



About World Animal Protection

We were known as **WSPA** (World Society for the Protection of Animals)

We used to be known as WSPA (World Society for the Protection of Animals). And for more than 50 years, we have moved the world to protect animals. Now we need you to join us by helping make sure animal welfare matters to the next generation.

Now, more than ever, is the time to stop animal suffering around the world. Animals face unprecedented threats. Millions upon millions are suffering in farms, needlessly culled, forgotten in disasters, traded, trapped, killed. And every one of them needs our help.

Mahatma Gandhi said, "The greatness of a nation and its moral progress can be judged by the way in which its animals are treated."

We agree. And that's why our work with animals starts with people. People like you. People like the children that you teach.

By participating in our First Concepts in Animal Welfare programme and using what you learn to educate your students, you will help us move the world to protect animals.

What is animal welfare?

In 2008 the World Organisation for Animal Health (OIE) adopted the following definition for animal welfare:

"Animal welfare means how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if (as indicated by scientific evidence) it is healthy, comfortable, well nourished, safe, able to express innate behaviour, and if it is not suffering from unpleasant states such as pain, fear and distress. Good animal welfare requires disease prevention and veterinary treatment, appropriate shelter, management, nutrition, humane handling and humane slaughter/killing. Animal welfare refers to the state of the animal; the treatment that an animal receives is covered by other terms such as animal care, animal husbandry and humane treatment."¹

This definition indicates that we can measure animal welfare on a scale, ranging from good to poor, and that important factors influence this scale. These factors can be summarised in various ways, though a widely used example is the Five Freedoms, as defined by the Farm Animal Welfare Council.

The Five Freedoms²

- 1 freedom from hunger and thirst
- 2 freedom from discomfort
- 3 freedom from pain, injury or disease
- 4 freedom to express normal behaviour
- 5 freedom from fear and distress.

¹ Extract taken from the International Coalition of Farm Animal Welfare (ICFAW) publication (May 2010), Animal Welfare Worldwide: the role of veterinary services

² Farm Animal Welfare Council. URL www.fawc.org.uk. Last retrieved 23/04/2010



World Animal Protection's First Concepts in Animal Welfare: for teachers

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What is humane education?

Humane Education (HE) is a concept that encompasses all forms of education about social justice, citizenship, environmental issues and the welfare of animals. It recognises the interdependence of all living things.

HE is based on values that:

- ❖ develop sensitivity to all life, appreciation of diversity and tolerance of difference
- ❖ encourage children to become more compassionate and learn to live with greater respect for everyone
- ❖ provide opportunities for children to develop a sense of responsibility and a duty of care for their surroundings and the natural world
- ❖ contribute to the development of children's attitudes and critical thinking skills, which can increase their self-esteem
- ❖ empower children to make decisions and take action as responsible world citizens.

What is animal welfare education?

Animal Welfare Education (AWE) is one element of HE. The two are sometimes confused because many animal welfare groups consider their education work to be HE. Here at World Animal Protection, we are solely focused on AWE. Through it we teach important life skills and values, which make the benefits of our education work extend well beyond an understanding of animal protection issues.

AWE focuses on the development of knowledge, understanding, skills, attitudes and values that relate to people's involvement in the lives of animals. This includes our effect on the abilities of animals to satisfy their needs and our subsequent responsibilities as a result.

What is World Animal Protection doing to promote education about animal welfare?

Education is the key to creating a world where animal welfare matters to everyone and the needless suffering of animals ends. This is why our First Concepts and Advanced Concepts in Animal Welfare programmes are so important. They provide opportunities for people of all ages to learn about animal welfare, why it matters and why it is their responsibility to protect animals.

What is World Animal Protection's First Concepts in Animal Welfare programme?

First Concepts in Animal Welfare is the name of our introductory-level education programme, which looks at animals, people and the environment. By providing materials and tools to teachers, students and professionals, it helps to educate a diverse range of people about animal protection and welfare. These can include adults with low literacy levels or adults who don't know how to best provide for and protect their animals.

As part of our overall education programme, we have developed our First Concepts in Animal Welfare. It is specifically for teachers of children aged between 5 and 16 years old. We are working to give all children in this age range the opportunity to participate in AWE and become responsible, active citizens in their communities.

We are also joining forces with partners worldwide to integrate AWE into national curricula and raise awareness of its importance.

What are the main AWE learning outcomes we want students to achieve?

- To know that animals have needs, that people interact with other animals and that we share our environment with other sentient beings (beings that can feel and perceive things).
- To understand how people's actions can affect animals and other sentient beings, and the duty of care we have towards them as a result.
- To understand that we are frequently faced with moral dilemmas and that people hold different opinions.
- To acquire skills in effective communication so we can better explain our ideas and responsibilities and demonstrate appropriate levels of compassion and of empathy.
- To develop and show attitudes of kindness, respect and responsibility.

Who can be part of First Concepts?

Our First Concepts in Animal Welfare programme is for any educator who believes that their work can help move the world to protect animals. We are busy establishing a network in the education field that will help us teach as many young people as possible about First Concepts in Animal Welfare.

Who are we working with?

We need support on many levels to get AWE on the global agenda and implemented in national curricula around the world.

Organisations that can help us achieve our goals include:

- ▣ decision makers such as national and local governments; ministries and departments of education, science, health, agriculture, and environment; veterinary associations; intergovernmental organisations and other decision-making bodies
- ▣ developers and implementers such as curriculum developers, resource writers, teacher trainers and professional development providers; education inspectors; advisory teachers; head teachers, principals and directors of education faculties; teachers and lecturers; researchers
- ▣ facilitators including NGOs; voluntary bodies; charity sector bodies; clubs, societies and campaigning groups.

How does First Concepts training prepare teachers to implement AWE into their work?

We carry out teacher training workshops to introduce the concepts of animal welfare and AWE, and to demonstrate sample lessons. These help to show how easily AWE can fit into curricular requirements and how teaching animal welfare lessons can benefit students, communities and teachers themselves

How do I use this pack?

Start off by reading the next section titled Pedagogy: teaching animal welfare to children. It provides helpful information about how easy it is to teach AWE alongside existing curricular requirements. After this, move on to our Suggested syllabus section, which offers numerous topic ideas for lessons.

As well as listing the resources we've produced at World Animal Protection, our Suggested syllabus also features some that have been produced by other organisations. In addition, you can find many more resources for teaching AWE on our extensive online database at animal-education.org.



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Education for sustainable development

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Sustainable development is about balancing economic growth and social requirements with the natural environment. The Brundtland Commission's definition is the most commonly used, describing sustainable development as "development that meets the needs of the present without compromising the ability

of the future generations to meet their own needs."¹

In acknowledgement of this, the United Nations (UN) World Summit Outcome Document (2005)² has named economic, social and environmental sustainability as the three interdependent pillars of sustainable development.

⌘ **Economic sustainability** promotes sustainable production and consumption: economic models that ensure fair distribution and the efficient allocation of resources. This pillar ensures that our economic growth maintains a healthy balance with our ecosystem and that economic incentives should not outweigh the needs of the natural environment.

⌘ **Social sustainability** encompasses human rights, labour rights, and corporate and government governance. It emphasises the importance of considering cultural factors when meeting people's basic needs, irrespective of gender, ethnicity or geography. Socially sustainable communities are equitable, diverse, democratic, environmentally responsible and provide a good quality of life for all inhabitants. This pillar supports initiatives such as social justice, poverty reduction, and other grass roots movements that promote social equity.

⌘ **Environmental sustainability** involves using natural resources sustainably, minimising waste and limiting the damage business activities may cause. This pillar supports initiatives that include: renewable energy; reducing fossil fuel consumption and emissions; sustainable agriculture and fishing; organic farming; tree planting and reducing deforestation; recycling; and better waste management.

Animal welfare and sustainable development

Approximately a billion of the world's poorest people depend on animals for food, income, social status or cultural identification, as well as companionship and security.³ The Food and Agriculture Organization (FAO) has recognised the benefits of good animal welfare practices for both people and the environment.

Animal welfare is an essential part of sustainable development in the areas below:

⌘ **Environmental and agricultural sustainability** – responsible animal management affects land use, climate change, pollution, water supplies, habitat conservation and biodiversity for the better.

⌘ **Human health** – good animal care reduces the risk and spread of diseases that can be transmitted to humans and of food poisoning.

⌘ **Poverty and hunger reduction** – Looking after animals properly improves their productivity and helps farmers to provide a secure food supply and income for themselves, their families and the community, helping to alleviate poverty.

⌘ **Disaster preparedness and risk reduction** – this area cuts across all three pillars named by the UN. Animals are important for people's lives and livelihoods and must be given due consideration in plans for disaster preparedness and response.

Any community that survives a disaster can face a second, delayed blow when affected livestock are not treated quickly to promote recovery. Additionally, in many emergency situations, the bonds humans have with their animals often force them to put themselves at risk in order to protect and ensure the safety of their animals, and consequently emergency response plans should cater for domestic animals in all scenarios.

The Decade of Education for Sustainable Development

In its 57th meeting in December 2002, the United Nations General Assembly proclaimed the UN Decade of Education for Sustainable Development, 2005-2014 (DESD), “emphasizing that education is an indispensable element for achieving sustainable development.”⁵ It also designated UNESCO as the lead agency to promote and implement the Decade.

DESD defines Education for Sustainable Development (ESD) as a concept that goes far beyond environmental education. ESD is about including human development (economic growth, social development, and environmental protection) in our formal and informal education systems, in an inclusive, equitable and secure manner.

This means it includes education for poverty alleviation, human rights, gender equality, cultural diversity, international understanding, peace and much more.

ESD seeks to change behaviours and embed sustainability into people’s lives. UNESCO proposed that the vision of ESD is “a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.”⁶

World Animal Protection’s First Concepts in Animal Welfare (FCAW) programme for teachers is endorsed worldwide by UNESCO’s DESD, both the ESD Unit of the UNESCO Asia Pacific Regional Bureau and the UNESCO regional office for Latin America and the Caribbean.

Education for sustainable development and animal welfare education

As defined by UNESCO Bangkok, “Education for Sustainable Development is a learning process based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society.”⁷

Animal Welfare Education (AWE) promotes knowledge, understanding, skills, attitudes and values related to human involvement in the lives of animals. AWE and ESD learning outcomes are overlapping in goals and methodologies. Through AWE, students:

- 'learn to know' by realising that animals have needs, that humans interact with other animals and that we share our environment with other living beings
- 'learn to be' by developing attitudes of kindness, compassion, respect and responsibility
- 'learn to live together' by understanding how human actions can affect animals and other living beings, which contributes to good citizenship principles and lessens the likelihood of violent acts towards living beings, creating a more just and peaceful society

- 'learn to do' by acquiring the vital life skills (including effective communication and critical thinking) that enable them to better explain ideas and responsibilities, make informed decisions, and demonstrate appropriate levels of care and empathy toward other living beings
- 'learn to transform oneself and society' by understanding that we are frequently faced with moral dilemmas, that people hold different opinions, and that cooperation and communication are critical in determining sustainable solutions that can benefit all stakeholders. Effective AWE promotes the development of critical thinking skills, as students learn to apply rationale, problem solve and make knowledgeable decisions, all of which are crucial to maintaining stable communities and empowering tomorrow's leaders.

- 1 Report of the World Commission on Environment and Development: Our Common Future (1987) Oxford: Oxford University Press
- 2 World Health Organization (2005) 2005 World Summit Outcome www.who.int/hiv/universalaccess2010/worldsummit.pdf
- 3 Food and Agriculture Organization (2003) Livestock - a resource neglected in poverty reduction strategy papers www.fao.org/ag/againfo/programmes/en/ppipi/docarc/pb_wp1.pdf
- 4 Food and Agriculture Organization (2009) Capacity building to implement good animal welfare practices: Report of the FAO Expert www.desd.org/About%20ESD.htm
- 5 UNESCO (2006) UNESCO's role, vision and challenges for the UN Decade of Education for Sustainable Development (2005 - 2014)

- 7 <http://unesdoc.unesco.org/images/0014/001469/146976e.pdf> Integrating Education for Sustainable Development into secondary education social studies curriculum in South East Asia- A tool kit for educators, Curriculum Developers, and ESD advocates. Report from a SEAMEO INNOTECH regional research workshop, April 2010



United Nations
Educational, Scientific and
Cultural Organization



United Nations Decade
of Education for
Sustainable Development
2005 - 2014



Pedagogy: teaching animal welfare to children

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Introduction

We are working to make Animal Welfare Education (AWE) an integral part of formal curricula around the world. AWE is the process through which learners develop compassion, a sense of justice and a respect for the value of life. By delivering it effectively to children, we create opportunities for them to explore ideas of empathy, morals, ethics and values.

Guiding younger people as they engage with their own and society's values is essential if we are to change the lives of the millions of animals that suffer from cruelty across the globe.

AWE provides the knowledge and understanding for learners to behave according to these principles, and it fosters a sense of responsibility to act in an ethical manner. This, in turn, results in well-rounded students better informed about their consumer and lifestyle choices. It also means they understand how their decisions can improve the lives of animals and help the world become more sustainable.

AWE is a sub-section of Humane Education (HE), which encompasses other subjects such as Environmental Education (EE), social justice and citizenship. HE is a process that fosters compassion, respect and responsibility towards people, animals and the environment and encourages an awareness of the interdependence of all living things.*

EE is a concept that was formalised by the International Union for the Conservation of Nature and Natural Resources (IUCN) in 1970.(11)*

EE has grown in strength and stature, and is now an integral part of many formal curricula and the goal of many programmes developed by environmental organisations. We are positive that if we follow the same steps we can make AWE as integral to curricula as EE currently is.

*For references corresponding to the numbers in this booklet, please consult the Bibliography on page 18

Table 1 – the overlap in goals and methodologies between EE and AWE

Goals for Environmental Education programmes(3)

Goals for World Animal Protection’s Animal Welfare Education programmes

Foster clear awareness of and concern about economic, social, political and ecological interdependence in urban and rural areas.

Develop an appreciation of the needs of all sentient beings, and concern about the way we, as a society, treat the animals in our care.

Provide every person with opportunities to engage with the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.

Provide students with opportunities to engage with the knowledge, values, attitudes, commitment and skills needed to improve the lives of animals.

Create new patterns of behaviour towards the environment within individuals, groups and society as a whole.

Change the behaviour of individuals and groups to result in a world where animals matter and cruelty ends.

** Text agreed in 2009 by the Humane Literacy Coalition (American Humane Association; American Society for the Prevention of Cruelty to Animals; Animal Learn, a division of the Anti-Vivisection Society; Association of Professional Humane Educators; Humane Society Youth, a division of the Humane Society of the United States; United Animal Nations and the World Society for the Protection of Animals).

The theory of cognitive development

This chapter outlines teaching tools that you can use to develop critical thinking in students about animal welfare and change their attitudes and behaviour towards animals. Many of the methodologies here are well known pedagogical techniques and can be used in all lessons, not just those covering concepts in animal welfare.

The Swiss psychologist Jean Piaget (1896-1980) was one of the most influential researchers in the area of developmental psychology during the 20th century.(7) His studies revealed that young children answered questions differently to older children, not because they knew less but because they thought differently. He proposed the theory of cognitive development, which suggests four stages of cognitive growth.

- ⌘ **Infancy:** sensorimotor stage – knowledge is based on physical interactions.
- ⌘ **Early childhood:** pre-operational stage – language matures and thinking occurs in a non-logical and irreversible manner.
- ⌘ **Adolescence:** concrete operational stage – intelligence is demonstrated through logical and systematic manipulation of language and symbols. Thinking is reversible and becomes less and less self-centred.
- ⌘ **Adulthood:** formal operational stage – intelligence is demonstrated through the logical use of language and symbols in relation to abstract concepts.(7)

An understanding of these stages of cognition helps to formulate most pre-school and primary programmes. This theory can also be applied to AWE delivery. Very young children inhabit a world that is fairly close to home, so AWE topics for this age group should be linked to concrete home examples, such as responsible pet ownership

As children grow and develop, they expand their frames of reference to include their local community and more abstract elements. Within an AWE lesson, we can use this knowledge and experience of the wider world to explore more complex, global or abstract content.(10) In turn, this provides older children with opportunities to become active global citizens.

PLEASE NOTE: Images or scenarios that may be upsetting to young children should be avoided. Care should also be taken when asking older children to discuss sensitive areas of animal protection and welfare. Try to present them with the facts without exposing them to distressing images or content.



Structuring the lesson

The three-part lesson

Students of any age learn best when they are told what they will learn, have the opportunity to learn it and then have time to review it. This is the basic premise behind the 'three-part lesson'.

Ideally, your AWE lesson should begin with a starter activity that takes about five minutes. It could be interactive or lead to personal reflection, and should act as a mental warm-up in preparation for the content that will follow. The outcomes of the starter should be reviewed as a class and then the objectives for your lesson shared with everyone.

The rest of this chapter explains how the main lesson content could be filled to achieve the outcomes you want, starting

with the effective implementation of the learning cycle (see next page).

After delivering your main content, we suggest students receive a plenary to reflect on what they have learned. This could involve anything from students participating in an interactive game, to providing them with a simple checklist so they can tick off what they have learnt.

PLEASE NOTE: Think carefully when planning your lesson to make sure your plenary activity checks that your objectives have been met. For example, if your aim is for students to be able to recall a fact, then make a point of discovering whether they can during the plenary.



Delivering the main lesson content

The learning cycle

Students of all ages must progress through the learning cycle whenever they need to acquire knowledge. Learning occurs when students are engaged in an experience, have an opportunity to reflect on it and use that information to develop new ideas.(10)

Diagram 1 – a simplified learning cycle:

Reading clockwise, it begins with the acquisition of new information. Students should be given the opportunity to recall the information to check that they have retained the basics, then asked to apply this information to new scenarios. An opportunity to reflect on the learning that has taken place will help to cement the information as knowledge.

What have I learned?
How is it relevant?
How does it differ to what I thought before?



Can I apply this knowledge to new scenarios

Can I recall it?
Can I explain it to others?

You could use the learning cycle as a single lesson plan format or repeat it in the main content of a lesson to help students acquire knowledge of a number of different topics.

When teachers offer different learning experiences about one concept, they help students build a cognitive map about that concept. When they have the opportunity to use these concepts and practise skills students reinforce the neural networks that retain this new information. This increases the likelihood that the information will be remembered.(7)

Piaget's theory of assimilation and accommodation

Assimilation is the process where information from the outside world is incorporated into the individual's inside world without changing their internal structures. This may result in the external information being 'squeezed' or changed to suit the individual's preconceived ideas. An example of this is stereotyping.

Accommodation is described as the changing of cognitive structures in order to accept something from the environment.(7) For learning to take place, an individual needs to challenge their current understanding and replace it with a new cognitive structure. This is not as easy as it sounds, and students need to be given the opportunity to explore why their current cognitive structures do not apply to the new situation. To help someone construct a new understanding, you must first

understand and acknowledge an individual's existing concept and then try to show them how that belief is not valid.(10)

Piaget's theory of constructionism indicates that individuals construct their own understanding based on their own prior knowledge. Two students who share the same experience may arrive at separate understandings.

Learning styles and multiple intelligences

Individuals of all ages show preferences for certain methods of acquiring and disseminating information. The three predominant learning styles form the basis of the VAK model below.

Visual

Individuals learn by sight through diagrams, images and videos.

Auditory

Individuals learn through listening. They may also benefit from activities involving music.

Kinaesthetic

Individuals learn through activity and by moving or touching. This kind of activity can range from dramatic role play, to sorting cards into sequence.

These learning styles overlap with the theory of multiple intelligences,(5) which states that we all possess seven 'intelligences' - or skills - that contribute to our overall intelligence (Table 2).

Table 2 – examples of classroom activities that promote the use of individual intelligences

Intelligence	Ideal activities
Logical-mathematical	Calculating, using data, looking for patterns, applying informal logic.
Spatial diagrams	Using maps, designing posters and plans, painting, sketching and drawing.
Bodily-kinaesthetic	Cutting and pasting, role-play, pairing cards.
Musical	Using music, sounds and words to simulate ideas, making up rhymes and songs, singing.
Interpersonal	Group activities, working with others.

Individuals you teach will vary in terms of how strong they are in the seven different intelligences. These strengths will then determine the easiest ways for each individual to learn.⁽¹⁰⁾ When teaching a group, please take these variations into account, as all of the different learning styles will be represented. By doing this, you will deliver varied and stimulating lessons, resulting in greater engagement from students whose preferred learning style is not the traditional ‘teacher-led’ format.

Many aspects of these different intelligences are often seen in the teaching of younger students, but this variety tends to be replaced by more teacher-led techniques as students get older. We need to make sure this doesn’t happen in AWE. To effectively change the attitudes and behaviour of older individuals, experiential learning⁽¹⁰⁾, participatory techniques and more hands-on activities must be included as a matter of course (see Table 2).

Teamwork

Solving problems relating to animal welfare relies on motivating groups of people to take action, as well as changing the attitudes of individuals. To successfully implement animal welfare legislation, we need to follow the EE model, which was founded on the collective work of lobbyists, advocates, citizens and legislators. Put simply, students need to work as a team.

In their simplest form, group activities revolve around group discussions or tasks. At their most complex, individuals are given roles within the group and have a clear understanding that the success of their group depends on their behaviour within it. Accurate communication, conflict resolution, collective support and acceptance are all skills that can be acquired through effective group work.⁽¹⁰⁾

Cooperative interactions that result in children making a decision help them to develop higher moral reasoning.

Group environments encourage students to work out common rules based on fairness.(8) By providing moral dilemmas, students can discover that there is no right or wrong answer to an issue, but rather a need for debate, clear vision and actions based on values. They learn to argue their opinions, tolerate other views and potentially go through the experience of having their views changed by the persuasive argument of another.

Being a facilitator

As you know, a successful facilitator must refrain from restricting a debate, or influencing ideas by presenting their own views. Also, a strong facilitator will have a solid knowledge of the topic that's being debated and any relevant issues and facts related to it.

PLEASE NOTE: By selecting dilemmas that will generate the most disagreement, you can achieve great results.(10) However, you must be willing to step in if the debate gets too heated. Please remember to set ground rules so everyone gets a fair opportunity to speak and be heard. Debates should also have review sessions at the end of them to allow for the key issues raised to be examined objectively.

Creative thinking, critical thinking and decision making

Education is often defined as the acquisition of knowledge and skills. However, many formal programmes

transfer knowledge but do not actively teach the skills needed to apply it. These skills are broken up into creative thinking, critical thinking and decision-making skills.

Creative thinking skills are useful in the generation of solutions to problems, and they can be developed through activities such as brainstorming. This can also help to build a learner's confidence.(10)

Critical thinking skills include problem-solving and responsible citizenship skills.

Core critical thinking skills help students to:

- understand and analyse information
- identify the relationships between ideas, main points, assumptions and bias
- evaluate or judge the credibility and the value of an argument based on logic and evidence
- understand the consequences of an action and the ability to decide what to do
- communicate their reasoning to others
- monitor their own thinking and correct flaws.(4),(10)

Decision-making skills are developed when students are able to critically analyse a situation. They include developing alternative courses of action and making decisions about implementation.(1)

There are many obstacles to effective decision making,(1) including the biases arising from the way scenarios are defined. When given the choice, people instinctively choose the most positive-sounding outcome. Other obstacles include the availability of information and previous knowledge of an issue. The level of detail given in the description of a scenario will also bias a decision.

When teaching AWE, it's important that you help students overcome these issues by making them aware of the many traps they might fall into and teach them a sensible, structured decision-making process.

Changing people's behaviour

At World Animal Protection, we know that many of the animal welfare issues we need to tackle today are not the result of the innate cruelty of individuals. Instead, they have developed because of a collective lack of understanding about what animals feel (this is known as animal sentience) and what their needs are. This is why we are working hard to incorporate aspects of AWE into formal curricula. We want children to know about animal welfare issues and to understand how behaving humanely towards animals benefits everyone.

However, it is also important to note that research into EE, and desirable actions associated with it, has shown that changes in behaviour are not guaranteed by simply educating people about the issues. It reveals

that three variables(9) contribute significantly to behaviour change in relation to EE. Changes that can also be applied to AWE.

Environmental sensitivity is the most basic characteristic required in an individual, or an empathetic perspective towards the environment (or animal welfare).

Ownership of an issue also needs to develop within an individual. This requires an in-depth knowledge of the issue and a level of personal investment in relation to it. Both of these contribute to making environmental (or animal welfare) issues very personal.

Feeling empowered is also needed to effect change. It gives an individual a sense that they can make a difference and resolve important issues, and this is crucial in the development of a responsible citizen. Despite its importance, this step is often neglected in educational practice, even though students often gain self-confidence as a result of learning advocacy and campaigning skills (eg training in action and citizenship strategies).(1)

The bigger picture

Teachers must aim to continually reinforce animal welfare messages within all of their lessons. One unit, or even one year of training, is unlikely to result in changes in the behaviour of students.(9) Effecting change requires a long-term strategy that uses every opportunity to reinforce and challenge the knowledge, skills and morals that a student is exposed to during their formal education.

PLEASE NOTE: People learn by imitation and are very susceptible to non-verbal messaging, which means visual cues by influential individuals often have a stronger impact on students than those learned in class. As a result, care needs to be taken to make sure teachers become positive animal welfare role models and avoid creating conflicting messages.

This means that to develop a more humane world we must place emphasis on skills acquisition in the following areas: communication, cooperation, decision making, empathy, negotiation and creating change.

Overall, students excel when provided with lessons that are interesting and cover a variety of learning approaches and activities. When given the opportunity to learn in-depth facts about issues, gain ownership of a problem and act on their beliefs, students not only change their attitudes but also their behaviours. Once your students are equipped with the skills to solve problems and make decisions based on critical thinking and evaluations of bias, you will see them flourish into responsible citizens. This is exactly what is needed to produce real change within society as a whole.

Using animals in education

Children love to be around animals and physical interaction undoubtedly leads to a number of benefits, such as encouraging empathy towards animals. However, you must consider it carefully if you are thinking of keeping an animal at your school. Please refer to the 'Using animals in education section' for helpful advice.

Summary

Through education, we can move the world to protect animals and make it a more compassionate place. When we teach children to have respect for animals, we are not just cultivating the better treatment of all animals but also a more humane society generally.

It's important to remember that AWE is about more than just transferring knowledge on issues. We can only effectively change attitudes and behaviours if we understand how learners develop the skills necessary to challenge their cognitive structures.

Glossary

To teach compassion and respect for animals, it's important that you talk to your students about the following values. They have been reproduced

from a glossary created by the Humane Society of the United States for their Certified Humane Education Specialist programme.(6)

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Respect

- ☛ Having good self-esteem, or a positive self-image (respecting yourself).
 - ☛ Following the golden rule: treating others the way you would like to be treated - with courtesy, dignity, and consideration for their feelings and needs.
 - ☛ Graciously accepting compliments, help and advice from others.
 - ☛ Recognising the strengths, accomplishments and roles of others in society and the environment.
 - ☛ Using good manners.
 - ☛ Appreciating that all of us are different and accepting others for who they are.
 - ☛ Solving problems and working through anger and frustration calmly, without insulting, threatening or physically hurting others.
- ☛ Learn about animals with whom you share your home and environment.
 - ☛ Speak positively about animals, focusing on the qualities you admire.
 - ☛ Take care of natural habitats.
 - ☛ Be considerate of wild animals' need for peace, safety and privacy.
 - ☛ Avoid keeping wild animals as pets.
 - ☛ Give pets their space.
 - ☛ Learn how pets like to be approached.
 - ☛ Recognise that a pet's main role in our lives is as a companion.
 - ☛ Appreciate the characteristics that make every pet special.
 - ☛ Pay attention to the way animals communicate.
 - ☛ Avoid places and events that disrespect animals' wants, needs and roles in nature.
 - ☛ Never abuse an animal.

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Responsibility

- ⌘ Doing what you're supposed to do.
 - ⌘ Practising good habits that help you do what is expected of you.
 - ⌘ Thinking ahead about how your actions might affect others.
 - ⌘ Owning up to the choices you make, accepting blame for your mistakes and working to correct them.
 - ⌘ Exercising patience and self-control
- ⌘ Think carefully and realistically before getting a pet.
 - ⌘ Consider how a new pet might affect everyone in your household.
 - ⌘ Take care of your pets as long as they live; never abandon them.
 - ⌘ Groom your pets; brush and bathe them as necessary.
 - ⌘ Give pets fresh food and water every day.
 - ⌘ Regularly exercise and play with your pets.
 - ⌘ Take your pets to a vet when they are sick.
 - ⌘ Spay or neuter your pets as early as possible.
 - ⌘ Prepare for pets in case of emergency.
 - ⌘ Keep organised records of your pets' veterinary care.
 - ⌘ Make sure your cats and dogs wear identity tags.
 - ⌘ License your dogs and cats.
 - ⌘ Train and socialise your pets early
 - ⌘ Work through pet problems and seek any help or advice you need.
 - ⌘ Keep your dog indoors or in a fenced yard.
 - ⌘ Keep an eye on your dog outdoors, even if you have a fenced yard.
 - ⌘ Walk your dog on a lead.
 - ⌘ Keep your cat indoors.
 - ⌘ Adopt a pet from a shelter instead of buying one from a shop or breeder.
 - ⌘ Arrive on time if you're pet sitting.
 - ⌘ Pet-proof your home.

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Kindness / caring

- ☞ Carry out caring and thoughtful deeds for others and help those in need.
 - ☞ Express thanks.
 - ☞ Be understanding of others and demonstrate concern about how they feel.
 - ☞ Sometimes put the needs of others above your own wants and needs.
- ☞ Play with your pets – even when you don't really feel like it.
 - ☞ Offer to walk a neighbour's dog.
 - ☞ Handle pets with care and speak to them in a soft, friendly voice.
 - ☞ Praise and reward your pets for good behaviour, and be gentle and understanding when they make mistakes.
 - ☞ Get help for pets or wild animals which are sick or hurt.
 - ☞ Collect and donate items that your animal shelter may need.
 - ☞ Adopt a pet, especially one who is older and perhaps less likely to find a home.
 - ☞ Cut up plastic six-pack rings before recycling them, so that wild animals won't accidentally get caught in them.
 - ☞ Feed birds during the cold autumn, winter and spring months.
 - ☞ Put up bat houses, birdhouses and bird baths around your property.

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Fairness/ justice

- ☛ Give others an equal chance to succeed.
 - ☛ Let others participate in decision making and express their point of view.
 - ☛ Do not take advantage of others' weaknesses.
 - ☛ Do not blame someone falsely or unfairly.
 - ☛ Do your fair share of the work.
 - ☛ Take only your fair share.
 - ☛ Take turns.
 - ☛ Play by the rules.
 - ☛ Do not play favourites.
 - ☛ Judge fairly, based on all the facts, instead of jumping to conclusions.
 - ☛ Give equal consideration to everyone's wants and needs, not just your own.
 - ☛ Learning to compromise
- ☛ Consider the needs of wildlife when making decisions about the use of land, water, trees and other environmental resources we share.
 - ☛ Do not jump to conclusions about an animal - get the facts.
 - ☛ Do not blame animals for situations you could have prevented.
 - ☛ Before you visit a zoo, circus or marine park, consider how your actions might harm animals.
 - ☛ Do not judge an animal's worth by how appealing or intelligent the animal is.
 - ☛ Think of your family pet as a family responsibility.
 - ☛ Balance the needs of pets with those of people in your community.

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Integrity / trustworthiness / honesty / loyalty

- ⌘ Speak and act honestly.
- ⌘ Be loyal and trustworthy.
- ⌘ Keep your promises.
- ⌘ Have the courage and wisdom to do what is right.
- ⌘ Be someone who others can always rely on to do the right thing.
- ⌘ Exercise good judgment in various situations.
- ⌘ Stick to your principles and acting according to them.

- ⌘ Be a loyal friend to your pet.
- ⌘ Before getting a pet, be honest with yourself about your willingness and ability to provide for the animal's needs.
- ⌘ If you promise your parents you will take care of a pet, keep your word.
- ⌘ Report suspected cases of animal cruelty, neglect or abuse.
- ⌘ Speak out against events or policies that you think are cruel or unfair to animals.
- ⌘ Do the right thing for the right reasons.
- ⌘ Make your words matter.

Intelligence

Ideal activities

Examples of each term with regard to the treatment of animals

Citizenship

- ⌘ Work to make your school, neighbourhood and community better.
 - ⌘ Cooperate and do your part.
 - ⌘ Obey rules and laws.
 - ⌘ Respect authority.
 - ⌘ Reporting problems.
- ⌘ Obey laws relating to pet ownership.
 - ⌘ Find out about the services your animal shelter or wildlife rehabilitation centre provides.
 - ⌘ Read about animals to learn what they need and what problems they face.
 - ⌘ Teach others what you know about animal issues.
 - ⌘ Report cases of animal cruelty or neglect.
 - ⌘ Write letters to newspaper editors and lawmakers.

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We help the world see how important animals are to all of us.

We inspire people to change animals' lives for the better.

We move the world to protect animals.

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Suggested syllabus

To help you introduce animal welfare into your teaching, we have created a suggested syllabus. All topics are optional, and it is intended as a support tool from which you can pick and choose items.

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Ideally, though, content should be taught within the framework of delivery outlined in the Pedagogy: teaching animal welfare to children section of this pack.

Section 1 of this syllabus outlines major animal welfare issues and key elements associated with them. We have also listed some resources that will help you cover each issue, but they are not exhaustive. Please visit our database at [animal-education.org](https://www.animal-education.org) to search for more resources that will aid your lessons.

We have also given topics within our suggested syllabus a complexity rating. This reflects the level of preparation required to deliver a lesson on a subject, and whether the students you're teaching should be older or have an advanced learning ability. Subjects are also rated as more complex if they are likely to involve the use of disturbing imagery.

Section 2 lists the same issues as section 1 but instead focuses on how they relate to the delivery of curriculum areas such as science and maths. The topic of animal welfare is a versatile one. Once you are comfortable with a subject matter, you may find that you use it in a variety of curriculum areas, including ones that are not outlined in this section.

When covering any of the topics that follow, you may find it helpful to set up a debate to establish the opinions of your class early on. If you decide to do this, for example, by posing the question "Why does this matter?" you will often find the Five Freedoms* in the About World Animal Protection section as a handy tool to assess situations.

Section 1:

Animal welfare issues

Topic	Key elements	Complexity	Suggested resources
1 General concepts of animal welfare	<p>Definitions of animal welfare and animal sentience</p> <p>The Five Freedoms</p> <p>The hierarchy of needs</p> <p>Welfare versus rights</p> <p>Welfare versus conservation</p> <p>The link between animal welfare and sustainable development</p>	<ul style="list-style-type: none"> • • • •• •• ••• 	<p>Voiceless: Animal sentience worksheets</p> <p>RSPCA: We all have basic needs; What do we know about local community?</p> <p>World Animal Protection: Universal Declaration on Animal Welfare (UDAW)material</p>
2 Responsible pet ownership	<p>Proper planning before buying a pet.</p> <p>Being a responsible owner.</p> <p>How cats and dogs communicate (understanding the body language of an animal).</p> <p>Safe behaviour towards dogs and cats (bite prevention and rabies control).</p>	<ul style="list-style-type: none"> • • • • 	<p>Animal Mosaic: Caring for your cat/dog; Caring for cats and dogs; Doggy speak</p> <p>People’s Dispensary for Sick Animals (PDSA) website: Live long pets - your right pet</p> <p>Battersea Cats and Dogs Home: Enterprise challenge pack</p> <p>People for the Ethical Treatment of Animals (PETA) Foundation: Animals in today’s society</p> <p>Humane Society Youth (HSY): BARK dog bite prevention program</p>

Topic	Key elements	Complexity	Suggested resources
3 Stray dog management	<p>The importance of spay and neuter</p> <p>Reducing stray numbers humanely</p> <p>Keeping the population healthy through vaccination</p>	<ul style="list-style-type: none"> •• •• ••• 	<p>World Animal Protection: website at worldanimalprotection.org</p> <p>Best Friends: My family and my pet activity</p> <p>Institute for Humane Education (IHE): Too much of a good thing activity</p>
4 Care of working animals (horses, donkeys, camels, oxen, etc)	<p>Matching the needs of the owner with the needs of the animal</p> <p>Increased welfare leads to increased productivity</p>	<ul style="list-style-type: none"> • •• 	<p>Horseworld: resources</p> <p>SPANNA: PSHE/Citizenship - Key Stage 1 Working Animals of the World - Lesson plan + Powerpoint</p>

Topic	Key elements	Complexity	Suggested resources
5 Agriculture and intensive farming	<p>Population growth and the demand for meat.</p> <p>Traditional techniques versus modern intensive methodology.</p> <p>Assessing the needs of intensively farmed animals according to the Five Freedoms</p> <p>Roles as citizens and consumers – what choices do we have?</p>	<p>••</p> <p>•</p> <p>•</p> <p>•••</p>	<p>Compassion in World Farming (CIWF): Farm animals and us lesson packs</p> <p>Animal Mosaic: factsheets on cattle, poultry and eggs</p> <p>Humane Teen (HSUS):</p> <p>Farms as factories: issues in animal welfare, environmental protection and public health</p> <p>SAFE: Battery hen farming in New Zealand – a critical evaluation</p> <p>PETA Foundation: Meat-free Monday global citizenship project</p> <p>Farm Sanctuary: Life behind bars video</p> <p>European Commission (EC): Farmland online game</p>
6. Long distance transport of farm animals	<p>Pros and cons of live animals versus refrigerated meat.</p> <p>Loading, unloading and resting; design of vehicles and rest stops.</p> <p>Local legislation on distance, duration and standards for live animal transport.</p>	<p>••</p> <p>•</p> <p>•</p>	<p>Animal Mosaic: Beyond cruelty: long distance transport and welfare of farm animals</p>

Topic	Key elements	Complexity	Suggested resources
7 Humane slaughter (potentially disturbing content)	World Animal Protection: Humane slaughter: how we reduce animal suffering		Animal Mosaic: Concepts in Animal Welfare teaching syllabus
8 Humane slaughter (potentially disturbing content)	The arguments for and against whaling Bear farming Human-wildlife conflict Wildlife trade The fur trade Animals in entertainment: whales and dolphins in captivity Bullfighting Bear baiting and bear dancing Zoos and sanctuaries	••• ••• •• ••• ••• •• •• •• •• ••	International Fund for Animal Welfare (IFAW): Beneath the waves pack Animal Mosaic: Whales and whaling factsheet RSPCA: No whale of a time activity Animal Mosaic: Bears of the world pack Humane Teen (HSUS): Into the wild Naturewatch: From forest to cage Animal Welfare Coalition: Lucky (book) Monkey Sanctuary variety of esources Humane Teen (HSUS): Into the wild SAFE: Animals on show World Animal Protection: website at worldanimalprotection.org Zoocheck: Wild animals in captivity Fundacion FAADA: Tiko y Bengala Animal Mosaic: Bears of the world pack SAFE: Animals on show

Topic	Key elements	Complexity	Suggested resources
9 Animal experimentation	Medicines, research and cosmetics: where should we draw the line?	•••	RSPCA: Animals used in research - Animals used in testing: a debate (KS4) Animals used in research - Ethics and animal research (KS4) Animals used in research - exploring case studies (KS4) Institute of Humane Education: What price beauty?
	Local legislation on animal experimentation	•••	
10 Provision of care to animals after natural / man-made disasters	How do disasters affect animals and their owners?	••	World Animal Protection: website
	What are the economic implications of ignoring animals in disasters?	•••	
	Preparing for disasters: evacuation plans that include animals.	•	
11 Responsible travel	Roles as tourists: what choices do we have?	••	World Animal Protection: website
12 Animal ethics	How to make decisions when faced with true ethical dilemmas	•••	Animal Mosaic: Concepts in Animal Welfare teaching syllabus

There are many other resources that cover multiple topics and feature numerous ideas for subject areas.

Check www.animal-education.org for a range of the most up to date resources.

Section 2: Animal welfare by curricular area

Maths can be used in a number of topic areas to interpret and present data from animal welfare investigations.

Language and Literature can be developed by using animal welfare topics to identify primary and secondary sources, prepare and carry out debate and discussion topics, formulate persuasive arguments and empathise with others.

Foreign languages can be developed by using animal welfare materials that have been produced in a number of languages. Some of these are available from animal-education.org.

Information Technology can be used to research and present information linked to each topic area.

Topic	Key elements	Maths	Science	Language Arts	Geography	Religious Studies	Technical/Graphic Design	Citizenship	Social Science	Ethics	History	Information Technology	Music	Art	Physical Education
1 General concepts of animal welfare	The Five Freedoms	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	The hierarchy of needs		•	•	•	•	•	•	•	•	•	•	•	•	•
	Welfare versus rights	•	•	•					•	•	•				
	The link between animal welfare and sustainable development	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2 Responsible pet ownership	Proper planning before buying a pet			•			•						•		
	Being a responsible owner			•				•					•		

Topic

Key elements

Suggested resources

		Maths	Science	Language Arts	Geography	Religious Studies	Technical/Graphic Design	Citizenship	Social Science	Ethics	History	Information Technology	Music	Art	Physical Education
3 Stray dog management	The importance of spay and neuter	•	•	•	•			•	•	•	•				
	Reducing stray numbers humanely		•	•	•				•	•	•				
	Keeping the population healthy through vaccination		•	•	•	•		•	•	•	•				•
4 Care of working animals (horses, donkeys, camels, oxen, etc)	Matching the needs of the owner with the needs of the animal		•	•	•	•		•	•	•	•				•
	Increased welfare leads to increased productivity	•		•	•			•				•			
5 Intensive farming	Population growth and the demand for meat.	•	•	•		•		•			•				
	Traditional techniques versus modern intensive methodology.		•	•	•		•		•	•	•	•	•	•	•
	Assessing the needs of intensively farmed animals according to the Five Freedoms (physical health, behaviour and productivity in beef cattle, broiler chickens and laying hens).	•	•	•						•		•			
	Roles as citizens and consumers - what choices do we have?	•		•	•	•		•	•			•			

Topic	Key elements	Maths	Science	Language Arts	Geography	Religious Studies	Technical/Graphic Design	Citizenship	Social Science Ethics	History	Information Technology	Music	Art	Physical Education	
6 Long distance transport of farm animals	Loading, unloading and resting: design of vehicles and rest stops.		•			•					•				
	Local legislation on distance, duration and standards for live animal transport.		•					•			•				
7 Long distance transport of farm animals	Insensibility: the importance of stunning prior to killing.		•	•		•					•				
	Should live animals be able to see slaughtered animals beforehand?		•	•		•	•		•		•				
8 Cruel management of wild animals	The arguments for and against whaling	•	•	•	•	•			•		•			•	
	Bear farming		•	•	•	•			•	•	•	•	•	•	
	Human-wildlife conflict		•	•	•	•			•		•	•	•	•	
	Wildlife trade	•	•	•	•	•		•	•		•	•	•	•	
	The fur trade		•	•	•	•	•	•	•	•	•	•	•	•	
	Animals in entertainment												•	•	•
	Whales and dolphins in captivity		•	•					•	•		•	•	•	
	Bullfighting		•	•	•	•			•	•		•	•	•	•
	Bear baiting and bear dancing		•	•	•	•				•	•	•	•	•	
	Zoos and sanctuaries	•	•	•	•	•	•	•	•	•	•	•	•	•	

Topic	Key elements	Suggested resources
		Maths Science Language Arts Geography Religious Studies Technical/Graphic Design Citizenship Social Science Ethics History Information Technology Music Art Physical Education
9	Animal experimentation Medicines, research and cosmetics: where should we draw the line? Local legislation on animal experimentation	• • • • • • •
10	Provision of care to animals after natural / man-made disasters. How do disasters affect animals and their owners? Look at pets as well as farm or working animals. What are the economic implications of ignoring animals in disasters? Preparing for disasters: evacuation plans that include animals.	• • • • • • • • • • • • • • •
11	Responsible travel Roles as tourists: what choices do we have?	• • • • •
12	Animal ethics How to make decisions when faced with true ethical dilemmas.	• • • •

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Using animals in education

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Children love to be around animals and physical interaction undoubtedly leads to a number of benefits, such as encouraging empathy towards animals. However, if you are thinking of keeping an animal at your school you must consider it carefully and make sure that you can meet the following requirements.

- ⌘ There must be a clearly defined educational rationale for keeping an animal.
- ⌘ A named adult is responsible for an animal's welfare at all times.
- ⌘ It is a whole school decision to keep an animal.
- ⌘ Adequate provision is made for the daily care of an animal during weekends and school holidays.

- ⌘ Plans are made for an animal to have regular and sufficient time away from busy classrooms and other disturbances, and to avoid over-handling.
- ⌘ Contact between children and an animal is supervised.
- ⌘ A budget exists for veterinary care and checks, as well as day-to-day needs.
- ⌘ An animal's welfare is maintained according to the Five Freedoms* that are appropriate to their species.
- ⌘ Proper attention is paid to daily hygiene routines for an animal and those involved in handling them.
- ⌘ Children are checked in advance and routinely for allergies and zoonoses (diseases in animals that can be transmitted to humans).
- ⌘ An animal is acquired from a reputable supplier.

You should only consider inviting an owner and its animal into your school if the owner:

- ⌘ is reputable and aware of the needs of their animal
- ⌘ accepts full responsibility for the safety and wellbeing of their animal at all times, including adequate supervision while it is in your school.

Animals visiting your school must be:

- ⌘ healthy and fit to be used as a visiting animal in your school (as verified by a vet)
- ⌘ safe, for example, specially selected and trained
- ⌘ comfortable being around children and fit to travel without undue stress
- ⌘ always in a suitable environment that's appropriate for their species (this includes in the owner's home, during transportation and in your school)
- ⌘ not over-handled while in your school and not overused generally.

Children who will be around animals must be:

- ⌘ prepared for the visiting animal by being made aware of their needs and knowing how to behave appropriately and treat them with sensitivity
- ⌘ screened beforehand for animal-related allergies
- ⌘ taught how to handle the animal appropriately (if the animal is going to be handled)
- ⌘ taught about effective hygiene to reduce the risk of zoonoses (diseases in animals that can be passed onto people).

The teachers must be:

- ⌘ able to supervise all the children at all times during the visit
- ⌘ able to prepare the children beforehand and have a clearly defined educational rationale for the visit
- ⌘ ready to liaise appropriately with professional colleagues and families.

*Consult the About World Animal Protection section for more information on the Five Freedoms.



Evaluating the impact of animal welfare in education

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Introduction

It's important to keep monitoring the effectiveness of your AWE lessons. You will know that they are working well if you are achieving the following key outcomes.

- ⌘ Your students know that animals have needs, recognise that humans are animals, that we interact with other animals, and that we share our environment with all other living beings.
- ⌘ Your students understand how human actions can affect animals and other living beings, and because of this we owe them a duty of care.
- ⌘ Your students understand that we are frequently faced with moral dilemmas and that people hold different opinions.
- ⌘ Your students acquire skills in effective communication so they can better explain their ideas and responsibilities and demonstrate appropriate levels of care and empathy.
- ⌘ Your students develop and show attitudes of kindness, respect and responsibility.

To help you assess whether these outcomes have been achieved, and to assess the effectiveness of our teacher training, it's important to carry out analysis involving your students. Where appropriate, this may involve you getting permission from a parent for their child to take part in an assessment.

All responses to an assessment such as a survey should be made anonymously and all raw data will remain confidential and be held securely by World Animal Protection. We will only make the results of our analysis public.

When gathering data from your students some basic rules should be adhered to in order to provide a robust analysis of AWE. These rules will also help to make sure that you and World Animal Protection can claim credit for any changes in the attitudes and behaviours of your students.

- 1 We need to perform a pre-test to assess students' attitudes, feelings and behaviours before they receive AWE. This will provide us with data that can be compared to responses provided after AWE lessons have taken place.
- 2 We also need to assess a control group of students who will not receive AWE with the same pre-test. This should ideally be a group that's similar in number and demographic characteristics (such as age, gender and ability). This helps us to identify whether any changes that occur over time are attributable to AWE rather than to environmental effects that your students and the control group might have been exposed to.
- 3 We need to continually assess students to see whether changes in attitudes and behaviour are maintained over time. However, these assessments should not be too frequent. Consult the 'implementation plan' provided by your World Animal Protection representative for a guide on how often we suggest you assess your students.
- 4 When further assessments are made, the control group should be assessed as well to ensure that we can make a comparison.

To help you with your assessment work, your World Animal Protection representative will provide you with an education monitoring and evaluation pack relevant to the age of your students. During your First Concepts in Animal Welfare training, you will also receive guidance on how to use assessment tools. If you ever have any questions regarding these tools, or need additional support before using them, please contact your World Animal Protection representative.

At no stage will we ask you to analyse the data yourself. You will only need to send completed surveys to your local World Animal Protection representative, who will then send them on to World Animal Protection International, in London. An independent external agency will analyse the data and provide us with the results.

Please remember to complete the cover sheets for each class assessment and use separate sheets for control group assessments, marking them clearly as such.

PLEASE NOTE: Animal welfare education programmes have rarely been monitored to determine how effective they are. By participating in our training and assessing the progress of your students, you are helping us develop a living programme that constantly changes to meet the needs of teachers and their students. Our aim is always to provide you with the best possible support so children receive the best possible animal welfare education.

Thank you in advance for participating in our programme and helping World Animal Protection to move the world to protect animals.