

FACILITATOR WORKBOOK

When the World Went Quiet

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AN INVITATION

4-WEEK CURRICULUM ON
CONSERVATION FOR KIDS

When the World Went Quiet

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When the World Went Quiet

AN INVITATION

FACILITATOR NOTES

In 2020, the world shared in a universal experience: the global pandemic of COVID-19, a coronavirus that specifically affected humans. In order to protect one another and slow the progression of the disease, most of humanity found themselves in a physical lockdown.

With people unable to engage in their regular activities and confined to their homes, the outside landscape quickly changed. Without humans crowding the cities, streets, and parks, true stories of animals appearing began to surface all over the world. Within weeks, it became clear that this was a global experience, and that animals integrate in human spaces more easily than we would have thought, when given the chance.

When the World Went Quiet is a children's book written to capture these events and to provide children with something positive and hopeful to focus on during what was a potentially scary time. It also serves to invite children (and their families/communities) to shift their perspective and consider humans as part of the natural world. This, in turn, can help them understand why it's so important to care about the world in which we live.

Once published, the book grew from a moment to a movement as it created opportunities for more discussion and involvement. A series of volumes is now underway that will allow children to engage with the natural world and think about difficult questions regarding climate change, sustainability, and the impact humans have on the world around us. Additionally, corresponding curriculums are being created for each book to help facilitate new ways of looking at and understanding the relationship between humans and animals as part of one larger ecosystem.

Note: The book *When the World Went Quiet* and this corresponding curriculum were created during the global COVID-19 pandemic. As such, we recommend that you adapt this curriculum to your needs and take into account any local regulations and parameters when setting up your course.

CURRICULUM OVERVIEW

FACILITATOR NOTES

Objective

The objective of this curriculum is to engage students in understanding that humans are *a part of* nature, not *apart from* nature. Through this curriculum, participants will know and be able to:

- increase their understanding of nature (and their role within it);
- understand the role of other species within nature (and how they are similar/different to us); and
- advocate for and act on behalf of wildlife.

In order to accomplish this, a series of four (4) cumulative sessions are designed to draw on students' natural curiosity by comparing and contrasting characteristics of humans as a species with various wildlife species. Using tailored activities and homework assignments, students gain understanding through progressive normalization, without making animals “human” by giving them human characteristics and attributes (anthropomorphization).

Requirement/Suggestion

It is suggested that students read *When the World Went Quiet* prior to beginning the course. Alternatively, the facilitator can read the book to the group as the first activity of Session 1.

Format

- Four sessions, one per week, for approximately one hour
- Each session will include: a review of previous lessons, an introduction of new information, lesson activities, and a homework assignment
- This curriculum is intended for students aged 7–10, with a suggested class size of 10–20; if needed, tips for students 11+ are shared throughout

SESSIONS OVERVIEW

FACILITATOR NOTES

Session 1

Compile Human Knowledge:

Observe what we do, how we behave, what we eat, where we sleep, our characteristics, etc.; Humans are a species and are part of a bigger community/system.

Session 2

Compile Animal Knowledge:

Observe what specific (chosen) animals do, how they behave, what they eat, where they sleep, their characteristics, etc.; All species are part of a bigger community/system.

Session 3

Compare and Contrast Species (Human and Animal):

Help students understand that they are similar to the animals even though they are different, that all species are part of the same system: Nature.

Session 4

Reflect and Invite:

What did you learn? What can you do differently in your “human” environment that has a positive impact on the whole environment? Encourage both small things and big-picture things!

Notes

This curriculum is designed to be universal for the 7 to 10-year-old age group, regardless of locality or socio-demographic status. All exercises can be adapted to meet local needs. All digital materials will be provided to facilitate the curriculum (supplies are not included). Finally, the estimated times included in the abbreviated curriculum are suggestions to help facilitators manage their time for the duration of a one-hour lesson, but facilitators can alter timing as needed depending on their audience.

The curriculum* contains four parts:

- Part I:
Introduction and Overview
- Part II:
Facilitator's Abbreviated Curriculum, containing brief overviews of each session for the facilitator's ease of access
- Part III:
Facilitator's Comprehensive Curriculum, contains detailed instructions for each session, including suggested language
- Part IV:
Student Handouts (to be distributed by session)

**While this curriculum is geared toward students ages 7–10, facilitators should feel free to adapt all provided content and materials for older students aged 11+. Throughout the curriculum, we have provided tips for ways to start making this curriculum more suitable for older students.*

Feel free to use these suggestions or come up with your own ideas!

To continue the conversation and share your experience with this curriculum, please join our private Facebook group at:
facebook.com/groups/conservation4kids.

To follow are four single-page summary sheets highlighting the key components of each session. Thereafter, each session has an extensive narrative to assist you in facilitating the program with ease.

FACILITATOR NOTES

SESSION 1

Introduction / Who Are We?

Introduction

Through this curriculum, we hope to teach students about their role within the natural world. Like animals, we are *a part of nature*, not *apart from nature*. (Note: If the book has not been read, it should be read aloud to the class before beginning the session.)

Learning Objective

The objective of this lesson is to explore who we are as humans. Session 1 seeks to ask and answer the question, “Who are we?”

Takeaway

The main idea that students should take away from this lesson is that we are individuals, but we are also part of larger spheres of influence, including families and communities.

Activities

- Introduce and discuss the book (10 minutes)
- Reflect on human attributes (15 minutes)
- Category game (physical) (30 minutes)
- “Identity Map” homework (10 minutes)

Materials

- Pen/pencil
- Blank paper
- Question and suggestion sheet
- Identity map template

For more information, visit our website:

conservation4kids.com

FACILITATOR NOTES

SESSION 2

My Favorite Animal

Learning Objective

The objective of this lesson is 1) to normalize who we are as humans, and 2) to introduce exploration of the animal kingdom, similar to Session 1.

Takeaway

The main idea that students should take away from this lesson is that 1) we are part of larger groups, such as families, classes, and communities, and 2) animals have lots of characteristics, just like humans do.

Activities

- Review homework: play Stand & Sit Game (10 minutes)
- Cut out and label identity maps (10 minutes)
- Build a community “garden” (20 minutes)
- Make flower petals (15 minutes)
- Introduce homework (5 minutes)

Materials

- Homework results
- Template
- Tape
- Scissors
- Construction paper

For more information, visit our website:

conservation4kids.com

FACILITATOR NOTES

SESSION 3

Same, But Different

Learning Objective

The objective of this lesson is to encourage students to start thinking about their own needs and behaviors and their animals' needs and behaviors in order to normalize what they have in common with the natural world.

Takeaway

In this lesson, students should learn that humans and animals are not as different as they may seem. Humans are a species, just like all the (different) animals with whom we share the Earth.

Activities

- Review previous week's homework (10 minutes)
- Put together a class garden (10 minutes)
- Thought exercise (15 minutes)
- Adapted 'hokey pokey' game (20 minutes)
- Road trip homework (5 minutes)

Materials

- Completed homework from previous lesson
- Pencil
- Paper

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FACILITATOR NOTES

SESSION 4

What Can We Do?

Learning Objective

Now that students have spent the previous lessons thinking about what they have in common with animals and why they should care about nature, the objective of this lesson is to invite and encourage students to think about how they can make a positive difference in the natural world.

Takeaway

In this lesson, students should learn that their actions can have an impact on nature, and there are things they can do in their everyday lives that positively impact the environment.

Activities

- Review previous session's homework (10 minutes)
- Discuss challenges animals face and how we can help (10 minutes)
- Environmental impact flower activity (25 minutes)
- Reflect on steps students can take to protect the environment (15 minutes)

Materials

- Flower petal template
- Construction paper
- Pen/pencil
- Scissors
- Tape

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FACILITATOR NOTES

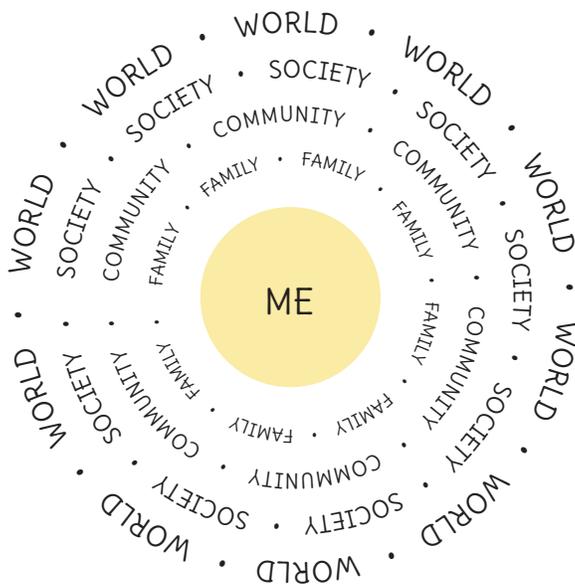
SESSION 1

Introduction (10 minutes)

- **Read the book aloud** (*suggested, even if every participant has already read it*).
- Say to the class, “The book invites us to think about how much room we give the animals. During the pandemic of 2020, we saw the animals come out and play in or explore what had been ‘our’ spaces.”
- Ask the class these questions:
 - What animals from the book did you like the best?
 - Did anyone see animals coming out while we stayed inside?
- Re-read the final page and ask what their thoughts are on how much room animals have.
- Tell the class, “People’s role in the natural world is to be *a part of* nature not *apart from* nature.”

Lesson (45 minutes)

- **Tell the class that all people are part of many different rings of social influence.**
 - They are individuals, but they are also part of a family, part of a community, and part of a species.
 - So let’s look at humans’ rings.



- Ask the class, “What can you tell me about people? What do you notice about the people in your life? What do they like to do? What do they eat?” etc.
 - Facilitator takes notes on different answers from the students to use in the next game.
- After talking about people as a whole, gather the class together and explain the **category game** (*see detailed explanation below*).
 - In this game, the teacher has the whole class stand up, then calls out categories that highlight the ways in which the students might be different from each other. There are two options for this:
 - Option 1:** For each category, students have to seek out and join hands with classmates who have that trait in common with them so that the students separate into clusters.
 - Option 2:** For each category, students have to run from one side of the room to the other if they match the “attribute” the teacher calls out.
 - To end the game, bring the students back together by highlighting the similarities that all people have in common. (Suggestion: Come to the center if you: _____)
- Have the class sit down and discuss the game. Ask, “What kinds of differences and similarities did you notice? In what ways are people different from each other? In what ways are they similar?”

Homework (5 minutes)

- At the end of the lesson, explain the **Identity Map homework**.
- For homework this week, students will be tracing their hand (or the larger hand of a family member) on a sheet of paper, and on each finger, they will answer one of the following questions:
 - What color is your hair?
 - Where do you live?
 - What do you like to eat?
 - Where/How do you sleep?
 - How do you play?

- Pass out the Identity Map pre-filled example for students to take home (*remind them to bring their completed hand(s) to the next class*).
- Bonus: Students can do this as many times as they like for all members of their family.

ACTIVITIES BREAKDOWN

Category Game

Instructions (or use option 2, listed above):

For each category, ask students to find and join hands with classmates with whom they have that trait in common.

TIP: Some of these category suggestions may not work depending on your environment. Feel free to adapt these categories for your unique needs and surroundings!

Differences:

- Number of siblings
- Favorite foods
- Hair color
- Eye color
- Birth month
- Favorite game
- Favorite animal
- First letter of their names
- Age
- Ask students to come up with their own categories!

Example: “Find and hold hands with your classmates whose name starts with the same letter as yours.”

Similarities:

- People who eat
- People who sleep
- People who like to play with their friends

Example: “Find and hold hands with your classmates who eat.”

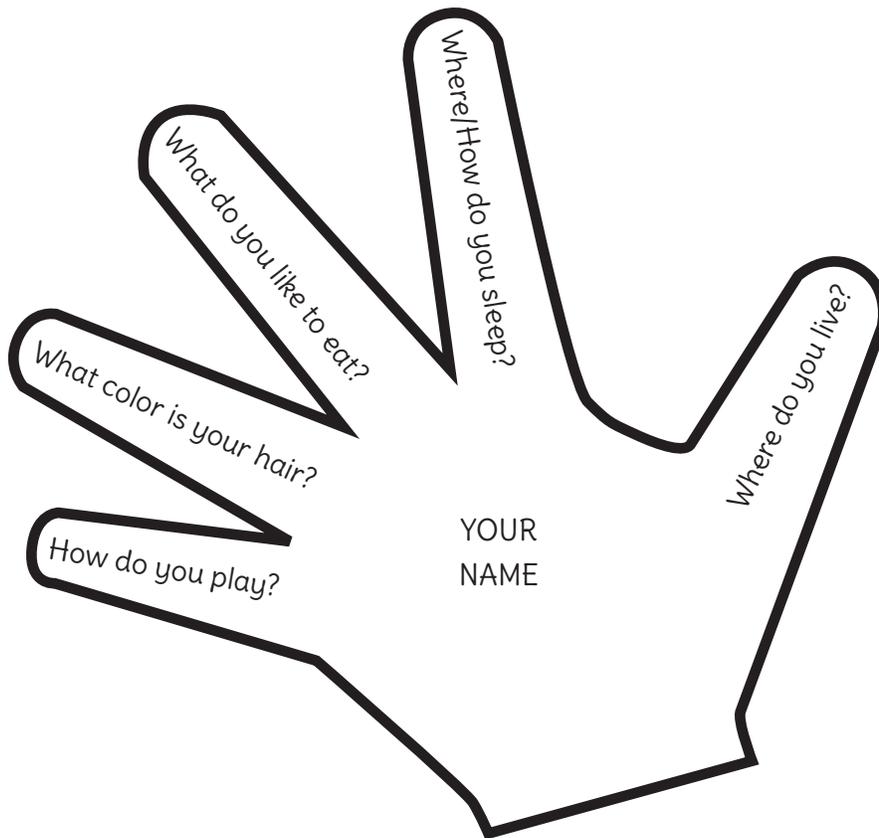
FACILITATOR NOTES

Identity Map

Instructions:

1. Trace your hand on a blank piece of paper (or use the back of this one).
2. Write your name in the palm of the hand.
3. Write the answers to each question on each finger: What do you play? What color is your hair? What do you like to eat? Where/How do you sleep? Where do you live?
4. Bonus: Create a hand for each family member.

Identity Map Example: “All About Me” Exercise



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SESSION 2

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Introduction (10 minutes)

- At the beginning of this session, take some time to review and discuss the homework assigned in Session 1.
- To review the students' identity maps, **play the Stand and Sit game.**
 - Instructions: begin with the thumb. Choose several volunteers to share what they have written on the thumb of their identity map. After each volunteer reads their answer, have the rest of the class stand up if they have the same answer/a similar answer, and remain seated if their answer is different so that students can see how different or similar all their answers are. Repeat for each finger of the identity map.

Lesson (45 minutes)

- Next, the class will be using their identity maps to **create a “community garden”** to visually indicate that even though they are individuals, they are also a part of something larger than themselves.
- Have each student write their name on the palm of their identity map (if they haven't already).
- Pass out scissors, and have students cut out their hand (doesn't have to be perfect).
- Create three separate flowers by attaching the hands (by group) to the wall with tape, sticky tack, or thumb tacks. Each flower is labelled either class, family, or community. The students can choose which flower they want to place their hand on (reinforcing that they are part of all three). Overlap the hands so that they eventually look like bouquets of flowers, creating a garden.
- **Draw parallels between the hand exercise and nature** by telling the class, “We just made flowers out of our hands, and just like we have fingers on our hands, a flower has petals.”

- Next, **the class is going to turn their identity maps into flowers that represent human behavior.**

- Divide the class into groups of five. Give the students construction paper, scissors, and the flower petal template, and have them cut out one flower petal each. Assign each group one finger, and have them copy the information from that finger of their identity map onto the flower petal. Once they have finished writing, use the flower petals to create flowers by hanging them on the wall. At the end of the activity, you should have flowers that each describe an aspect of human behavior (i.e. a flower about what they like to eat, a flower about how they play, etc.).
- If the class can't be divided evenly into groups of five, have some students make multiple flower petals so that each flower has five petals.
- After the community flowers are done, the lesson will transition from talking about people to talking about animals. (Suggested transition sentence: "Just like we're part of something bigger, so are the animals.")
- Ask the class, "What's your favorite animal?" and discuss.
 - Encourage students to talk about animals that might be unique/ special to your region/culture, and animals that aren't common household pets.
- Introduce the homework.

Tip: When adapting this curriculum for older students, facilitators can replace the identity map flower activity with the animal buddies game.

- In this game, the facilitator should have students shout out their favorite animals.
- Then, write each animal on two post-its, or scraps of paper.
- Attach the animal labels to the students backs so that there are two students labelled with each animal. If there are an uneven number of students, make a group of three.

- This way, each student will have a buddy. For example, if a student shouts out “squirrel,” write “squirrel” on two post-its, then stick those post-its on two students’ backs. Make sure to fill out all the post-its before you start attaching them so that the students don’t get a hint!
- Have the students walk around the classroom. They can ask each classmate they encounter one yes or no question to try to figure out what animal is attached to their own back.
- Once each student thinks they have figured out the animal attached to their own back, they should try to find their animal buddy. Once they think they have found their buddy, the two students should sit down.
- At the end of the game, the students should be sitting on the floor of the classroom in pairs. One at a time, each pair will announce what animal they think they are, then they can check to see if they got it right.

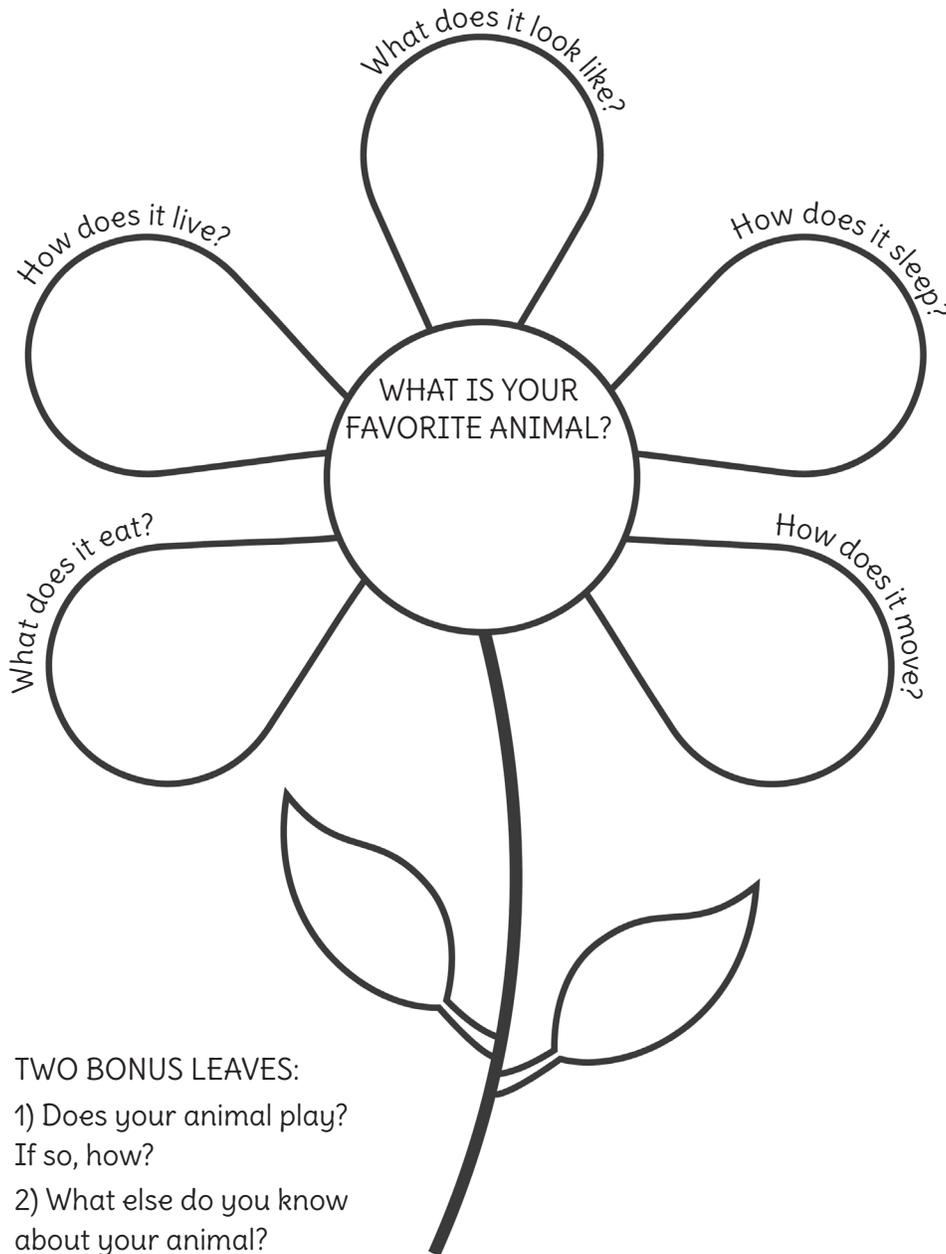
Homework (5 minutes)

- For homework, students will be **creating their own flower about their own favorite animal.**
- Explain to the students that for homework, they have to choose their favorite animal to research and write about. They will receive a hand-out of a flower with questions printed on each petal. Students should write the answer to that question on the petal, and they may choose to answer two bonus questions on the leaves.
- Pass out the homework handouts.

All About Animals

Instructions:

Write what your favorite animal is in the center of the flower (it shouldn't be your pet). Then, do some research about your animal and fill out the petals of the flower by answering the questions above each petal. As a bonus, you can also fill out the leaves by answering the bonus questions at the bottom of the page.



FACILITATOR NOTES

SESSION 3

Introduction (20 minutes)

- At the beginning of this lesson, **take some time to review the homework from Session 2.**
- Ask the class to take out their filled-in flowers, and ask volunteers to share which animals they chose and how they answered the questions.
 - After each volunteer shares, ask, “Does anyone else’s animal do anything similar?”
 - Let the class discuss the similarities and differences between the students’ animals.
- **Have the class hang their flowers on a wall**, creating a community garden and allowing each flower to become a piece of something bigger.
- Bonus suggestion: The students can use the flower template at home to create their own garden by researching all of their favorite animals.

Lesson (35 minutes)

- Introduce a **thought exercise** to begin transitioning into comparing and contrasting people and animals.
 - Ask the students, “What do you think makes people different from animals?”
 - Have a conversation about the differences they name, and point out that there aren’t many differences between people and animals at all. For example, if the students say that the difference is that animals can’t talk, share with them about how animals actually do communicate with one another in their own way.
- Introduce the **adapted ‘hokey pokey’ game** and explain the rules.
 - For the duration of the game, students will be using the information they learned about themselves and their animals from the previous sessions’ homework to play the game. The students will stand or sit in a circle. The teacher will call out categories suggested in the template provided in this curriculum, categories that the class

brainstormed together, or a mix of both. The students can only move to put a hand or foot into the circle if the category that the teacher calls applies to their animal or themselves (see Category Suggestions on page 22 for examples).

- After everyone has had the chance to play, have the class **sit down and reflect** on the activity.
- Ask, “Does anyone have observations about these categories?” and, “What was the same, and what was different across all the species, including humans?”
 - This question should allow students to begin drawing parallels between the animals and themselves.

Tip: Older students may find it difficult to engage with the modified ‘hokey pokey’ game outlined in Session 3. If you so choose, you can replace it with a modified version of Twister®, described below.

- For this game, you will need a Twister® mat and a modified template filled in with categories relating to the students’ animals.
- For the duration of the game, students will be using the information they learned about themselves and their animals from the previous sessions’ homework to play the game. The teacher will use a Twister® spinner filled out with the categories suggested in the materials for Session 3, categories that the class brainstormed together, or a mix of both. The game follows the rules of Twister®, but with the caveat that students can only move if the category that the teacher calls applies to their animal or themselves.
- Because only 5-6 students can play Twister® at a time, students who are not playing can get involved by keeping track of how many animals fit into each category on a whiteboard.
 - This information can then be used in the conversation and debrief portion of the lesson so that students can compare and contrast animals with humans.

Example: If you or your animal like cold temperatures, put your right hand on a blue circle. Or, if you or your animal have toenails, put your left foot on a red circle, etc.

Homework (5 minutes)

- **This session’s homework will give students the opportunity to reflect on the similarities and differences between themselves and their animals.**
- At the end of the class, while the students are still sitting, explain the homework.
- The students are going to imagine that they are going on a road trip with their animal. This is an “open-ended” homework assignment. The students can write, draw, or do both to answer these questions:
 - What will we do on our trip?
 - What will we eat?
 - What do we need to bring?
 - Where will we sleep?
 - What will be the same for both of us, and what needs to be different?
 - What will I miss from my home? What will my animal miss?
 - What kind of changes do I have to make so that my animal can be comfortable?

Tip: Facilitators can adapt the road trip activity for older students by having them put together a menu for them to share with their animal!

In this activity, as part of the homework, students will research their animals’ diets and put together a menu of items they might enjoy with their animal on their trip. For example, if a student has chosen a squirrel, that student might plan a menu including roasted cauliflower or hazelnut cake!

FACILITATOR NOTES

Category Suggestions

Tip: Some of these categories may not apply to the animals your students have chosen. Take some time to write down some categories suggested by your students!

- Animals that run
- Animals that fly
- Animals that swim
- Animals that eat meat
- Animals that eat vegetables
- Animals that eat fish
- Animals that like warm temperatures
- Animals that like cold temperatures
- Animals that have fur
- Animals that have scales
- Animals that have claws
- Animals that live in the forest
- Animals that live in the desert
- Animals that live in the mountains
- Animals that live in water

FACILITATOR NOTES

SESSION 4

FACILITATOR NOTES

Introduction (10 minutes)

- **Start the final lesson by reviewing the homework from the previous session.**
- Choose volunteers to share the trip they took with their animal.
- Discuss the homework with the class by asking the following questions:
 - “What did you have to do to make your animal comfortable? Did your animal have to make any changes to make you comfortable?”
 - “Was there anything you and your animal both liked doing? Or both disliked?”
 - “What did you or your animal struggle with the most?”

Lesson (35 minutes)

- Ask the class, “We all live in the same world. Now that you know more about your animal and other animals, what kind of challenges do you think animals face?”
- After discussing their answers to this question, **tell the class about some challenges that animals face.**
 - Tell the class that sometimes people don’t treat the environment well, and animals face challenges as a result.
 - They might have trouble finding food or water, people might move in and take the land they live on, and climate change negatively impacts their ecosystems.
- Ask the class, “What are some things we can do in our daily lives that might help your animal?”
 - If they have trouble coming up with ideas, offer them examples like recycling, turning off the lights when you leave a room, putting litter in garbage cans, using less paper, and talking to their parents/families about some of the challenges we’re causing to animals.

- For the activity, pass out construction paper and the flower petal template and have the students cut out flower petals to **create a “Helping Flower” to add to the garden they already made.**
 - On the flower petals, students should write down things they can do to help the environment; if needed, read the last page of the book again, as an invitation to the students to “make more room for the animals, too.”
 - Once the students have finished cutting out and writing on their flower petals, arrange them on the wall to create a community flower.

Tip: 1 Older students may enjoy playing a riddle game about their animals at the beginning of the lesson section of this session.

- In this game, the facilitator should write the students’ animals on a whiteboard, or wherever the students can see the list.
- Next, the facilitator should split the class into two teams.
- Read out fun facts about the students’ animals from the previous two sessions’ homework. The two teams should take turns calling out which animal they think the facts are describing.
- The first team to guess the animal wins the point. Whichever team guesses more animals correctly by the end of the game wins.

Tip 2: If you would like to increase the diversity of the Helping Flower, differentiate this activity from previous activities—and give students freedom of choice—you can also have students create living creatures alongside their flowers.

- In this activity, pass out construction paper and allow students to choose whether they would like to cut out flower petals, millipede segments, or parts of a butterfly.
 - Students who choose to make a flower will carry out the activity as described above.
 - Students who choose to make a millipede can cut out round segments. On each segment, students can write things they can do to help the environment. Once they have finished, the students can pin the

segments together on a wall to create a millipede. Feel free to give the millipede a face and legs as well!

- Students who choose to make a butterfly can make either a wing or body segment. Once they have filled out their segment with actions they can take to help the environment, they can match up with classmates who have created a corresponding part to create butterflies that can be pinned to the wall.
- Once the students have finished making their flowers, millipedes, and butterflies, the completed garden on the wall should contain a mix of plants and living creatures, and each segment should have an action that can help the environment written on it.

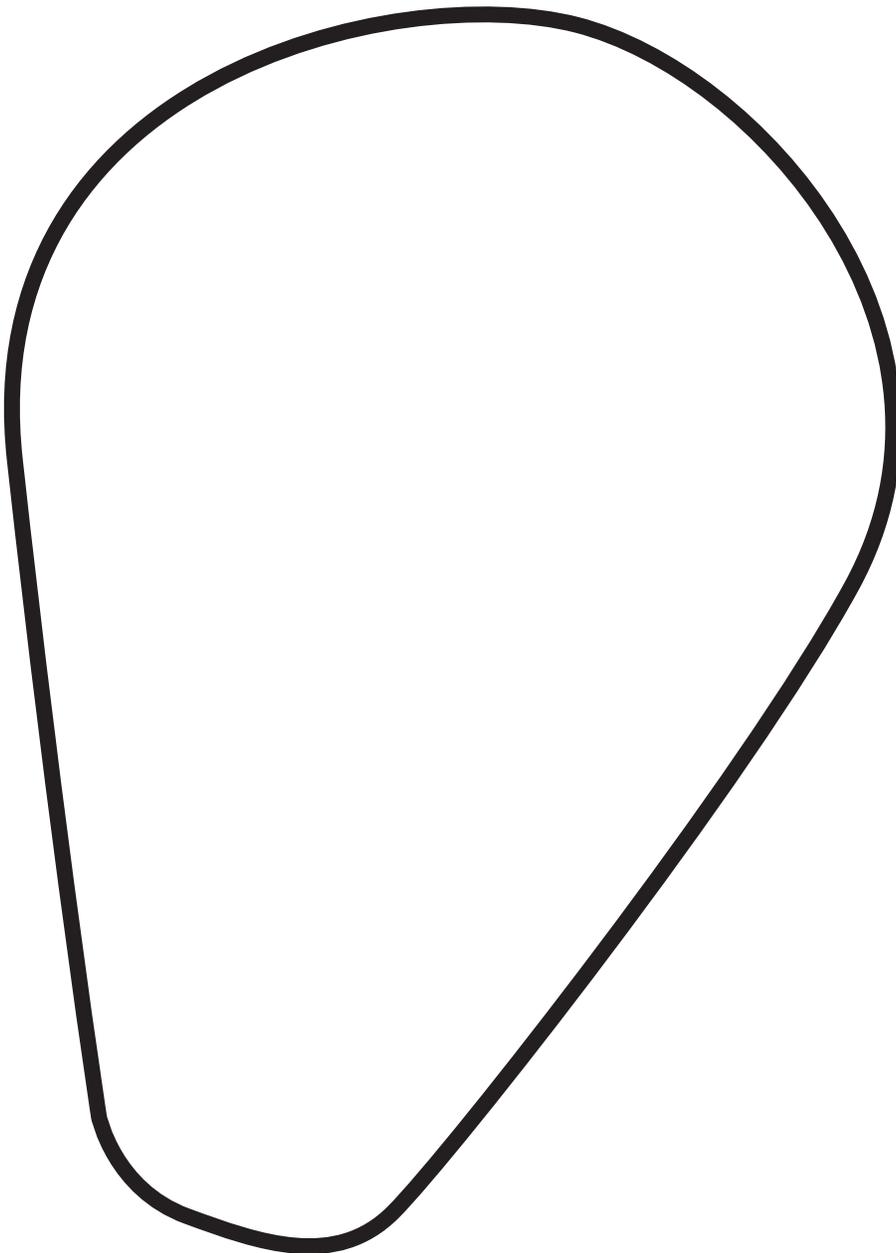
Conclusion (15 minutes)

- End the class with a **discussion about why it's important to take care of the environment.**
 - Ask the class, “How would the solutions you wrote on your petals or other pieces help your animal?”
- Say to the class, “Climate change and habitat destruction are the two biggest challenges animals face globally. How do these issues impact your animal?”
- Provide the class with a list of actions they can do at home and ask the students which ones they would like to take on in support of their animal.
- Ask the class, “What are you already doing in your daily life that helps the animals? What are you going to start doing in your daily life that will help the animals?” Suggest the bonus of making their own flower gardens at home, including the Helping Flower with all the petals of what they, or their family, can do.
- See **Daily Actions to Benefit the Environment** for suggestions in this section (on page 27).

The Helping Flower

Instructions:

1. Cut out your flower petal from this paper or construction paper.
2. Write what you think will help the world so that humans and animals can live, play and work together.
3. Add your petal with others and create a Helping Flower for the garden.
4. Bonus: Make your own Helping Flower at home!



FACILITATOR NOTES

Daily Actions to Benefit the Environment

The following are suggestions you can make to your students if they ask for ideas on how they can make a difference in their homes and communities. The underlying message to help them come up with ideas on their own is from Sir David Attenborough in 2020: *“Don’t waste.”*

Understanding how waste—whether it’s electricity, water, paper, food, or anything else—plays a role in impacting our environment is key to creating solutions for change. It is also something that children (and adults) of any age can easily understand. This list is a good place to start, and it can be adapted to your unique situation, culture, and environment. Of course, feel free to add your own ideas, as well.

- Using less paper
- Turning off the water while brushing your teeth
- Recycling
- Turning off the lights when you leave the room
- Not littering
- Use reusable water bottles
- Use reusable shopping bags
- Avoid single use plastic
- Carpool
- Don’t take more food than you can finish during mealtimes
- Walk or bike instead of driving
- Eat less meat (select one day of the week to eat only plant-based products)

FACILITATOR NOTES

THANK YOU

Thank you for choosing to participate in the *When the World Went Quiet* Curriculum. Conservation and sustainability are global issues that impact not just all people, but all living things. Through this curriculum, we wanted to invite children to shift their perspective and consider their own role in the natural world. We hope that your students walk away from this curriculum with a clearer understanding of how humans and nature interact with one another, and a desire to use this knowledge to advocate for and act on behalf of the natural world.

If you'd like to continue the conversation and engage with others who are passionate about teaching children about conservation, please join our private Facebook group to share your stories with each other, ask for guidance, and connect with other facilitators around the world. As we grow, we hope this will become a home for like-minded individuals who are passionate about the world we live in.

Facebook Group:

www.facebook.com/groups/conservation4kids

We are in the process of creating more books and programs for conservation4kids. If you'd like to stay in touch and always be the first to know about our latest offering, follow us online:

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- Facebook: [@conservation4kids](https://www.facebook.com/conservation4kids)
- Website: www.conservation4kids.com

If you would like to purchase wholesale copies of *When the World Went Quiet* for use in your course, you may do so by contacting the IOM Wholesale Office at: wholesale@inspirebytes.com. *Wholesale orders require a minimum purchase of ten (10) copies, plus shipping/handling, and can take 2–3 weeks for delivery.*

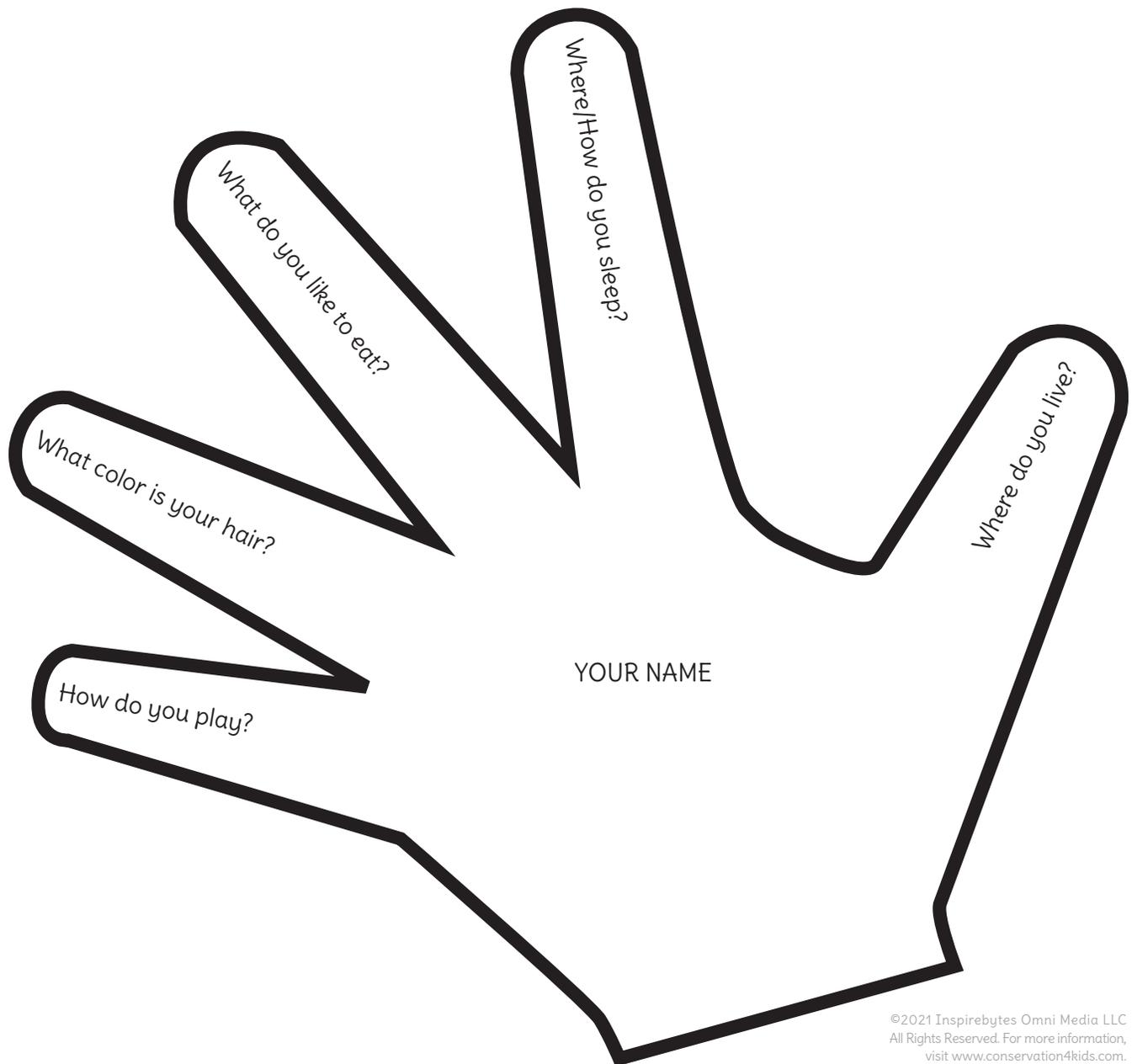
FACILITATOR NOTES

Identity Map

Instructions:

1. Trace your hand on a blank piece of paper (or use the back of this one).
2. Write your name in the palm of the hand.
3. Write the answers to each question on each finger: What do you play? What color is your hair? What do you like to eat? Where/How do you sleep? Where do you live?
4. Bonus: Create a hand for each family member.

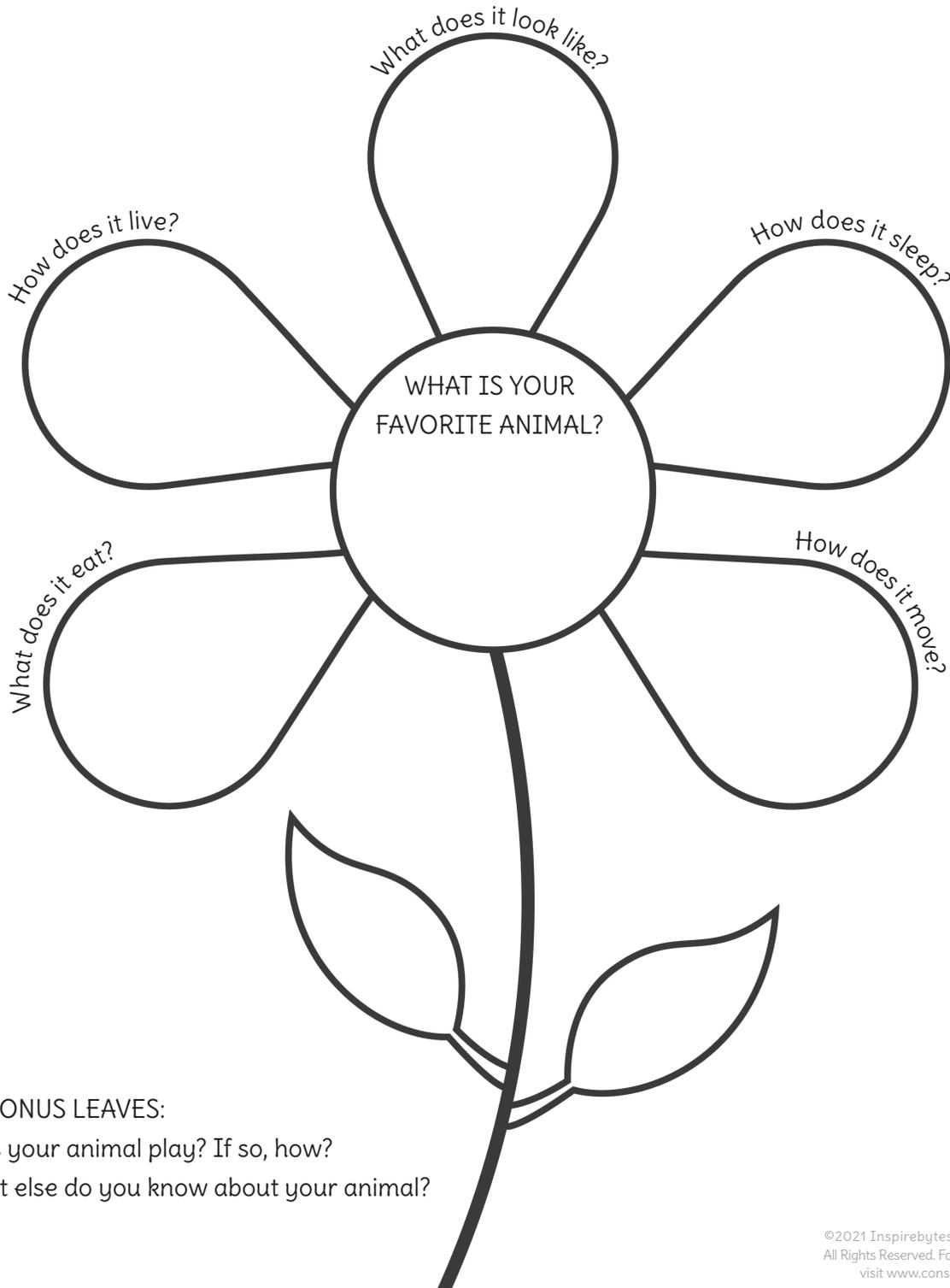
Identity Map Example: “All About Me” Exercise



All About Animals

Instructions:

Write what your favorite animal is in the center of the flower (it shouldn't be your pet). Then, do some research about your animal and fill out the petals of the flower by answering the questions above each petal. As a bonus, you can also fill out the leaves by answering the bonus questions at the bottom of the page.



The Helping Flower

Instructions:

1. Cut out your flower petal from this paper or construction paper.
2. Write what you think will help the world so that humans and animals can live, play and work together.
3. Add your petal with others and create a Helping Flower for the garden.
4. Bonus: Make your own Helping Flower at home!

