

<b>DOCUMENT TYPE</b>	Annotated Bibliography
<b>SUBJECT</b>	Humane Education
<b>DATE(S)</b>	1991-2000
<b>CREATED BY</b>	Erich Yahner
<b>AFFILIATION</b>	The Humane Society Institute for Science and Policy

**Ascione, F. R. (1997). Humane education research: Evaluating efforts to encourage children's kindness and caring toward animals. *Genetic Social and General Psychology Monographs*, 123(1), 57-78. [DOC](#)**

Humane education includes instructional approaches to teaching children kindness toward animals. Although efforts to teach children to be caring probably began within the first human social groups, formalized programs aimed at fostering children's compassion and responsibility toward people and animals are a more recent phenomenon, emerging in the United States not much earlier than a century ago. This article describes what has been evaluated in humane education programs, why such programs are being scrutinized, how programs have been evaluated (with a listing of the shortcomings of some evaluations and suggestions for improvement), and where programs and their evaluations should be directed in the future. The focus is on preschool and elementary grade programs. After a discussion of historical perspectives, recent approaches to implementing and evaluating humane education are reviewed. Special attention is given to the issue of whether teaching children to be caring toward animals has effects that are generalizable to human-directed empathy. Suggestions are offered for future research on this relatively neglected topic in child psychology.

**Ascione, F. R., & Weber, C. V. (1996). Children's attitudes about the humane treatment of animals and empathy: One-year follow up of a school-based intervention. *Anthrozoös*, 9(4), 188-195. <https://doi.org/10.2752/089279396787001455>**

This study assessed the maintenance of the effect of a year-long school-based humane education program on fourth grade children's attitudes toward animals. Generalization to human-directed empathy was also measured. Using a pretest-posttest (Year 1) follow-up (Year 2) design and ANCOVA, we found that the experimental group (children who experienced the program) humane attitudes mean was greater than the control group mean at initial posttesting and at the Year 2 follow up. At both Year 1 and Year 2 posttesting, the enhancement of attitudes toward animals generalized to human-directed empathy, especially when the quality of the children's relations with their pets was considered as a covariate. The results contribute to the growing literature on the significance of the relations between children and animals, and serve to encourage humane education efforts.

**Ascione, F. R., & Weber, C. V. (1993, March). Children's attitudes about the humane treatment of animals and empathy: One-year follow up of a school-based intervention. Presentation at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.**

No summary available.

**Ascione, F. R. (1992). Enhancing children's attitudes about the humane treatment of animals: Generalization to human-directed empathy. *Anthrozoös*, 5(3), 176-191. <https://doi.org/10.2752/089279392787011421>**

We assessed the impact of a year-long, school-based humane education program on younger (first and second graders) and older (fourth and fifth graders) children's attitudes toward the treatment of animals. Generalization to human-directed empathy was also measured. Using a pretest-posttest design and ANCOVA, we found that the program enhanced the animal-related attitudes of children differentially, depending on grade level. For younger children, there was no significant difference between experimental (E) and control (C) group attitude means; however, qualitative analysis showed that greater enhancement of attitudes occurred for first grade E group children than for C group children at that grade level. No differences were present on the generalization measure of empathy. For older children, there was a significant difference between E and C group attitude means qualified by grade level—there was greater enhancement of humane attitudes for E group than for C group fourth graders but no difference for fifth graders. On the generalization measure of empathy, posttest means for the E group were significantly greater than means for the C group regardless of grade level. The results contribute to the growing literature on the relation between children and animals and serve to encourage and validate the efforts of humane educators to improve children's caring and kindness toward companion and noncompanion animals.

**Balcombe, J. (1999). Animals & Society courses: A growing trend in post-secondary education. *Society & Animals*, 7(3), 229-240. [PDF](#)**

A survey of college courses addressing nonhuman animal ethics and welfare issues indicates that the presence of such courses has increased greatly since a prior survey was done in 1983. This paper provides titles and affiliations of 67 of 89 courses from the current Survey. These courses represent 15 academic fields, and a majority are entirely devoted to animal issues. The fields of animal science and philosophy are proportionally well represented compared with biology and wildlife-related fields. An estimated 5000 or more North

American students are now receiving instruction in these issues each year. While the availability of courses in animal issues is still sporadic, it is unprecedentedly high and seen as an important component of changing social values toward nonhuman animals.

**Battistich, V., Watson, M., Solomon, D., Schaps, E., & Solomon, J. (1991). *The Child Development Project: A comprehensive program for the development of prosocial character*. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development (Vol. 3: Application)*. Hillsdale, NJ: Erlbaum. ISBN: 9780805808827**

No summary available.

**Bebeau, M. J., Rest, J. R., & Narvaez, D. (1999). *Beyond the promise: A perspective on research in moral education*. *Educational Researcher*, 28(4), 18-26. [PDF](#)**

Changing concerns and ideological shifts in American society produce different emphases in moral education. We argue that different approaches address different dimensions of development. If viewed as complementary rather than contradictory, we may be able to move beyond ideological and philosophical disputes to solid theory-building based on empirical findings. In proposing an action program for moral education that incorporates research, we draw upon lessons learned from the Head Start movement of the 1960s. In defining researchable variables, we recommend the Four Component Model (sensitivity, judgment, motivation, character) instead of the usual tripartite model (thinking, feeling, acting).

**Grier, K. C. (1999). *Childhood socialization and companion animals: United States, 1820-1870*. *Society & Animals*, 7(2), 95-120. [PDF](#)**

Between 1820 and 1870, middle-class Americans became convinced of the role nonhuman animals could play in socializing children. Companion animals in and around the household were the medium for training children into self-consciousness about, and abhorrence of, causing pain to other creatures including, ultimately, other people. In an age where the formation of character was perceived as an act of conscious choice and self-control, middle-class Americans understood cruelty to animals as a problem both of individual or familial deficiency and of good and evil. Training children to be self-conscious about kindness became an important task of parenting. Domestic advisors also argued that learning kindness was critical for boys who were developmentally prone to cruelty and whose youthful cruelty had implications both for the future of family life and for the body politic. The practice of pet keeping, where children became stewards of companion animals who were then able to teach young humans such virtues as gratitude and fidelity, became a socially meaningful act.

**Hepner, L. A. (1994). *Animals in education: the facts, issues, and implications*. Albuquerque, NM: Richmond Publishers. ISBN: 9780963941800 [PDF](#)**

No summary available.

**Petto, A. J., & Russell, K. D. (1999). *Humane education: the role of animal-based learning*. In Francine L. Dolins (ed.), *Attitudes to Animals: Views in Animal Welfare*. Cambridge University Press. pp. 167 ISBN: 9780521479066**

No summary available.

**Rusnak, T. (1998). *An integrated approach to character education*. Thousand Oaks, Calif: Corwin Press. ISBN: 9780761904373.**

Shows how to promote character growth and discernment of right from wrong among schoolchildren of all age groups.

**Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass. ISBN: 9780787943448.**

Young people in America today face a crisis of character. Traditional role models continue to disappoint the public, falling short of expectations and fostering cynicism rather than idealism. As a result, many young people struggle to distinguish right from wrong and seem indifferent to whether it matters. It clearly becomes the task of parents and schools to re-engage the hearts and minds of our children in forming their own characters. In *Building Character in Schools*, Kevin Ryan and Karen Bohlin draw from nearly fifty years of combined field experience to offer a practical guide to character education -- designed to help children to know the good, love the good, and do the good. Ryan and Bohlin provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood -- from developing curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. *Building Character in Schools* clearly defines the responsibilities of adults and students in modeling and nurturing character and sets forth practical guidelines for schools seeking to become communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.

**Scruton, R. (1993). *On Humane Education*. Boston University Press. ISBN: 9780872701052**

No summary available.

**Selby, D. (2000). *Humane education: Widening the circle of compassion and justice. Weaving connections: Educating for peace, social and environmental justice*, 268-296. ISBN: 9781894549011**

No abstract available.

**Selby, D. (1995). *Earthkind: A teachers' handbook on humane education*. Stylus Publishing, LLC.. ISBN: 9780948080883**

Curriculum materials for teaching about humane treatment of animals. Intended to provide information and background materials for students from primary through secondary age. Includes recommendations of appropriate ages for activities, key concepts explored, terms and issues falling under chapter topics and a documents section. Since curriculum was developed in Britain, the resource organizations listed in the end may be less helpful to American teachers.

**Selby, D. (1993). *Humane Education and Global Education. Australian Journal of Environmental Education*, 9, 115-133. <https://doi.org/10.1017/S0814062600003220>**

This paper is based on David Selby's workshop 'Animal Rights and Global Education' presented at the Touch 92 conference of European environmental educators, 29 March - 4 April 1992, Loutra Sidirokastrou, Serres, Greece. The conference was organised by the Department of Primary Education, Aristotle's University of Thessaloniki.

**Zuman, J. P. (1993). *Promoting Respect for All Forms of Life: A Model Primary School Program in Costa Rica. Humane Innovations and Alternatives*, 7, 475-79.**

Summarizes the progress of the Costa Rican Humane Education Project after four years of work to educate children to protect the environment and to develop a genuine respect for all forms of life. Evaluation results indicate children have developed positive attitudes about animals and their environment.

<b>DOCUMENT TYPE</b>	Annotated Bibliography
<b>SUBJECT</b>	Humane Education
<b>DATE(S)</b>	2001-2010
<b>CREATED BY</b>	Erich Yahner
<b>AFFILIATION</b>	The Humane Society Institute for Science and Policy

**Aguirre, V., & Orihuela, A. (2010). Assessment of the impact of an animal welfare educational course with first grade children in rural schools in the state of Morelos, Mexico. *Early Childhood Education Journal*, 38(1), 27-31. [PDF](#)**

The purpose of this study was to evaluate if an educational package used for animal welfare teaching would have significant effects on the knowledge of first grade children in a rural area of Mexico. The research was conducted with 276 students in six public schools. In the experimental group, 177 children participated in a 10 week-long animal welfare education program that covered ten one-hour animal welfare topics. The control group, consisting of 99 children, did not receive the course. There were no significant differences ( $P > 0.05$ ) between pretests of the experimental and control schools (ANOVA). However, a significant effect of the program on the children's knowledge was found when the results of the post-test were analyzed using the pretest as a covariate (ANCOVA). Furthermore, the correct responses of the children exposed to the Animal Welfare program were on average 78% richer in concepts compared to responses from children in the control group. These results contribute to the growing body of research literature on the relationship between children and animals in humane education, suggesting that first grade children living in moderate economic conditions can assimilate animal welfare concepts.

**Arbour, R. R., Signal, T. T., & Taylor, N. N. (2009). Teaching kindness: The promise of humane education. *Society & Animals*, 17(2), 136-148. [PDF](#)**

Although the popularity of Humane Education Programs (HEP) as a method of teaching compassion and caring for all living beings is increasing, there is a need for rigorous, methodologically sound research evaluating the efficacy of HEP. Recent calls for the inclusion of HEP within broader humanistic, environmental, and social justice frameworks underline the importance of HEP beyond a simple "treatment of animals" model. Lack of methodological rigor in the majority of published HEP studies (e.g., absence of a control group) and dispersal across disparate fields (with differing indices of efficacy), however, means that there is a potential for the popular use of HEP to outstrip our understanding of the variables that impact efficacy. The current study discusses some of these issues and presents a pilot study of a literature-only HEP intervention. Comparisons with an age-matched control group indicated that the four-week HEP resulted in an increase in measures of empathy and treatment of animals, although only the increase in empathy levels was significant. This paper discusses the implications of the current results and areas in need of future consideration.

**Arkow, P. (2006). "Old wine in a new bottle": new strategies for humane education. In A.H. Fine (Ed.) *Handbook on animal-assisted therapy: Theoretical foundations and guidelines for practice*. San Diego: Academic Press, 425-451. ISBN: 9780123694843. [PDF](#)**

The original edition was the first book to provide a comprehensive overview of the ways in which animals can assist therapists with treatment of specific populations, and/or in specific settings. The second edition continues in this vein, with 7 new chapters plus substantial revisions of continuing chapters as the research in this field has grown. New coverage includes: Animals as social supports, Use of AAT with Special Needs students, the role of animals in the family- insights for clinicians, and measuring the animal-person bond. Also features contributions from veterinarians, animal trainers, psychologists, and social workers as well as guidelines and best practices for using animals as therapeutic companions, and addresses specific types of patients and environmental situations.

**Blake, S. (2007). Promoting emotional and social development in schools: A practical guide. London: Paul Chapman. ISBN: 9781412907309.**

This accessible resource presents guidelines for creating an emotionally and socially healthy school and offers case studies that illustrate how good practice improves behavior and promotes inclusion.

**Broom, D. M. (2005). Animal welfare education: Development and prospects. *Journal of Veterinary Medical Education*, 32(4), 438-441. [PDF](#)**

Animal welfare has developed rapidly as a scientific discipline since the 1980s. Concepts have been refined, methodologies for assessment developed, and links made to other areas of science. Changes in the subject and in its teaching are required. Since 1986, a series of senior academic teaching posts in the subject have been created, especially in the last 10 years. Veterinary and animal

science students should receive a specific course on animal welfare, in addition to mention of the subject in other courses. In the future, more allusion to developments in understanding of welfare in relation to disease and brain measures of welfare is likely. The central role of animal welfare in veterinary and animal science teaching will become more firmly established.

**Brunskill, K. (2006). *Developing consideration, respect and tolerance*. London, England: Paul Chapman. ISBN: 9781412919630.**

This resource helps students aged 5 to 12 in cultivating their talents, proactive problem-solving, positive social orientation, and establishing a sense of belonging.

**Brunskill, K. (2006). *Learning to be honest, kind and friendly*. London, England: Paul Chapman. ISBN: 9781412919623.**

The four books in the series provide a whole-school value based programme for young people from five to twelve years of age. They help in the creation of wellbeing and resilience in students by introducing and developing a range of values and behaviours that will assist with social and emotional health. The series is well differentiated for the target age group and each volume follows a similar format: (1) introduction; (2) guidance on how to use the materials; (3) links to curriculum areas; (4) comprehensive teacher notes on each theme. The themes are based around stories which will engage young people and these are accompanied by worksheets and follow up activities. Each book can be used individually or together as a complete programme to promote pro-social values. All the books will help young people to: (1) have a sense of belonging; (2) identify their talents; (3) develop proactive problem solving; (4) enhance positive social orientation; (5) encourage an optimistic sense of fun.

**Caselman, T. (2009). *Teaching children empathy: The social emotion : lessons, activities and reproducible worksheets (K-6) that teach how to "step into other's shoes"*. Chapin, SC: YouthLight, Inc. ISBN: 9781598500141.**

Helping children develop greater empathy-related awareness and skills can help prevent negative social behaviours such as bullying, meanness, and alienation. Empathy is a fundamental social emotion because it brings a sense of emotional connection to others. It is this awareness that is not only basic to all healthy relationships; it is the root of prosocial behaviour, altruism, kindness and peace. Empathy has cognitive, affective and behavioural components that can be learned and improved upon by children. The lessons and activities in this book are designed to: teach students the value of empathy; assist students in recognizing their own and others' feelings; help students put themselves in "someone else's shoes"; and instruct students how to exhibit understanding and acceptance. Each topic-related lesson includes five inviting worksheets that can be reproduced and used repeatedly with elementary school-aged students.

**Dilmaç, B., & Kulaksizoglu, A. (2007). *An examination of the Humane Values Education Program on a group of science high school students*. *Educational Sciences: Theory & Practice*, 7(3), 1241-1261. [PDF](#)**

The purpose of this study is to find out whether the Humane Values Education Program has produced any changes on the students' level of humane values. The research was conducted with the first-and second grade students in Konya Meram Science High School in the 2006-2007 academic year. Thirty students participated in the study. Half of the participants were assigned to the experimental group and the other half to the control group. The research period spans April & May. Having prepared the education program and the scale, the experimental and control groups were formed objectively. The experimental group, consisting of 15 students, was provided with the Humane Values Education Program lasting 14 sessions. Two sessions were held in a week. Statistical methods were used to balance the control and experimental group. The control group didn't receive any program. Findings of the research can be summarized as follows: Between the pre-test and post-test of the experimental group, a significant difference can be seen in favor of the post- test. There is no such a difference for the control group. According to the post-test results of the control and experimental group, there are meaningful differences in favor of the experimental group in the sub-dimensions of responsibility, friendship, amiability, respect, honesty, and tolerance. Thus, these results show the effectiveness of the program presented. The sub-dimensions of the Humane Values Education Program given above show that this study is effective with regard to affective, cognitive, and behavioral outcomes. Suggestions are made in the light of the findings and it has been concluded that the program is effective in the development of secondary education students' value acquisition.

**Gordon, M. (2005). *Roots of empathy: Changing the world, child by child*. Toronto, Ont: Thomas Allen Publishers. ISBN: 9780887621284.**

Roots of Empathy – an evidence-based program developed in 1996 by longtime educator and social entrepreneur Mary Gordon – has already reached more than 270,000 children in Canada, the U.S., Japan, Australia, New Zealand, and elsewhere. Now, as The New York Times reports that "empathy lessons are spreading everywhere amid concerns over the pressure on students from high-stakes tests and a race to college that starts in kindergarten", Mary Gordon explains the value of and how best to nurture empathy and social and emotional literacy in all children – and thereby reduce aggression, antisocial behavior, and bullying.

**Levine, D.A. (2005). Teaching empathy: A blueprint for caring, compassion, and community. Bloomington, IN: Solution Tree. ISBN: 9781932127782.**

The Teaching Empathy resource set (book and CD) focuses on teaching the pro-social skill of empathy by naming and practicing it, and by modeling and encouraging it. The four sections of this resource set will help you build a culture of caring in your school: 1. Teaching With Empathy: Connect with students, model prosocial skills, and build trusting relationships through storytelling, symbolic teaching and other strategies. 2. Learning Empathy: Teach students empathy and its companion behaviors of listening, compassion, honor, and generosity through strategies such as Social Skills Learning, cross-training and rituals, and the Fishbowl. 3. Living Empathy: Build a school culture of empathy through the 10 intentions of the school of belonging. 4. Courageous Conversations: Focus on dilemmas, the powers of choice, and other empathic skills in the mini-empathy curriculum that combines 13 lessons with 8 thought-provoking songs including "Howard Gray."

**Loar, L., Colman, L.L., & Latham Foundation. (2004). Teaching empathy: Animal-assisted therapy programs for children and families exposed to violence. Alameda, Calif.: Latham Foundation for the Promotion of Humane Education. ISBN: 9780967533032.**

Teaching Empathy: Animal-Assisted Therapy Programs for Children and Families Exposed to Violence is a repository of practical skills and interventions. You can select from a rich menu of ideas, assessment tools, worksheets and resources to design humane education and animal-assisted therapy programs that are safe for both the human and animal participant. You will not take an animal into a classroom again and be ignorant of the possible impact of your words and the animal's behaviors on certain children. All of this knowledge is essential to safeguard the welfare of both humans and animals and to promote the best that the fields of humane education and animal-assisted therapies have to offer.

**Pedersen, H. (2004). Schools, speciesism, and hidden curricula: The role of critical pedagogy for humane education futures. Journal of Futures Studies, 8(4), 1-14. [PDF](#)**

This article discusses approaches to educational theory and practice, influenced by moral philosophy, critical pedagogy and ecofeminist social analysis, that build on an expanded moral sphere also including nonhuman species. The theoretical framework is reflected against 1) the humane education approach, contextualizing the human-animal relation within a broader framework of social justice; and 2) empirical material from a pilot study, focusing on how this relation is dealt with within a Swedish primary school. A Causal Layered Analysis is proposed as a platform from which to explore educational futures encompassing the human-animal relation, and strategies for developing humane curricula are discussed.

**Robinson III, E.M., & Curry, J.R. (2005). Promoting altruism in the classroom. Childhood Education, 82(2), 68-73. <https://doi.org/10.1080/00094056.2006.10521349>**

Another hypothesis comes from social learning theory, which posits that children learn to be altruistic through multiple social interactions, including adult role modeling of ideal behaviors, dialectic conversations that stimulate cognitive formation and development of altruistic ideas, and role playing and instruction that increase children's perceptions of their own competencies for helping others (Konecni & Ebbesen, 1975). Further evidence supporting the social learning theory of altruism comes from research by Konecni and Ebbesen (1975), who found that children have a greater response to adults who behave altruistically (through role modeling) versus adults who merely make statements in favor of altruism.

**Shapiro, L.E. (2008). Learning to listen, learning to care: A workbook to help kids learn self-control & empathy. Oakland, CA: Instant Help Books. ISBN: 9781572245983.**

When it comes to teaching kids to behave well, the "why" is as important as the "how." In Learning to Listen, Learning to Care, children learn why it is important to follow rules and behave considerately toward others. This cultivates empathy, which contributes not just to good behavior, but to academic and social success. By working through the fun and engaging exercises in this book, kids learn how to recognize the impact of their behavior on others, express emotion in appropriate ways, and compromise with family and friends. Behavioral problems among children are at an all-time high in the US. Parents of nearly 2.7 million children say that their kids suffer from severe emotional or behavioral problems that interfere with their family life or learning. A staggering 50 percent of counseling referrals are for behavioral problems. Empathy is the antidote to many of them, according to child psychologist and author Lawrence Shapiro. In Learning to Listen, Learning to Care, he teaches the empathy and self-control that can reduce behavioral problems and lead to long-term success. This book is appropriate for kids between the ages of six and twelve.

**Spinrad, T., & Eisenberg, N. (2009). Empathy, prosocial behavior, and positive development in schools. In Handbook of positive psychology in schools, 119-129. ISBN: 9780805863611. [PDF](#)**

National surveys consistently reveal that an inordinate number of students report high levels of boredom, anger, and stress in school, which often leads to their disengagement from critical learning and social development. If the ultimate goal of schools is to educate young people to become responsible and critically thinking citizens who can succeed in life, understanding factors that stimulate them

to become active agents in their own learning is critical. A new field labeled "positive psychology" is one lens that can be used to investigate factors that facilitate a student's sense of agency and active school engagement. The purposes of this groundbreaking Handbook are to 1) describe ways that positive emotions, traits, and institutions promote school achievement and healthy social/emotional development 2) describe how specific positive psychological constructs relate to students and schools and support the delivery of school-based services and 3) describe the application of positive psychology to educational policy making. By doing so, the book provides a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner.

**Thomas, S., & Beirne, P. (2002). Humane education and humanistic philosophy: Toward a new curriculum. *Journal of Humanistic Counseling, Education & Development*, 41(2), 190-199. <https://doi.org/10.1002/j.2164-490X.2002.tb00142.x>**

The authors argue that humane education should be an integral part of humanistic philosophy. They outline 2 key components of a humane education: (a) an understanding of the sociological and psychological dimensions of animal abuse and (b) the cultivation of empathy for nonhuman animals.

**Thompson, K.L. and Gullone, E. (2003), Promotion of empathy and prosocial behaviour in children through humane education. *Australian Psychologist*, 38,175–182. [PDF](#)**

While the importance of normative levels of empathy and prosocial behaviour is becoming increasingly recognised, it has been suggested that modern western industrialised society is not conducive to the promotion of empathy development in children. Related to this, it has been proposed that one method for contributing to the building of empathy is to encourage direct contact with animals. The rationale for this is the belief that by developing a bond with animals, empathy toward other living beings will be encouraged. Consequently, it has been proposed that empathy directed at non-human animals will transfer to humans. Such cross-species association has been demonstrated for animal abuse. For example, some studies have reported that childhood cruelty toward animals is related to interpersonal violence in adulthood. Humane education programs aim to intervene in the cycle of abuse by decreasing a child's potential to be abusive toward animals, and, as a consequence, to promote prosocial behaviour toward humans.

**Tsai, Y. F. L., & Kaufman, D. M. (2009). The socioemotional effects of a computer-simulated animal on children's empathy and humane attitudes. *Journal of Educational Computing Research*, 41(1), 103-122. [PDF](#)**

This study investigated the potential of using a computer-simulated animal in a handheld virtual pet videogame to improve children's empathy and humane attitudes. Also investigated was whether sex differences existed in children's development of empathy and humane attitudes resulting from play, as well as their feelings for a virtual pet. The results showed that after playing Nintendogs for 3 weeks, the participants of both sexes, on average, scored higher levels of empathy on the Bryant Empathy Index, and had higher levels of humane attitudes on the Intermediate Attitude Scale, compared to their pretest scores before they played. A statistical association also was revealed between time playing with a computer simulated animal and improved scores in empathy and humane attitudes toward animals. The findings also showed that participants tended to form emotional attachments with their virtual pet and considered it a real pet.

**Unti, B., & DeRosa, B. (2003). Humane education: Past, present and future. In D.J. Salem & A.N. Rowan (Eds.), *The state of the animals II* (pp. 27-50). ISBN: 9780965894272. [PDF](#)**

No summary available.

**Verene, D. P. (2002). *The art of humane education*. Ithaca: Cornell University Press. ISBN: 9780801440397.**

In *The Art of Humane Education*, Donald Phillip Verene presents a new statement of the classical and humanist ideals that he believes should guide education in the liberal arts and sciences. These ideals are lost, he contends, in the corporate atmosphere of the contemporary university, with its emphasis on administration, faculty careerism, and student performance. Verene addresses questions of how and what to teach and offers practical suggestions for the conduct of class sessions, the relationship between teacher and student, the interpretation of texts, and the meaning and use of a canon of great books. In sharp contrast to the current tendency toward specialization, Verene considers the aim of college education to be self-knowledge pursued through study of all fields of thought. Education, in his view, must be based on acquisition of the arts of reading, writing, and thinking. He regards the class lecture as a form of oratory that should be presented in accordance with the well-known principles of rhetoric. *The Art of Humane Education*, styled as a series of letters, makes the author's original and practical ideas very clear. In this elegant book, Verene explores the full range of issues surrounding humane education.

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<b>DATE(S)</b>	2011-2019
<b>CREATED BY</b>	Erich Yahner
<b>AFFILIATION</b>	The Humane Society Institute for Science and Policy

**Aguirre, V., & Orihuela, A. (2014). Short-term interventions that accomplish humane education goals: An international review of the research literature. In Teaching Compassion: Humane Education in Early Childhood (pp. 23-31). Springer Netherlands. ISBN: 9789400769212.**

The value of humane educational programs in the relationship with animals, humans, and violence, in general, has been demonstrated. However, a nationwide program has not been established, and most of the interventions around the world are based in programs developed by humane associations, whose success evaluations in general lack of a rigorous methodology. However, few studies with robust methodology support some of these programs. Among these papers, authors concluded that (1) effective short-term courses can vary in length from 30 min to 40 h distributed during one semester; (2) children exposed to these programs generalize animal empathy with human-directed empathy; (3) children between 6 and 13 years of age are able to learn about humane behavior toward animals and humans through role-play, printed materials, and lectures, which have a synergistic effect; (4) short-term humane education programs can be effective and sustainable over the long term; and (5) children's stage of development affects humane learning. This chapter is a review of some of the successful, short-term interventions published in the scientific literature.

**Bires, N., & Schultz, D. (2014). Foundational humane education: Promoting love of nature and affinity for animals in schools and communities. In Teaching Compassion: Humane Education in Early Childhood (pp. 109-131). Springer Netherlands. ISBN: 9789400769212.**

Children today spend the majority of their time indoors, watching television, playing video games, and using the computer. As screen time has increased, unstructured playtime in the outdoors has decreased. Louv (*Childhood's future*, Doubleday, New York, 2005) coined the phrase "nature-deficit disorder" (NDD), referring to the alienation from nature in the lives of today's wired generation. Not only does the loss of children's outdoor play and contact with the natural world negatively impact the growth and development of the whole child and their acquisition of knowledge, it also sets the stage for a continuing loss of the natural environment. As educators seek to develop citizens with environmental ethics, in the early childhood years they must first develop children's love of nature. Likewise, as educators aim to develop citizens who protect animals, teaching children to have affinity for animals, both wildlife and companion animals, is the foundation.

**Bones, V. C., Garcia, R. D. C. M., Alves, G. G., Paixão, R. L., Rocha, A. A., Capilé, K., & Bachinski, R. (2019). Humane education: the tool for scientific revolution in Brazil. In *Animal Experimentation: Working Towards a Paradigm Change* (pp. 567-582). Brill. [PDF](#)**

No summary available.

**Bruce, S. M., Feinstein, J. D., Kennedy, M. C., & Liu, M. (2015). Humane education for students with visual impairments: learning about working dogs. *Journal of Visual Impairment & Blindness*, (4), 279. [PDF](#)**

Introduction: This study examined the effect of an animal-assisted humane education course on the knowledge of students about caring for dogs physically and psychologically and making informed decisions about dog ownership, including working dogs. Method: This collaborative action-research study employed case study design to examine the effect of an eight-week animal-assisted humane education course on the knowledge and skills of four secondary students with visual impairments. Two independent raters applied constant comparative analysis for all of the following data sources: pre- and post-intervention interviews, pre- and post-intervention tests, videotaped observations, and field notes. Findings were determined for individual students and the class as a whole. Results: The greatest gains made by students included learning how to greet, feed, play with, obtain, and pay for dogs; they also learned about appropriate equipment and the roles of working dogs. Effective instructional strategies included assessing prior knowledge and experience with dogs, practicing skills, using tactile techniques, using routines and repetition, and correcting misconceptions. Discussion: Findings indicate that although students did not master all of the knowledge and skills taught in the course, they became more knowledgeable about care and ownership of dogs. Limitations of this study are the small sample size and short intervention time. Future research may feature longer intervention periods and make connections between humane education, orientation and mobility, and the core content areas of science and mathematics. Implications for practitioners: Students with visual impairments must be

provided with experiences with different types of working dogs. Ample time should be given to explore equipment and to practice skills that are essential to responsible care and ownership of dogs.

**Caselman, T. (2014). Teaching children empathy, the social emotion: lessons, activities and reproducible worksheets (K-6) that teach how to "step into other's shoes." YouthLight, Inc. ISBN:9871598500141**

Lessons and activities designed to teach students the value of empathy, assist students in recognizing their own and others' feelings, help students put themselves in "someone else's shoes," and instruct students how to exhibit understanding and acceptance.

**Eadie, E. N. (2011). Education for animal welfare. Berlin: Springer. ISBN: 9783642168130.**

This book deals with the role of education in improving animal welfare and reducing animal suffering inflicted by humans. It embraces situations in which humans have direct control over animals or interfere directly with them, but it considers also indirect animal suffering resulting from human activities. Education is regarded in the broad sense of creating awareness and facilitating change. First, consideration is given to a number of specific themes in which education can make an important contribution towards reducing animal suffering, and subsequently an examination is made of a number of interrelated contexts in which education can address the various themes.

**Fraser, H., Taylor, N., & Signal, T. (2017). Young people empathising with other animals: Reflections on an Australian RSPCA humane education programme. Aotearoa New Zealand Social Work, 29(3), 5. [PDF](#)**

Introduction: Empathy is associated with engagement, compassion, social support and emotional sensitivity, and it is a hallmark of good social work practice. Empathy rightfully receives much attention in social work practice, however, interspecies empathy has yet to be included. This article has been written to address this gap. Methods: Two main research questions guide our conceptual discussion of young people, interspecies empathy and social work: (1) Why is empathy important to social work with young people?; (2) What can an Australian RSPCA Humane Education Programme (HEP) teach social workers about the benefits of interspecies empathy for young people? After our literature review, we examine our illustrative example, which is an HEP offered mostly to newly arrived refugee and migrant young people living in the outer suburbs of Melbourne, whose prior experiences of and/or attitudes towards animals may not have been positive. Findings: Social workers are wise to prioritise empathy because extensive research has shown that, across a diverse range of fields, modes of practice in and beyond social work, empathic practitioners are more effective, achieving better outcomes with their clients. From the letters the young people sent to the RSPCA Victoria after completing an HEP, we note their self-reported increases in empathy for animals, including those they had previously feared or shunned. Conclusion: There are many potential benefits of recognising, fostering and valuing interspecies empathy through humane education programmes. However, for these to be ethical, care and empathy must be shown towards the wellbeing of the animals involved, not just the human participants.

**Fung, S. C. (2017). School-based humane education programme in Hong Kong: Current implementation and future direction. In School counselling in a Chinese context: Supporting students in need in Hong Kong (pp. 153-167). <https://doi.org/10.4324/9781315721019>**

This chapter examines the values of humane education as a developmental and preventive school guidance programme and recommends the ways to implement humane education under the whole-school approach guidance policy and the framework of a comprehensive guidance programme in Hong Kong. In this chapter, empirical research studies are reviewed to demonstrate the importance of humane education in cultivating kindness, love and empathy in students, and breaking the cycle of violence and abuse. The current implementation of humane education in Hong Kong schools is clearly outlined to show who and what is being done in this area. By utilizing the developmental-contextualism framework, this chapter proposes a future direction for the implementation of a school-based humane education programme in Hong Kong. Specifically, it is recommended to incorporate humane education into kindergarten curricula in a way that is sequentially organized, developmentally appropriate and empirically supported.

**Harfield, T. D. (2014, March). Teaching the unteachable: on the compatibility of learning analytics and humane education. In Proceedings of the Fourth International Conference on Learning Analytics and Knowledge (pp. 241-245). ACM. [PDF](#)**

This paper is an exploratory effort to find a place for learning analytics in humane education. After distinguishing humane education from training on the basis of the Aristotelian model of intellectual capabilities, and arguing that humane education is distinct by virtue of its interest in cultivating prudence, which is unteachable, an account of three key characteristics of humane education is provided. Appealing to thinkers of the Italian Renaissance, it is argued that ingenium, eloquence, and self-knowledge constitute the what, how, and why of humane education. Lastly, looking to several examples from recent learning analytics literature, it is demonstrated that learning analytics is not only helpful as set of aids for ensuring success in scientific and technical disciplines, but in the humanities as well. In order to function effectively as an aid to humane education, however, learning analytics must be embedded within a context that encourages continuous reflection, responsiveness, and personal responsibility for learning.

**Hargreaves-Cormany, H. (2016). Engendering Empathic Development and Pro-Social Responses in Elementary School Students Through a Humane Education Program (Doctoral dissertation, The George Washington University).**

This study examined the impact of the Washington Animal Rescue League's (WARL) Humane Education Program (HEP) on 4th grade students. The objective was to develop models for best practices in humane education and to serve as the impetus for future empirical research studies. Of the 59 participants, 47 participants were from the three 4th grade classes that participated in the WARL HEP and thus were in the treatment condition and the 12 participants in the comparison group were from the 4th grade class that did not participate in the WARL HEP. Empathic development was examined by conducting Mann Whitney and Kruskal Wallis tests on the participants' scores on the Index of Empathy for Children and Adolescents (IECA; Bryant, 1982) and a four item IECA subscale related to the mission of the WARL HEP. Results from the KuderRichardson 20 (KR- 20) analysis of reliability conducted on the IECA subscale indicated that the subscale had sufficient reliability (Cronbach's alpha= .503). A basic interpretive qualitative analysis (Merriam, 2002) utilizing the constant comparative method (Glaser & Strauss, 1967 as cited in Cresswell, 2007) was employed to analyze the participants' journals. The prosocial themes of empathy, reciprocity, justice and fairness that emerged within the qualitative analysis of the participants' journals coupled with the endorsement of empathic beliefs towards both humans (IECA Item 6: M = .79, SD = .412; IECA Item 14: Mean = .87, SD = .345) and animals (IECA Item 11: M = .98, SD = .139; IECA Item 16: Mean = .87, SD = .345) by almost all participants suggested that the WARL HEP resulted in positive outcomes for the participants and effected the desired outcomes aimed for within the mission of the WARL HEP. The increased knowledge regarding the PREVIEW viii effectiveness of humane education programs will afford more children the help they need through the provision of such programs as well as positively impact the schools and communities in which the children reside.

**Hawkins, R. D., Williams, J. M., & Scottish Society for the Prevention of Cruelty to Animals. (2017). Assessing Effectiveness of a Nonhuman Animal Welfare Education Program for Primary School Children. Journal of applied animal welfare science, 20(3), 240-256. <https://doi.org/10.1080/10888705.2017.1305272>**

Nonhuman animal welfare education aims to promote positive relationships between children and animals and thus improve animal welfare, yet few scientific evaluations of these programs exist. This study aimed to evaluate the effectiveness of an education program developed by the Scottish Society for the Prevention of Cruelty to Animals (SPCA) that included 4 interventions focusing on pets (companion animals), wild animals, farm animals, and general animal rescues. Knowledge, attachment to pets, and attitudes and beliefs about animal minds were assessed at pretest, posttest, and delayed posttest using a questionnaire administered to 1,217 Scottish children aged 7 to 13 years old. Results showed a significant positive impact of the program on knowledge about animals and the Scottish SPCA for all interventions. The pet and farming interventions significantly impacted children's beliefs about animal minds. There were trends toward improvements in a range of other measures. This study highlights the importance of teaching animal welfare education to children for early prevention of animal cruelty, discusses the need to base this education on theory and research to find effective change, and demonstrates how evidence-based practice can inform future education programs.

**Herbert, S., & Lynch, J. (2017). Classroom animals provide more than just science education. Science & Education, 26(1-2), 107-123. <https://doi.org/10.1007/s11191-017-9874-6>**

Keeping classroom animals is a common practice in many classrooms. Their value for learning is often seen narrowly as the potential to involve children in learning biological science. They also provide opportunities for increased empathy, as well as socio-emotional development. Realization of their potential for enhancing primary children's learning can be affected by many factors. This paper focuses on teachers' perceptions of classroom animals, drawing on accounts and reflections provided by 19 participants located in an Australian primary school where each classroom kept an animal. This study aims to progress the conversation about classroom animals, the learning opportunities that they afford, and the issues they present. Phenomenographic analysis of data resulted in five categories of teachers' perceptions of the affordances and constraints of keeping classroom animals.

**Higgins, C. (2015). Humane education. Educational Theory, 65(6), 611. <https://doi.org/10.1111/edth.12137>**

An introduction is presented in which the editor discusses various reports within the issue on topics including the nature, current state, and future prospects of the humanities, humane teaching and teacher education, and place of the humanities in educational research.

**Itle-Clark, S. (2014). Increasing student engagement through animal welfare education and service. Living Education eMagazine, 42-43, 57-58. [PDF](#)**

Student engagement is for the most part driven by three factors, "underlying need for competence, the extent to which students experience membership in the school, and the authenticity" of the task they are given. Animal welfare education and correlated service-learning can address all three of these factors. In addition, for the many students who have traditionally written-off school and school sponsored functions, personal and authentic learning can assist in rebuilding trust in the educational system. Authentic learning built around animal welfare education and animal welfare topics that impact the real world or personal neighborhoods of students encourages brain growth and increased competencies in areas such as kinesthetic, spatial, artistic, and interpersonal in a way that traditional didactic and educator-centered learning does not.

**Itle-Clark, S. & De Lisle, S. (2011). Humane education: A way to empower youth, enhance humane behaviors, and promote animal welfare. *Silhouettes*, (3).**

If you knew there was a method you could employ to engage and empower your students and at the same time help them to build safer and more humane communities, you would use it, right? Humane education can provide all those things and more.

**Jacobs, G. M. (2016). What Is Humane Education and Why It Should Be Included in Modern Education. Online Submission. [PDF](#)**

Humane education has existed since at least the 18th century (Unti & DeRosa, 2003). This brief chapter begins with a brief definition of humane education and examples of how it can be incorporated in linguistics, cross cultural studies and foreign language education. Next, the chapter discusses why humane education constitutes an important area for educators and researchers to consider.

**Jalongo, M. R. (2014). Humane education and the development of empathy in early childhood: Definitions, rationale, and outcomes. In *Teaching compassion: Humane education in early childhood* (pp. 3-21). Springer Netherlands. ISBN: 9789400769212. [https://doi.org/10.1007/978-94-007-6922-9\\_1](https://doi.org/10.1007/978-94-007-6922-9_1)**

Internationally, one of the most pressing issues for early childhood educators is challenging behavior in young children, defined as disruptive, aggressive, and violent behavior that inflicts mental or physical harm to others. Addressing this concern requires teachers and families to support the young child's budding sense of empathy, which is a major goal of humane education programs. Although most people assume that humane education focuses exclusively on the responsible care of animals, contemporary concepts of humane education are far more expansive and extend to compassion for all living things as well as to guardianship of the earth. This chapter defines humane education and describes the development of empathy, supplies a rationale for integrating humane education concepts into the early childhood curriculum, explains how human-animal interaction can serve as a foundation for teaching compassion in the early years, and recommends strategies and resources that enable educators and families to promote positive outcomes for children.

**Jalongo, M. R. (2014). *Teaching compassion: Humane education in early childhood*. Springer. ISBN: 9789400769212**

In response to highly publicized incidents of school violence, educators across the United States and in many other nations are seeking effective ways to prevent and modify aggressive and anti-social behaviors in students. One of the major recommendations of the research is that efforts to prevent cruelty need to begin early, during the early childhood years of birth through age eight. The focus of *Teaching Compassion: Humane Education in Early Childhood* is guiding young children to accept responsibility for and to be kind in their interactions with fellow human beings, animals and the environment. Although humane education is a relatively new concept in the field of early childhood education, professionals in the field are very familiar with many of the related concepts, including: promoting positive interpersonal interactions, teaching children the skills of self-regulation, giving children experience in caring for living things and protecting the environment. This edited volume is an interdisciplinary compendium of professional wisdom gathered from experts in the fields of education, child development, science, psychology, sociology and humane organizations. As the book amply documents, the concept of humane education is powerful, integrative, timely and appropriate in work with young children. *Teaching Compassion: Humane Education in Early Childhood* shows how it is possible for adults dedicated to the care and education of young children to balance attention to the cognitive and affective realms and, in so doing, to elevate the overall quality of early childhood programs for children, families and communities.

**Kalof, L., Zammit-Lucia, J., Bell, J., & Granter, G. (2015). Fostering kinship with animals: animal portraiture in humane education. *Environmental Education Research*, 1-26. <https://doi.org/10.1080/13504622.2014.999226>**

Visual depictions of animals can alter human perceptions of, emotional responses to, and attitudes toward animals. Our study addressed the potential of a slideshow designed to activate emotional responses to animals to foster feelings of kinship with them. The personal meaning map measured changes in perceptions of animals. The participants were 51 students enrolled at a pre-university college in Montreal, Quebec. Major conceptual themes were developed based on students' responses on the PMM both pre- and post-slideshow. Ninety-two percent changed their perceptions of 'Animal' after viewing the slideshow. Pre-slideshow perceptions of 'Animal' were described primarily as Pets/Symbols, Biological/Wild Nature, Commodity/Resource, and Dangerous. After the show, the perceptions shifted to Kinship and Sentience/Individuality, with substantial increases in the depth and emotion associated with responses. Thus, viewing animal portraiture improved feelings of kinship with animals and enhanced perceptions of animal individuality in a classroom setting.

**Komorosky, D., & O'Neal, K. K. (2015). The development of empathy and prosocial behavior through humane education, restorative justice, and animal-assisted programs. *Contemporary Justice Review*, 18(4), 395. <https://doi.org/10.1080/10282580.2015.1093684>**

Literature suggests that developing empathy for animals will result in caring toward other living things. Empathy is often seen as a key building block of prosocial behavior and can be defined as sharing of another person's emotions and feelings. In older childhood and adolescence, a lack of empathy may have deleterious consequences, leading to antisocial behaviors. However, children and

adolescents who exhibit human and non-human animal aggression have often been witness to animal cruelty in the home. When empathy and prosocial behaviors are not learned in the home, there are alternatives to facilitate that process. This study discusses the development of empathy and prosocial behavior by working with animals through the modalities of humane education, restorative justice, and animal-assisted programs. Each modality focuses on building compassion, caring, responsibility, and kindness with the help of animals. Through these violence prevention programs, children and adolescents can develop empathy, which will decrease the likelihood of future aggression.

**Lakestani, N., Aguirre, V., & Orihuela, A. (2015). Farm animal welfare and children. *Society & Animals*, 23(4), 363-378. <https://doi.org/10.1163/15685306-12341370>**

Children are future consumers; they will impact future animal welfare standards. This pilot study evaluated a nonhuman animal welfare education program, building a farm animal attitude questionnaire for 8- to 10-year-old children. The educational material focused on the behaviors and needs of cows, chickens, and pigs. Knowledge acquisition and attitude change were measured before and after the intervention for children in the intervention group and at a 2-week interval for children in the control group. Reliability of the attitude scale was measured by correlating the answers from the control group at two different time points. Eleven items were significantly correlated at the time points, indicating that those questions were reliably testing children's views on these items. The educational intervention was successful in increasing children's knowledge of farm animals and resulted in some changes in attitudes. The type of favorite animal reported shifted to more farm animals after the intervention.

**Nera, K. R. (2015). A sketch of a humane education: A capability approach perspective. *Symposion*, 2(3), 311-321. [PDF](#)**

Poverty, understood as basic capability deprivation, can only be solved through a process of expanding the freedoms that people value and have reason to value. This process can only begin if the capability to imagine and aspire for an alternative lifestyle worthy of human dignity is cultivated by an education program that develops both the capability to reason and to value. These two facets play a major role in the creative exercise of human agency. This program of humane education can only come from an adequate description of the human agent as a persona that seeks to actualize itself based on his/her understanding of the good. Education must therefore seek to cultivate the capability to have an adequate conception of the good (normative) as well as the capability to constantly re-evaluate one's conception of the good (evaluative) in order to freely and reasonably choose a life that one values and has reason to value. Education must therefore entail not merely the development of skills nor specialization in a particular field but must concentrate on the integration of the human person as a whole which leads to self-creative praxis.

**Onion, A. K. (2014). Humane education in an early childhood science education curriculum. In *Teaching Compassion: Humane Education in Early Childhood* (pp. 213-226). Springer Netherlands. ISBN: 9789400769212. [https://doi.org/10.1007/978-94-007-6922-9\\_14](https://doi.org/10.1007/978-94-007-6922-9_14)**

This chapter explores the alignment of science education for young children and the principles of humane education. This connection is illustrated through descriptions of inquiry-based projects focusing on various animals and classroom accounts of the early science curriculum. In addition, it reviews the literature on young learners' enhanced dispositions toward science and development of empathy as they investigate the natural-world through the study of animals and learn to become guardians of the earth.

**Reaburn, R. (2016). What is the Purpose of Education?. In *What is Next in Educational Research?* (pp. 277-283). SensePublishers, Rotterdam. [PDF](#)**

What is the purpose of education? My parents used to talk about the Three Rs: Reading, Writing and 'rithmetic'. Now I am a parent I would be most annoyed if I felt my children were not being taught these things while they are at school. If I were an employer I would be disappointed if the only staff available to me were illiterate.

**Rule, A. C., & Zhanova, K. S. (2014). Guardians of the Earth: Teaching children to care for all living things. In *Teaching Compassion: Humane Education in Early Childhood* (pp. 197-211). Springer Netherlands. ISBN: 9789400769212. [https://doi.org/10.1007/978-94-007-6922-9\\_13](https://doi.org/10.1007/978-94-007-6922-9_13)**

Across cultures, people show affinity to nature, but today's children have little contact to develop a strong bond. Children's ways of knowing differ from the abstract, logical ways of adults, focusing instead on sensory and emotional perceptions. Children need to develop a love for nature through unstructured access to natural areas before learning about endangered species. Many factors affect human attitudes toward organisms: media portrayal, physical and behavioral attributes, genetic closeness to humans, cultural and religious factors, and perceived danger. Learning about local fauna and flora can influence preferences from charismatic species to appreciating more modest local organisms. Familiar animals are generally valued with education affecting these attitudes. Humane education programs of several approaches (curriculum-blended, literature-focused, and animal project-based) abound, but their efficacy has not been well documented in the literature. A recent humane education program by the authors is discussed along with examples of animal poetry that the author developed for use with first and second grade students.

**Samuels, W. E., Meers, L. L., & Normando, S. (2016). Improving upper elementary students' humane attitudes and prosocial behaviors through an in-class humane education program. *Anthrozoös*, 29(4), 597-610. [PDF](#)**

Humane education is a long-standing field of education that endeavors to nurture kindness, compassion, and concern for nonhuman animals, people, and the environment. Despite its long history, however, few randomized control studies have evaluated its effectiveness to promote the development of relevant outcomes. The current study sought to address this dearth by investigating the effects of a humane education program on not only participating students' attitudes, but also their behaviors. Classes of under-served, fourth-grade students in two major US cities were randomly assigned to participate in either a school-based humane education program or a chess club (the control group); all students participated in their respective activity during the same period once a week for 11 weeks. Data were collected on the attitudes (n = 236) and behaviors (n = 167) of participating students exactly one week before and exactly one week after these programs were conducted. Students self-reported their attitudes about the treatment of animals and the environment via the Intermediate Attitude Scale. Teachers rated each students' prosocial and disruptive behaviors through subscales of the Teacher Observation of Classroom Adaptation– Checklist. Nested multilevel models of change found that the development of prosocial behaviors and self-reported attitudes significantly interacted with group assignment: Students who participated in the humane education program showed stronger growth in both of these outcomes compared with students in the control group. Changes in disruptive behaviors, however, were not found to differ between groups. The results support the effectiveness of a humane education program to teach a relatively large and diverse group of upper elementary students to learn about animal welfare issues and to improve their prosocial behaviors. Effects appeared strongest on attitudes; behavioral effects were found to be largely limited to behaviors directly addressed by the humane education program.

**Szecei, T. (2015). Undergraduate research in humane education: Benefits gained in action research. *Council on Undergraduate Research Quarterly*, 35(4), 42.**

The article focuses on the benefits of undergraduate action research in humane education. It discusses the benefits of action research which include knowledge base development, professional development, and strengthening collegial efforts. Also mentioned are the educational or career advancement, humane education programs to children, and way to help students improve their communities through interdisciplinary research collaboration.

**Szecei, T. (2014). Teaching preservice early childhood educators about humane education. In *Teaching Compassion: Humane Education in Early Childhood* (pp. 49-65). Springer Netherlands. ISBN: 9789400769212. [https://doi.org/10.1007/978-94-007-6922-9\\_4](https://doi.org/10.1007/978-94-007-6922-9_4)**

Young children are inquisitive about their environment. Humane education has the potential to create various learning opportunities to expand children's understanding and skills for becoming responsible citizens of the globe. The infusion of humane education values into curriculum should occur every day. Therefore, early childhood teachers should incorporate humane education in lessons across the curriculum. Nevertheless, teachers need experience and preparation for this task. In the field of teacher preparation, courses on humane education can create opportunities for preservice teachers to construct knowledge, skills, and attitudes for shaping young children's mind about the environment. This chapter proposes an argument for the infusion of humane education courses within teacher preparation. The theoretical framework emerges from a review of research on school-based humane education programs and on humane education courses at the university level. Subsequently, a project that piloted infused multidisciplinary humane education courses into teacher preparation is described, followed by the recommendations for early childhood teacher educators.

**Tardif-Williams, C. Y., & Bosacki, S. L. (2015). Evaluating the impact of a humane education summer-camp program on school-aged children's relationships with companion animals. *Anthrozoös*, 28(4), 587-600. <https://doi.org/10.1080/08927936.2015.1070001>**

This study evaluated the impact of children's participation in a five-day humane education summer-camp program on the quality of their relationships with and treatment of companion animals. We measured changes from pre- to post-program in 77 children (50 girls, 27 boys) aged 6–12 years. The program promoted positive interactions between children and animals in natural settings, with a focus on either companion animals or farm/forest animals. The Companion Animal Bonding Scale, the Pet Friendship Scale, the Comfort from Companion Animal Scale, the Children's Treatment of Animal Questionnaire, and a drawing task were administered to children prior to the beginning of the camp on day one and again at the end of day five. Overall, the results showed that after five days of humane education in summer camp, children reported sharing significantly closer bonds and friendships with their companion animals. These results were more pronounced for girls versus boys, among younger (aged 6 to 8 years) versus older (aged 9 to 12 years) children, and among children receiving the companion-animal versus farm/forest-animal curriculum. Older boys reported significantly lower scores on the humane treatment of their companion animals, compared with younger boys, and both older and younger girls. Comparisons by type of curriculum also suggested that the humane education curriculum that focused on farm/forest animals resonated more with the girls versus the boys. The implications for camp- and classroom- based humane education programs are discussed.

**Tate, K. J. (2011). Integrating Humane Education into Teacher Education: Meeting Our Social and Civic Responsibilities. *Teacher Education and Practice*, 24(3), 301-315.**

Debate continues about what should shape and inform teaching and teacher education programs. In the age of globalization, considerations related to global competence, awareness, and community can no longer be ignored. Humane education, a newer and lesser-known area, addresses these considerations; its vision is such that every institute of learning should offer humane education to its students to prepare them to be contributing global citizens. It is time for theories and research to address cognitive, academic, affective, and global aspects. This article discusses humane education as a new paradigm for teacher education in the context of globalization.

**Tho, N. N. (2016). Confucianism and humane education in contemporary Vietnam. *International Communication of Chinese Culture*, 3(4), 645-671. <https://doi.org/10.1007/s40636-016-0076-8>**

Vietnam is a member state of the "Han scripts Cultural Circle" which enjoys a long traditional culture shaped under the combination of local cultural foundation (internally) and many external cultural influences mainly from China, India, and the Western world. Among the imported factors, Confucianism is the most important source helping to shape the national traditional identity. The basic differences in nature between Vietnamese local culture and Confucianism have created various complicated but interesting happenings in Vietnamese history. In general, these two factors started in dispute, and gradually moved to accept and complement each other in order to co-exist and mutually integrate. This historical trend has contributed to the appearance of traditional cultural characteristics of Vietnam used to be called "the nation of civilization", Vietnam attaches special importance to talents and to educating talents. Therefore, Vietnam's states over the historical periods have had policies to promote study and finance, using the contemporary ideology as a template for character and lifestyle education. That sense was ingrained in Vietnamese people's consciousness, partly regulating the awareness about future life as well as civic roles and responsibility in society. In the newly-claimed and exploited Southern Vietnam, people are still conscious of a classic humane education with two main objects, including educating moral personalities and training talents helpful for the nation. In this modern society, with many major changes in all aspects, the consciousness of building a suitable and effective humane education urges ones to think, to discuss, and seek a best pattern which both inherits the past traditions and associates with the present situation as well as ensuring all three educational goals, consisting of knowledge, skills, and attitudes (i.e. covering three categories of intelligence, talent, and virtue). This article, from the cultural historical perspective of Vietnam's education, is going to analyze the Confucian cultural characteristics of Vietnam and their impact on the humane educating traditions in Vietnam. I will consider it as a foundation and motivation to discuss the factors that may affect the process of building a modern and efficient education in Vietnam.

**Tucker, K. C. (2016). Teaching through the lens of humane education in US schools. [PDF](#)**

Humane education (HE) is a specialized niche in higher education and adult learning. HE provides a curricular framework positioning environmental ethics, animal protection, human rights, media literacy, culture, and change processes as the nexus for understanding and inspiring social change. Research-derived experiences illuminating how educators conceptualize and implement HE in U.S. schools are absent from the scholarly literature. Facing this gap, practitioners and administrators of HE programs cannot access nor apply research-derived practices to inform instruction. To address this gap, a conceptual framework was advanced weaving together HE teaching experience, Freirean philosophy, hyphenated selves, reflection-in-action, transformative learning, and transformative education to explore and understand what it means to be a practitioner teaching through the lens of HE in U.S. primary, secondary, and post secondary classrooms. A qualitative, multi case study was designed wherein purposeful and maximum variation sampling resulted in the recruitment of 9 practitioners working in Kindergarten to post secondary contexts. Eight practitioners were alumni of HE programming, and 1 practitioner engaged self-study of HE pedagogy. Each bounded system included the HE practitioner, his or her classroom context, and local school community. Interviews, document review, within-case analysis, and cross-case analysis resulted in key themes illuminating the need to design a comprehensive system of field-based learning and ongoing professional support to benefit HE practitioners. A policy recommendation is provided to shape programming, policy development, and resource allocation to improve and sustain HE as a field of study and professional practice.

**Waddell, R. (2015). The effects of transformational humane education on at risk youth in an alternative school setting. *Journal of Education and Human Development*, 4(1), 189-195. [PDF](#)**

The Transformational Humane Education (THE) IRB approved project promoted compassion and encouraged responsibility among middle and high school students enrolled in an alternative school. Interdisciplinary collaboration between the department of undergraduate social work and department of criminal justice, faculty and students, the alternative school staff (the principal, behavioral counselors, and teachers) conducted four humane education sessions, with the goal of helping highly at risk youth process and make ethical and humane decisions through working with animals. Each session was conducted with the entire student body. All students completed a pre/post-test. Conclusion: Humane education enables students to find workable solutions for a healthy, just society.