

Operational Guide

Humane Education



AMERICAN HUMANE

Protecting Children & Animals Since 1877

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Also working in the humane education office are Sally Caldwell Case, Anne Philips and Katenna Jones. Both Case and Philips are contractors for American Humane, with advanced degrees in education, specialization in curriculum development and certifications as Highly Qualified Teachers in compliance with the No Child Left Behind law. Case has 38 years of teaching experience, including special education programming, K-12 and university courses. Philips has 30 years of experience, including special education, special education to emotionally disturbed and learning disabled children, early childhood education, elementary education and middle school education. Jones is a humane educator and applied animal behaviorist with nearly a decade of experience in all aspects of animal sheltering.

American Humane's Human-Animal Interactions program includes three key program areas: the Link[®], animal-assisted therapy and humane education. Humane education is dedicated to creating and disseminating quality materials and programs for national distribution that are based on national education standards, strong character development, the human-animal bond, and humane treatment of humans, animals and the environment. This program area strives to be a resource for shelters and humane educators across the country by assisting in the expansion of current education programs, as well as the implementation of new programs.

Additional Contributors

The Association of Professional Humane Educators (APHE) is a professional organization for people interested in and supportive of humane and environmental education. Originally known as the Western Humane Educators Association in the 1970s, the name changed slightly a decade later to the Western Humane and Environmental Educators Association (WHEEA), and is today known by its current name. APHE has always retained its original commitment to promoting humane and environmental education, but today does so without limitation by geographic regions.

Currently, APHE has nearly 400 members throughout the United States and other countries. The organization's website, listserv and annual conference provide a wealth of information and resources to seasoned educators, as well as those new to the field. It is the nation's oldest and largest association devoted exclusively to serving humane educators by providing professional development and networking opportunities for educators who promote humane attitudes toward people, animals and the environment.

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Forward

The purpose of this publication is to assist animal shelter and humane organization directors, board members and managers in balancing the many options and opportunities associated with deciding whether or not to offer humane education in the community. We will introduce you to what humane education is, its long history, and its benefits to you and your community. Then we will delve into discussing the indirect ways that humane messages can be presented, as well as more direct approaches to humane education. We will also cover issues relating to choosing a humane educator, whether it is a staff member offering programs as part of his or her overall responsibilities, hiring a new person to fit the job, or utilizing the volunteers within your organization. Finally, we will offer advice on the basic needs required to get the project rolling, including many ideas about how to fund your program.

After decades of hard work and dedication, it has been observed time and time again that humane education is critically important on many levels. One example comes from Mr. DeSailly, an eminently respected teacher in France in the 1800s, who noted that, *“Ever since I introduced the subject of kindness to animals into my school, I have found the children less disorderly and more gentle and affectionate toward each other.”* Humane educators have continued to see that teaching messages of empathy and kindness encourages people to think more humanely by helping them understand how others feel. Further, many animal shelters and humane organizations report that after becoming more actively involved in their communities through school programs and education events, their community support improves and their organizations are seen as more dedicated and connected. We hope you will find this publication to be a helpful resource in guiding you through your own humane education offerings, with the potential for becoming more prominent in your community while impacting the character of your constituents.

*“It is evident that if a man practices a pitiful affection for animals,
he is all the more disposed to take pity on his fellow-men.”*
St. Thomas Aquinas (1225 – 1274)

Introduction to Humane Education

About Humane Education

Now more than ever, society is looking to a generation of people who possess the tools and skills to address society's greatest challenges with compassion and respect. Humane education is one very important and effective vehicle that has historically responded to the needs of our global society by attempting to create solutions or choices that move toward making the world a better place for all beings.

But what, exactly, does humane education mean?

“In the last decade, the definition of humane education has been expanded by the handful of humane educators in the United States and Canada who have considered the subject more comprehensive than discussions solely about companion animals. Humane education has come to encompass all animal issues, as well as environmental and human rights issues. The word ‘humane’ actually means what are considered the best qualities of human beings. By definition, humane education is broad and of profound importance and significance to our global actions on this planet.”¹

Creating a peaceful, sustainable and humane world may be viewed as an impossible dream by many. Others realize that humane education programs are very tangible ways to bring participants one step closer to realizing that dream. The impact of reaching each person who has the good fortune to be a part of a humane education program can be priceless. Empowering students to take responsibility for their actions and motivating students to inspire others to make the world a better, kinder place are the results of many humane education programs. Learning to make choices that do not cause harm, and living cooperatively with compassion and integrity, are life lessons that can begin at any age.

The question to ponder in providing humane education programs may be: If not now, when?

Regardless of how big or how small your education goals are, the most important factor is that humane education programs be available.

Benefits and Value

The benefits and value of humane education affect individuals, as well as the world. Teaching people to think critically and compassionately about the choices they make that affect the earth, animals and each other can be life changing — and the outcomes can be profound.

Some examples of the many benefits of humane education include:

Building Stronger Character

Most humane education programs incorporate information about animals and their needs, or about the environment. Participants learn to think about how animals might feel, or identify how their own actions can affect others and the world around them. Such information can be very basic and simple, yet it provides an effective way to raise awareness of how we impact animals, each other and the rest of the world.²

Respectful, empathetic and compassionate behavior is not instinctual; it must be learned in order for one to develop a strong sense of morality. By teaching these vital character messages, humane education can help guide participants toward becoming better citizens and help them become more conscious of the effects of their actions and choices.²

Empowering for Positive Change

Only when participants in humane education programs realize that they have choices, and that their actions do impact the rest of the world, can they be open to the concept that their lives can become part of the solution. Through awareness of real, tangible, achievable solutions and concepts, it can become clear that individuals can make a difference.²

Reducing Violence

The connection, or the Link[®], between violence toward animals and violence to people is well documented in research. Teaching messages of

empathy toward other beings is essential to raising kind, compassionate citizens. For example, studies show that caring for pets can help children develop compassion.³ Because of this, it is important to expose children to these ideals at the earliest age possible.

Community Presence

The outreach of successful programs into the community can create an awareness that is altruistic and positive. Children bring quality messages home to share with parents, teachers tell other teachers, civic organizations share the information with their members, and the media loves a great story! This type of community presence can also impact shelter income, adoptions, volunteering, support and much more.

Historical Perspectives

Humane education is not a new concept. English philosopher John Locke noted the important impact that the kind treatment of animals has on a child's character as long ago as 1693:

*"[Children] often torment, and treat very roughly young Birds, Butterflies, and such other poor Animals... with a seeming kind of Pleasure. This... should be watched in them... Children should from the beginning be bred up in an abhorrence of killing, or tormenting any living Creature."*⁴

From that point on, documented awareness of the need for and inclusion of humane education continued. In 1879, the American Humane Association passed a resolution promoting humane education in public schools.⁵ In 1882, George T. Angell began organizing groups of children into clubs known as "Bands of Mercy," where members learned about and helped animals.⁶ Within one year, American schools housed 600 Bands of Mercy with 70,000 members.⁶ Following the founding of several national organizations, including the American Humane Education Society in 1889 by Angell, formal education programs began in schools and churches in an effort to teach kindness to both animals and people.⁷ By 1922, 20 states had passed laws requiring humane education in their schools.⁶

Unfortunately, this rise in awareness of humane education collided with a time of great change in the United States. Automobiles replaced carriage horses, shifting the focus to adaptation and evolution among the animal welfare organizations created to protect the horses.⁶ Schools received pressure from growing public demands, political groups and changes in education methods and beliefs.⁶ The strain ultimately culminated with two World Wars and the Great Depression,⁶ thereby eliminating any extra resources for humane education.

Yet, within this difficult period in U.S. history, awareness of the value of humane education continued with the passage of the following position statement by the National Parent Teacher Association (PTA) Congress in 1933:

*"Children trained to extend justice, kindness, and mercy to animals become more just, kind and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies; more humane, more law-abiding — in every respect more valuable citizens. Humane education is teaching in the schools and colleges of the nations the principals of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point of every race and clime. A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies."*⁸

Today, humane education has begun to regain momentum toward public awareness and opportunity. As the oldest national organization devoted exclusively to humane education, the Association of Professional Humane Educators was established in the 1970s (originally known as the Western Humane Educators Association) and continues to lead the way in providing "professional development opportunities and networking for educators who promote humane attitudes toward people, animals and the environment."¹⁰ Other national humane education organizations have developed since then, some of which can be found in the resource section of this publication. Twenty

states currently have laws promoting or mandating humane education or humane treatment of animals in schools,⁹ while 36 states have laws that specifically mandate or encourage character education.¹¹ The passage of the federal education law, “No Child Left Behind Act,” in 2001 requires that students receive the opportunity to develop good citizenship and good character.¹² Such resources and legislation can provide excellent opportunities for animal shelters and humane organizations to provide education opportunities to children specifically, and the public in general.

Adapting to a Changing World

Each day, society faces new and ever-changing issues like environmental concerns, animal and child welfare, human and animal exploitation, legislative activity, abuse, violence and so much more. In order to counteract the potentially negative effects of such issues, humane education must continually adapt to meet the needs of our changing society. Humane education programs must not only look for solutions to directly address current problems, but they also must attempt to develop future generations of individuals who are equipped with the tools and skills necessary to address society’s greatest challenges with compassion and respect.

With any humane education program, it is important to establish an infrastructure that is conducive to incorporating society’s changing issues and concerns. This can be accomplished by regular evaluation of programs, assessment of needs, awareness of multiple issues, networking with other educators, provision of resources and managerial support. Consideration of federal and state education standards, as well as character education requirements that are called for by many school mandates, is also important to ensuring your message can reach as wide an audience as possible.

Humane Education in Animal Shelters

Keys to Success

There are certain qualities that should be part of any humane education program in order to increase the likelihood of success. The following are a few suggestions you may want to consider when implementing a new or evaluating an existing humane education program:

Financial Commitment

In order to ensure the success of your program, there should be at least minimal funding budgeted for education. Refer to the “Funding Humane Education Programs” section of this publication for additional information.

Organizational Support for Education

Whether someone is formally designated “the humane educator” or not, the accountability for humane education rests with every staff member, regardless of position — including management. The board and senior staff should provide input in creating the education agenda and goals. In order to succeed, it is vital that the humane educator and education program are valued and respected throughout the organization, and that everyone has a clear understanding of what humane education means.

Educational Support for the Organization

Effective programs must provide support for the entire organization. The humane educator should make a special effort to spend time within the organization so that he or she can learn about specific issues, as well as the concerns and responsibilities of the staff. For instance, if the goal of an organization is to increase cat adoptions, then the humane education programs should enhance that goal.

Community Connection

Establishing an effective humane education program requires awareness of the community’s needs and identification of how they can be tied into the organization’s overall goals. This knowledge will help determine the scope of the education program and, eventually, the program will evolve to meet the changing needs of the

community in a way that will be mutually beneficial.

Appropriate Representation

It is important to provide an opportunity for the public to ask difficult questions about animals, the environment and humane issues. However, it is equally important that your organization establish positions on common controversial topics to ensure that consistent, appropriate responses are given. Because an educator spends a great deal of time in the public eye, he or she becomes the most recognized representative of the organization. It is vital that educators are accountable for the information they are disseminating, their teaching methods and the resources they provide. Additional information on handling controversial topics can be found in the “Hot Topics” section of this publication.

When addressing such topics, it is important that humane educators adopt a nonjudgmental attitude and leave their personal opinions at the door. It is essential that we welcome a wide variety of people into the world of humane education, including those whose opinions, beliefs or cultures may differ from our own. Providing participants with valuable and accurate information enables them to make informed decisions for themselves. If we presume, make judgments or cannot let go of personal opinions, we lose a wonderful opportunity to educate others, as well as ourselves.

Set the Standard

All education information, whether direct or indirect, must set the standard for animal care. This standard affects current and future pet owners, adults, children and other animal care professionals.

Consideration of Character

Formal education programs must teach the important character components of respect, responsibility, fairness, kindness, trustworthiness and citizenship. Providing students with the opportunity to build strong character is a major benefit of humane education.

Indirect Education

Whether or not your shelter provides formal education programs, it is important to understand that absolutely every aspect of your facility relays messages to the public on a daily basis, and many of these messages regarding humane issues and animal welfare are subliminal. From your staff’s attitudes and how they are dressed, to the signs on your walls and the programs you offer — every visit, each phone call and even your website are sending humane education messages, both positive and negative. Here are a few steps you can take to ensure your organization is sending appropriate, positive messages:

Evaluate Your Organization

It is vitally important that every person who has an interaction with your organization walks away with a positive impression and hopefully, a more informed perspective. Walk through your grounds and building, and try to really see — through the eyes of a visitor — what messages you are presenting. Then ask yourself a few questions:

- Is the building well-marked? Can visitors easily tell who you are and what you do?
- Are the hours of operation clearly visible?
- Is the entrance neat, clean and welcoming? Is there a welcome mat or sign that tells visitors you are happy they came?
- Are the grounds clean and free of litter, cigarette butts, feces, etc.?
- Is your lobby clean and free of obstacles?
- Are the posters on the walls relevant, current and in good condition?
- Are the public restrooms identified, clean and well-stocked?
- Are the hallways clearly marked so that visitors can easily navigate your facility?
- Are expectations and rules for visitors clearly marked?
- Are emergency exits properly marked?

- Can you smell feces or urine?
- Are all of the animals in clean and comfortable conditions?
- Do pets have toys, bedding, etc?
- Are staff/volunteers smiling and approachable when guests enter the building? Do they greet guests?
- Are staff/volunteers recognizable with uniforms or name tags? Are they professional with clean, neat, presentable uniforms?
- Is your staff well-informed, or do they at least know where to send a question if they can't answer it?
- Are informational materials available for visitors on adoption policies, surrender procedures, behavior and training, etc.?

Ensure Consistent Information

Everyone within the organization should be able to address guest questions and concerns with consistent, accurate answers, a requirement that relies heavily on everyone within the organization understanding the importance of these issues. Staff/volunteers should be provided with the resources they need as part of the orientation process, and the information should come from the organization's leadership. Providing staff with clear job descriptions and standard operating procedures assures that everyone has the same information in writing. Creating an environment that focuses on teamwork will also be a huge help and should come with strong, effective leadership.

Provide Written Materials

Easy venues for public education include websites and written materials, which must contain information consistent with that being presented in your facility and from staff. Websites are the perfect way to let the world know about available pets, staff, donors, events, statistics and success stories, as well as your location, hours and policies. Written materials such as newsletters, brochures and news releases are also effective ways to brag, provide updates on programs, announce upcoming events, mark important dates and make the public aware of who you are and what you do. Think outside the

box; for example, if you don't have the staff to produce an actual publication, by all means figure out how to add a newsletter to your website. If you can't afford website hosting, look for sponsors, volunteers or free websites. Just be sure all materials are spelled correctly, grammatically accurate, professional, neat and visually pleasing with many photos and illustrations.

Approachability

Your shelter should be a destination that people enjoy visiting and one where they feel comfortable asking questions, not only about available pets, but also about pet-related topics, such as microchipping, spay/neuter options, pet training, boarding, vaccinations and more. Keep in mind that humane education takes many forms, and the dissemination of information is vital to how people view your services and perceive your value. You want visitors to see you as a community resource and an organization that truly cares about the animals not only in your direct care, but throughout the community. A well-organized and well-prepared shelter can also contribute to the public becoming more informed and to more educated pet owners, which is ultimately what we all strive to achieve. Providing clear and consistent answers is a great way to provide humane education indirectly.

Working Without a Formal Educator

Although there is no doubt that having a formal humane educator is the best option for getting quality programs into the community, we understand that in some cases that is simply not possible. However, this does not mean that humane education is out of the question. Many animal control officers, shelter staff and volunteers are willing, and even excited, to present something constructive to eager school children, adult groups and scout troops. It is of great benefit in terms of public image to have a smiling representative sharing important messages about humane and responsible animal treatment. That representative must have many of the qualities listed under the humane educator criteria of this guide, such as proper dress,

ability to speak clearly and effectively, and most importantly, compassion and kindness.

Be sure to prepare ahead of time, in terms of scheduling, organizing and record keeping. Basic informational shelter tours and/or visits to a school or civic organization by a staff person are a great form of education and, when well done, can help to promote a positive image for your shelter. Prepare a script containing the details of what should be covered and which terms and topics are appropriate for different age groups and audiences. It helps to speak with a local teacher to get some advice on lesson planning and appropriate topics. There are also many professionally created programs and lesson plans available on websites and through national humane organizations; these materials are often good options when there is no educator to oversee the creation of formal outreach programs. The American Humane Association, along with many other national organizations, offers free downloads of education materials, such as “pre-packaged” programs through its online store. The Association of Professional Humane Educators also offers many quality resources. More information on these organizations and others can be found in the “Resources” section of this publication.

When shelters do not utilize a trained humane educator, it is important to keep the topics basic and clear. For example, it may help to read a quality book with an appropriate humane message aloud to a class or bring along props, such as a leash and collar with ID tags, or some dog toys and a brush. These items will not only prompt the speaker to remember to discuss certain details, but also serve as visual or tactile aids, which always engage an audience.

Remember, it is inappropriate to burden young children with the horrors of shelter work and the suffering of the animals. Caution should be exercised when sharing some of the difficulties, and be sure to balance the discussion with happy endings and things the audience can do to help the animals and your organization. This is a great time to encourage toy and blanket drives, or upcoming events your organization is hosting. Leaving the teacher with coloring sheets or a

suggested activity will help the teacher review the topic after you leave and provide a wonderful take-home message that students can share with parents and siblings. Make sure whatever you provide has your contact information and logo so that you will be remembered.

To help assess the quality of the program, leave the teacher or program director a simple evaluation form with return address information on it. Getting feedback is a simple but important way to measure your success, and the anecdotal information you receive is great to share with staff and supporters.

Humane education offered by shelters is a win-win opportunity for you. Finding the best means by which to deliver it is not always easy, but most times the outcomes speak for themselves in terms of the community and how they perceive the work you do.

Qualities of a Good Educator

Most organizations eventually entrust specific educational duties to one or more staff members or volunteers. Depending on the size and budget of the organization, either a full- or part-time person may be assigned to handling educational outreach. While the humane educator in a smaller organization may wear many hats (volunteer coordinator, kennel attendant, animal control officer, etc.), larger organizations may be better able to support formal education departments with multiple educators.

Whether you are looking for a paid or volunteer humane educator, you may want to do the following before identifying a potential candidate:

- Create a detailed job description
- Identify the goals and objectives of your organization that should/could be addressed through education
- Determine the qualities you desire
- Research your local education code requirements

The following are suggested items for a humane educator's job description:

- Consistent and appropriate representation of organization's mission and positions
- Create and present education programs that are audience and age appropriate
- Organize and update materials for each presentation
- Recruit, train and manage education staff/volunteers (refer to the "Additional Staff and Volunteers" section of this chapter)
- Establish a positive work environment with the staff that supports and provides feedback
- Make/take calls
- Schedule presentations (directions, time limits, contact person, etc.)
- Market programs (refer to the "Marketing Opportunities" section of this chapter)
- Record keeping (refer to the "Record Keeping" section of this chapter)
- Develop and maintain quality relationships with local educators, schools, civic groups, etc.
- Develop an education budget (refer to the "Budgeting" section in the next chapter of this publication)
- Obtain funding for education programs (refer to the "Funding Humane Education Programs" chapter of this publication)

The following have been identified as important skills for any humane educator:

- Solid writing skills
- Good listening skills
- Ability to speak in front of a group
- Experience working with children
- Good interpersonal skills with people of all backgrounds
- Ability to be nonjudgmental concerning culture and ideas
- Ability to work as part of a team
- Professional manner and appearance
- Creativity/ability to think "outside the box"

- Organization
- Motivation
- Commitment and reliability
- Clean background check
- Meets local education code requirements, including those related to classroom supervision and liability concerns
- Experience with/knowledge of a variety of species
- Compassion/empathy for humans and animals
- Awareness of humane issues
- Ability to represent the organization's mission, goals and philosophy, rather than personal opinions and beliefs

Additional Staff and Volunteers

Once your organization has identified the person who will be in charge of a humane education program, it may be time to consider enlisting the help of additional staff. In this section, the term "staff" will refer to paid personnel, as well as unpaid volunteers, unless otherwise specifically noted. Additional staff may help in the creation or presentation of programs, record keeping, public outreach and more.

The advantages of incorporating additional staff may include bringing additional experience and skills (e.g., retired teachers), special talents (e.g., storytelling, theater), fresh perspectives, more available time and an extra set of hands. Since the staff will publicly represent the organization, someone must be responsible for supervising, training and managing volunteers and programs.

When it comes to volunteers specifically, a disadvantage can be that volunteers may show an initial interest in working with an organization, but dependability and supervision can become an issue as time constraints arise. However, volunteers do not expect a salary, often have time during the day, and can be extremely dedicated and committed. Regardless of whether they are paid or not, well-chosen, motivated and trained staff with the right talents and background can function effectively. It may be advantageous to coordinate with the

organization's volunteer coordinator (if there is one) for assistance during the application, training and management processes.

Hiring Staff

Finding the right person for any job in any organization is critical to success. The following are some ways for your educator to recruit additional people who could potentially contribute to your education program:

- Presentations to community groups
- Fliers in parks and other places frequented by people and pets
- Posters in your shelter and at veterinary clinics, obedience-training classes, pet stores, libraries, etc.
- Tables/booths at pet walks, career events, community events, etc.
- Ads in animal-friendly publications and local newspapers
- Internet ads (Twitter, Facebook, MySpace, Craig's List, etc.)
- Announcements at your facility and on your website

Placing the right staff person in the best position will involve getting to know the individual and his or her interests. Have your educator develop a questionnaire or application that targets the qualities and expertise you're looking for, such as:

- Work and /or volunteer history
- Interests, hobbies, special skills
- Experience with animals
- Experience with children
- Time commitment per day/week
- Duration of commitment (e.g.: six months, one year)
- What does the applicant see as his or her contribution to the shelter and education program?
- Be sure to identify any specific qualities/skills you're looking for (e.g., ability to speak in front of a crowd, work with reptiles, etc.)

Once your educator has identified possible candidates, the next step is to conduct interviews. This is a great time to assess professionalism, communication skills, ability to

“think on their feet,” commitment to the shelter/program and more.

Training Staff

Once the additional staff members have been selected, it is important that your educator train them using clear expectations. Providing them with the information they need will make the experience a more positive one for everyone and, in the long run, help you and your organization save time by retaining experienced staff. Your educator should provide new staff with the following:

- Your organization's goals and objectives
- A list of job expectations, including education program and skill expectations
- Ample time for shadowing someone who is experienced in presenting a program and/or performing a particular task
- Positive and constructive feedback

Managing and Keeping Staff

Management of the staff and programs is integral to running a successful humane education program. The humane educator is responsible for ensuring all education staff are trained, prepared, professional representatives of the organization. Investing time and effort in the training and support of staff not only keeps them on board, but also creates a knowledgeable and trained group of people. Evaluating the programs and staff on a regular basis will help keep your program current and relevant, which is an important component in developing a reputation as a top-notch resource to the community. Following are some suggestions for managing and keeping quality education staff:

- Regularly observe and assess staff and the programs they present
- Keep staff updated on the goals and objectives of your organization and your humane education program
- Offer training opportunities, such as workshops and seminars
- Keep staff current on humane education issues by provide resources, such as related reading materials, websites, etc.

- Hold meetings to share ideas, concerns and questions
- Treat all staff with respect
- Have teachers/group leaders, parents, etc. fill out an evaluation form based on the program that was presented
- Celebrate successes and share positive feedback

Marketing Opportunities

There are a number of ways to publicize the programs your organization offers. The following are just a few suggestions, but you are encouraged to think outside the box and take advantage of any resources, relationships, collaborations or innovative new ideas from your staff, volunteers and constituents.

- Mailings
- Email announcements
- Electronic outreach, such as Twitter, Facebook, MySpace, etc.
- Staff, volunteer and community meetings
- Paper or electronic newsletters
- Participation in community events
- Posting on community bulletin boards (physical and electronic)
- Participation in educational association meetings and communications
- Cable/radio/television outlets
- Website announcements, reciprocal web links
- Collaborative partnerships and networking
- Word-of-mouth advertising

Record Keeping

It is advisable to keep accurate records of your presentations for several reasons. Good record keeping will help you evaluate your programs (see next section), assess staff/volunteer performance, justify expenses and the need for administrators, donors and funders, and more. Records will allow you to objectively review your work so you can determine which audiences have seen which programs, which to expand, which to cut and the overall impact. Keeping good records can also help you avoid potentially embarrassing mistakes, such as miscommunication about where or when a

program is supposed to take place, the anticipated program content, the number of participants, whether live animals are expected/allowed, inappropriate topics for the audience/age group/grade, fees and payment, and more.

Suggested information that should be recorded, discussed and confirmed between presenter and host facility includes:

- Name of host facility
- Street address and mailing address
- Contact person's name, title, phone number(s) and email address
- Name of presenter
- Date and time of presentation
- Length of presentation
- Location of presentation (inside/outside/room number/area)
- Age/grade/general description of participants
- Program topic/title/basic content
- Number of participants
- Fee/donation amount, payment form, payment time
- Presentation notes

Evaluating Programs

Every animal care and control organization conducting any form of education program should evaluate the outcome and impact of all programs. Such evaluation can be as simple as handing out questionnaires to teachers after a classroom presentation or to participants after a shelter tour, or a more formal evaluation tool, such as pre- and post-program testing.

Participant feedback will not only be priceless when it comes to taking a critical look at the content of your programs; it may also help support future requests for funding. Feedback will help you track important information, such as the most/least requested programs, staff/volunteer effectiveness, staff/volunteer hours, what communities/neighborhoods/areas your programs reach, the socio-economic/cultural groups your programs reach, how programs are being received/perceived, whether you are achieving your goals and much more.

Hot Topics

Use of Live Animals

Many humane educators incorporate a variety of live animal species into their programs, such as dogs, cats, rabbits, rats, guinea pigs, horses, farm animals, reptiles and wildlife. The decision of whether or not to use live animals in humane education programs is a decision that can only be made by individual organizations, and should be based on a thorough consideration of the following:

- Clearly defined protocols for assessing predictable, reliable, appropriate animal temperament
- Clearly defined protocols for handling specific animal species, handler qualifications, and mutual familiarity between handler and animal
- Clearly defined protocols for thorough health assessment, consideration of contagious diseases and current health records
- Consideration of participant allergies to various species
- Insurance for animals and handlers
- Consideration of national, state and local laws pertaining to particular animals
- Confirmation of host facility's policies regarding live-animal admittance
- Clearly defined protocols for transportation of animals

Animals exhibiting any of the following characteristics should **not** be used as part of any education program:

- Signs of ill health or injury
- History of aggression or biting
- Fearful, anxious or timid behavior

Use of shelter animals or wildlife in public educational settings is often not in the best interest of the individual animal due to high stress levels that result from participation in an education program, as well as to their uncertain medical and behavioral histories. Incorporation of shelter animals into education programs should be done on an individual basis with serious consideration of the best interest of the animal in terms of stress, adoption exposure and disease transmission. Use of wildlife in

education programs is best left to wildlife professionals, and consideration of appropriate licensing, handling, transportation and state/local regulations is a must. A further concern for the use of wildlife in programs is that showing these animals being handled by a humane educator, while being told to leave wildlife alone, can send a conflicting message. Use of live animals in education programs is controversial and requires much preparation and training.

Handling Controversial Animal Issues

Inevitably, controversial animal-related issues, which are not necessarily part of your humane education program, will arise. There is an endless list of controversial topics that you may encounter. A few examples are listed below:

- Animal reproduction
- Euthanasia
- Hunting/trapping
- Vegetarianism/veganism
- Animal testing (cosmetics/medical)
- Evolution
- Kill/no-kill positions
- Wearing of fur/leather
- Animal rights vs. animal welfare
- Animals in entertainment (circuses, aquariums, rodeos, movies, etc.)

Humane educators must be prepared to respond to such issues with respectful, age-appropriate information, or you run risk of harming the future of your humane education programs. You must consider the audience you are speaking to in regard to various ethnicities and their religious and cultural beliefs. Sweeping generalizations and moral judgment may cause the audience to feel guilty, defensive or morally burdened (this is particularly true among children).

Suggestions for handling controversial animal issues include:

- Acknowledge the legitimacy of the topic
- Explain that no single value system is universally correct
- Identify core issues and areas of agreement and disagreement

- Encourage students to argue ideas, not people
- Get back on track as quickly as possible

Funding Humane Education Programs

Budgeting

Most humane organizations and many shelters have education as part of their mission; therefore, education should be budgeted for to ensure success. It is essential that the organization set aside at least a small amount of money from the budget to launch even a basic, but quality, humane education program. To do this, there are certain basic needs that must be met. Having office space with a desk, shelving, a phone, a computer with internet access and a quiet space to work are truly the minimum requirements. Sometimes having the humane educator work from home is a feasible way to address these essentials; otherwise, space must be made in your facility. In addition to these basic needs, we recommend budgeting for the following supplies:

- Paper and general office supplies
- Photocopier (use on-site or at an office supply store)
- A small laminator (for creating durable cards, pictures, etc.)
- Mode of scheduling (electronic scheduler, large wall calendar, etc.)
- Road maps or GPS
- Portfolios, storage bins and/or bags for transporting materials
- A tablecloth (preferably printed with animal-related images)
- Children's books for a variety of ages
- Small-animal carriers if live animals will be used
- Humane education resources (books, guides, manuals, professional memberships, etc.)

Once the bare necessities are in place for an educator to begin, it's time to think about ways to continue the program without having the expenses become a problem for the organization.

Sponsorships

Often, the cost of specific programs, events, publications or even entire education programs can be offset or covered by obtaining sponsorships from local businesses, such as insurance companies, department stores or medical groups. Large, national chain stores, such as PetSmart, PETCO, Target or Wal-Mart, may also be willing to provide a sponsorship. Many businesses set aside money for supporting good causes, and humane education often meets their requirements. It takes some effort and time to develop sponsors, but doing your homework to identify companies and how they fit with your needs, followed by networking and outreach to local businesses, can help offset education costs.

Grant Writing

There are numerous local and national philanthropic organizations set up to make funds available to worthwhile programs, organizations and projects, and humane education is often the perfect candidate to qualify for them. In addition to asking around, obtaining books that list granting organizations and researching on the internet, you can also make cold calls or send letters of inquiry to figure out where and how you might obtain funding. Some granting agencies are looking for grassroots programs that make a real and measureable difference in communities, and they are happy to hear from you. Often they have staff people dedicated to providing guidance on details such as the application process, deadlines and grant limits. Think outside the box, and remember — it never hurts to ask!

Fundraising

Humane educators everywhere are finding exciting, clever ways to fund programs by doing grassroots-style fundraising. Some of the most notable include:

- Develop fundraisers with kids who are required to perform community service (through schools, groups, churches, etc.)
- Organize volunteers to create items for sale, such as pet treats, beds, toys, etc.

- Create events around special holidays or dates, such as Adopt-A-Dog Month[®], Be Kind to Animals Week[®], etc.
- Hold pet walks, auctions, raffles, dinners and other fundraising events

Charging Recipients

One way many organizations offset the cost of humane education is by charging minimal fees for programs that are considered “outreach,” where your educator must go to a location. A fee is not a bad thing if the quality of the program equals the cost of the event. It might be helpful to note that sometimes, people assume a program is less legitimate or of lesser quality if there is no fee attached. In the early stages, this approach will not offset the total program cost, but it will help defray costs and assist with funding growth and future needs. Examples of programs that are often associated with a fee include:

- Camps for kids during school vacations, summer, weekends, after-school, etc.
- Hosting or presenting off-site programs for birthday parties, bar/bat mitzvahs, etc.
- Presenting adult education programs during “lunch and learns,” in the evenings or on weekends
- Shelter tours and education programs for special groups, such as scout troops, Boys’ and Girls’ Clubs, PTA/PTO after-school groups, religious groups, etc.

Suggested Resources

Animal Welfare Resources

American Humane Association
63 Inverness Dr. East, Englewood, CO 80112
(303) 792-9900
www.americanhumane.org

Association of Zoos and Aquariums
8403 Colesville Rd., Suite 710, Silver Spring, MD 20910
(301) 562-0777
www.aza.org

American Society for the Prevention of Cruelty to Animals (ASPCA)
424 E. 92nd St., New York, NY 10128
(212) 876-7700
www.aspca.org

Animal Protection Institute (API)
P.O. Box 22505, Sacramento, CA 95822
(916) 447-3085
www.api4animals.org

Anti-Cruelty Society
157 W. Grand Ave., Chicago, IL 60610
(312) 644-8338
www.anticruelty.org

Association of Professional Humane Educators (APHE)
c/o The Latham Foundation
1826 Clement Ave., Alameda, CA 94501
www.aphe.org

Canadian Federation of Humane Societies
102-30 Concourse Gate
NEPEAN
Ontario K2E 7V7
Canada
Phone: (613) 224 8072
Fax: (613) 723 0252
www.cfhs.ca

Delta Society
875 124th Ave. NE, Bellevue, WA 98005
(425) 679-5500
www.deltasociety.org

Farm Sanctuary
P.O. Box 150, Watkins Glen, NY 14891
(607) 583-2225
www.farmsanctuary.org

Humane Society of the United States
2100 L Street NW, Washington, DC 20037
(202) 452-1100
www.hsus.org

In Defense of Animals
3010 Kerner Blvd., San Rafael, CA 94901
(415) 388-9641
www.idausa.org

International Institute for Humane Education (IIHE)
P.O. Box 260, Surry, ME 04684
(207) 667-1025
www.iihed.org

The Latham Foundation for the Promotion of Humane Education
1826 Clement Ave., Alameda, CA 94501
(510) 521-0920
www.latham.org

National Animal Control Association
P.O. Box 480851, Kansas City, MO 64148
(913) 768-1319
www.nacenet.org

National Anti-Vivisection Society (NAVS)
53 W. Jackson Blvd., Suite 1552, Chicago, IL 60604
(800) 888-NAVS
www.navs.org

National Association for Humane and Environmental Education (NAHEE)
67 Norwich Essex Turnpike, East Haddam, CT 06423
(860) 434-8666
www.nahee.org; www.kindnews.org; www.humaneteen.org

National Wildlife Federation
11100 Wildlife Center Dr., Reston, VA 20190
(800) 822-9919
www.nwf.org

People for the Ethical Treatment of Animals (PETA)
501 Front St., Norfolk, VA 23510
(757) 622-PETA
www.peta.org

Society of Animal Welfare Administrators (SAWA)
15508 W. Bell Rd., Suite 101-613, Surprise, AZ 85374
(888) 600-3648
www.sawanetwork.org

World Society for the Protection of Animals
89 Albert Embankment, London, SE1 7TP United Kingdom
www.wspa-international.org

Education Resources

Association for Supervision and Curriculum Development (ASCD)
1703 North Beauregard St., Alexandria, VA 22311-1714
(703) 578-9600 or 1-800-933-ASCD
www.ascd.org

Character Education Partnership
1025 Connecticut Ave., N.W., Suite 1011, Washington, DC 20036
(800) 988-8081
www.character.org

HotChalk, Inc. Lesson Plans Page
1999 S. Bascom Ave., Suite 1020, Campbell, CA 95008
(408) 608-1679
www.lessonplanspage.com

Character Counts!/Josephson Institute of Ethics
9841 Airport Blvd., Suite 300, Los Angeles, CA 90045
(800) 711-2670 or (310) 846-4800
www.charactercounts.org

Humane Education Advocates Reaching Teachers (HEART)
P.O. Box 738, Mamaroneck, NY 10543
(212) 744-2504
www.teachhumane.org

Institute for Humane Education
P.O. Box 260, Surry, ME 04684
(207) 667-1025
www.humaneeducation.org

National Council for the Social Studies (NCSS)
8555 Sixteenth St., Suite 500, Silver Spring, MD 20910
(301) 588-1800
www.socialstudies.org

National Council of Teachers of English (NCTE)
1111 W. Kenyon Rd., Urbana, IL 61801-1096
(217) 328-3870 or (877) 369-6283
www.ntce.org

National Council of Teachers of Math (NCTM)
1906 Association Dr., Reston, VA 20191-1502
(703) 620-9840
www.ntcm.org

National Science Teachers Association (NSTA)
1840 Wilson Blvd., Arlington VA 22201
(703) 243.7100
www.nsta.org/publications.nses.aspx

Performance Standards: Volume 1 – Elementary School, by the National Center on Education and the Economy and the University of Pittsburgh, ©1997

Performance Standards: Volume 2 – Middle School, by the National Center on Education and the Economy and the University of Pittsburgh, ©1997

State Departments of Education
(Utilize a search engine to research individual states' requirements)

United States Department of Education
400 Maryland Ave., SW, Washington, DC 20202
1-800-USA-LEARN
www.ed.gov

United Federation of Teachers
Humane Education Committee
52 Broadway, New York, NY 10004
(212) 777-7500
www.uft.org/member/committees/humane

References

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- ² Teach Kind. “The Benefits of Humane Education.” <http://www.teachkind.org/benefits.asp>. Obtained 9/17/09.
- ³ Kidd, Aline H. and Robert M. Kidd. (Winter 1987). “Seeking a Theory of the Human/Companion Animal Bond.” *Anthrozoös*. 1.3, 140-145.
- ⁴ Spellman, W.M. (1988). “John Locke and the Problem of Depravity.” Oxford University Press. p. 228.
- ⁵ American Humane Association. “130 Years” timeline publication.
- ⁶ Bank, J. and Zawistowski, S. (2001). *About Humane Education: History*. http://www2.aspc.org/site/PageServer?pagename=edu_history. Obtained 10/10/09
- ⁷ Animals & Society Institute. (2006). *Humane Education Position Paper*. <http://www.animalsandsociety.org/resources/details.php?id=12>. Obtained 10/10/09.
- ⁸ Humane Education Teacher. (2007-2009). *About Humane Education*. <http://www.humaneeducationteacher.org/about.html>. Obtained 10/10/2009.
- ⁹ Phillips, Allie. American Humane Association. Unpublished raw data.
- ¹⁰ Association of Professional Humane Educators. www.aphe.org. Obtained 10/10/2009.
- ¹¹ Character Education Partnership. (2008). *Character Education Legislation*. <http://www.character.org/charactereducationlegislation>. Obtained 10/10/2009.
- ¹² U.S. Department of Education. (2004) *No Child Left Behind -- Helping Your Child Become a Responsible Citizen*. <http://www.ed.gov/parents/academic/help/citizen/partx6.html>. Obtained 10/10/2009.

Addendum

Suggested Topics for Lessons

- Pet Responsibility (what pets need, different species, choosing a pet, etc.)
- Pet Identification (collars, ID tags, microchips, etc.)
- Pet Overpopulation (spay/neuter, adoption, puppy mills, etc.)
- Safety Issues and Your Pet (weather protection, pet ID, leashing, transportation, first aid, tethering, etc.)
- Native/Local Wildlife (what's in your backyard, feeders, nesting boxes, adaptations, etc.)
- Protecting Nature/the Environment
- Endangered Species
- Be Kind to Animals Week[®] (ideas for showing kindness, what kindness means, community involvement, etc.)
- Animal Sheltering (what shelters are, what they do, tours, meet the staff, etc.)

Sample Lesson Plans

The following three documents are intended to complement each other and to be used by new educators. By using these documents together, you will be better able to understand how to create lesson plans. By understanding the format of a typical lesson plan, educators may be better able to gain entry into local schools and programs, and present lessons to a wider audience.

Explanatory Lesson Plan

This document explains each section of a typical lesson plan, including common terms and features. It explains the structure of a typical lesson plan, correlation with educational standards and descriptions of character education pillars.

Sample Lesson Plan

This document is an example of a complete lesson plan. Refer to the Explanatory Lesson Plan for a description of the various components, why they have been included and their value.

Blank Lesson Plan

This document is blank and may be reproduced and filled out to create lesson plans for your existing or planned lessons.

Explanatory Lesson Plan

Topic: Title of Lesson

Age/Grade Level: Determine the appropriate age and grade level of the participants.

Time: Approximate time the lesson will take from start to finish.

Character Pillars: This is where you list the pillars of character that are covered in the lesson. The pillars of character are addressed in the education standards of Character Education and include: Kindness, Responsibility, Respect, Citizenship, Trustworthiness and Fairness.

Standards: The list of education standards that are covered in the lesson. Education standards describe what the students should be able to do at a given age or grade level. The standards may be written in different formats, including National Standards, State Standards or Grade Level Expectations (GLEs). The format you use should depend on what is utilized in the schools you plan to work with. All American Humane Association lesson plans follow the format of National Standards.

Rationale: The purpose of presenting this lesson.

Behavioral Objectives: Specifies what you want the student to be able to do at the end of the lesson. Statements typically begin with “The student will...”

Materials: List the materials needed to implement the lesson.

Set (or Lead In): The method of beginning the lesson, usually a question or a statement. At times, this may be worded as a “hook” or a way of grabbing the attention of the students.

Step-by-Step Procedure (or Procedure): The body of the lesson that includes detailed procedures that are to be performed throughout the lesson in order to achieve the objectives. The procedure should include any important steps to reach the desired goal.

Closure (or Summary): Reflects the Set and is the wrap-up to a lesson.

Assessment: This is where you list any tools that can be used to assess the students’ performance in the lesson. The assessment indicates how close or far away students are in achieving the objectives and could include tests, rubrics, performance checklists, etc.

Reference

HotChalk, Inc.[®] (1996-2007). Lesson Plans Page, www.lessonplanspage.com. Obtained 10/2/09.

Sample Lesson Plan

Pet Overpopulation in the United States Unit

Grade: Grades 6-9 / **Ages:** 11-14

Time: A series of four lessons. These lessons can be modified to meet various time constraints.

Character Pillars:

- Kindness, Responsibility, Fairness, Respect

Standards: This format is based on *Performance Standards: Volume 2 – Middle School* by the National Center on Education and the Economy and the University of Pittsburgh, ©1997

Standard	Area	Performance Description
English/Language Arts	Reading/Public Documents/Functional Documents	E1c, E1d
English/Language Arts	Speaking/Listening/Viewing	E3b
Science	Life Sciences Concepts	S2d, S2e
Science	Scientific Thinking	S5c, S5d, S5f
Science	Scientific Investigation	S8d
Applied Learning	Problem Solving	A1c
Applied Learning	Information Tools and Techniques	A3a, A3b
Applied Learning	Learning Self-management Tools and Techniques	A4a, A4b
Applied Learning	Tools and Techniques for Working With Others	A5a

Rationale:

The number of homeless dogs and cats in the United States, while lower than it has been in the past, is still alarmingly high. It is important that future pet owners, lawmakers and taxpayers are aware of this issue and are also able to identify potential solutions to the problem. Addressing the requirements and impact of caring for and housing homeless animals are other issues to be considered.

Behavioral Objectives:

The student will:

- Research factors contributing to overpopulation
- Research ways to address overpopulation
- Research the impact on the community and the environment
- Create questions for interviewing an animal care professional about the issue of overpopulation
- Develop an infomercial on the causes and ways to address overpopulation
- Students will experience the character pillars of kindness, responsibility, fairness and respect related to issues of animal overpopulation.

Materials:

- Interview questions
- Items for infomercial
- Computer with PowerPoint program

Set:

- Begin the lesson by telling students that they will be researching the issues concerning animal overpopulation.
- Students will participate in the development of an infomercial and develop teambuilding skills.

Procedure:Lesson 1: Research

- Read to students:

You are a producer of many popular infomercials and you have been asked by a national humane organization to develop an infomercial designed for national distribution that addresses our country's pet overpopulation issue.
- Break group into teams.
- Research information on causes of, effects of and solutions to the dog and cat overpopulation problem in the United States.
- Organize information to assist with interview and infomercial.

Lesson 2: Interview

- Contact a local animal care professional who deals directly with homeless animals (e.g., animal shelter staff, humane society director, animal control officer, etc.).
- Develop at least 10 questions relating to overpopulation for the animal care professional. Suggestions for questions include:
 - How do you think the issue of homeless animals could most effectively be addressed?
 - How much does it cost to house homeless animals at your facility (food, staff time, medical, payroll, education of caretakers, utilities, cleaning supplies, etc.)?
 - How are you funded?
 - What would we do without animal shelters?
 - What impact do homeless animals have on the environment, wildlife, etc.?
 - What is the impact on the community in terms of money, time, legislation, space, etc.?
 - What legislative steps have been taken, are currently proposed or could potentially impact homeless animals in your community/state/nationally?
 - What happens to an animal when there is no room at the shelter?
 - What is the impact of euthanasia on animal shelter staff?
 - What can the public do?

Lesson 3: Infomercial

- Develop a schedule, duty roster and list of supplies for the team, including:
 - Script
 - Props, scenery, wardrobe, video/digital camera, monitor
 - Schedules for practice, filming and editing
- Research communication and persuasive techniques to effectively reach the audience.
- Develop a script and film an infomercial that is no longer than five minutes.
 - Focus on the topic of overpopulation and how to address it.
 - Appeal to the audience and make an impression within time limits.

Closure:Lesson 4: Presentations and Discussion

- Groups will present their infomercials to the rest of the class.
- Questions should be prepared by the audience and answered by presenters.

- Encourage and facilitate group discussion.
- Suggested questions for presenters and/or the audience:
 - What was the hardest part of the presentation?
 - What was the best part of the presentation?
 - What could have been done differently regarding research? The presentation?
 - What did you learn that you didn't know before?
 - What aspects made the infomercial convincing?
 - What can pet owners do to make a difference?
 - What can the community do to make a difference?
 - Did this project change your feelings about pet responsibility?
 - Did you enjoy working as part of a team?
 - Was this project enjoyable?
 - Do you feel you are better prepared to become a responsible pet owner in the future?

Rubric for Infomercial Assessment

Scoring Scale:

<p>4 Exceeds the Standard</p>	<ul style="list-style-type: none"> • Data accurately and effectively supports key points and message in a highly effective way • The script is creative and original • The script and performance have an effective sequence and flow • The performance of the actors is convincing • The quality of the camera work is clear and steady
<p>3 Meets the Standard</p>	<ul style="list-style-type: none"> • Data accurately and effectively supports key points and message • The script is creative and original • The script and performance have a good sequence and flow • The performance of the actors is good • The quality of the camera work is good
<p>2 Approaching the Standard</p>	<ul style="list-style-type: none"> • Most of the data is accurate and somewhat supports the key points and message • The script is somewhat creative and original • The script and performance do not have a good sequence and flow • The performance of the actors is fair • The quality of the camera work is fair
<p>1 Does Not Meet the Standard</p>	<ul style="list-style-type: none"> • The key points and message are not supported by accurate data • The script is not creative or original • There is no logical sequence and flow to the script and performance • The performance of the actors is not convincing • The quality of the camera work is poor

Blank Lesson Plan

Topic:

Age: Grade Level:

Time:

Character Pillars:

Standards:

Rationale:

Behavioral Objectives:

Materials:

Set (Lead In):

Step-by-Step Procedure:

Closure:

Assessment: