

Ethical and Humane Education Addysg Foesebol a Dyngarol



Donaldson 2015

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world , ready to be citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu drwy gydol eu hoes
- cyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
- dinasyddion egwyddorol, gwybodus yng Nghymru a'r byd
- unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.



Deddf Llesiant Cenedlaethau'r Dyfodol
(Cymru) 2015

2015 decc 2

Well-being of Future Generations (Wales)
Act 2015



Deddf Llesiant Cenedlaethau'r Dyfodol
(Cymru) 2015

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Well-being of Future Generations (Wales)
Act 2015

In order to create a more sustainable Wales, public bodies must work towards seven Well-being Goals and enact the five Ways of Working listed below:



5 Ffyrdd o Weithio

The 5 Ways of Working



Animal-assisted therapy
Animal-assisted intervention

Therapi a gynorthwyir gan
anifeiliaid

Ymyriad a gynorthwyir gan
anifeiliaid

Freud and Jofi



<https://stories.barkpost.com/sigmund-freuds-dog/>

THE SUNDAY TIMES TOP 10 BESTSELLER



RUPERT ISAACSON

The HORSE BOY

THE TRUE STORY OF A FATHER'S
MIRACULOUS JOURNEY
TO HEAL HIS SON



'Magical, moving, miraculous,
remarkable, uplifting' *Daily Mail*

Copyrighted Material
THE INTERNATIONAL BESTSELLER

a friend like henry

The remarkable true
story of an autistic boy
and the dog that
unlocked his world



nuala gardner



Copyrighted Material



<http://www.therapyanimals.org/R.E.A.D.html>



Adolygu'r llenyddiaeth

Literature review - headlines

Wellbeing: Poor literacy skills - associated with reduction in health outcomes, self-esteem, social skills and successful academic achievement (eg Martinez and Fernandez 2010; Clark and Douglas, 2011)

Reading enjoyment has a positive impact on:

- attainment in reading (eg Clark, 2011)
- social and emotional development (eg Twist et al, 2007; Clark and Rumbold, 2006)
- educational outcomes for learners (eg Clark and De Zoysa, 2011)

But:

- A growing number of children do not see reading as an enjoyable activity
- Attitudes towards reading have declined since 2000 (eg Twist et al, 2007)

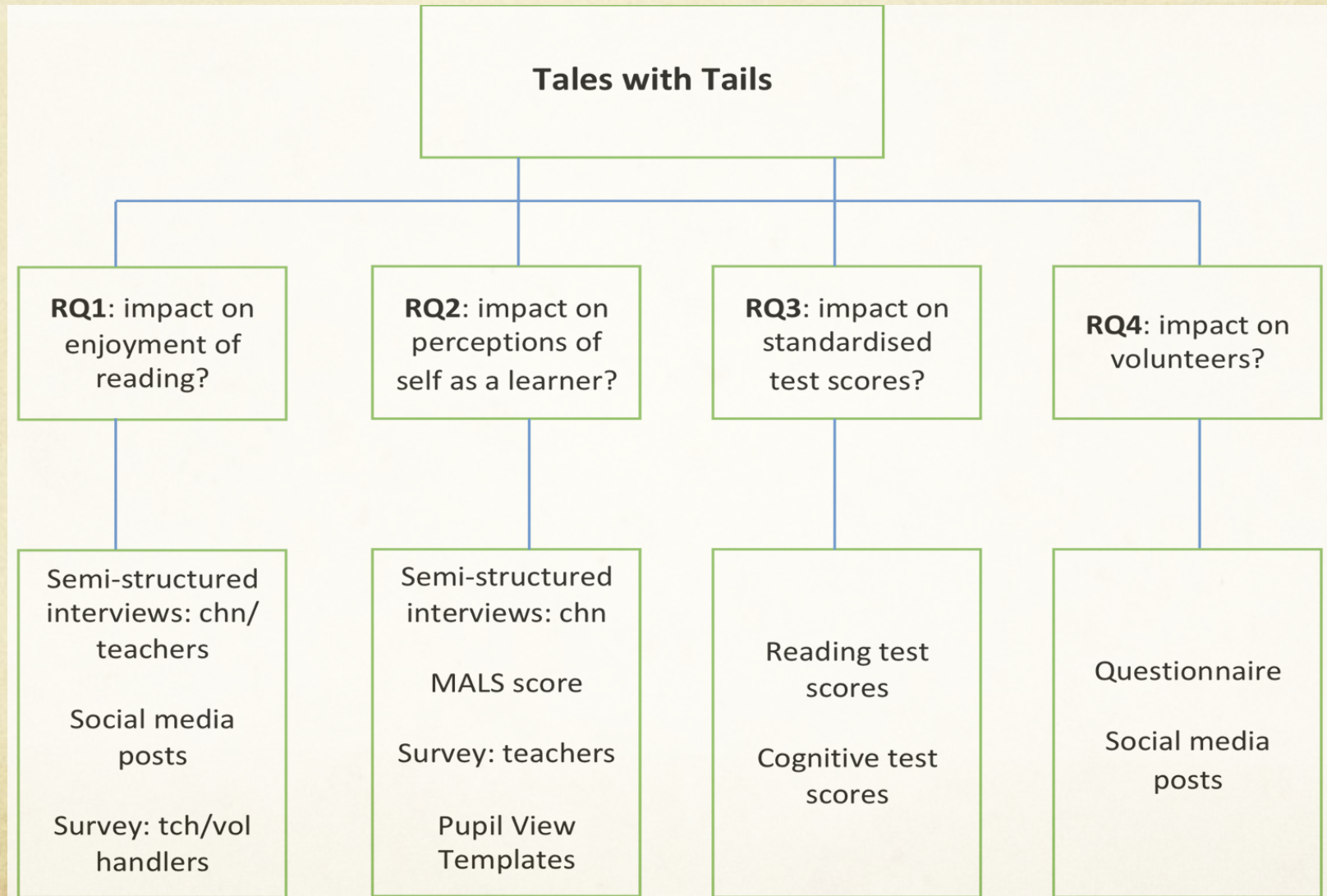
What are the benefits?

Beth yw'r buddion?

- social and emotional learning
- physical development
- cognitive development
- confidence
- engagement
- behavioural development
- physical development
- dysgu cymdeithasol ac emosiynol
- datblygiad corfforol
- datblygiad gwybyddol
- hyder
- ymgysylltu
- datblygiad ymddygiad
- datblygiad corfforol

Project Outline

Amlinelliad o'r prosiect





An example social post is below:



Figure 2 Themes arising from handlers' social media posts

Addysg er lles

Education for wellbeing

- 7,227 people were admitted to hospitals due to dog-inflicted injury between March 2014 and February 2015
- Children under age nine accounted for 16% of these
- But 13 of the 21 dog attack fatalities were children



What are the challenges?

Beth yw'r heriau?

- These interventions must be carefully planned, monitored and regulated, and must view the animal as a sentient being – not a teaching tool or educational fad.

- Rhaid cynllunio'r ymyriadau hyn yn ofalus, eu monitro a'u rheoleiddio, a rhaid iddynt ystyried bod yr anifail yn ymdeimladol – ac nid arf ar gyfer addysgu neu chwiw addysgol.

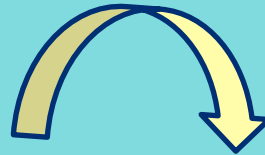
Why should we teach about Animal Welfare?



When asked..

90% of people think that it is important that children learn about animal welfare in school.

As a society, we are fighting to get it onto the curriculum more. We want to make children more empathetic preventing cruelty from a young age.



Advantages:

Develops life skills
Encourages responsible attitudes
Young people find it interesting and an accessible subject
Develops understanding of how our day to day lives interact with animals

Childhood Cruelty to Animals and Subsequent Violence against Humans

Linda Merz-Perez, Kathleen M. Heide, Ira J. Silverman

First Published October 1, 2001 | Others

Download PDF 

Article information 

Altmetric

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Abstract

Recent studies have offered compelling evidence supporting a relationship between childhood cruelty to animals and later violence against humans. This study investigated whether violent offenders were significantly more likely than nonviolent offenders to have abused animals of various types during childhood. Interviews were conducted with 45 violent and 45 nonviolent offenders incarcerated in a maximum-security prison and randomly selected for this study by institutional staff members. Two data collection instruments were used. The first extracted demographic and social history from the participants. The second was used to gather information regarding cruelty to animals as categorized into four types (wild, farm, pet, and stray). Results indicated that a statistically significant relationship existed between childhood cruelty to animals and later violence against humans. Furthermore, the study found, consistent with prior research, that violent offenders were significantly more likely than nonviolent offenders to have committed acts of cruelty toward pet animals as children.

Is Animal Cruelty a “Red Flag” for Family Violence?

Investigating Co-Occurring Violence Toward Children, Partners, and Pets

Sarah DeGue, David DiLillo

First Published June 10, 2008 | Others

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Article information ▾

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Abstract

Cross-reporting legislation, which permits child and animal welfare investigators to refer families with substantiated child maltreatment or animal cruelty for investigation by parallel agencies, has recently been adopted in several U.S. jurisdictions. The current study sheds light on the underlying assumption of these policies—that animal cruelty and family violence commonly co-occur. Exposure to family violence and animal cruelty is retrospectively assessed using a sample of 860 college students. Results suggest that animal abuse may be a red flag indicative of family violence in the home. Specifically, about 60% of participants who have witnessed or perpetrated animal cruelty as a child also report experiences with child maltreatment or domestic violence. Differential patterns of association were revealed between childhood victimization experiences and the type of animal cruelty exposure reported. This study extends current knowledge of the links between animal- and human-directed violence and provides initial support for the premise of cross-reporting legislation.

RSPCA's Four Areas of Concern



Categories:

Companion Animals

Wildlife

Farm Animals

Laboratory Animals



THINK → How would you define the word 'Cruelty?'

The 5 Welfare Needs



Need a suitable and healthy diet



Need an appropriate environment



Need to be protected from pain, injury, disease and suffering



Need to be able to exhibit normal behaviour



Need to have the right company

Young people and the Law

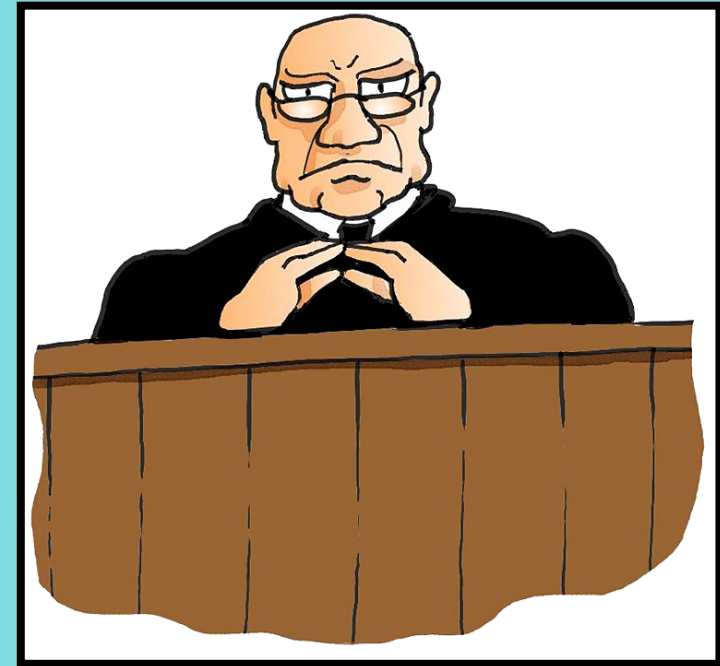


A young person must be over the age of 16 to legally be able to buy or 'win' an animal.

A person can be convicted of a criminal offence at 10 years old.



Pupils in year 5/6. 'Can' and not 'Will' – Only 3 children were prosecuted under the age of 16 last year and these cases were severe.



How this links to Education

“Preventing animal cruelty by supporting you to develop informed, responsible and active citizens”

- **Animals kept in school → Classroom Pets**
- **Pets as Prizes**
- **Breeding programmes**
- **Pets brought into school**
- **Studying animals - e.g. frogspawn**



How can RSPCA Education support you?



❑ Free activities, resources & lesson plans

← *Website tour to conclude this session*

❑ Free Assembly Ideas & Photo packs

← *A range of images to create displays / host assemblies with – show you meeting QTS standards and professional development*

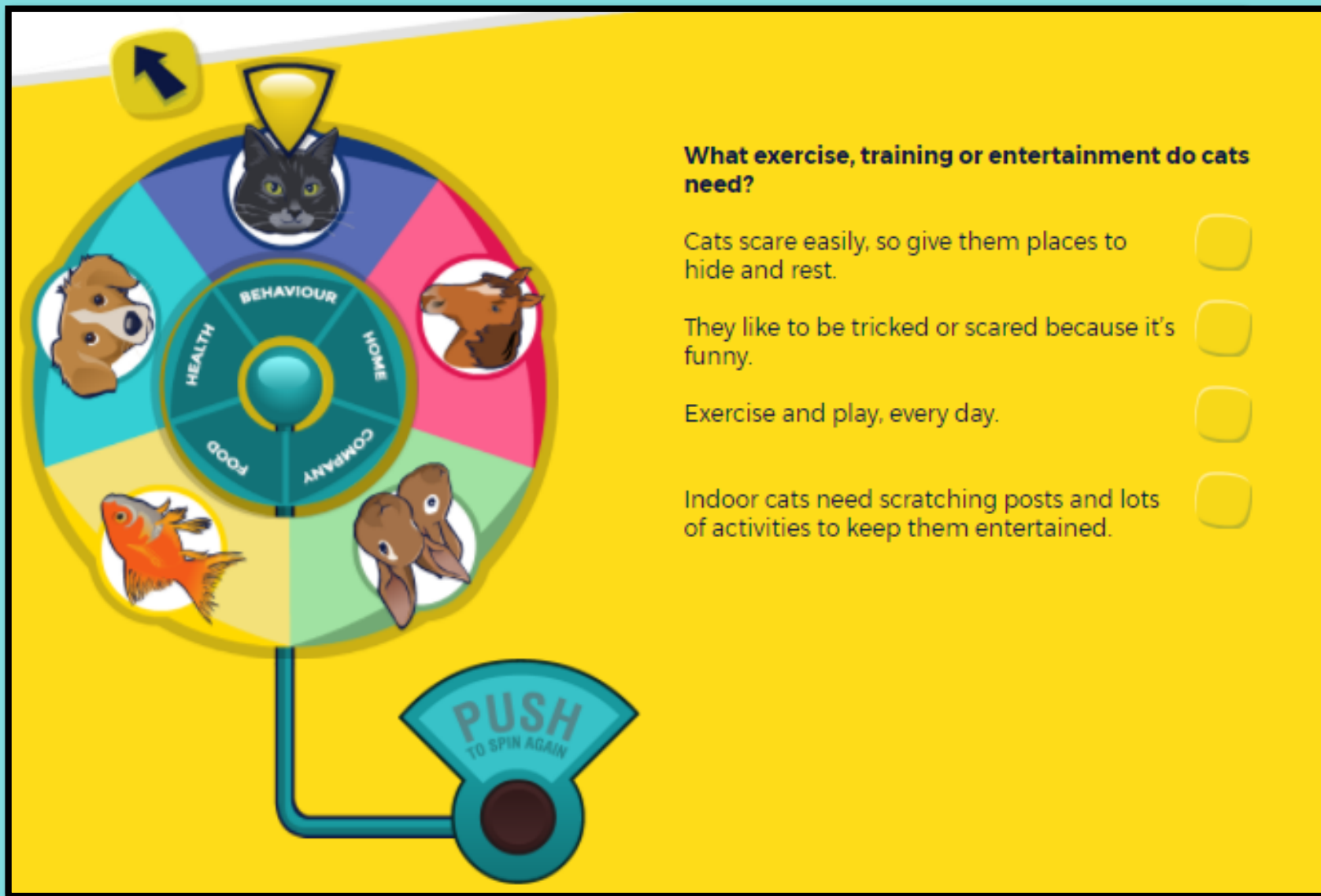
❑ Free Interactive Whiteboard activities

← *Plenary / Starters in your lessons to engage pupils*

❑ Free Educational visits

← *School trips, professional development, interact with animals, staff can do talks with pupils.*

❑ Free Volunteer Speakers / Training (INSET)



IMPROVING ACCESS TO MYANMAR'S ONLY ELEPHANT HOSPITAL

Help SPANA treat more working elephants like Wilbur.

[Donate now](#)



ABOUT HEART



ANIMALS ARE **NOT** OURS
to eat, wear, experiment on, use for
entertainment or abuse in any other way

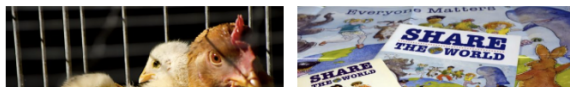
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Educational Resources



PETA's educational resources help alleviate animal suffering by providing schoolchildren with the information they need in order to make compassionate choices concerning animals.

Culturally appropriate humane-education materials for primary and secondary school pupils can help teachers instil empathy in young people so that they'll recognise their role in protecting animals from harm.



Don
Now



- [Scholars and Researchers](#)
- [Students](#)
- [Human Service Professionals](#)
- [Criminal Justice Professionals](#)
- [For Animal Welfare Administrators](#)
- [Topics We Cover](#)

Resources for Scholars and Researchers

Human-Animal Studies (HAS) is a rapidly growing interdisciplinary field that examines the complex and multidimensional relationships between humans and other animals. HAS comprises work in such areas of study as psychology, sociology, anthropology, social work, political science, history, literary criticism and other disciplines in the humanities. The ASI has developed programs, events, publications and other resources that expand the availability of courses and resources in institutions of higher learning, and work to help faculty and other scholars to access the tools to help them in their work.

Teaching Resources for Faculty