

CHAPTER 8

HUMANE EDUCATION

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1 INTRODUCTION

HUMANE EDUCATION IS A PROCESS THAT ENCOURAGES AN UNDERSTANDING OF THE NEED FOR COMPASSION AND RESPECT FOR PEOPLE, ANIMALS AND THE ENVIRONMENT AND RECOGNISES THE INTERDEPENDENCE OF ALL LIVING THINGS.



Humane education is a broad discipline that encompasses all forms of education about social justice and citizenship, environmental issues, the welfare of animals and their care. Humane education is unique in that it recognises the interdependence of all living things. Through humane education attitudes and critical thinking skills are developed in order to become more compassionate and respectful. Humane education provides an opportunity for children and adults alike to develop a sense of awe and responsibility for the natural world, their environment and for the animals that share it.

Humane education is not only about animal care – how to treat companion animals, keep them clean, free of parasites and disease and to prevent unwanted births etc. Humane education teaches about animals in terms of their sentience, emotions and intelligence. Yet it is even more than this: it is about children learning, through carefully crafted lessons and activities, how to empathise; to feel as animals probably feel. This whole process of empathy building is something that has positive spin-offs across society, as caring and compassion extend to people and the environment, as well as to animals.

2 AIMS OF HUMANE EDUCATION

The aim of humane education is to bring awareness of a wide range of concerns, and through this awareness to encourage the development of attitudes of empathy and compassion, responsibility and justice. The ultimate aim is the creation of a considerate and caring society. It is a means of introducing children to the emotions and reactions of animals, as well as linking this to an understanding of environmental issues and ecosystems. Humane education helps develop children's attitudes and critical thinking skills in order to become more compassionate and respectful.

Humane education is about:

- Offering accurate information
- Encouraging the three Cs: Curiosity, Creativity and Critical thinking
- Instilling the 3Rs: Reverence, Respect and Responsibility
- Offering positive choices.



Humane education empowers children to make decisions and take action as responsible world citizens, helping the planet, animals and people in an appropriate and sustainable manner. Finally, Humane education is a positive force in the classroom, leaving both teacher and pupil inspired to become actively involved in activities that contribute to a better world.

3 THE VIOLENCE LINK

Some people think that when young people abuse animals this is just a phase they go through. However, young people who are violent to animals rarely stop there. Violent acts toward animals

have long been recognised as indicators of a dangerous psychopathic tendency. For example, Albert De Salvo, the notorious Boston Strangler, trapped dogs and cats, and shot arrows through the boxes in which they were confined (Fucini, 1978).

Animal abuse does not occur in isolation; rather, it takes place in a complex net of disturbed family relations. For example, animal abuse is frequently found in homes where child abuse and domestic violence are also present. In one national survey of American women seeking shelter from domestic violence in safe houses, 85% of the women with companion animals reported that their abusers had also hurt or threatened the family pet (Ascione, F. R. 1997). Children in such disturbed families who witness domestic violence or are victims themselves, are more likely to become animal abusers, imitating the violence they have seen or experienced. A study conducted in 1995 (Ascione, F. R. 1995) noted that 32% of the pet-owning victims of domestic abuse reported that one or more of their children had hurt or killed a pet.



Numerous psychological studies demonstrate a clear correlation between childhood cruelty to animals and later criminality, and in some cases, such acts were a precursor to child abuse. Some of these reports were commissioned by animal protection societies in an attempt to convince government authorities of the seriousness of animal cruelty. One such study is the Kellert-Felthous study on 'Childhood Cruelty Towards Animals among Criminals and Noncriminals' (1985), which was sponsored by WSPA.

The Kellert-Felthous study, in addition to confirming a strong correlation between childhood cruelty to animals and future antisocial and aggressive behaviour, stressed the need for researchers, clinicians and societal leaders to be alert to the importance of childhood animal cruelty. It suggested that the evolution of a more gentle and benign relationship in human society might be enhanced by our promotion of a more positive and nurturing ethic between children and animals.

In addition, the landmark book, *Child Abuse, Domestic Violence and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*, argues compellingly that violence-prevention programmes are enhanced by including animal protection personnel and by recognising animal maltreatment as a human welfare issue. The book is an historic step in helping professionals recognise their interconnectedness and in encouraging cross-disciplinary training, prevention and intervention.



“CHILDREN TRAINED TO EXTEND JUSTICE, KINDNESS AND MERCY TO ANIMALS BECOME MORE JUST, KIND AND CONSIDERATE IN THEIR RELATIONS TO ONE ANOTHER. CHARACTER TRAINING ALONG THESE LINES IN YOUTHS WILL RESULT IN MEN AND WOMEN OF BROADER SYMPATHIES: MORE HUMANE, MORE LAW-ABIDING – IN EVERY RESPECT MORE VALUABLE – CITIZENS.” ~ 1993 US National Parent-Teacher Association Congress

Teaching students to have empathy for other beings is essential to raising kind, compassionate citizens. Humane education is needed to develop an enlightened society that has empathy and respect for life, thus breaking the cycle of abuse.

A number of NGOs are raising awareness about the link between animal cruelty and violence, including: the HSUS, which launched First Strike Campaign; the National Society for the Prevention of Cruelty to Children (NSPCC) and the RSPCA, which hosted a 'Making the Links' conference; and the PETA Research and Education Foundation, which has produced a booklet on the violence link, for prosecutors, police officers, magistrates and judges.

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HUMANE EDUCATION IN THE NATIONAL CURRICULUM



Humane education can be delivered in a number of ways, including non-formal methods such as campaigning, or the more obvious and more formal approach used in schools.

The most successful way of promoting humane education in schools is to establish a coherent, broad-ranging programme as part of the National Curriculum in a structure that consolidates social, environmental and animal protection topics.

Humane education has an essential role to play in providing the moral education desirable in developing children into considerate, responsible adults. Although most governments would acknowledge the importance of a moral dimension to education, few put into practice any real mechanisms to ensure this is actually delivered.

ONE OF THE MOST VALUABLE TASKS AN ANIMAL PROTECTION SOCIETY CAN PERFORM IS TO WORK TOWARDS ESTABLISHING HUMANE EDUCATION AS AN INTEGRAL PART OF THE ONGOING SCHOOL CURRICULUM, CONVINCING GOVERNMENTS, SCHOOL AUTHORITIES AND TEACHERS THAT HUMANE EDUCATION IS VITAL TO SOCIETY.

Ideally, humane education in the classroom should incorporate an exploration of human, animal and environmental issues, with the aim of teaching children a personal sense of responsibility and a compassionate attitude towards each other, to animals and to the environment. This type of education encourages consideration of different issues, including:

- Thinking about others, including animals, and their needs, feelings and propensity for suffering
- Thinking about the effects of your actions on others
- Thinking about the world and your place within it.

Humane education as part of the curriculum should encompass lessons such as environmental awareness, citizen education and animal protection. An important part of the process of getting humane education formally built into the education system is the development of consolidated course materials covering all of these areas. Commitment to humane education is often a big strength within animal protection societies and there are excellent and plentiful materials already available in this area to be used as a basis for animal welfare course modules.

Until humane education is given a place of its own in the National Curriculum, there is scope for its introduction through other foundation subjects such as English or Science. However the best results in this field have been achieved through a dedicated place in the curriculum, with official support for teacher training development and course materials.

“WHY IS COMPASSION NOT PART OF OUR ESTABLISHED CURRICULUM, AN INHERENT PART OF OUR EDUCATION? COMPASSION, AWE, WONDER, CURIOSITY, EXALTATION, HUMILITY – THESE ARE THE EVERY FOUNDATION OF ANY REAL CIVILISATION, NO LONGER THE PREROGATIVES OF ANY ONE CHURCH, BUT BELONGING TO EVERYONE, EVERY CHILD IN EVERY HOME, IN EVERY SCHOOL.” ~Yehudi Menuhin



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DELIVERING HUMANE EDUCATION

This section outlines some of the teaching tools available in formal school-based humane education, as well as teacher training methods, the importance of training for animal vocations and some approaches to non-formal humane education.

a) Teaching Tools

Animal protection societies can develop their own or adapt existing materials.

Traditional teachers' workbooks: workbooks are useful especially if they are loose-leaf, with lesson sheets that can be photocopied for children.

Posters for schools: Posters could be simple, showing one animal, or complex, demonstrating links between several topics, and they could be used in various educational activities, such as question and answer sessions, in language and arts classes, or in educational games.

Colouring sheets: Colouring sheets can be used for younger children (roughly aged 3-8) in school settings, at home, or in other informal education settings.

Humane education competitions: Humane education competitions are an excellent way of encouraging teachers to introduce humane education in their classes and to awaken the interest and involvement of pupils in humane principles. Competitions can cover a number of areas: essay-writing, letter-writing, painting, designing a T-shirt, poetry composition and cartoon drawing.

The key is to develop creative and imaginative titles for the competition categories. Teachers need to be encouraged to persuade their classes to take part too, perhaps by a teacher award. Prizes are often donated and media coverage can be achieved; spreading both the animal protection message and the organisation's name and reputation.

A note of care should be included though, as not every child is gifted or talented and may feel left out of the creative process, and it makes it harder for them if they care a lot about animals. Competition may be threatening to them, while humane education is in fact about values such as cooperation and interdependence, which reduce competition. Some competitions are good, but there should be plenty of other humane education activities that encourage group or team work, or, in case individual assignments are carried out, subjective assessments should be made, including positive feedback for every child.

Other: A number of other methods can be employed, including classroom discussions, schoolyard exploration, visits to shelters and farms, studying texts, researching the internet etc. There are a number of useful handbooks on humane education methods, for example *Earthkind* by David Selby (1995).

b) Teacher Training

As well as providing resource materials, animal protection societies with professional education staff can carry out teacher training at teachers' workshops and assist in the development of animal kindness clubs in schools.

There are many different approaches to initiate teacher training. But before new initiatives are developed, it is strongly recommended to liaise with organisations already carrying out humane education and with local and national education departments.





Resource materials for the purpose of teacher training workshops may be available, which can be used or adapted to the local situation. However, in some cases, it is necessary to put in more work by commissioning local teachers for example, to ensure that materials correctly target the national system, circumstances and audiences.

c) Training for Animal Vocations

It is equally important that animal protection organisations campaign for animal protection to be an essential part of the training for anyone planning to work with animals, such as apprentice stockmen, slaughter-men, animal wardens, veterinarians etc.

Animal protection training for veterinarians is especially important because of their future potential for spreading the welfare message and promoting good practice. In some countries, veterinarians and other animal professionals are still completing their training without any real understanding of animal ethics and welfare. To address this issue, WSPA launched the 'Concepts in Animal Welfare' syllabus in 2000.

CONCEPTS IN ANIMAL WELFARE

WSPA realised the importance of veterinarians in improving animal welfare and launched its 'Concepts in Animal Welfare' syllabus in 2000 to promote the introduction of animal welfare teaching into veterinarian curricula. Encouraged by the response to this initiative, WSPA developed the programme further with the University of Bristol in 2003. The resource consists of 30 teaching modules covering a wide range of animal welfare topics. Workshops were organised to present the modules to deans and lecturers of veterinary faculties in a number of countries, with very positive results.

SOME SUCCESSES INCLUDE:

- **PHILIPPINES:** Following workshops in 2003 and 2005, a steering committee was formed, which decided to adapt certain modules of 'Concepts in Animal Welfare' and include them within existing subjects of the veterinary curriculum
- **INDONESIA:** Following workshops in 2003 and 2004, certain modules are translated and will be included into the veterinary curriculum
- **MEXICO:** Following induction training for the Mexican Association of Veterinary Faculties, one university decided to set up a 'Centre of Excellence', which will promote the implementation of animal welfare subjects in the veterinary curriculum in three regions
- **COLOMBIA:** Further to the Ministry's decision to make animal welfare compulsory in 14 universities, certain modules have been adapted and are being included in the veterinary curriculum
- **BRAZIL:** The majority of universities are looking to implement animal welfare into the veterinarian curriculum as a result of very positive feedback from workshops and case studies organised by WSPA
- **SOUTH AFRICA:** The University of Pretoria has adopted 90% of the contents of the 'Concepts in Animal Welfare' syllabus in a separate animal welfare course in their veterinary curriculum.



d) Non-formal Humane Education

As mentioned previously, humane education is not restricted to formal classroom teaching; it can also be delivered in an informal manner.

Non-formal humane education embraces any method of delivering information, which provokes thought and brings awareness – two essential components of the education process. Public opinion has immeasurable force and can be harnessed in numerous ways, including:

- Media campaigns
- Television documentaries, advertisements, news items, plays, debate etc.
- Videos, books, magazines, newspaper articles
- T-shirts
- Posters
- Leaflets, information packs
- Awareness events such as exhibitions, open days
- Demonstrations
- Labelling on products



“TEACHING A CHILD NOT TO STEP ON A CATERPILLAR IS AS VALUABLE TO THE CHILD AS IT IS TO THE CATERPILLAR.” ~ Bradley Millar

THE WSPA INTERNATIONAL ANIMAL WELFARE EDUCATION ('IN AWE') PROGRAMME

WSPA has developed the 'IN AWE' Global Programme for Humane Education, aimed at children aged 5-16. 'IN AWE' aims to bring together existing educational materials into a framework that can be adapted as needed and implemented into school systems around the world.

The 'IN AWE' programme also aims to establish lasting contacts with governments, teacher training institutes, teachers and other NGOs and relevant organisations.

The 'IN AWE' programme consists of a network of partners, professionally supported teaching units and guidelines for professional support for teachers. Pilot projects will be carried out in 4 countries in 2006, after which WSPA will evaluate whether the programme can be extended to other areas with more partners.



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FURTHER RESOURCES

**Websites****ASPCA**

www.asPCA.org/site/PageServer?pagename=al_home

Includes a list of humane education resources and a link to the ASPCA's children's website: Animaland.org

Canadian Federation of Humane Societies

www.cfhs.ca/teachers/animals_eh/

Online Humane Educator Newsletters from 1996-2004 and information just for kids and for teachers.

The Humane Society of the United States

www.hsus.org/hsus_field/first_strike_the_connection_between_animal_cruelty_and_human_violence/

Information about the First Strike Campaign, which raises public and professional awareness about the connection between animal cruelty and human violence.

The International Institute for Humane Education (IIHED)

www.iihed.org/

The IIHED is a non-profit, educational organisation dedicated to creating a humane world through humane education. It has been training humane educators and promoting comprehensive humane education since 1996 and offers Master's Degrees in Humane Education.

The Latham Foundation for the Promotion of Humane Education

www.latham.org/

A clearinghouse for information about: humane issues and activities; the human companion animal bond (HCAB); animal-assisted therapy; the connections between child and animal abuse and other forms of violence.

National Association for Humane and Environmental Education (NAHEE)

www.nahee.org/

NAHEE serves as the youth education affiliate of The Humane Society of the United States (HSUS). NAHEE is a non-profit organisation, whose mission is to instil good character in children, with a strong emphasis on the humane treatment of animals and respect for natural habitats, by providing effective, high quality publications and programmes to teachers, students and animal sheltering professionals. NAHEE's many offerings include KIND News, an award-winning classroom newspaper for elementary-school children, study/activity guides for teens and Teach Kids to Care professional development workshops for animal care and control personnel.

Society and Animals Forum

www.psyeta.org/

Formerly named PSYETA, the Society and Animals Forum has recently merged with the Institute for Animals and Society and they are now called the Animals and Society Institute. The web site includes some interesting general information. It also contains a video and resources on the link between violence against animals and violence against humans.

World Animal Net

<http://worldanimal.net/humane-ed.html>

Humane education section with resources and background information.

Information about Humane Education in Tertiary Education

Association of Veterinarians for Animal Rights (AVAR)

www.avar.org

AVAR provides information for students and practising veterinarians on animal welfare and rights issues, including an alternatives in education database.

European Resource Centre for Alternatives in higher education (EURCA)

www.eurca.org

EURCA actively promotes the use of alternatives to using animals in higher education.

InterNICHE

www.interniche.org/

InterNICHE is an international network for humane education. It works towards fully humane education in biological science, veterinary and human medicine. InterNICHE supports progressive science teaching and the replacement of animal experiments by working with teachers to introduce alternatives, and with students to support freedom of conscience. InterNICHE focuses mainly on tertiary education.

Learning without killing

www.learningwithoutkilling.info

This website provides students with easy access to the resources they most need to win their campaigns for humane alternatives to animal experiments.

Norwegian Inventory of Alternatives (NORINA)

<http://oslovet.veths.no/NORINA/>

The NORINA database is the largest database of alternatives to animal use in education for primary, secondary and tertiary level.

Humane Education Programmes Online

Share the World

www.sharetheworld.com/

A free humane education programme designed to help students better understand and appreciate the animals with whom we share our world. In the reproducible activities that form the heart of this programme, students use their thinking and writing skills to imagine the feelings and consider the incredible abilities of other animals, examine how our relationships with them have changed through history, discover alternatives to their use, and respond to situations in which their well-being is threatened.

TeachKind

www.teachkind.com/

TeachKind is the education programme of People for the Ethical Treatment of Animals which provides free high-quality lesson plans and materials that will help students develop critical thinking skills, empathy, compassion, and civic responsibility while empowering them to take compassionate action for animals in their own communities.

Books

Animals in Higher Education:

Problems, Alternatives and Recommendations

J. Balcombe

Publisher: Humane Society Press

ISBN: 0965894215



**Child Abuse, Domestic Violence and Animal Abuse:
Linking the Circles of Compassion for Prevention and Intervention**

Frank R. Ascione, Ph.D. and Phil Arkow (Editors)

Sponsored by the Latham Foundation

Publisher: Purdue University Press

ISBN: 1557531420

This landmark book is a compilation of 45 original essays by 51 noted authorities. It includes original research, strategic interventions and dramatic tales from survivors of multiple forms of family violence and brings together useful research in this area and charts some actions already being taken to address this problem.

Earthkind: a Teacher's Handbook on Humane Education.

Publisher: Trentham Books Limited, Selby D (1995)

ISBN: 0948080884

A Guide to Humane Education in the Foundation Phase – Rekindling the Spirit of Care and Respect for Life

The Humane Education Trust, Somerset West, South Africa.

Anon (2005)

Humane Education Guidebook

Federated Humane Societies of Pennsylvania, Bensalem, USA

Anon (2005)

Reports

Ascione, F. R. 1997. The abuse of animals and domestic violence: a national survey of shelters for women who are battered. Available online at www.psyeta.org/sa/sa5.3/Ascione.html

Ascione, F. R. 1995. Domestic violence and cruelty to animals. Available online at www.parkc.org/domestic.htm.

Videos

The Association for the Study of Animal Behaviour (ASAB)

www.societies.ncl.ac.uk/asab/products.html

ASAB has the following excellent videos which can be used to great effect by animal protection societies. They are accepted for their scientific value, but also impart key humane educational messages:

Let's Ask The Animals

An excellent video for primary school children (aged 7-13) designed for use in science classes. Shows links between humans and animals in life processes and gives new perspectives on farm animals. Enhances understanding of animals and their lives and motivations.

Stimulus Response

An excellent teaching video for secondary school science classes (ages 14-19). It shows how animals perceive stimuli, demonstrating remarkable receptors, have the ability to learn (from videos too!) and how they respond to the stimuli of their environment. Enhances understanding of animal behaviour and responses.

Animal Protection Society Resources

American Humane Association (AHA)

Website: www.americanhumane.org

AHA produces educational videos, lesson plans and activities, handouts and reproducibles, including a teacher's pack of almost 50 lessons and activities.



American Society for the Prevention of Cruelty to Animals (ASPCA)

Website: www.aspca.org

ASPCA makes available a number of educational resources, including a Web of Life Resource Kit, divided into two age-groups: kindergarten to grade 3 and grades 4 to 6.

Canadian Federation of Humane Societies

Website: www.cfhs.ca

This federation produces thoughtful, well-written material, including useful practical guidelines on Humane Education in Schools and curriculum materials.

Compassion in World Farming Trust

Website: www.ciwf.org/

CIWF has videos, books, reports, slide sets and education packs, catering for Key Stage 2, through secondary school up to veterinary and agriculture students.

The Humane Education Trust (HET)

Website: www.animal-voice.org/

The Humane Education Trust has a selection of educational resources, including workbooks and videos, adapted for the African situation.

The Humane Society of the United States (HSUS)

Website: www.hsus.org

HSUS has a publications catalogue covering every aspect of animal welfare, including extensive material on humane education via their affiliated society, the National Association for Humane and Environmental Education (NAHEE). Publications include:

First Strike: an excellent resource on the link between animal cruelty and criminality. The importance of this area is attracting well-deserved attention.

KIND News ('Kids in Nature's Defence') a monthly newspaper

KIND worksheet packets

KIND workshop leader's guide.

The Royal Society for the Prevention of Cruelty to Animals (RSPCA)

Website: www.rspca.org.uk

RSPCA has a range of educational publications and online resources for primary and secondary schools.

World Society for the Protection of Animals (WSPA)

Website: www.wspa-international.org/

WSPA produces a wide range of educational materials, including:

Concepts in Animal Welfare: An excellent resource for Veterinary Universities, 'Concepts in Animal Welfare', is probably the most comprehensive animal welfare training resource available (2003).

Bears of the World Education Support Pack: for children aged 9-14.

Ark of Noah: booklet and CD with songs in English and French (and 1 Spanish song), which can be used in literacy.

Jean-Paul Steiger (2004)

Caring for Animals – A Teachers' Manual: for children aged 7-12. The manual is being revised in 2005. PDF files of all chapters can be downloaded from: www.wspa-international.org

The IN AWE Programme: although no 'global' syllabus is available, the IN AWE Programme provides an integrated approach to humane education, in which WSPA works with partners to achieve the goals.





Training Courses and Education

The American Humane Association (AHA)

www.americanhumane.org/site/PageServer?pagename=pa_shelter_services

The AHA runs training courses and includes workshops at its annual meeting.

ASPCA

www.asPCA.org/site/PageServer?pagename=pro_shelteroutreach

The ASPCA runs a range of courses in the USA on Management, Shelter Operations, Community Outreach, Cruelty Investigations, For Vets and Technicians, Humane Legislation.

Cambridge E-learning Institute (CEI)

www.cambridge-elearning.com/

www.animal-info.net/edu.htm

Cambridge E-learning Institute (CEI) has developed an online course in animal welfare. The postgraduate course introduces students to the main concepts of animal welfare science through readings and online discussions between students and tutors.

The Ethological Institute

www.etologi.dk/welcome.htm

The Ethological Institute provides animal behaviour and distance learning courses.

HSUS

www.hsus.org

The annual Animal Care Expo is an excellent educational and training opportunity for those involved in animal sheltering and control and humane education worldwide. Expo consists of three and a half days of plenary sessions and workshops on topics ranging from adoption programmes to fundraising to wildlife issues. There is also a full-scale trade show where societies will find the latest in materials and equipment.

The Institute for Animals and Society

www.animalsandsociety.org/

Think-tank carrying out education and training, including a course on Animals and Society that examines the moral and legal status of animals in contemporary society.

RSPCA

www.rspca.org.uk

The Society's international training programme ranges from a single consultation for a developing animal welfare group, to residential courses for foreign government officials, welfare groups and teachers.

WSPA

www.wspa-international.org/

WSPA carries out training and workshops for member societies and veterinary faculty members.