As beneficial as a bat
As wise as a wolf
As agile as a rat
As graceful as a snake
As practical as a vulture
As persistent as a spider
Thou canst not stir a flower without troubling a star.
—Francis Thompson

In this single statement, poet Francis Thompson provides us with a refreshing reminder of something many of us already know: Our actions affect the natural world in often imperceptible and surprising ways. At times, this knowledge has come only after we’ve learned that we’ve exploited, destroyed, ignored, and abused nature. But, just as we have the ability to commit these acts, we can also protect, enhance, support, and appreciate nature and understand that we are one element in an expansive, delicate natural system.

Do we actually trouble a star by stirring a flower? Perhaps we—adults and children—would be wise to assume we do.♥

Kathleen J. Baerbe, NAAHE Director; Lorraine P. Heiden, Editor; Wilma Milner, Associate Editor; William Stephen, Research Associate; Barbara Austin, Office Manager; Robert M. Ziemba, John D. Erwin, and Lynn Latham, Assistant Editors; Paul G. Verity, C'1964, The National Association for the Advancement of Humane Education, all rights reserved. HUMANE EDUCATION is published quarterly by the National Association for the Advancement of Humane Education, a division of The Humane Society of the United States. Editor: Kathleen J. Baerbe. NAAHE, 1711 Connecticut Avenue, N.W., Washington, DC 20036. Second Class Postage paid at Washington, D.C. and additional mailing offices. Volume 8, No. 1 March 1984

From 'Ick' to Interesting
Insects and spiders—they occupy the smallest niches in the natural world and constitute the largest number of species among all animals. Kind News editor, Vicki Parker, provides you with activities to increase children's knowledge of and appreciation for these animals.

Caring About the Curious and Creepy Creatures
The community of animals that our society so readily labels as creepy, ugly, or evil seldom deserves these stereotypes. Use this mini unit to help your students overcome their fears of and biases toward these maligned creatures.

A Look at Humane Education Summer Camps
Humane educator Patty Finch provides an entertaining and informative look at humane education summer camps and shares the experiences of some of the people who have operated this special type of program.

Places To Go, People To See, Things To Do—for Be Kind to Animals Week
Pick and choose among the activities suggested here to plan a special observance of Be Kind to Animals Week.

Also These Features...
NAAHE Editorial
Happenings
NAAHE News
Clip Art
Can Love Be Taught?
Research in Review
People & Animals
Humane Education Calendar
Humane Education Film Reviews
What's a Picture Worth?
Back Cover

Symbols to help you better identify the most appropriate grade levels for lessons:

EARLY CHILDHOOD
PRIMARY
INTERMEDIATE
JUNIOR HIGH
A Year for Productive Partnerships

Last October, President Reagan announced that he was declaring the 1983-84 school year as the National Year of Partnerships in Education. With this declaration, the President challenged businesses, government agencies, and communities to show their support for quality education by “adopting” individual local schools. Sponsors would provide their “adopted” schools with classroom volunteers, tutors, equipment, and other resources.

Although the specific goals of President Reagan’s adopt-a-school program differ from those of humane education, the concept of community agencies forming partnerships with individual schools in order to support or improve educational programming has merit for both the animal welfare organization and the classroom teacher. Humane educators associated with animal welfare and animal control organizations often have ideas, programs, and materials available that they would like to see utilized in the schools. Teachers are in need of good films, filmstrips, supplementary teaching materials, and community resource people who care about children and enjoy visiting the classroom.

During this National Year of Partnerships in Education, we at NAAHE would like to challenge our members to form humane education partnerships in their communities. If you work for an animal welfare agency, consider adopting a school in your community. Discuss with the principal and teachers ways in which you might be of service to them.

Possibilities include offering special programming for the teachers and/or students of your adopted school, providing free loan films or gifts of other materials to the teachers for their use, inviting students and teachers to visit the animal shelter for special events or teacher’s aid one day per week or one day per month, providing free loan films or gifts of other materials to the school, or volunteering to help with special humane society-sponsored projects.

In order to encourage these special partnerships in humane education, we have initiated a new department in HUMANE EDUCATION titled Productive Partnerships. This department, which began with the December 1983 issue, will appear periodically to highlight special programs that illustrate a high degree of cooperation between schools and animal welfare groups.

The investment of time and effort spent in adopting one school may at first seem inappropriate for a humane educator charged with servicing all the schools in one community. In the long run, however, the return in terms of enthusiastic teachers and students who are committed to humane education far outweighs the cost. Next year, you can adopt a different school—and a different one the year after. The “partners” you’ve made through the time spent in each adopted school will carry their enthusiasm for humane education long after you’ve moved on. During the remaining months of the 1983-84 school year, we at NAAHE hope each of you will give some special thought to what you can do in your community to make 1984-85 a year for productive partnerships in humane education.

From ’Ick’ to Interesting: Building an Awareness of and Appreciation for Insects

Do the students in your class shriek when they find a spider on the windowsill? Do your students pull the wings off flies? Do they cower under their desks when a misguided honeybee flies into the room? Do you cringe at the sound of a dragonfly? If your answer to these questions is yes, you are not alone.

The actions and reactions described above are typical, though regrettable, responses to insects and spiders. A recent animal preference survey shows that people prefer all other animal forms over invertebrates. Not surprisingly, the survey also shows that the public has little knowledge of invertebrates and their behavior.

The public’s negative feelings toward and ignorance about arthropods (insects and spiders) provide a challenge to educators. Humane educators can seize the opportunity to correct these misconceptions and this ignorance about arthropods and teach children respect for these and all living creatures.

The abundance, accessibility, and size of insects and spiders make them excellent subjects for humane study. There are 24,000 species of spiders and more than 1 million types of insects—more than all other kinds of animals combined.
antennae; don’t bring the arthropods to the children.

Before the Outing
Survey the area your class will be studying before your excursion. Look for signs of potential sites for observation, such as cracks in the pavement, under rocks, in the school basement, or on the school playing field. Other possible sites include outdoor windowsills, the underside of leaves. By familiarizing yourself with the area to be studied, you can avoid the frustration and disappointment of a fruitless trip.

Once you are prepared, take some class time to prepare your students. Discuss characteristics of insects. Identify major groups of insects, such as bugs, etc. Brainstorm differences between insects and spiders. Discuss the habitats of different insects and spiders. Some insects, like snow bugs, prefer damp, dark areas, while some, like ants, can be found on dry, sunny sidewalks.

This is also a good time to present movies and films strips about insects and spiders. (For film suggestions, see page 28.) Using films as an introduction to the topic can provide good close-ups of the animals your students will be trying to observe on the outing. Films also make it easy to observe insect behavior.

Your students should also be well prepared for what they will be doing during the outing itself. Plan several small-group activities similar to those that follow so no one will be left out or bored. Help students devise a method of recording their observations. Where did you find the ant? Where do you think it is going? Does the ant know where it is going, or does it change direction often? Is the ant carrying anything? What, if anything, does the ant do to walk 2 inches? 6 inches? Is it fast? Do the ants go over or around the obstacle? Does the ant go in the opposite direction?

A classroom hive is an excellent tool for teaching about insect behavior. Ants

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Ants are wonderful insects to observe. They live almost everywhere. In the wild, they work together. Over the months of the year, they have homes (anthsills) that are easy for children to find.

If the children find a single ant, ask them to follow it and record the ants reactions. Where did you find the ant? Where do you think it is going? Does the ant know where it is going, or does it change direction often? Is the ant carrying anything? What, if anything, does the ant do to walk 2 inches? 6 inches? Is it fast? Do the ants go over or around the obstacle? Does the ant go in the opposite direction?

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Caring About the Curious and Creepy Creatures

A Mini Unit on Appreciating Traditionally Maligned Animals

by Lorraine P. Holden

The content of the March issue of Kind News, NAABH's children's publication, relates to the theme of this article. If you do not receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 352, East Hadley, CT 06423.

Rats and bats, bees and fleas, hogs and octopod—what reactions do you think these animals evoke in you? If you were to begin a word association game with students, what words do you think they would use to describe these creatures? Would their words be as positive as those they might associate with puppy, butterfly, or robin? Probably not. Many people—children and adults—consider animals such as those mentioned above as second-class citizens of the natural world. Or as Ronald Rood describes them in his book of the same title, they are the "animals nobody loves." This dislike often results in disrespect and even acts of cruelty directed at these creatures.

On the other hand, few of us would support the suggestion that children hug raccoons or coddle sharks. But children can learn accurate information about these and other commonly maligned animals that can help them develop positive, respectful attitudes toward these creatures. Demonstrating humanness—that quality of showing compassion and consideration toward people and animals, even those we think of as creepy, dangerous, or ugly—does not have to mean treating the animals as one treats a pet. Instead, loving animals we consider ugly, evil, dirty, or troublesome involves reappraising our attitudes and misconceptions, making the effort to study these animals with a fresh perspective, and respecting the worth of and differences among all creatures.

As an educator, you can help children engage in this process by offering them the opportunity to critically evaluate the opinions they hold about certain animals. This mini unit provides you with ways in which to do this. But beware! Your attitudes will affect the success of the lesson. Before addressing the topic with your class, I suggest you do what I did repeatedly while writing this article. I continually asked myself: What stereotypes do I attribute to each animal? What behaviors do I associate with each animal? Why do I think the animal behaves as it does? What do I believe about this or that animal? From where or from whom did my notions about animals come? What support do I get from my surroundings that promotes adherence to my stereotypes? How do my beliefs affect my actions? My hunch is that your consideration of these questions will assist you in preparing this mini unit. If necessary, and if you're willing, use these activities to learn with your students and broaden your ability to demonstrate compassion and respect toward the animals nobody loves.

Sharing Viewpoints

Regardless of where your students live, most of them will easily be able to name animals they dislike. So introduce the subject of maligned animals by asking students to brainstorm a list of animals they most dislike. It's likely that the area in which your students live will have some impact on their choices. For example, coyotes are disliked more in the western sections of the United States than in the eastern sections. Pigeons probably won't appear as often on the "dislike lists" of children living in rural areas.

Discuss with your students the reasons they dislike the animals they've listed. Ask your students to answer the following questions:

1. Which of these animals have you seen? Where?
2. At the time you observed the animal, what was it doing?
3. What adjectives would you use to describe each of the animals?
4. What experiences have you had with any of these animals?
5. What and how did you learn about these animals?
6. What behaviors do you associate with each animal? Why do you think the animal behaves as it does?
7. What positive characteristics can you attribute to each animal?

Summarize the outcome of this general discussion by identifying the themes that appear in your students' comments. For example, you may find that the majority of animals disliked by your students are ones they've never encountered personally. You may learn that some animals are disliked because children attribute negative human characteristics to them or fear them because they're very dissimilar to humans. You may also discover that your students' perceptions of animals are greatly influenced by the books they read or the movies and television programs they see.

The Ways We're Influenced

The influences in our culture that affect the way we perceive animals are often very subtle. Cartoons, movies, and books are instrumental in coloring children's views of the animal world. To help your students become more attuned to this fact, organize activities that will help them critically evaluate what they hear and see about animals.

One effective way to begin raising your students' consciousness about how animals are maligned is to have students monitor television programming for instances in which animals are portrayed as stupid, sneaky, dirty, or motivated by evil. If they discover examples, have the children record the programs and descriptions of what they saw. After your students have had a week or so to monitor television programs, have them bring their findings to class and discuss the following questions:

1. What examples did you find in which an animal was negatively portrayed?
2. What animals were involved?
3. How is your view different from or the same as that portrayed in the program?
4. Do you think it's acceptable for animals to be portrayed this way? Why? Why not?

5. What positive influence do you think these programs have on people?
6. What messages do the programs convey about the worth and importance of these animals?

Similar questions can also be asked about news clippings, fairy tales, and nursery rhymes. In these types of reading materials, animals are often negatively portrayed. It may also be helpful to your students to discuss the ways in which people's views of animals have changed throughout history.

"[Humans believed] that domestic animals were innately good and the wolf innately evil, even that the wolf was somehow cognizant of the nature of his act, a deliberate murderer."

—Barry Holston Lopez, Of Wolves and Men
history. In The Life, History, and Magic of the Cat, Fernand Mery analyzes the human perspective toward cats throughout history and aptly describes the irrational basis for humans’ fear and distrust of these animals. Given the cat’s popularity as a pet today, a historical review of this animal’s relationship with humans will give students a sense of how social and cultural circumstances affect people-animal relationships. You can also explain that predators, such as the wolf, are often maligned because they compete with humans for food and land. Ask your students to share their thoughts about how humans should interact with animals. What constitutes responsible behavior toward these animals?

A Fresh Perspective

After the above points have been covered, divide the class into “public relations” teams, with one team assigned to each specific animal that appears on the list of disliked animals. If there are more animals than teams, assign teams to the animals that were disliked by the most number of students.

The purpose of each public relations team is to develop a packet of information—clippings, pictures, etc.—that will enhance the public profile of a particular animal. The goal of each team is to help classmates learn new and positive information about the team’s "client.

"Over and over, people would bring me an insect or perhaps a shrew, mouse, snake, or even a bird—all very dead. When I asked how the creature died, the same answer came forth so often that I even chanted it with them once or twice in exasperation: ‘I didn’t know what it was, so I killed it.’

"...apparently human beings don’t actually have to hate particular animals—we just have to misunderstand them a little.”

—Ronald Rood, Animals Nobody Loves

Advertising firm, an individual who operates a business and depends on advertising, or a public relations director. Emphasize to your students that their public relations techniques must be based on truthful information about the animals and that promoting each animal involves researching that animal. Your students may find it helpful to begin with an outline of what information their campaign should reveal. For example, pictures or drawings of the animal, a description of the animal’s behavior and habitat, and information on the negative effects of humans’ dislike of the animal are important elements to include.

To assist your students in their research, provide them with books and other resources that address the issue of maligned animals. For older students, Animals Nobody Loves by Ronald Rood (New York: Bantam Books) and Of Wolves and Men by Barry Holstun Lopez (New York: Charles Scribner’s Sons) are ideal. Other books that focus on traditionally maligned animals are Wild Burro Rescue by Robert Franklin Leslie (Chicago: Children’s Press), The Kingdom of Wolves by Scott Barry (New York: G. P. Putnam’s Sons), Visie, The Story of a Little Fox by Michael W. Fox (New York: Coward, McCann & Geoghegan), The Life Cycle of the Crocodile by Paula Z. Hogan (Milwaukee: Raintree), What’s Wrong With Being a Stink? by Miriam Schlein (New York: Four Winds), Coyote Song by Ada and Frank Graham (New York: Delacorte Press), Tigers by Patricia Hunt (New York: Dodd, Mead and Company), and The Truth About Gorillas by Susan Meyers (New York: E. P. Dutton). If possible, coordinate the development of your students’ projects with other teachers and/or librarians. For example, perhaps your students’ art teacher can work with them to develop posters that depict assigned animals in their natural surroundings. Your school librarian may be able to set aside a section of the library for reading materials that focus on the specific animals chosen or maligned animals in general.

When your public relations teams have completed the preparation of their projects, have them present their clients to the class. As the information is presented to the audience, have audience members record any new information they may have learned and questions they want to ask. After each presentation is made, allow time for classroom discussion. Invite the audience to appraise the work of each public relations team. Was the team’s presentation convincing and informative? Also ask the members of each public relations team to talk about their experiences in preparing the project. As they researched their animal, did they find their views of the animal changing? If so, how? What opinions do they hold about their animal now?

As a summarizing class activity, identify strategies your students can employ to help maligned animals. These can include writing to politicians who decide the fate of such animals in and near your community; writing to book publishers and television show producers whose products negatively depict animals; and, most important, choosing not to harm any animal regardless of its lack of appeal or legendary traits. It’s important to help your students act on the basis of what they’ve just learned.

Finally, you may want to share your students’ work with other classes by creating a speakers bureau regarding traditionally maligned animals. Have your students advertise their expertise on specific animals and encourage other classes to invite the teams to speak to them. In this way, you reinforce your students’ learning, and you help other children learn about these animals.

A Celebration of Differences

Just as children can—and should—be taught to celebrate and appreciate differences among people, they can be taught to do the same for animals. Every creature, regardless of its odd looks or curious behavior, is well-adapted to its habitat and place in the web of life. Regrettably, past years have seen human ignorance of this fact, and the result has been the extinction, near-extinction, or mismanagement of many animals. By helping your students understand the plight of those animals that are commonly maligned, you help them realize that an animal’s worth is not dependent on the animal’s usefulness or appeal to humans and that our ability to decide the fate of all animals is a weighty responsibility.

"Poor black cat! In their fear of evil spirits, men have always made it an object of fear or hatred.”

—Fernand Mery, The Life, History, and Magic of the Cat

Which animals are found in, on, under, and around a tree stump? What does a hibernating bear dream about? What would a world without animals look like?

Using crayons, pencils, markers, and their imagination, children you know can show you their answers to these and other thought-provoking questions found in Animal Places & Faces: A Drawing Book for Kids Who Care. Raise your children’s awareness of humane concerns and give them an opportunity to be creative. Order Animal Places & Faces: A Drawing Book for Kids Who Care by sending $3.50 (or $3 if you are a NAASHE member) to NAASHE, Box 362, East Haddam, CT 06423. Orders of five or more books to one address are available for $2.50 each.
**MATTELL DOLL Featured in ANIMAL BOOKLET**

Mattei Toys and the American Humane Association have published an eight-page activity booklet for young children titled *Herself the Elf: Pet Care and Animal Awareness Activity Guide and Coloring Book.* Featuring Mattei Toys’ Herself the Elf doll, the booklet includes a maze, a crossword puzzle, and a coloring page to teach responsible pet ownership. Humane educators may obtain up to 250 copies of the booklet for $1.50 handling and postage. Send requests to the American Humane Association, 9710 East Hampden, Denver, CO 80231.

**MARINE RESOURCES Catalogs AVAILABLE FROM AQUARIUM**

An excellent set of catalogs of marine studies resources is available from the Marine Mammal Resource Center of San Diego. The catalogs list field guides, children’s awareness books, animal studies, and other resources that may go with them. This is an excellent set of catalogs for educators for pet care demonstrations, habitat awareness, and animal protection.

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**HAP...
The WHEA Steering Committee members have volunteered to help other educators in new methods to share expertise and experience from several western states, has developed a coloring books provide texts that promote illustrations.

CLASSIFIEDS

If you're interested in placing a HUMANE EDUCATION classified ad, space is available at 15 cents per word. Contact HUMANE EDUCATION Classifieds, NAAHE, Box 362, East Haddam, CT 06423 or call (203) 434-8686.

Two workshops have been planned by The HSUS Regional Offices. The first of these workshops will be held on March 16 and 17, 1984, in Baton Rouge, Louisiana, and will be sponsored by The HSUS Gulf States Regional Office. The second workshop will be co-sponsored by The HSUS New England and Mid-Atlantic Regional Offices and will take place on April 26-28, 1984, at the Ramada Inn in Mystic, Connecticut. Information in the following areas will be presented at both workshops: basic approaches to humane education, animal shelter management and standards, search and seizure procedures, and fund-raising. For information and registration to The HSUS Gulf States Regional workshop, write to The HSUS Gulf States Regional Office at 5333 Everhart Road 209A, Corpus Christi, TX 78411 or call (512) 854-3142. Information and registration to The HSUS New England and Mid-Atlantic regions workshop may be obtained by writing to The HSUS New England Regional Office at P.O. Box 362, East Haddam, CT 06423 or by calling (203) 434-1946.

APRIL

Two workshops have been planned by The HSUS Regional Offices. The first of these workshops will be held on March 16 and 17, 1984, in Baton Rouge, Louisiana, and will be sponsored by The HSUS Gulf States Regional Office. The second workshop will be co-sponsored by The HSUS New England and Mid-Atlantic Regional Offices and will take place on April 26-28, 1984, at the Ramada Inn in Mystic, Connecticut. Information in the following areas will be presented at both workshops: basic approaches to humane education, animal shelter management and standards, search and seizure procedures, and fund-raising. For information and registration to The HSUS Gulf States Regional workshop, write to The HSUS Gulf States Regional Office at 5333 Everhart Road 209A, Corpus Christi, TX 78411 or call (512) 854-3142. Information and registration to The HSUS New England and Mid-Atlantic regions workshop may be obtained by writing to The HSUS New England Regional Office at P.O. Box 362, East Haddam, CT 06423 or by calling (203) 434-1946.

APRIL

There have been important changes and additions to the NAAHE staff recently, and we're pleased to report them to you. Vicki Parker joined the staff in August as editor of NAAHE's new children's publication, Kind News. Vicki has a master's degree in communications and brings to the position a strong background in environmental education. Her free-lance writing has included the development of curriculum materials for the Connecticut Department of Education. In addition to writing and editing Kind News, Vicki will be preparing a series of children's pamphlets on animal issues, contributing articles to HUMAN EDUCATION, and assisting in workshops and the development of other education materials. Following an internship with NAAHE, Bill DeRoss replaced Vanessa Malcarne in November as NAAHE's research associate. Bill is a recent graduate of the University of Connecticut and an experienced animal-rights advocate. At the present time, the bill is involved in coordinating regional field work for NAAHE's national humane education research project. Bill's other projects include the development of special reports and a master file and annotated bibliography of pertinent research of interest to humane educators. Beginning with this issue of HUMAN EDUCATION, Bill is also the columnist for Research in Review. We invite you to share your concerns, comments, and ideas with Vicki and Bill. Contact them by writing to NAAHE, Box 362, East Haddam, CT 06423 or by calling (203) 434-8666.

During the past several months, two new staff members have joined NAAHE: Bill DeRosa, the new Research Associate, is responsible for NAAHE's research and evaluation activities. Vicki Parker, Kind News editor, writes, edits, and oversees production of the NAAHE newspaper for children.

We're looking for well-developed and clearly written articles for HUMAN EDUCATION. Interested in submitting an article? Request a copy of our Writers Guidelines by writing to Editor, HUMAN EDUCATION, Norma Terrs Human Education Center, Box 362, East Haddam, CT 06423. (Please include a self-addressed, stamped envelope.)

A perfect humane education tool for the preschool and early elementary grades, the Sharing Sam Flash Panel Board Pattern Kit includes:

- patterns for Sam, his pet care supplies, and props to tell his story,
- a teaching guide that includes ideas for vocabulary, spelling, and phonics lessons.
- a read-aloud story about Sam's life.

To order, send $4 ($3 if you are a NAAHE member) to NAAHE, Box 362, East Haddam, CT 06423.

If you wanted children to learn responsible pet ownership, would you:
- give them each a pet?
- hope they would learn by the time they are adults?
- introduce them to Sharing Sam?

1983

NAAHE Welcomes New Staff

1984
Our Clip Art artist for this issue is Eric Sakach, field investigator for the West Coast Regional Office of The Humane Society of the United States. His artwork has appeared in earlier issues of HUMANE EDUCATION. Use these sprightly drawings to highlight handouts, spirit duplicating masters, and fliers. Enjoy!
A Special Symposium
Looks at Empathy, Animals, and Education
CAN LOVE BE TAUGHT?

by Kathy Savesky

What is empathy? How does it develop in children? And how does the ability to empathize with others—including animals—affect the way in which we behave?

These were only a few of the questions addressed by the speakers and panelists during a daylong symposium sponsored by NAAHE and the Institute for the Study of Animal Problems (ISAP), the scientific division of The Humane Society of the United States. Titled Can Love Be Taught: Empathy, Animals, and Education, the symposium was held October 12, 1983, in Fort Worth, Texas, just before the twenty-ninth Annual Conference of The HSUS. Dr. Michael W. Fox, Director of ISAP, began the symposium with a discussion of the role of empathy in human behavior toward animals. He suggested that the ability to empathize—not only to understand but also to feel and experience what another individual is feeling and experiencing—is an inherent capacity of humans as a species, but one that our culture encourages us to block, especially as it relates to animals.

Dr. Fox also suggested that our ability to empathize with animals is hampered by other factors, such as our lack of knowledge about animal needs and behavior and our own emotional maturity.

According to Dr. Fox, empathizing with others, including animals, allows us to experience their suffering. In order to protect ourselves from this suffering while we continue to use and abuse animals, we "build barriers" between ourselves and other animals and attempt to perceive them as unfelt machines. Dr. Fox suggests that in order to recognize and prevent the suffering of other animals, we must strengthen our ability to empathize with them and expand our understanding of their needs and capacity to suffer.

The Origins of Empathy and Altruism was the title of the paper presented by Dr. Carolyn Zahn-Waxler, a psychologist with the National Institute of Mental Health. Dr. Zahn-Waxler defined empathy as "emotional concern" and discussed how, and when empathy and resulting altruism (unselfish concern for the welfare of others) develop in young people. Using major theories on how children learn, the findings of a number of studies in moral and social development, and the results of her own research as support, Dr. Zahn-Waxler outlined patterns of empathy and altruism that appear in children beginning in infancy. According to Dr. Zahn-Waxler, although most studies on empathy and altruism deal with how children relate to other children, some of the raw data collected involved observations of how children behave around classroom pets and interviews with children about what they would do in situations that involve animals. Consequently, Dr. Zahn-Waxler suggests that it is not inappropriate to assume that some of what we know about children's development of empathy and altruism toward other humans might be generalized to the development of empathy and altruism toward animals.

Dr. Nancy Eisenberg, a professor of psychology at Arizona State University, followed Dr. Zahn-Waxler with a discussion of specific teaching or parenting practices that can influence a child's ability to empathize and to act altruistically. Among the practices she suggested were a "reasoning" approach to discipline (explaining to a child the consequences for others of negative behavior rather than simply correcting the child); providing role models of caring, concerned behavior; providing clear, direct instructions for children about how they are expected to act; allowing children opportunities to help or care for others (including animals) and giving children positive reinforcement; and maintaining a warm, supportive relationship with children.

Dr. Stephen Kellett of Yale University switched the focus of discussion slightly when he reported on his study of children's attitudes toward and knowledge of animals. The study, conducted as part of a larger project on American attitudes toward animals, was sponsored by the U.S. Fish and Wildlife Service. As was reported by Miriam Westervelt (the coauthor of the study) in the December 1983 issue of HUMANE EDUCATION, the survey showed that young children have very little knowledge of animals and very strong feelings about them—both positive and negative. The study also showed a pattern of three phases that the children surveyed appeared to move through: a period from the second through fifth grades during which children exhibit an emotional response to animals; a period from the fifth through eighth grades during which children exhibit an interest in learning more about animals on a factual level; and a period from the eighth through eleventh grades during which young people exhibit more concern about animals on a moral level.

Dr. Michael W. Fox, Director of The HSUS's Institute for the Study of Animal Problems, addresses the role of empathy in animal welfare.
What exactly is a humane education summer camp? Who attends? What do the campers do? Who offers these camps? Why? What are the special challenges of running a camp? What do the campers get out of the experience?

To answer these questions, I asked six humane education summer camp directors to share their experiences. What follows are their comments and insights, beginning with descriptions of a typical day at camp.

Typical Days
“Six behinds in one day. Can you believe it? Thank goodness that was not a typical day!” Judy Golden laughs. She is director of the American Humane Education Society summer camp in Framingham Center, Massachusetts. This camp is uniquely located at the educational farm operated by the Massachusetts Humane Society. A typical day begins at 9 a.m. with a group sing-along. Then, four or five age-related groups are formed. The younger children spend some time in their garden growing, according to Judy, “gigantic zucchinis.” The older kids have a chance to interact with farm animals. Interspersed are games and midmorning refreshments. Other activities include building an efficient, humane pig enclosure, participating in pond-life studies, and enjoying craft projects based on animal-related themes. “For instance,” explains Judy, “in our mini course on spiders, the campers put on a performance of ‘Miss Muffet,’ followed by their own rewritten version of the nursery rhyme character’s experiences.”

The camp culminates in family day. Parents watch puppet shows and plays, visit craft displays, and thoroughly enjoy viewing videotapes of their children engaged in activities that occurred throughout the three-week camp. Gayle Richards, director of the summer camp at the Animal Welfare League of Arlington, Virginia, hasn’t had six behinds to contend with, but rather a snakebite. Again, this is not a typical day, although dealing with the unexpected is a regular part of the camp experience. The League’s camp takes place at the animal shelter in a room set aside for educational purposes. Gayle explains about the snakebite, “Each day’s activities start and end with an opportunity for students to meet different animals from our shelter. We were all just sitting there in a circle with a harmless boa constrictor. That snake had been draped around hundreds of kids with no problems, but it just happened to strike out at one girl.” Luckily, the child is fine. Visits with other animals, including a visit with a Canada goose, work more smoothly. The shelter mascot, Chester, serves as a “guinea dog” for lessons on dog-observing skills. Gayle comments, “I’ll speak for Chester and say that this is probably his favorite part of the week.” For both Chester and the children, the favorite day of camp is spent on a nature walk. “This year,” Gayle recalls, “we walked up a creek and found crayfish and egrets and turtles and identified wild flowers and other wild things. The kids got to get wet and dirty, and they loved that. And my volunteer assistant learned not to wear floppy wooden sandals on a nature walk!”

Mary Dykstra and Lori Otto of the Wisconsin Humane Society also hold camp at their humane society’s animal shelter. They relate each day’s activities at camp to a particular theme. Speaking of last summer’s camp, Mary states, “One day we focused on the work of our humane society. We took the kids into our clinic for a while. There, the veterinarians spoke with them. Then we presented a brief slide program on our services.” After a midmorning snack each day, children complete art projects. “The kids always have something to take home to show their parents,” Mary explains. “And a part of most days’ activities are animal-related songs and games. ‘Almost every day,’ Mary adds, ‘we take the kids back into the wards [shelter kennels] where they can see the animals and have some kind of direct contact with them.’”

Sue Halsey, director of the humane education summer camp for the Indianapolis Humane Society, also centers activities around a theme or an animal of the day. The camp activities are similar to those at Wisconsin, including animal-related relays, visits to the kennels, and a take-home camp project. Sue states, “We generally start with some kind of introductory activity like animal bingo. Then we have a learning activity, usually a film or filmstrip or story with some kind of camper participation and discussion.”

Daily lessons are also part of the oldest existing summer camp in the nation. Steve Wachman serves as director of the Animal Rescue League of Boston summer camp, now in its thirty-fourth season. Each day after flag-raising, songs, and a group game, the campers go to “classes.” They register for the classes, picking from such diverse selections as proper care of pets, drama, nature photography, dog obedience training, ocean ecology, farm animals, horses, wildlife ecology, group adventures, macrame, woodworking, and candle making. Classes are followed by a milk break, sports, and then a “special event.” Steve explains, “The special activity usually lasts a half hour or forty-five minutes. We have the fire department, police canines, the veterinarian, and a farrier come in. We even had a coast guard helicopter come in this year. Every day it’s something different.” Sometimes a senior counselor presents the program, using her or his own particular skills to create a lesson, perhaps in music or sports.

A typical day in the summer program at Marin Humane Society differs radically from those camps just described. In fact, Nancy Fox, director of the program, explains that her program is not a camp, but rather a “junior volunteer summer program.” The afternoon segment of Nancy’s program is like other humane education summer camps, with lectures, craft projects, and games. But in the morning, an exciting addition to the regular camp fare takes place. The young people, ages 12 to 16, “job shadow” the shelter personnel. Youngsters may sit at the front desk, observe surgery in the clinic, ride out in the field, or work in the kennels. Nancy states, “If the students want to experience euthanasia, we also arrange for that. By going through all the departments, the kids track what the animals go through.” She adds, “You must have the commitment of the total staff for a program like this.” In addition, the students need specific tasks to complete and detailed observation sheets to give structure to their experience. Nancy explains, “They can’t be spacing out. They have to be on the ball.” Nonetheless, problems do arise. One day while a student was out exercising a dog, a man came up and said, “That’s my dog.” The student gave it to him! Nancy laughs about it now, saying, “We thought he had told the children everything, but it never dawned on us that a kid would do that.”

What’s Needed
Program hours, ages, fees, number of sessions, facilities, and staff—these are some of the components that define each humane education summer camp.
At human education summer camps, children learn responsibility and make very special friends.

The Marin Humane Society program is unusual, too, in that it accepts only children ages 12 to 16. Ages accepted at other camps range up to 10, 11, or 12. The Animal Rescue League camp accepts children up to age 15.

The Indianapolis Humane Society camp is affordably priced for $80 per week. For the one-week camp range from $20 to $27, and the three-week costs from $51 to $110. At $199, the Animal Rescue League camp provides participants with a variety of activities, including arts and crafts, games, and opportunities for spending time with animals. The camp provides participants with a variety of activities, including arts and crafts, games, and opportunities for spending time with animals.

**Motivation**

What spurred these humane societies to offer a human education summer camp? For some and Judy's organization, acquiring a "perfect" facility for a summer camp was the deciding factor. For Sue and Mary, the influence of Mary's words, "...the need to develop a more concentrated study during the summer and to use our resources more efficiently." Gayle explained that her organization's goal-oriented approach was "...that we could get more kids in the shelter if we had a camp here." Every camp director, including ours, has good relationships with local communities. Some have been very happy with the results of their camp programs.

A different kind of challenge is described by Mary, who notes that "the biggest problem is that in working with the camps is that children finish activities at different levels. This month, for example, some children have only ten minutes; others will take forty-five minutes. We find it helpful to have a variety of materials and printables, children's things to read and color, and we also set aside a special corner with games and resources for the children to finish their activities, they can independently do something else. We find that adding another volunteer to the future, which means other campers, can provide aматериал for...". Other ideas for keeping your campers occupied include:

- **Special Programs**

  "...in the kennels today, and I had Prince, the cat, but I had a cat. The rat was quarantined for ten days and probably will be put to sleep. Otherwise, it was an uneventful day."—Mathew Bevis, camper

  "In asking director of special programs..."—Gayle Farnan, camp coordinator

  "One element common to each of these six camps is that the camp director is a paid, full-time staff member of the humane organization. If nonprofit organizations are not involved in special programs, the program director and conduct other types of programs, such as summer camp programs. Each camp also uses additional personnel volunteers. Volunteers help out at most of the camps. Mary has found high school students especially helpful. Some camps use other paid personnel. The staff of the Animal Rescue League camp has grown to thirty, most of whom are teenagers and college students. Each camp has a front office that can handle a variety of tasks, such as taking pre.

  Judy stresses the need for researching programs and deciding what a community can afford. She notes that the camp facility already has insurance. Lori adds that some insurance coverage can be a problem. "We ask parents to sign a permission slip that absolves us of any responsibility should a child, for example, become lost on the field. Then we send a message saying that..."
F or many years, behavioral scientists have disagreed over questions regarding the relationship between human attitudes and behavior. Some theorists suggest that attitudes cause behavior and that beliefs tend to be good predictors of how humans will act. Other researchers, however, have found that attitudes do not necessarily lead to some behavior. Still others see a causal relationship, but of a different kind. These theorists argue that we form our attitudes as explanations for past behavior. Controversies over the relationship between attitudes and behavior give rise to important questions for the humane educator. How consistently do the students behave toward animals that are definitely nonmedical research, and ''using live animals in the classroom, like teaching strategies. Bill DeRosa, a research scientist at HUMANE EDUCATION, explores the relationship between attitudes and behavior. This controversy over the relationship between human attitudes and behavior is only one objective within the study of animal problems. Exploratory research is designed to examine various aspects of attitudes toward animal suffering. For the humane educator, the practical implications of these results are significant. If people do not necessarily act consistently with their attitudes, then humane education efforts designed to change attitudes may be effective in changing behavior. For the humane educator, one of the most important objectives of human education is to continue to be to assist children in developing positive attitudes toward animals. But this is only the beginning. Since we cannot rely on human attitudes alone to foster humane behavior, it is up to the humane educator to initiate and guide the transition from believing to acting. In doing so, we must make children aware of the connections between mistreatment of animals and everyday personal choices. This necessarily involves providing children with information about animals, their capacity to suffer, and the ways in which they are treated in our society. If we believe that it is wrong to cause pain to a dog or to tear down buildings that are in need of repair, the humane educator should educate students to stop doing it. Similarly, if an individual believes that it is right to raise laying hens in extreme confinement and then learns that most commercial eggs come from chickens that are raised this way, he or she may decide to make an effort to find a source for eggs produced by free-ranging chickens. In addition to providing this kind of information, the humane educator will want to address factors such as critical thinking skills, dealing with group pressure, and the impact of home environment on a young person's ability to act upon personal beliefs. The point to remember is that humane education must have a number of objectives and that as Braithwaites' study implies, changing attitudes is only one objective within the large process of developing humane behavior toward animals.

**Reference**


**Note:** For copies of any studies discussed in Research in Review, or for further information on any topics covered, contact Bill DeRosa at HUMANE EDUCATION, Box 362, East Haddam, CT 06423. Specific questions about the Braithwaites' work can be directed to either John Braithwaite or Valerie Braithwaite, Australian Institute of Criminology, Box 28, Woodro, A.C.T. 2906, Australia.

**Braithwaite, John and Braithwaite, Valerie.** The People & Animals page appears in HUMANE EDUCATION to highlight activities from People & Animals: A Humane Education Curriculum Guide produced by NAHEE. The complete guide contains more than 400 teacher-tested activities. For more information about this helpful curriculum guide, write to NAHEE, Box 362, East Haddam, CT 06423.

**Curriculum Guide Reference**

Level C, Page 75, Math Concept. Humans' different attitudes toward animals sometimes affect the way humans treat the animals. Learner Outcome. Students will use a survey of family members to illustrate the differences in human views about animals. Teaching Strategies. Help students compile a list of familiar animals in the community. Be sure the list includes insects, birds, reptiles, mammals, and some animals that are commonly feared or disliked. Provide a survey form listing the animals' names and a checklist to record one of four responses: like, no opinion, dislike, fear. Have each student complete the form and interview at least three friends or family members and record their opinions. Learning Activity. Students conduct survey and compile results by assigning a numerical value of 4 to a "like" response, 3 to a "no opinion," 2 to a "dislike," and 1 to a "fear." Total number of points for each animal (the highest numbers represent the most well-liked animals, the lowest the most feared or disliked). Discuss: Do some individuals rate some animals high and some low? Why do you think people would like one animal and not another? Did everyone agree on which animals they liked, disliked, or feared? Why do you think some people might fear an animal while others like it? Do you dislike or fear any animals? If so, why? Do you think your fears are justified? Why or why not?
by Lorraine P. Holden

It encompasses all creatures and is the oldest animal-related observance. It serves as a reminder to all people that they must act responsibly and "care-fully" toward animals. It underscores the important and necessary work of animal welfare agencies.

It is Be Kind to Animals Week. And what follows are a few suggestions for what humane educators can do to encourage people's observance of this week—seven days set aside each year to help all of us recall that humans aren't the only important residents of our planet.

IF YOU ARE A TEACHER:

☐ contact your local animal welfare organization or humane society to find out what supplies are needed to help the animals. Launch a class- or school-wide campaign to obtain these items.
☐ arrange a class trip to a nature center, zoo, or animal shelter to find out about the work on behalf of animals that occurs there.
☐ at the beginning of Be Kind to Animals Week, take an in-class survey of who owns pets and have the students brainstorm ways in which they can show kindness to their pets, or for animals at a nearby animal shelter.
☐ have your students conduct a letter-writing campaign to local animal welfare agencies.
☐ have your students make a batch of dog biscuits for their own pets or for animals at a nearby animal shelter.
☐ plan a class party and ask each student to invite a person she or he thinks shows kindness to animals.
☐ involve your class in a public awareness campaign about Be Kind to Animals Week by having students create posters to be displayed in store windows.
☐ contact your local animal welfare organization or humane society to find food, shelter, or veterinary care for animals in need.
☐ subscribe to Kind News for your students. Kind News is the four-page tabloid newspaper for children published by The Humane Society for the Advancement of Humane Education. The newspaper comes in two editions: Kind News I for students in grades 1 to 3 and Kind News II for those in grades 4 through 6. The editorial page features stories about animals and environmental issues, reports about children working to protect animals, puzzles, project ideas and much more. It is available in packets of 35 copies only. For further information, contact NAAHE, P.O. Box 362, East Haddam, CT 06423.

IF YOU WORK FOR AN ANIMAL WELFARE ORGANIZATION:

☐ sponsor a walkathon or runathon to raise money for your organization.
☐ provide literature and posters to your local library and ask the librarian to arrange a display.
☐ contact the community education director of your local shopping mall to arrange a display.
☐ have an open house at your organization to show the public the work you do and your colleagues do for animals.
☐ sponsor an essay contest for students in which they write about an important animal-related issue. Ask the editor of your local newspaper to print the winning entries.
☐ donate subscriptions to Kind News to your local schools and children's hospitals.
☐ arrange to have a scout troop participate in a pet wash to raise money for your shelter.
☐ contact a school principal and ask to be invited to the next faculty in-service to distribute humane education materials.
☐ ask to be a guest lecturer on humane education in a teacher-training course at a local college or university.
☐ start a kindness club.
☐ select and honor a humanitarian of the year in your community.
☐ select and honor a humane education teacher of the year from one of your local schools. Then nominate your special teacher in NAAHE's national Humane Education Teacher of the Year competition in 1985.
☐ conduct a humane education film festival at the animal shelter or in a local library or auditorium.
☐ assign a team of volunteers to be "kindness catchers" for the week. These volunteers would patrol their communities and hand out certificates of appreciation to people who are exhibiting responsible pet ownership and/or respect for wildlife.
☐ choose a specific animal-welfare/animal-rights issue and use Be Kind to Animals Week to launch a public awareness campaign through press releases and personal contact with newspaper, television, and radio personalities.
☐ have a thank-you party to honor special volunteers, children, teachers, school administrators, elected officials, media personalities, or other individuals who have supported and/or helped with your organization's efforts on behalf of animals.

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Beginning of Pets Are Wonderful Month
For the past three years, the Pets Are Wonderful Council has been sponsoring Pets Are Wonderful Month during April as a way to recognize "...the joys and responsibilities of pet ownership." Many local ani-
mal shelters participate by planning special activities for their students. So begin your observance of Pets Are Wonderful Month in March to best prepare your animal shelter to determine what activities have been arranged which may be appropriate for your students to participate in.

Have the class plan their own activities. Invite in dividuals to your class to discuss the joys th ey receive from pet ownership. Discuss with your students the responsibilities involved in owning them. "So You Want a Cat?" by Miska Miles (Boston: Little, Brown & Company) and "Fluffy: Nobody's Perfect" by Miska Miles (Boston: Little, Brown & Company) cover these related topics as cat communication, cat history, and cat behavior. Your guide dog to your class to share personal ex-
periences with his or her environment. Rachel Car-son's Birthday is celebrated on this day by the American Society for the Prevention of Cruelty to Animals. The second annual celebration was sponsored by the American Humane Association. The month-long observance began in 1907, was the initial force behind this movement. Observe this day by fo-
nouncing your students' atten-
dence on pollution problems and how these problems negatively affect the well-being of both humans and animals. Tree Man: A First Adventure in Ecology is a filmstrip available from Ran-
dom House, 400 Hahn Road, Westminster, MD 21157, is an excellent tool for intro-
ducing the subject of pollu-
tion to children in kindergar-
ten and the primary grades. Eighteen captioned study prints and a teacher's guide are included. Also available from Random House is the filmstrip entitled "Eating Food: What is It?" which explores the existence of labora-
tories involving animals. Show the film "Pandora's Arrival" available from Modern Talking Picture Service, 1687 Latham Road, Village, IL 60007, or What Is a Cat?, available from Latham Foundation, Latham Plaza Building, Clement & Schiller, Alameda, CA 94501, and discuss the information presented. Be Kind to Animals Week each year to remind people of the needs of cats and the mis-
abundance of children's books. Your class can share with your class. What Is Your Cat Saying by Michael Fox and Wendy Greff: The Lodestar Books), which combines black-and-white photographs with a well-
written text to describe the training and work of a guide dog.

Observe this day by raising awareness among your students to the problems of animal suffering is unneces-
sary and that humane alter-
avatives to research involving animals exist. Observe this day by rais-
ing awareness among your students to the prevention of cruelty to animals. The American Society for the Prevention of Cruelty to Animals sponsors the annual "Adopt-A-
Cat" Month to promote the adoption and responsible ownership of both humans and animals. Tree Man: A First Adventure in Ecology is a filmstrip available from Ran-
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tion to children in kindergar-
ten and the primary grades. Eighteen captioned study prints and a teacher's guide are included. Also available from Random House is the filmstrip entitled "Eating Food: What is It?" which explores the existence of labora-
tories involving animals. Show the film "Pandora's Arrival" available from Modern Talking Picture Service, 1687 Latham Road, Village, IL 60007, or What Is a Cat?, available from Latham Foundation, Latham Plaza Building, Clement & Schiller, Alameda, CA 94501, and discuss the information presented. Be Kind to Animals Week each year to remind people of the needs of cats and the mis-
abundance of children's books. Your class can share with your class. What Is Your Cat Saying by Michael Fox and Wendy Greff: The Lodestar Books), which combines black-and-white photographs with a well-
written text to describe the training and work of a guide dog.

Observe this day by raising awareness among your students to the problems of animal suffering is unneces-
sary and that humane alter-
avatives to research involving animals exist. Observe this day by rais-
ing awareness among your students to the prevention of cruelty to animals. The American Society for the Prevention of Cruelty to Animals sponsors the annual "Adopt-A-
Cat" Month to promote the adoption and responsible ownership of both humans and animals. Tree Man: A First Adventure in Ecology is a filmstrip available from Ran-
dom House, 400 Hahn Road, Westminster, MD 21157, is an excellent tool for intro-
ducing the subject of pollu-
tion to children in kindergar-
ten and the primary grades. Eighteen captioned study prints and a teacher's guide are included. Also available from Random House is the filmstrip entitled "Eating Food: What is It?" which explores the existence of labora-
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written text to describe the training and work of a guide dog.
Approximately 80 percent of all living land fauna are insects. Entomologists estimate that there are more than 2 million living species, of which only about 40 percent have been named. Although insects populate nearly every corner of the globe, they are not always popular. Frequently maligned, these creatures are generally regarded as undeserving of humane treatment. After all, they are not cuddly or affectionate like dogs and cats. They seldom behave as if they are even aware of humans. Yet, insects play a critical role in nature, and the majority of insect species are actually beneficial to humans. They pollinate crops. They aid in the balance of nature—improving soil, disposing of waste, and providing food for other useful animals. Insects also make products that are valuable when refined by humans, such as medicine, honey, and silk.

The following films and filmstrip emphasize the helpful nature of the great majority of insects. Other film and filmstrip reviews covering subjects of humane interest are included in Films for Humane Education, available from Argus Archives, 228 East 49th Street, New York, NY 10017 for $5.75, including postage.

**INSECTS HELPFUL TO MAN (1977)**
A useful tool for dispelling stereotypes about insects, this insightful film shows bees manufacturing honey, silkworms making silk, maggots and dung beetles scavenging waste material, ladybugs and ichneumon flies controlling harmful insects. Suitable for the fourth through eighth grades, this seventeen-minute film is available for purchase ($250) or rental ($12.50) from the International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604.

**ANIMALS AND HOW THEY GROW: INSECTS (1976)**
One of a five-part series, Animals and How They Grow presents the life cycle of insects, with emphasis on the diversity in their appearances, habits, and maturation. Through an excellent presentation, the filmstrip encourages students to observe their surroundings carefully. Suitable for early elementary grades, this eleven-minute filmstrip includes a sound cassette. Purchase information is available from the National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

**SPIDERS: BACKYARD SCIENCE (1968)**
Although the spider is actually an arachnid, it is included here because most people mistakenly believe it to be an insect. The film illustrates the anatomy and life cycle of the spider and focuses on how it helps man by destroying harmful insects. A good presentation of a much maligned creature, this twelve-minute film is available for purchase ($140) from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406. Write for rental information.

**BUTTERFLIES ARE....(1977)**
Monica’s hobby is collecting butterflies. She shows her friend, Mickey, how she captures, kills, and prepares her specimens. When Mickey captures a butterfly that Monica desperately wants, he lets it go, deciding after careful thought that butterflies are meant to be free. A fine springboard for discussion, this fifteen-minute film is intended for grades three through eight and is available for purchase ($240) from Barr Films, P.O. Box 5667, 3400 East Foothill Boulevard, Pasadena, CA 91107. Write for rental information.

**THE BEE (1977)**
Originally presented on television as part of the series Animals Animals, this fascinating twenty-two-minute program focuses on the bee throughout history and today. Hives and colonies are discussed as well as the process of collecting and using honey. Thoughtfully produced, The Bee is an excellent film for elementary grades through high school. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.

**BUTTERFLIES ARE....(1977)**
Narrated by Hal Linden, this striking film takes viewers from Pacific Grove, California, where the monarch butterfly migrates for the winter, to Maine, where Jo Brewer raises monarchs and sets them free. A wealth of useful and interesting information on butterflies and moths is presented. This informative, twenty-two-minute film originally constituted a segment of the TV show Animals Animals, and is designed for elementary grades through high school. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.
Springtime, a time of renewal and new life, is an exciting time to enjoy nature. It's a perfect season for outdoor excursions to observe and appreciate local flora and fauna.

Sometimes, however, people's observations of and appreciation for wild plants and animals lead to a desire to handle and collect their discoveries. It's not uncommon, for example, for children to find birds' nests perched within easy climbing distance in trees and retrieve them as souvenirs. What is, in reality, a home for young birds becomes a plaything for children.

Other examples of humans disrupting nature include the uprooting of wild flowers and saplings and the adoption of "abandoned" baby animals. Usually, these animals have not been abandoned at all. In these and other instances, curiosity and appreciation for nature results in disturbing the very plants and animals that the nature lovers care about.

Use the photograph on the reverse side of this page to teach your students about the problems associated with interfering with wildlife. Ask your students to identify the ways in which nature is harmed by people collecting plants and animals. What are alternative ways to appreciate the natural world? A "finders keepers" attitude toward nature disturbs the life cycles of wildlife and cheats other people of the enjoyment of observing nature.♥