaws, the snapping turtle feeds beneath the surface on fish, frogs, mammals, insects and ducklings. The snapping turtle is long-lived, sometimes up to 25 years. It is too dangerous to be considered a "pet" at any time.



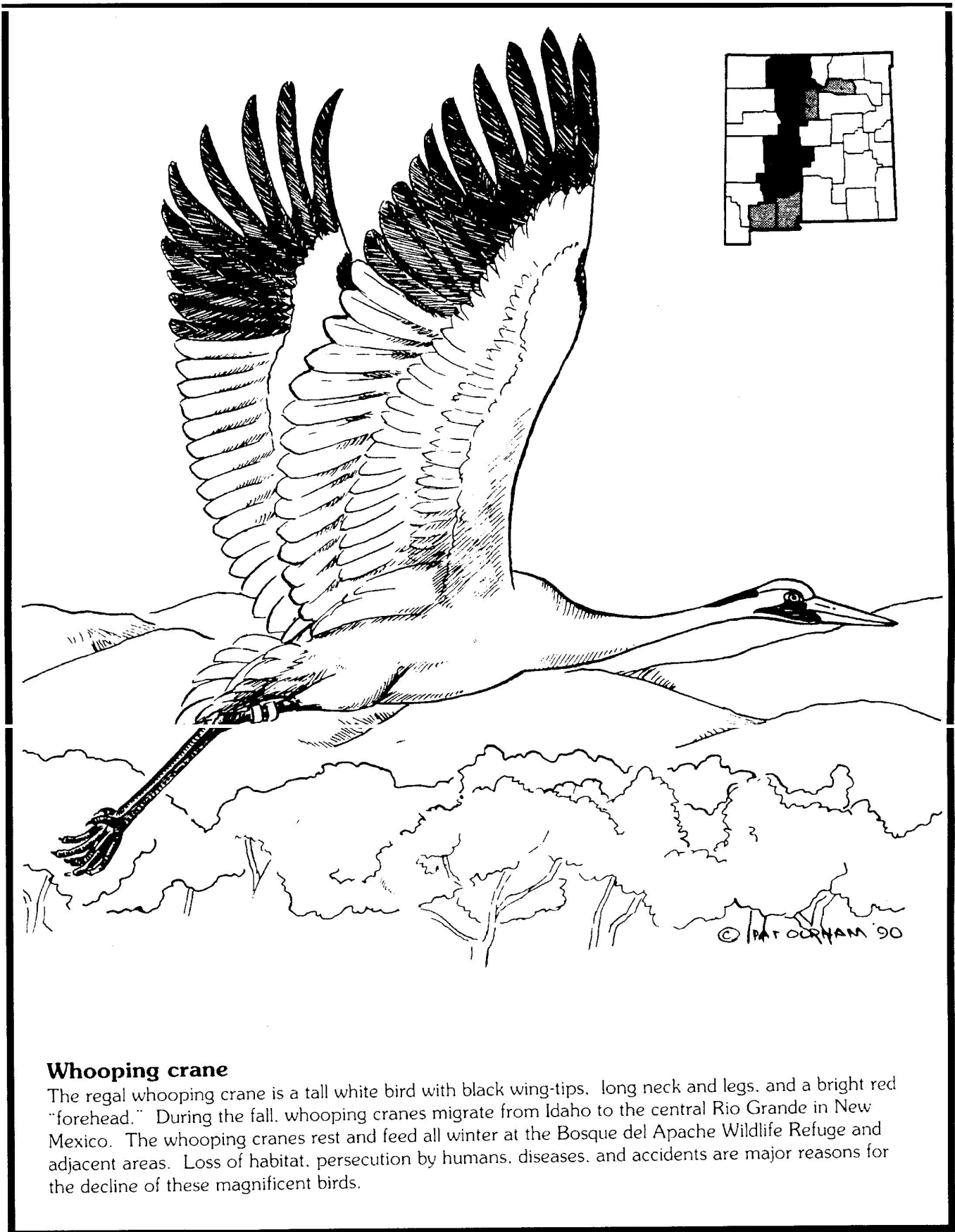
SPOTTED SKUNK

This New Mexico skunk keeps its enemies away by doing a 'handstand' on its front paws and spraying intruders with bad-smelling musk. The Spotted Skunk is active only at night, feeding on insects and mice in the brushy farmland country where it lives.



SWIFT AND KIT FOXES

These small, large-eared foxes move by night. The Kit Fox has slightly bigger ears and lives in the Western part of the state. The Swift Fox generally lives in the Eastern part, but the two foxes are almost identical.



Whooping crane

The regal whooping crane is a tall white bird with black wing-tips, long neck and legs, and a bright red "forehead." During the fall, whooping cranes migrate from Idaho to the central Rio Grande in New Mexico. The whooping cranes rest and feed all winter at the Bosque del Apache Wildlife Refuge and adjacent areas. Loss of habitat, persecution by humans, diseases, and accidents are major reasons for the decline of these magnificent birds.



WILD TURKEY

Three different kinds of Wild Turkeys live in New Mexico in open woodland country. The male turkeys perform an elaborate display to attract female turkeys during courtship. Wild Turkeys are very intelligent birds, wary and good at hiding.

FEEDBACK -- SESSION ONE

EXPLORING NEW MEXICO ANIMALS

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

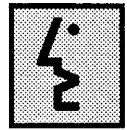
Thanks for taking the time to think and write about your class experience!

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

— Any suggested changes or additions ???



FEEDBACK

Session One

Exploring New
Mexico Animals

FEEDBACK -- SESSION TWO

MEETING THE ANIMALS

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

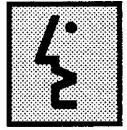
Thanks for taking the time to think and write about your class experience!

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

— Any suggested changes or additions ???



FEEDBACK

Session Two

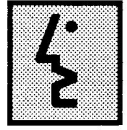
Meeting The
Animals

FEEDBACK -- SESSION THREE

THE TALKING CIRCLE

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Three

The Talking
Circle

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

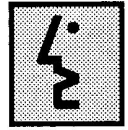
— Any suggested changes or additions ???

FEEDBACK -- SESSION FOUR

BUILDING EMPATHY

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Four

Building
Empathy

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

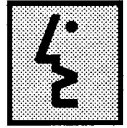
— Any suggested changes or additions ???

FEEDBACK -- SESSION FIVE

LEARNING RESEARCH METHODS

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Five

**Learning
Research
Methods**

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

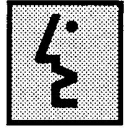
— Any suggested changes or additions ???

FEEDBACK -- SESSION SIX

ANIMAL DISCOVERIES – DOING RESEARCH

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Six

Animal
Discoveries –
Doing Research

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

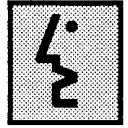
— Any suggested changes or additions ???

FEEDBACK -- SESSION SEVEN

"A DAY IN THE LIFE . . ."

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Seven

"A Day In
The Life . . ."

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

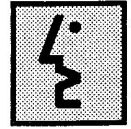
— Any suggested changes or additions ???

FEEDBACK -- SESSION NINE

REAL LIFE OF THE ANIMALS

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Nine

Real Life
of The Animals

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

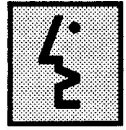
— Any suggested changes or additions ???

FEEDBACK -- SESSION TEN

MASK-MAKING

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Ten

Mask-Making

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

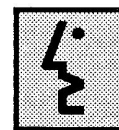
— Any suggested changes or additions ???

FEEDBACK -- SESSION ELEVEN

THE COUNCIL OF ALL BEINGS

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Eleven

The Council
of All Beings

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

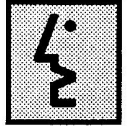
— Any suggested changes or additions ???

FEEDBACK -- SESSION TWELVE

CHILDREN'S COUNCIL

Please be as specific and honest as possible. Your feedback and ideas will help to deepen and support the future of the Council of All Beings curriculum. Feel free to use the back side of this sheet if you need more room.

Thanks for taking the time to think and write about your class experience!



FEEDBACK

Session Twelve

Children's
Council

— What worked best? (please describe)

— What did not work well? (please describe)

— Describe any noteworthy moments/comments:

— Any suggested changes or additions ???