

Stranded 9-1-1

Story Reference: *Chicken Soup for the Soul: Humane Heroes Volume II*, Story 2, "Chester Beats the Odds," and Story 9, "The Sea Lion Emergency"

Lesson Description: Students learn about two types of marine mammals who were found stranded on the beach and rehabilitated through complex and highly coordinated rescue operations. In one story, a rare false killer whale calf was brought back from the brink of death and now thrives at the Vancouver Aquarium. A second story recounts an event in 2015 when SeaWorld saved over 1,000 sea lions that were mysteriously stranded on the California coast. Through a massive, weeks-long feeding effort, SeaWorld restored the sea lions to health and then released them back into the sea. In this lesson, students analyze the responsibility people have to preserve animals and contemplate what life might be like if entire species of animals no longer existed. As the lesson covers two stories, teachers may wish to complete the activities over two class sessions.

ELA Alignment:

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Lesson Objectives:

- Analyze human beings' responsibilities toward animals, such as efforts to rescue wild animals.
- Contemplate a world without entire species of animals.

Materials:

- Poster paper (8 sheets)
- Colored markers (1 per student)
- Pens, colored pencils
- Magazines for clipping images of animals (optional)
- Glue sticks
- Group Instructions handout (one set for each subgroup)

Resource Links:

- “Chester Beats the Odds” additional online resources:
<http://www.chickensoup.com/ah/volume-2/story-2>
- “The Sea Lion Emergency” additional online resources:
<http://www.chickensoup.com/ah/volume-2/story-9>

Introduction: Contemplate the impact of animals in our lives (10 minutes)

- Tell students that today’s lesson will be about the connections between humans and animals. Share with students this quote by Dr. Robin Ganzert, President and CEO of American Humane:
 - *“Animals enrich our planet and our lives with the power to inspire us, heal us, sustain us, and—by teaching us about the world and ourselves—make us more human.”*
- Ask students to reflect on this quote. Then ask if they have ever contemplated what life might be like without animals in our lives. Call on one or two students to give a brief answer. Explain that this question will be explored in depth today, and each student will develop his or her own personal answer by the end of the lesson.
- Set up the following chart activity before class by placing one large sheet of poster paper on each of four tables. Write one of the following prompts about the impact of animals in our lives at the top of each sheet:
 - *Something that an animal inspires in me is...*
 - *I think that animals can help us heal when...*
 - *Something animals can teach us is...*
 - *Without animals, life would be...*
- Organize students into four groups and assign each group to a table. Distribute colored markers to each group (enough so that each student has a marker). Allow 1-2 minutes for the groups to write down answers to their first prompt before rotating them to the next table.
- Encourage students to respond to, comment on, and add to the other groups’ answers as they move to different tables. The students may use the sheet of paper to ask for more details, pose a question, make a connection, or add a new idea.
- After the groups have finished rotating through each of the four tables, instruct them to return to their starting point and read what their classmates added to their original chart answers. Debrief the activity and ask students to describe how humans and animals are connected and depend on each other. Ask students what their responses to the questions can tell them about our responsibility toward animals.

Read and analyze: Compare text and media versions of the story (18 minutes)

- Keep students arranged in their four groups. Assign two of the groups to read “Chester Beats the Odds,” and the other two groups to read “The Sea Lion Emergency.” Explain to students that they will read two different accounts of marine mammals stranded on the beach. As they read, tell students to take note of the descriptions of the rescue efforts and the people and organizations involved. In addition to reading different stories, the

subgroups will each watch a different set of videos showing footage of different aspects of the stories. Share a copy of each subgroup's instructions.

- After students have finished reading, instruct "Chester Group A" to view the first two supplementary videos, and "Chester Group B" to view the last two videos on this page: <http://www.chickensoup.com/ah/volume-2/story-2>.
- Instruct "Sea Lion Group A" to view the first two supplementary videos, and "Sea Lion Group B" to view the last two videos on this page: <http://www.chickensoup.com/ah/volume-2/story-9>.
- Ask students in each group to compare and contrast what they learned from reading and from viewing and discuss the following questions:
 - *What was your initial impression about the rescue after reading the text?*
 - *How did you feel after watching the video of the rescue?*
 - *How might your thinking about animal rescues have changed as a result of watching the videos?*
- Optional: Lead a class discussion to compare the efforts needed to rescue one animal versus 1,000 animals. Draw or project a large Venn diagram on the board and label one circle "Chester" and the other "1,000 Sea Lions." Alternate calling on students from each subgroup and ask the student to share a detail from the story and video about the efforts of the people and institutions involved in the animal rescue. Record the detail in the appropriate circle of the Venn diagram.
- Debrief the group activity with a class discussion analyzing the impact that the media created on students' emotional response to the animal rescues. Ask students the following questions:
 - *What might life be like without these animals? How might your answer have changed after watching the videos?*
 - *How would you feel if you had actually participated in either of the animal rescues?*
 - *What are some reasons why the individuals and organizations in the stories are motivated to act in the way they do?* Student responses may include the desire to be kind, to alleviate suffering, to prevent cruelty, to befriend animals in need, to continually strive to improve the welfare of animals, or simply to do the right thing.

Guided practice: Collaborate on a poster collage (12 minutes)

- Provide a sheet of poster paper for each group. Tell students to collaborate in their groups to develop a poster collage about the importance of animals in our lives. The posters may include drawings, photos, words, and phrases.
- Provide an assortment of materials (pens, colored pencils, markers, magazines, and glue sticks) for students to use in creating the collage.

- Coach groups so that each student in the group contributes to the collage with their individual feelings about animal care, kindness toward animals, and the responsibility of humans toward animals. They may revisit these prompts:

- *Something that an animal inspires in me is...*
- *I think that animals can help us heal when...*
- *Something animals can teach us is...*
- *Without animals, life would be...*

Closing: Conduct a Gallery Walk (8 minutes)

- Create a gallery walk of the poster collages and allow students to view and discuss each other's work.
- As a guide for peer feedback, invite students to share two positive things they like about a group's poster as well as two suggestions for improvement. Ask students to provide specific recommendations of ways to make the message more powerful.

Group Instructions

Chester Group A

1. Read "Chester Beats the Odds." As you read, take note of the descriptions of the rescue efforts and the people and organizations involved.
2. Next, watch the **first two videos** on this page:
<http://www.chickensoup.com/ah/volume-2/story-2>
3. In your group, compare and contrast what you learned from reading and from viewing:
 - a. What was your initial impression about the rescue after reading the text?
 - b. How did you feel after watching the video of the rescue?
 - c. How might your thinking about animal rescues have changed as a result of watching the videos?

Chester Group B

1. Read "Chester Beats the Odds." As you read, take note of the descriptions of the rescue efforts and the people and organizations involved.
2. Next, watch the **last two videos** on this page:
<http://www.chickensoup.com/ah/volume-2/story-2>
3. In your group, compare and contrast what you learned from reading and from viewing:
 - a. What was your initial impression about the rescue after reading the text?
 - b. How did you feel after watching the video of the rescue?
 - c. How might your thinking about animal rescues have changed as a result of watching the videos?

Sea Lion Group A

1. Read "The Sea Lion Emergency." As you read, take note of the descriptions of the rescue efforts and the people and organizations involved.
2. Next, watch the **first two videos** on this page:
<http://www.chickensoup.com/ah/volume-2/story-9>
3. In your group, compare and contrast what you learned from reading and from viewing:
 - a. What was your initial impression about the rescue after reading the text?
 - b. How did you feel after watching the video of the rescue?
 - c. How might your thinking about animal rescues have changed as a result of watching the videos?

Sea Lion Group B

1. Read "The Sea Lion Emergency." As you read, take note of the descriptions of the rescue efforts and the people and organizations involved.
2. Next, watch the **last two videos** on this page:
<http://www.chickensoup.com/ah/volume-2/story-9>
3. In your group, compare and contrast what you learned from reading and from viewing:
 - a. What was your initial impression about the rescue after reading the text?
 - b. How did you feel after watching the video of the rescue?
 - c. How might your thinking about animal rescues have changed as a result of watching the videos?