

“Peace Starts Small”

Workshop Lesson Plan

Anna Abbott

EDST 590: Part 2 (*Workshop*)

Supervisor: Dr. Pierre Walter

University of British Columbia

May 25, 2014

Overview

My goal is to inspire elementary educators to teach humane education in their classrooms on a regular basis so that our children can grow to be compassionate members of our community. If we foster empathy and kindness we will see positive change in our world for all living things. While my ultimate goal is to actually implement animal related activities to a greater extent within our curriculum, that is not the purpose of this workshop. The workshop presented here is meant to complement my literature review (“Peace Starts Small: the Benefits of Animal Related Humane Education in the Classroom”) and share the knowledge, resources and inspiration that I have found, with my colleagues. It is in this workshop that I hope to inspire educators to teach Humane Education in their classrooms, even if only in small ways at first. I also hope to develop a base of support for teachers. I believe that Humane Education should have a stronger and permanent presence in our curriculum. Until then, it is up to individual teachers to utilize the current curriculum to teach kindness and empathy regularly so that empathy becomes apart of our everyday and way of being.

An important aspect of this workshop is to keep the focus on the end goal: peace and understanding between children, each other, animals and the environment. Because participants come from many backgrounds and generations, respect towards animals will certainly vary. The objective of the workshop is not necessarily to change their own view on animals (although I hope it does!), but to recognize the significance of empathy development and the connection between being kind to other living things, each other as well as the environment. The goal is NOT to make people feel bad about their previous

actions, inactions or the overall state of the world but rather an optimistic “what can we do about it, now?” approach. The goal is to foster a caring attitude from the roots and hope that is translates towards each other.

This workshop would be open to teachers from all backgrounds and perspectives. It is more likely to attract Elementary and Middle School teachers, as their curriculum objectives are more flexible and development of caring behaviours and other social emotional learning is much more focused in younger grades. Additionally, most of my teaching experience has occurred in intermediate classrooms and this is where I can offer the most support. Of course Humane Education initiatives are relevant and significant in older classrooms (like High School) and can easily be related to discussions about ethics, human rights, animal welfare and environmental education. While High School is not my “specialty” I would be happy to support and engage in efforts to initiate Humane Education in High Schools.

While I believe that many people in North American have has some kind of positive experience with animals, I do not believe that all teachers see and understand the benefits that animals can provide in our educational institutions. This workshop serves as an introduction to the important subject of Humane Education. It might be a new concept to some teachers and I hope that it inspires a new perspective and challenges them to engage in Humane Education initiatives in the future. For those who are familiar with this subject, I hope this workshop will reiterate the values held within Humane Education and inspire new ideas and create a network of support for them to utilize in future endeavours.

Approximate Duration	Activity
8:15- 8:30 am	<i>Meet and greet (snack and coffee available)</i>
8:30 - 9:45 am	Part 1: Why are we here?
9:45- 10:30 am	Part 2: What can we do?
10:30- 10:45 am	<i>Break</i>
10:45- 11:15 am	<i>Finish Part 2 (Presentations)</i>
11:15- 11:45 am	Part 3: How does it fit?
11:45- 12:15	Part 4: Develop an Action Plan
12:15-12:25 pm	Part 5: Closing Activity: Visualize
12:25- 12:30	Part 6: Evaluation

Learning Objectives

Participants will (be able to):

- Recognize a need for humane education
- Understand the benefits of animal related humane education
- Feel empowered to implement animal related humane education in their classrooms
- Justify and relate humane educational purposes to the BC Curriculum standards
- Utilize resources to implement humane education in their classrooms

My workshop goals and objectives aim to engage several of these types of learning. First, it is my intent that participants gain new insight/knowledge about the benefits of

humane education. They will be exposed to up-to-date statistics and research related to humane education. They will also reflect on past experience and work together to come up with new ideas and present them to the group. I also intend to provide resources and ideas that teachers can utilize in their classrooms thus strengthening their repertoire and abilities to encourage Human Education.

Instructional Plan

Duration	Plan/Activity
8:30 – 9:00 am	<p>Part 1: Why are we here?</p> <p>a) <u>Brief Introduction</u>: Introduce myself and briefly describe my past experiences, which led me to run this workshop.</p> <p>b) <u>Intro Activity</u>: Individually make a list on paper of times when you have witnessed <u>instances of abuse</u> towards animals or other living things. In small groups share, discuss and combine examples of abuse creating a large list (tape them together). As a large group, look at the large list created together. Explain that the purpose is not to be all doom and gloom, but to be inspired to make these lists smaller for future generations.</p>

<p>9:00- 9:45 am</p>	<p>c) <u>Lay out the objectives</u> (<i>first slide of slideshow- see attached</i>).</p> <p>"I am sometimes asked 'Why do you spend so much of your time and money talking about kindness to animals when there is so much cruelty to men?' I answer: 'I am working at the roots.'" <i>George T. Angell, 1823-1909</i></p> <p>d) My argument and <u>reason for this workshop</u>: (iMovie) <i>teaching kindness to all living creatures translates to peace between each other, living things and our environment.</i></p>
<p>9:45- 10:30 am</p>	<p>Part 2: What can we do?</p> <p>a) We don't (necessarily) need to have dogs in our school permanently to implement basic humane education! (Although, this would be an INCREDIBLE resource). "Compassion, empathy and respect for ourselves, each other and the environment starts with learning to be kind to the smallest of living creatures"</p> <p>b) <u>Activity</u>: <i>Part 1</i>: In small groups share <u>one strategy</u> that you already use <u>for teaching</u> peace (conflict resolution or otherwise). Have one participant write them down on a list (post at the front of the room, opposite of "instances of abuse"). Have each group share one idea aloud, <i>briefly</i>. Have participants discuss as to whether this fits into humane education teaching (<i>being kind to all living things</i>),</p>

	<p>or if it could be altered to do so- and how. If finished before time is up, try and think of other ideas. Combine the lists of ideas and show as a group the number of things already being done. How can we improve this?</p> <p><i>Part 2:</i> To get participants thinking of other ways in which to implement humane education, utilize a few <u>props/scenarios</u>’ to get them thinking of activities. In small groups, give each group a prop/scenario and tell them they must use it to teach humane education. They will need to present their creative idea(s) and can do it in any way they want (skit, song etc.). Props might include: fake bug, real bug in jar (to be released of course!), story about animals, Journal notebook, stuffed animals, blank classroom rules chart etc. An example scenario: Sally starts screaming because an ant walked across her desk.</p>
10:30- 10:45 am	<i>Break</i>
	<p><i>Part 3:</i> Small groups <u>present</u> their ideas on how to implement humane education with props. Of course, the use of real animals works very well too! Some examples include Reading Program dogs. SPCA and other conservation program classroom visits. Some research into local options is necessary.</p> <p><i>The main idea here is that consistent initiatives of humane education are necessary for students to really make meaning out</i></p>

<p>11:15- 11:45 am</p>	<p><i>of it</i></p> <p>Part 3: How does it fit?</p> <p>a) Have teachers meet in Grade Groups (or similar grades) and give out copies of grade <u>specific curriculum standards</u> (Located at: https://www.bced.gov.bc.ca/irp/welcome.php). In groups find outcomes that can relate to humane education OR any of the ideas presented. Briefly share a few outcomes that fit with the group as a whole.</p> <p>Every teacher can be a humane educator.... “ all subjects can infuse humane education into the curricula” (Power of Humane Education, Weil, 2004)</p> <p><i>Teachers will find that humane education fits into several curriculum standards and activities can fit into many English Language Arts standards with a theme of humane education.</i></p>
<p>11:45- 12:15 pm</p>	<p>Part 4: How will we do it?</p> <p>a) <u>Review</u> with participants what we did today:</p> <p>1) Found out that our worlds problems are connected to our disconnect with nature and our respect for other living things (i.e: animal abuse is everywhere and that it is connected to violence against people)</p> <p>2) If we teach respect for all living things (humane education) we will</p>

	<p>see a more peaceful classroom/world.</p> <p>3) We can implement humane educational activities easily, and should do so regularly.</p> <p>4) It is related to our curriculum standards</p> <p>5) What is your plan of action?</p> <p>b) Have participants <u>develop an Action Plan</u>- indicating 1) why teaching humane education is important to them and 2) what they plan to do in their classrooms following this workshop. They might also jot down individuals who could provide assistance or support (colleagues, community members, professionals). Encourage participants to <u>share these Action Plans</u> with each other before they leave (peer review).</p>
12:15-12:25 pm	<p>Part 5: Closing Activity- Visualize</p> <p><i>Imagine you are very very old, having lived a long life, going to your favourite park, favourite park bench, breathing in the clean air...we have restored the ecosystem we had previously been polluting, no one is in poverty, no one is hungry or without water because they had no choice, in this future we still have conflict as we are humans, but we no longer resort to violence, we treat other species with respect and kindness... it is not a perfect world, but we have come a long way.</i></p>

A small child sits beside you, and starts to talk to you about the past, how we used to treat each other with cruelty, injustice... how did things change?

The child asks....

What did you do to help bring about this better world? What role did you play? How could you answer that? What would you say you did? Now go and do whatever you said to that child.

(Zoe Weil, 2009)

A final note to teachers (slide #47)

“If there is to be peace in the world,
There must be peace in the nations.
If there is to be peace in the nations,
There must be peace in the cities.
If there is to be peace in the cities,
There must be peace between neighbors.
If there is to be peace between neighbors,
There must be peace in the home.
If there is to be peace in the home,
There must be peace in the heart.”

Lao Tzu

12-25- 12:30 pm	Part 6: Evaluation Evaluation of the workshop will be done in two ways. 1) With participants review their personal and collective Action Plans 2) A short <u>questionnaire</u> will be given to participants. Informal feedback will also be welcomed.
--------------------	--

Sample Questionnaire:

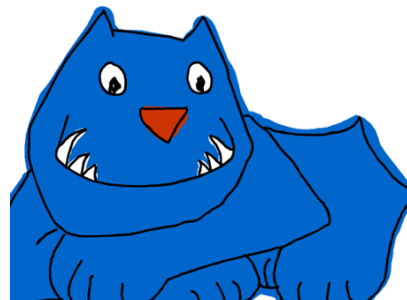
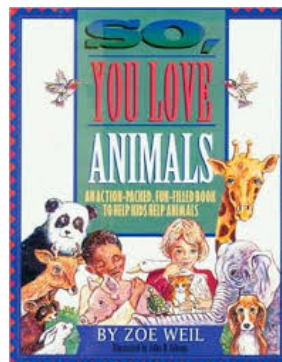
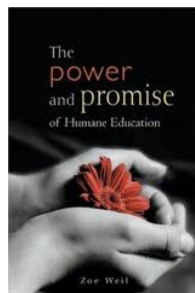
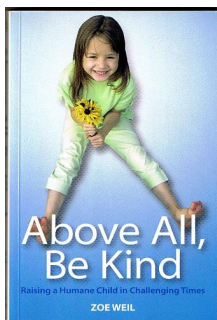
Peace Starts Small Questionnaire

	<i>No</i>	<i>Somewhat</i>	<i>Yes</i>
Did you find parts of the workshop engaging? (<i>Emotionally or otherwise</i>)			
If so, which part(s) specifically?			
Did you find parts of the workshop informative?			
If so, which part(s) specifically?			
Did you find parts of the workshop inspiring?			
If so, which part(s) specifically?			
Did you find parts of the workshop useful?			
If so, which part(s) specifically?			
Did you find the Workshop Leader effective? (<i>Knowledgeable, enthusiastic etc.</i>)			

Comments about the workshop Leader:
Comments/concerns or suggestions about the program,

Resources/Materials

Zoe Weil Resources on hand:



BLUE DOG Guide for parents/ teachers

Teaches how to interact safely with dogs (<http://www.thebluedog.org/en/>)

Global Guide to Animal Protection (slide #46)

This book provides lots of information about basic animal care for common pets and classroom animals. It also supports the significance of teaching humane education. One teacher is exemplified as she says that we must teach children that even if society isn't always kind they should strive to be. We would never allow a racist comments in our classrooms and we need to be equally as vigilant when we hear about cruelty to animals- “these actions unchallenged can only encourage the development of a unhealthy sense of power that will be increasingly difficult to curb” – boys will be boys should mean curiosity and respect, not cruelty and ridicule.

(p. 286)



Other Relevant Resources

- “The Empathy Connection” The Doris Day Foundation
- compassionatekids.org

- humaneeducation.org
- www.teachhumane.org
- www.teachkind.ca
- www.sPCA.bc.ca