

## IN THIS ISSUE

Why Humane Education and Why APHE .....	1
Humane Education Coalition .....	2
Lesson Plan .....	3-4
Member Spotlights .....	5-7
Book Review .....	8

## Empathy Through Education



## The Benefits of Humane Education and Being a Part of APHE

As educators we have a big job. We help people build the knowledge and skills they need to navigate the world, but we also do so much more—we support social and emotional development and help individuals to reflect upon their attitudes and choices.

In our work to promote empathy development and compassion for people, animals, and the world we share, we are often asked, “Why is humane education important?” There are many, many answers to this question. One of my favorite answers is that humane education is about creating critical thinking skills as well as prosocial behavior change. We want our teaching to resonate within the hearts of our audience and to empower people to be a part of a positive solution.

When humane education is infused into our education, participants learn about important humane issues and are given the ability to reflect upon and crystalize their own personal values related to that information. That personal emotional connection to humane issues is a driving force behind prosocial behavior change.

The Association of Professional Humane Educators (APHE) welcomes you to become the best proponent of change possible and to join our active membership. Be a part of the professional community creating impactful and transformational social change! Our APHE members are considered to be some of the most skilled leaders in the field. The APHE community consists of master practitioners, program designers, and social change and outreach professionals.

Plus, membership has its perks! Our members not only have access to humane education resources, but also to a private discussion and lesson-sharing forum. An added benefit is that members get a discount on the annual conference and receive a quarterly publication with tips, lessons, and best practices – the Humane Education Quarterly.

I invite you to become a part of our community and to show the world you are making long-term change for people, animals, and the environment. Strengthen your skills in humane pedagogy, build your library of resources, and connect to humane education experts from all over the globe. Join us and #BeAPHE!

Sincerely,  
Stephanie

Stephanie Itle-Clark Ed.D., CHES  
APHE Board Member and Founder & President of the [Academy of Prosocial Learning](#)



Stephanie Itle-Clark

# New International Alliance For Collective Action: The Humane Education Coalition

By Megan Moon,  
President & Founder,  
The Humane Education Coalition



I'm delighted to introduce our new international alliance for collective action, the *Humane Education Coalition (HEC)*. We're taking a collaborative approach to advancing the field of humane education – working together to achieve global, systemic change in education. We partner with agencies in animal protection, environmental ethics, and human rights to achieve common goals, support their work, and foster respect and compassion among their constituents.

The *Humane Education Coalition* utilizes the collective impact framework, a concept published in the 2011 Stanford Social Innovation Review, which has been widely adopted in many sectors as a form of collaboration to address complex social and environmental challenges. Collective impact is an incredibly effective strategy for advancing social change with targeted, strategic initiatives. As the backbone organization, HEC will help maintain overall strategic coherence for our collaborative efforts as well

as manage the implementation of our work in this field.

HEC is just getting started. We incorporated and received tax-exemption in early 2017. We then hit the ground running with an extensive feasibility assessment and environmental scan to understand the needs of prospective partner agencies around the world and how we can best work together. We've contacted over 160 agencies in 29 countries and have surveyed and interviewed half of that group. Our findings are consistent with agencies around the world. They face financial constraints, staffing limitations, and are challenged with establishing credibility and building relationships within their communities. They desire more research to better understand humane education and its efficacy. Agencies would like more opportunities to connect, learn, and improve their practices. They seek more dynamic resources to utilize in their programming, and they strive to develop more comprehensive and impactful services for the individuals they serve.

HEC endeavors to meet many of these needs through supportive programs, including grant funding, consulting, public relations and

recognition opportunities, and an annual virtual conference. In an effort to strengthen humane education as both an academic field and a social movement, HEC aims to implement some unique and groundbreaking initiatives, including research, policy, and accessibility. And we plan to do this without mandatory fees for our partners. We believe in reducing barriers between our constituents and the tools they need to learn, teach, and thrive. Agencies can join HEC, take advantage of our programs, and take part in our initiatives without incurring prohibitive costs.

On behalf of the leadership of the *Humane Education Coalition*, I welcome you to our organization and hope your agency will consider connecting, sharing, and educating with us. Please visit our website to learn more, follow us on social media, and schedule a time to chat with us about how HEC can support your work. We believe it is time for collaborative action in the field of humane education. We envision a compassionate, just, and sustainable future for all people, animals, and the planet, and we invite you to join us in making that vision a reality.

Visit [www.hecoalition.org](http://www.hecoalition.org) for more information.



# LESSON PLAN: Read for their Lives

By Sandy DeLisle (2011 Copyright)  
APHE Member and Senior Manager of  
Content Development at [ASPCA](#)

Looking for a lesson that helps find families for homeless pets, encourages literacy and empathy in students— and gives local businesses the opportunity to foster goodwill in the community? Well, we've got it! This excerpt from the Read for Their Lives Lesson Plan does all those things and is featured in our [APHE Lesson Plan Workbook](#).

## Grade Level(s):

Grade 5 (easily adapted for grades K -8)

## Education Standards Addressed from the Common Core Standards:

Reading: Literature RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently

Reading: Foundation Skills RF.5.3- Phonics and Word Recognition  
- Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 - Fluency - Read with sufficient accuracy and fluency to support comprehension

Math 5.NBT: Numbers and Operations in Base 10- Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.5 - Fluently multiply multi-digit whole numbers using the standard

## Character Concepts Taught:

Responsibility, Kindness, Citizenship

## Preparation

1. Arrange for a local business (such as a pet supply store or local restaurant) to sponsor your project. For every book a child reads, the sponsor agrees to donate a certain amount of money to the local shelter. You can set a cap on the donation by limiting the number of books each child can read, so sponsors know their maximum financial commitment. Alternatively, an individual donor or foundation, or even your parent-teacher organization may be willing to support this project.
2. Print a few photos of animals who are current residents of the local shelter.
3. Prepare the bulletin board.
4. Make available literature related to homeless pets.

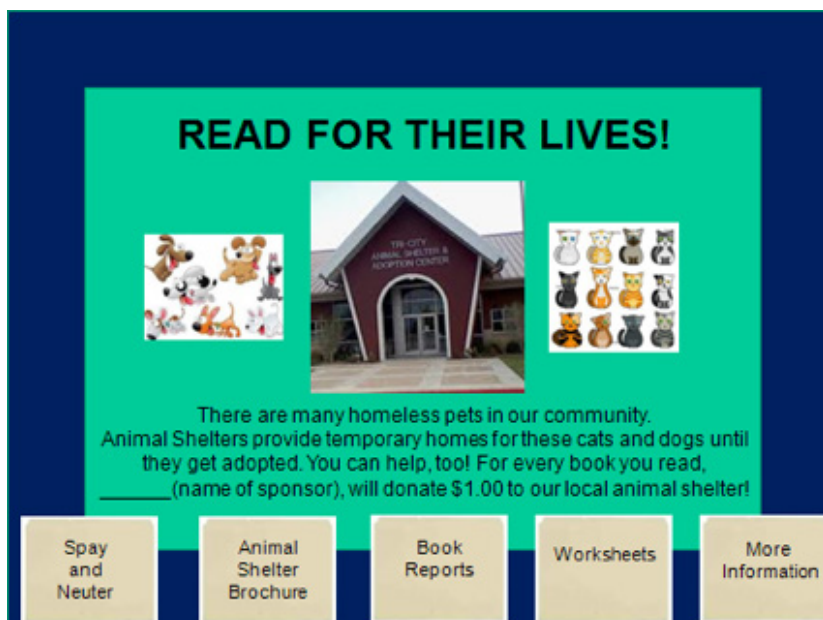
## Opening Activity

1. Reveal the bulletin board to your students in a dramatic way to capture their attention (e.g., at the start of a new day when it was not there the day before, or drape it with a sheet and do an unveiling later in the day to increase the mystery). Upon showing students the bulletin board, mention how the bulletin board relates to what students are studying or mention a commemorative month/day/week to which it relates (Shelter Dog Month, etc.).
2. Ask students to read the bulletin board and ask questions to gauge what students know about animal shelters. Example questions can include:
  - Who works at an animal shelter?
  - Who resides at the animal shelter?
  - Why might one visit a shelter?

## Body

1. Read aloud *Maggie's Second Chance* by Nancy Furstinger. Ask students to listen for information about an animal shelter and about why animals may become residents of the shelter.
2. Upon conclusion of the book, ask students to list some of the reasons that companion animals may become homeless. Answers may include, but are not limited to: loss of job, allergies, a move, an animal is found stray with no ID, lack of training or socialization, or unwanted puppies or kittens.
3. Show students photographs of animals who are homeless like Maggie in the story and are current residents of the local shelter. Read the description of each animal. Tell students that they have a unique opportunity to help the local shelter and to spread the message about the animals available for adoption.
4. Let the students know that there is something they can do in school and out that will let them help homeless pets. Inform students that for every book read and reviewed during the month, \$1.00 will be donated to their local animal shelter to help care for homeless pets. Show students the sponsor who is making the project possible and hang the business logo or name in the corner of the bulletin board
5. Describe the book review process to the students: Directions: In order to get the donation for the shelter, students must read a book and complete a book review. (Show the students the book report form and the Book Report folder.) After reading the book and completing the review form the form must be given to the teacher who will read





it and sign if it has been properly completed. Upon approval of the book report, the student may remove one animal from the animal shelter on the bulletin board and place the animal in the "adopted" section of the bulletin board. (The review forms will be turned into the financial sponsor as proof of each book read.)

6. Introduce students to the "Worksheets" folder. Describe to the students that along with the book reports done for each book, each student is responsible for completing the "Shelter Pets by the Numbers" worksheet sometime during the month while the bulletin

board is in the classroom. Each student is responsible for answering the math questions correctly and turning the worksheet into the teacher.

7. Also introduce the students to the folders titled "Spay and Neuter" and "Animal Shelter." Invite students to review the pamphlets in the folders and take one or more home to share with their family and friends.
8. Allow students to work on their reading, math worksheet, and book reports throughout the time that you are running the project.

### Closure

1. At the conclusion of the month, return all "Shelter Pets by the Number" worksheets to the students and review the answers. Allow students to make revisions if necessary so they have the correct answers on their worksheets.
2. Ask each student to share one thing they learned about animal shelters and the animals who reside there. Create a list of their answers and place it in a prominent place in the room.
3. Repeat step two using the topic of spaying and neutering.

4. Ask students to use the ideas on the lists to make posters and fliers to advertise the homeless animals available for adoption at their local shelter or the need for spaying and neutering. Posters or fliers should include the following information:

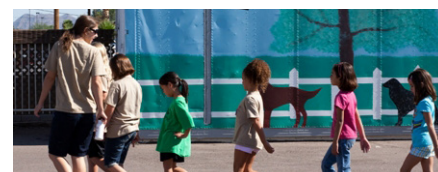
- a) The name of the local shelter
- b) One or more reasons why the shelter is a great place to find a companion animal
- c) A photo of a pet who is currently at the shelter

OR

- a) A title that shows the topic of spaying and neutering
  - b) One or more reasons why spay and neuter is important in the community
  - c) A place to have a companion animal spayed or neutered
  - d) Photo of a companion animal
5. Hang the finished posters throughout the school or at local businesses to help promote the animals at the shelter as well as spaying and neutering.
  6. Celebrate the completion of the project by presenting the donation check to the animal shelter. Be sure to invite the sponsor and media to your event.



\*THIS LESSON, ALONG WITH A GUIDE TO WRITING YOUR OWN PROFESSIONAL LESSON PLANS AND 5 MORE COMPLETE LESSON PLANS ARE [AVAILABLE FOR SALE IN THE APHE CAFEPRESS STORE](#) AS PART OF OUR APHE LESSON PLAN WORKBOOK.\*



# MEMBER PROFILE: Kerry Ecklebe

*APHE is made of vibrant, committed educators. Our members come from varying backgrounds, but all are dedicated to promoting APHE's mission of "empathy through education."*



Kerry Ecklebe started in the humane education field by volunteering at her local shelter, giving shelter tours, and leading workshops for Girl Scout troops. Today she serves as the Director of Humane Education for the [Nebraska Humane Society](#) located in Omaha, Nebraska. She has been an active member of APHE for almost 13 years. In addition to her role at the Nebraska Humane Society, she is an Associate Professor in Health Education at the University of Nebraska-Omaha.

**APHE:**  
**What is the most rewarding aspect of your job?**

**Kerry Ecklebe:** The most rewarding aspect of my job is when I receive feedback from others about how they, too, want to become the voice for the voiceless! I am so humbled to learn that because of a presentation, tour, speech or interaction, someone has been inspired to take action on behalf of animals—whether that is promoting adoptions or protesting against abuse—I am thrilled to know that others are putting their beliefs into action to benefit innocent animals. Those memorable moments always involve change, whether in attitude, behavior or knowledge. People's ability to change is the catalyst that inspires me to keep fighting the good fight!

# MEMBER PROFILE: Susan Kosko



Susan Kosko is a former classroom teacher who now serves as a reading specialist for the Carlynton School District in Pittsburgh, PA. Here she shares how she got involved in humane education and offers suggestions for collaborating with your local schools.

**APHE:** How did you become involved with humane education?

**SK:** I held various classroom teaching positions before receiving my Reading Specialist position with the [Carlynton School District](#) in Pittsburgh, PA.

As I became more experienced as a Reading Specialist, I came to the realization that although my students needed to practice research-based strategies to close their reading gap, the program was lacking a motivational component. It was in 2008 I was first introduced to humane education and began incorporating the Reading with Rover Program. Dana Schultz, Humane Education Coordinator from [Animal Friends](#), introduced me to how the program worked and the benefits of using it with my students. I was eager to begin since I had observed how Maggie the dog helped my children, and was hopeful the visiting therapy dogs would have the same effect on my students. The Rover visits proved to be very effective.

I have continued incorporating Reading with Rover sessions for the past 8 years and they remain a huge success with my students. On days Rover visits my class, there is a marked level of enthusiasm.

During our annual Read Across America celebration, all classes-kindergarten through fourth grade-participate in a reading session with wonderful therapy dogs. Both students and teachers request the visits on a yearly basis!

**APHE:** How can classroom teachers incorporate humane education into an already full curriculum?

**SK:** Today's teachers are faced with many new goals. With these new goals, students are in need of rewards as well, which will always be a part of a school setting. In most instances teachers use movies, extra recess, or special treats, all of which take additional time from a set curriculum. The beauty of humane education is that it can be incorporated as a reward at any grade level, for any length of time. This newfound reward, however, will also be embedding an additional layer of learning that will support many of the core subjects.

# MEMBER PROFILE: Brian Ogle



Brian Ogle is an Assistant Professor of Anthrozoology and the Chair of the Humanities & General Education Department at [Beacon College](#) in Central Florida. He is an active anthrozoologist with a focus on conservation & humane education, zoo management, and volunteer management.

## **APHE: How did you get involved in Humane Education?**

**BO:** I became involved with HE due to my education-focused role at a zoo. I was consistently striving for our guests to walk away with a greater

appreciation for animals in order to help protect them. My programs focused on creating respect and reverence for an animal solely because it was a living thing rather than because it was useful to humans. When I found APHE it was like I found the best secret club in the world. I still can remember the feeling of excitement to realize there was an entire community of individuals doing the same work across the country.

**APHE:** How did you become involved with APHE?

**BO:** I originally became involved with APHE in 2009 as a member. I remember seeing a call for volunteers to serve on the various committees, so I volunteered on the Resources committee. Through my involvement with the committee, I became interested in serving on the Board of Directors.

**APHE:** What is it like teaching HE at the college level?

**BO:** Teaching HE at this level is very different from anything like I have done before. HE is integrated into all of my courses, from the general education course everyone needs to graduate

all the way to upper-level courses in the major. The best part of teaching in higher education is the flexibility in the approaches I can take in my curriculum and instruction.

**APHE:** most challenging and rewarding aspects of teaching HE and your hope for its future.

**BO:** I think segmentation is the greatest challenge to HE. While it is very exciting to see a resurgence in the value of character education and instilling empathy, I see many duplicated efforts as well as segmentation of like-minded individuals due to their field or area of expertise. It often places educators at odds with each other rather than finding the common ground to partner or connect. I think the future of HE is a very exciting one. I think we are standing at the edge of a new horizon for HE. There are many new technologies and resources available to educators. As long as we can continue to reach out to those who can support our efforts and meet our objectives, the field will not only continue to strengthen, but will evolve into a new paradigm we have not seen with HE before.



## **Did you know that as an APHE member, when you refer APHE to others and they join as new members, we'll add three months to your membership?**

As a membership organization, we all benefit with increased activity so it's just our way to say thanks! Any questions, contact [members@aphe.org](mailto:members@aphe.org). Thanks for supporting humane education!

## **HUMANE EDUCATION QUARTERLY EDITORIAL NOTES**

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# MEMBER PROFILE: Cindy Walden



Cindy Walden has been an animal control officer (ACO) and humane educator for the last 17 years. Currently, she is the Animal Services Officer for the City of Folsom. Cindy is a certified cruelty investigator, equine investigator, disaster responder, board member of [National Animal Care and Control Association](#), and member of Association of Professional Humane Educators.

**APHE: What, if any, similarities do you see between humane education and animal care and control?**

**CW:** Animal care and control can provide a foundation for humane

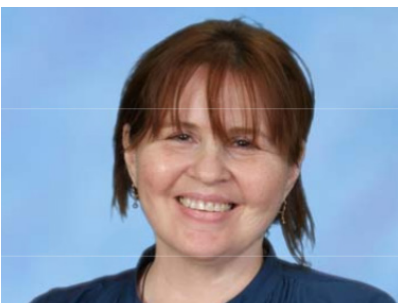
education, but the animal services officer has to work to create those opportunities. Humane educators and animal care and control agencies both have shared goals, which include responsible pet ownership, the health of both the animal and the owner/pet relationship, and compassion toward all animals.

In going into an animal care and control situation, being able to comprehensively see and deal with the situation is crucial. Understanding the background of a situation inevitably leads to finding the best solution, even if the solution is a difficult one. Learning to ask the right questions is important to both the role of educator and control officer; learning to listen to the answers, however, is what provides the opportunity to blend the roles. Both humane educators and animal control officers are dealing with “animals with people problems,” so the emphasis on education and the awareness of the animals’ needs and issues is definitely a common thread.

**APHE:** Well said! What are some ways that animal control officers can invoke the principles of humane education (empathy for people, animals and the environment) into their work?

**CW:** Animal control officers are often presented with the impromptu opportunity to provide a wide range of education at any given time, and to a variety of people, throughout their day. It may be the call about an “abandoned” fawn, or the fledgling bird; it could be the call from the owner wanting to surrender the unaltered male dog who “just won’t stay home,” or the unaware parent wanting the children to experience the “miracle of birth.” Each one of these situations is an open door for education and these things are everyday encounters for an animal control officer. It may take a few extra minutes, but it saves possible heartbreak and lives in the future and educates the public as to the actual service that animal control can provide.

# MEMBER PROFILE: Rebecca Kreinen



Rebecca Kreinen is a teacher for the [New York City Department of Education](#). Teaching 1st Grade Talented and Gifted students in a TITLE 1 school in East Harlem. She is also a New York State Licensed Wildlife Rehabilitator

and runs a humane education program called *The Animal Club NYC*, which sponsors activities in schools.

**APHE: You’re a teacher and have been involved with APHE for a while. How has APHE benefitted you and your career?**

**RK:** APHE was the first national professional organization I became affiliated with as I committed myself to actively trying to make a difference in the lives of animals. It marked a change in my perception of myself as someone

able to be at the forefront of issues standing shoulder to shoulder with some of the most amazing people from across the world. The APHE National Conference I attended in Chicago was transformative . . . the dedicated people working tirelessly on behalf of huge issues facing us locally as well as nationally was inspiring. Being part of APHE is like being part of a family you don’t see often, but when you do finally get together, there is an immediate sense of comfort because you speak a common language, share a common history, and have a common vision.

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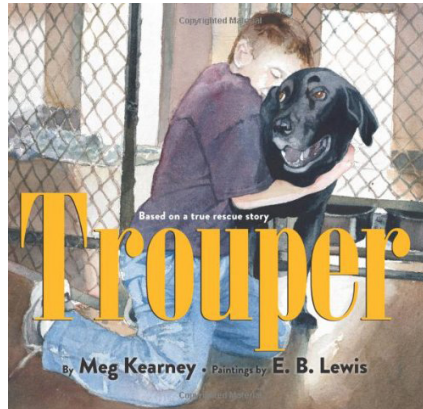
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## Book Review: Trouper Written by Meg Kearney and Illustrated by E.B. Lewis



### Book Review by Sandy De Lisle

This isn't your average boy meets dog and falls in love story, though that theme never gets old. Written by an award-winning poet and illustrated by a Caldecott-winning illustrator, the book, based on a true story, is filled with thought-provoking language and captivating images.

Before Trouper, the main three-legged canine in the story, finds his boy, he spends his days running with a pack of stray dogs. While living on the streets, Trouper shares that he must "...dodge the stones thrown by boys who thought the world was mean, and so they had to be." This provocative phrase captures the essence of the [link between violence to people and violence to animals](#), and though a bit anthropomorphic in this context, an important message to share.

And when Kearney has Trouper describe being left in the shelter, where "...my heart was a cold, starless night," and Lewis couples that with a haunting painting of Trouper alone in a dark

kennel, my own heart felt as if it would burst.

One of my favorite illustrations in the book—and one all dog lovers will appreciate—is an image of Trouper lying on his human's bed looking down at his own dog bed on the floor paired with this text, "Here is my bed so I can be near you when we sleep."



The book ends with a charming reference to Trouper and his boy romping in recently fallen snow, leaving five footprints in the white powder.

Given the beautiful images Kearney's words invoke in the reader's mind and the stunning artwork of Lewis, this is one picture book that will leave a lasting impression on all who experience it. And be sure to turn the book over to see a darling photograph of the real-life Trouper on the back of the dustcover.