



School-based humane education as a strategy to prevent violence: Review and recommendations

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ABSTRACT

Children who are cruel to animals may have witnessed or experienced family violence and are at risk of engaging in human-directed aggression during adolescence and adulthood. To prevent or interrupt a developmental trajectory leading to aggressive behavior, humane education uses animal-related lessons and activities to teach respect, kindness, and compassion. As part of a violence prevention program, humane education can foster empathy and reduce the likelihood of aggression toward animals and people. Implementation of humane education programs not only prevents violence, but also increases the likelihood of detecting and intervening early in violence that is already occurring in children's home environments.

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1. Introduction

A growing body of research demonstrates the connections between animal abuse and interpersonal violence (Ascione, 2005; Faver & Strand, 2008). Despite this evidence, most school-based violence prevention programs have failed to consider the prevalence of children's exposure to animal abuse and the connection between juvenile animal abuse and other forms of violence during adolescence and adulthood. Moreover, while animal-assisted interventions are increasingly used to help at risk youth (Loar & Colman, 2004), the potential of universal humane education programs as a prevention strategy has been largely ignored.

To address these gaps, this paper will (1) provide a research-based rationale for using humane education programs as a strategy to prevent violence, (2) review the history, methods, and evidence of effectiveness of humane education, (3) explain how humane education programs serve not only to prevent violence, but also to detect and intervene early in violence that is already occurring in families, and (4) offer recommendations for implementing humane education programs in elementary schools.

2. The rationale for humane education

Humane education is a form of character education that uses animal-related stories, lessons, and activities to foster respect, kindness, and responsibility in children's relationships with both animals and people.

Using lessons linked to state educational standards, humane education programs (HEP) foster empathy while reinforcing basic academic skills and encouraging strength of character. By facilitating the development of empathy and pro-social behavior, humane education can help to prevent violence among children and youth.

There are several reasons to make humane education an integral part of the elementary school curriculum. First, because most children have an affinity for animals, humane education lessons are more likely to capture children's attention than other types of character education and violence prevention programs (Thompson & Gullone, 2003a). Second, humane education builds on children's interest and experiences with animals to enhance intellectual and social development. Research indicates that animals can contribute to children's development (Melson, 1991), and a strong bond with a companion animal is positively associated with empathy in young children (Poresky, 1990, 1996; Poresky & Hendrix, 1990). Not all humane education programs involve interactions with real animals; nevertheless, animal-related lessons, stories, and activities are used to increase children's ability and willingness to understand another's perspective (cognition), share another's feelings (affect), and help others (behavior). It should be noted that perspective-taking and sharing another's feelings comprise the definition of empathy (Eisenberg, Fabes, & Maszk, 1996). Empathy, in turn, is a central component of pro-social behavior, that is, behavior that is intentional, voluntary, and aims to benefit others (Eisenberg & Miller, 1987).

Third, by fostering empathy, humane education programs may prevent or interrupt a pattern of development that results in violence against people. To understand the significance of humane education programs in preventing human-directed violence, we must explore several interrelated areas of theory and research.

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To begin, the study of empathy and pro-social behavior indicates that empathy is inversely related to aggression (Miller & Eisenberg, 1988), and that empathy for animals is positively associated with empathy for people (Paul, 2000). In the typical developmental trajectory of childhood, normative levels of empathy emerge and serve as a protective factor against engaging in aggressive behavior (Thompson & Gullone, 2003a,b; Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000). Exposure to violence, however, can disrupt the development of empathy, resulting in “empathy deficits” or “compromised levels of empathy,” which make aggressive behavior more likely (Ascione, 1993; Flynn, 1999; Thompson & Gullone, 2003a,b). Indeed, empathy deficits are characteristic of children with the most serious behavioral problems, including Conduct Disorder (Hastings et al., 2000; Luk, Staiger, Wong, & Mathai, 1999; Thompson & Gullone, 2003b). Given that empathy serves as a protective factor against aggression, and that empathy toward animals is correlated with empathy toward people, humane education can play a significant role in violence prevention through its use of animal-related activities to foster empathy and pro-social behavior.

Another major area of research that supports the need for humane education programs focuses on children's cruelty to animals and the link between cruelty to animals and human-directed violence. It should be noted that although definitions of the terms “animal cruelty” and “animal abuse” vary in society, most studies of the connections between animal abuse and interpersonal violence are based on definitions similar to the one proposed by Ascione (1993, p. 228), who defined animal abuse as “socially unacceptable behavior that intentionally causes unnecessary pain, suffering, or distress to and/or the death of an animal.” For a discussion of the limitations of this definition, see Beirne (2004) and Faver and Strand (2008).

Cruelty to animals is one of the diagnostic criteria for Conduct Disorder (American Psychiatric Association, 1994) and is often the first symptom to occur in the emergence of this behavioral disorder. Children with serious conduct problems are at risk for antisocial behavior in adolescence and adulthood (Ascione, 2005). Moreover, some researchers believe that cruelty to animals may be an indicator of a subgroup of children within the diagnosis of Conduct Disorder who have the poorest prognosis (Luk et al., 1999).

Empathy deficits can be regarded as both a cause and consequence of children's cruelty to animals (CTA). Childhood CTA is associated with several family risk factors (Duncan, Thomas, & Miller, 2005), including child physical abuse (DeViney, Dickert, & Lockwood, 1983), sexual abuse (Henry, 2006), and domestic violence (Ascione, 1998; Currie, 2006). In families where there is interpersonal violence, pets are usually threatened or harmed as well (Ascione & Arkow, 1999; Becker & French, 2004), and children in these families witness the abuse of pets and sometimes perpetrate it (DeViney et al., 1983; Ascione, 1998; Currie, 2006). Indeed, witnessing animal abuse increases the likelihood of perpetrating animal abuse (Baldry, 2003; Henry, 2004a; Thompson & Gullone, 2006).

According to some theorists, the developmental mechanisms that explain the connection between witnessing or experiencing violence and perpetrating cruelty to animals include (1) role modeling, that is, imitating violence that has been seen or experienced (Duncan & Miller, 2002), and (2) desensitization to violence, which impedes the development of empathy and makes subsequent aggression more likely (Ascione, 1993; Flynn, 1999). In short, exposure to violence increases children's risk of perpetrating violence, and vulnerable animals are likely targets. Perpetrating animal abuse reinforces and further contributes to empathy deficits, desensitization to violence, and attitudes of callousness, which may increase the risk of engaging in aggression against humans (Ascione, 1993; Flynn, 1999, 2000; Thompson & Gullone, 2003a, 2006).

Thus, it is not surprising that witnessing or perpetrating animal cruelty is associated with bullying (Gullone & Robertson, 2008) and with engaging in other delinquent behaviors during adolescence (Henry, 2004a,b). Moreover, a study of college students indicated that males who had engaged in animal abuse were more likely than their

non-abusing peers to approve of engaging in aggressive behaviors in families (Flynn, 1999). In addition, numerous studies of adults indicate that cruelty to animals is associated with perpetration of child abuse (DeViney et al., 1983; Zilney, 2007), intimate partner violence (Ascione, 1998; Faver & Strand, 2003; Faver & Cavazos, 2007; Zilney, 2007), and other violent and nonviolent crimes (Felthous & Kellert, 1987; Kellert & Felthous, 1985; Arluke, Levin, Luke, & Ascione, 1999; Merz-Perez, Heide, & Silverman, 2001; Miller & Knutson, 1997; Wright & Hensley, 2003; Hensley & Tallichet, 2005).

At this point it should be noted that the connection between animal abuse and interpersonal violence discussed in the literature is based on studies showing positive correlations, not causal relationships, between these two types of violence. Moreover, there is a debate about the validity of the “graduation hypothesis,” which states that animal abuse in one stage of life generalizes to violence against humans in a later stage of life (Arluke et al., 1999). A competing hypothesis, the “deviance generalization hypothesis,” maintains that animal abuse and other forms of antisocial behavior are positively correlated because they both emerge from common factors in childhood and because one type of antisocial behavior is likely to lead to engaging in other forms of antisocial behavior (Arluke et al. 1999). For a review and critique of the relevant research on the nature of the association between animal abuse and human violence, see Beirne (2004) and Zilney (2007).

While the debate about a causal relationship continues, the consistency and strength of the correlations between animal abuse and other forms of antisocial behavior have sparked anti-violence campaigns utilizing strategies based on the many ways that animal cruelty and human violence intersect. Humane education is one such strategy. Reaching children at an early age, humane education strives to prevent violence by fostering empathy for animals and people and thus reducing the likelihood of aggression.

Ideally, humane education programs should be universal; that is, they should target all school children, not just those identified as being “at risk” of perpetrating violence. The reason for universal programs merits explanation. As noted previously, normative levels of empathy should emerge in the typical developmental trajectory of childhood. However, witnessing or experiencing violence can disrupt this pattern. In recent studies of children and young people in community samples (as opposed to samples of children with known risk factors), estimates of the percentage of children who have witnessed animal cruelty range from 37.3% to 77.6% (Gullone & Robertson, 2008; Henry, 2004a,b; Thompson & Gullone, 2006; Zilney, 2007).

Young people who witness cruelty to animals are at risk of perpetrating animal cruelty and engaging in other delinquent and antisocial activities (Gullone & Robertson, 2008; Henry, 2004a,b). In light of this risk, all children need to learn that hurting animals intentionally or through neglect is wrong, and that the vulnerability of other living beings—whether animal or human—should be met with kindness, compassion, and responsibility. There is evidence that humane education programs can effectively deliver this message. Evaluations of humane education programs will be discussed in a subsequent section of this paper; in general, however, the findings indicate that humane education programs have enhanced children's empathy toward animals and people (Arbour, Signal, & Taylor, 2009; Ascione & Weber, 1996; Nicoll, Trifone, & Samuels, 2008; Sprinkle, 2008).

In summary, to be effective, violence prevention programs must attend to the connections between exposure to violence, cruelty to animals, and aggression toward humans. Addressing these links, humane education aims to reduce violence by fostering empathy and making explicit connections between empathy and responsibility toward animals and people.

3. History, structure, and purpose

Humane education is an old concept that has evoked new interest in light of the current levels of violence in our society. The belief that

people who are cruel to animals are likely to harm people has been articulated by spiritual leaders and philosophers for many centuries (see Ascione, 2005; Arkow, 2006). The humane movement and systematic efforts to teach the principle of kindness to animals, however, began in the United States only during the latter part of the nineteenth century. The American Society for the Prevention of Cruelty to Animals (ASPCA) was founded by Henry Bergh in 1866, and the American Humane Association, whose mission focuses on the protection of both children and animals, was established in 1877 (Ascione, 2005).

Beginning in 1882, animal protection clubs for children known as “Bands of Mercy” were sponsored by the Massachusetts Society for the Prevention of Cruelty to Animals, under the leadership of George Angell, and these clubs soon spread to other cities in the nation (Ascione, 2005). Eddy (1899/2007) summarized the prevailing philosophy of humane education during that period: “When young people learn to respect the rights of animals and to think about the causes of pain and suffering, they will apply these thoughts to their everyday life. They will learn to respect each other's rights, and crime of all kinds will be diminished” (p. 173). Attempts to make humane education a mandated part of the public school curriculum during the early twentieth century were unsuccessful (Ascione, 2005). The humane movement persisted, however, and its message is once again perceived as highly relevant to the challenges of the twenty-first century.

Currently humane education is promoted primarily by three types of organizations: (1) national animal protection organizations such as the ASPCA, (2) national non-profit organizations created for the explicit purpose of promoting humane education, such as the National Humane Education Society and the Institute for Humane Education, and (3) community-based animal welfare organizations, such as local humane societies and animal shelters, which reach out to children through classroom presentations, workshops, and other programs. Despite similarities in names, these local organizations are not affiliated with national organizations and do not have the mandate or the funding needed to provide universal, school-based humane education programs. Thus, the task of implementing humane education programs on a large scale must be spearheaded by human services professionals working within schools or in collaboration with schools, child welfare, and animal welfare organizations.

Although humane education organizations and programs vary in scope and methods, the “shared components of most humane education programs” focus on “instilling, reinforcing, and enhancing young people's knowledge, attitudes, and behavior toward the kind, compassionate, and responsible treatment of human and animal life” (Ascione, 1997, p. 60). In short, humane education is “concerned with fostering dynamic compassion for all life and respect and reverence for the planet” (Selby, 1995, p. 45).

4. Methods and resources

Three methods used in school-based humane education programs can be identified in terms of their key components: curriculum-blended lessons, literature with humane themes, and action to facilitate learning.

4.1. Lessons

In light of the pressures associated with state-mandated testing and benchmarks for achievement, advocates for humane education must persuade teachers and school administrators that lessons focusing on animal and environmental issues contribute to meeting state educational standards. Accordingly, organizations promoting humane education provide lesson plans that build academic skills in a specific subject area (e.g., language arts, math, social studies, science) while teaching humane concepts and reinforcing positive character traits. Thus, for example, in a math lesson elementary school students

may learn about the needs of animals and the requirements of responsible pet care by calculating the amount of money needed to purchase supplies and veterinary care for a particular type of companion animal for a year. This approach to humane education is called “curriculum-blended” (Ascione, 1997) because it combines development of academic skills with humane concepts and character education and is delivered by the classroom teacher.

4.2. Literature

The use of stories to teach humane values has a long tradition in humane education (Ascione, 2005; Eddy, 1899/2007). Currently humane literacy programs use age-appropriate books with humane themes to strengthen reading skills, foster empathy, and teach humane values such as respect, kindness, compassion, and responsibility. For example, the Humane Education Ambassador Reader Program [HEAR], sponsored by United Animal Nations, trains volunteers to read aloud and discuss selected books on humane themes with children in classrooms, after school programs, and other settings (United Animal Nations, n.d.). Operation Outreach USA (www.oousa.org) is a humane literacy program that provides books for children and discussion guides for teachers in participating classrooms. Teachers can create their own humane literacy programs by selecting books with humane themes for classroom use.

In recent years a growing number of literacy programs provide children an opportunity to read to certified or registered therapy animals (see, e.g., Jalongo, 2005). The primary purpose of these programs is to enhance reading skills, and animals are believed to provide a nonjudgmental, inherently rewarding audience for children. A humane education “version” of this type of program involves children reading specially selected books with humane themes to therapy animals. In such programs, the content of the books reinforces humane values while children are enjoying a positive experience with an animal.

4.3. Learning through action

Another strategy is to engage young people in learning humane values through the process of offering help or service to animals and the environment. For example, Humane Society Youth is currently promoting a program of age-graded animal protection clubs in which children complete community projects related to animal welfare issues (www.humanesocietyyouth.org). Moreover, the ASPCA has partnered with DoSomething.org (www.dosomething.org) and Learning to Give (www.learningtogive.org) to encourage and support animal welfare-related service learning projects among young people. The Roots and Shoots Program of the Jane Goodall Institute engages groups of young people in “service learning projects that promote care and concern for animals, the environment and the human community” (www.rootsandshoots.org).

5. Evaluation and recommendations for research

Several early evaluation studies used experimental designs to compare different forms of school-based humane education led by visiting instructors from humane organizations. In two studies involving nine fourth and fifth grade classrooms (Malcarne, 1983) and sixteen fifth and sixth grade classrooms (Fitzgerald, 1981), the findings indicated that intensive single instructional sessions (Fitzgerald, 1981; Malcarne, 1983) and repeated sessions (Malcarne, 1983) had a positive effect on children's attitudes toward animals.

In an experimental study of a year-long, curriculum-blended humane education program implemented by classroom teachers, Ascione (1992, 1997) examined changes in humane attitudes and human-directed empathy among 765 children in first, second, fourth, and fifth grades. The findings showed significant gains in humane

attitudes and human-directed empathy among fourth graders in the experimental group. In a follow-up study of the fourth graders a year later, *Ascione and Weber (1996; Ascione, 1997)* found that the experimental group still scored significantly higher than the control group on the measure of humane attitudes; moreover, when the quality of the children's relationships with their companion animals was used as a covariate, the children in the experimental group also had significantly higher scores on the measure of human-directed empathy.

Nicoll et al. (2008) evaluated a humane education program delivered by a non-profit organization to 154 first grade students. The program consisted of classroom presentations with visits from therapy animals over a four month period; in addition, the organization sponsoring the program distributed *Kind News*, a monthly newspaper for children published by the Humane Society of the United States. The experimental design had four treatment conditions, with two classes assigned to each of the following conditions: classroom presentations and *Kind News*; classroom presentations alone; *Kind News* alone; no humane education. The findings showed that the classroom presentations had a significant positive effect on children's attitudes toward animals, but had no effect on their self-reported behavior toward their companion animals. The distribution of *Kind News* had no effect on either attitudes or self-reported behavior.

Sprinkle (2008) evaluated a violence prevention/intervention and character education program in which a rescued (shelter) dog and a program staff member taught pro-social skills to elementary and middle school children in eleven weekly, 45 minute sessions. The participants were 310 fourth, fifth, and sixth graders from four schools. Using a pre-test/post-test design (with no control group), the study found that the program had a positive effect on the children's levels of empathy and beliefs about aggression, and it reduced aggressive behavior as measured by number of suspensions from school.

In an Australian study involving 37 fourth graders in two classes, *Arbour et al. (2009)* evaluated a humane education program consisting of eight lessons delivered over a four week period. The program was delivered by an Education Officer of the Royal Society for the Prevention of Cruelty to Animals (RSPCA). Animals were not brought to the classroom in this program, but the final session involved a visit to the RSPCA where animals are cared for. The findings showed a significant increase in the measure of human-directed empathy among boys in the experimental group. Changes in the boys' scores on a self-reported measure of humane treatment of animals were not significant. There were no significant changes in the girls' scores on the measures of either empathy or the humane treatment of animals.

The evaluation studies indicate that some successful humane education programs involve interaction with animals (e.g., *Sprinkle, 2008; Nicoll et al., 2008*), while others do not (e.g., *Ascione, 1992, 1997; Ascione & Weber, 1996*). Involving animals in humane education programs requires careful planning to ensure that the goals of the program are fostered by the animals' presence. The welfare of the animals must be guarded vigilantly. Behavior that is respectful, kind, and responsible toward the animals must be modeled at all times by the educators and required in children's interactions with the animals; breach of this principle clearly undermines the lessons being taught (*Raphael, Colman, & Loar, 1999; Loar & Colman, 2004*).

As this review reveals, evaluation research on humane education programs is in its infancy. As others have noted (e.g., *Arbour et al., 2009; Arkow, 2006; Ascione, 1997*), much more research is needed to determine the effectiveness of different types of programs for diverse groups of children. Indeed, school-based humane education programs vary widely on many dimensions, including the specific topics addressed (e.g., companion animals only or all animals), frequency and duration of instruction, whether instruction is curriculum-

blended or delivered as separate units, whether the curriculum is taught by classroom instructors or visiting humane educators, and whether or not the programs involve interaction with living animals. Although research has begun to address several of these factors, much more research is needed to respond to *Arkow's (2006)* call for a determination of "best practices in humane education" (p. 435).

An area of research that merits special attention is the effect of humane education on children with varying cultural backgrounds and life experiences (see *Ascione, 1997*). Effective humane education programs help children to perceive similarities among living beings, value and respect differences, and tune in to nonverbal communication. Thus, an important question is whether humane education may be especially useful in enhancing positive interactions among children in multicultural classrooms and schools. More generally, research is needed to guide the development of humane education programs that meet the particular needs of children with different social and economic backgrounds, needs, and experiences.

6. Preventing, detecting, and interrupting violence

By fostering empathy, kindness, and respect, humane education has the potential of inhibiting aggression toward people and animals. In addition, humane education provides opportunities to detect and intervene in violence that is already occurring in children's lives. In *Teaching Compassion (Raphael et al., 1999)*, Raphael described the process of implementing a series of humane education lessons with children with diverse backgrounds and experiences. As children participated in the lessons, they invariably compared their own experiences to what they were learning about appropriate care of both animals and children. Their experiences of witnessing animal abuse and neglect, as well as human-directed violence, emerged in classroom discussions and were reflected in the poetry, stories, and art they produced in response to the lessons.

In some families both animals and children had been neglected. The narrative that accompanied a child's drawing of twenty assorted animals—dogs, cats, birds, and rabbits—explained: "These are all the animals I had. Some of them are dead. Some of them are gone" (*Raphael et al., 1999, p. 95*). A sixth grader asked how he could stop his cousin from shooting and throwing rocks at birds and horses. A fourth grader wrote about seeing her aunt's boyfriend shoot a cat. In exploring the background of this disclosure, Raphael learned that the child was in counseling in the aftermath of sexual abuse. As a caption to his drawing of a man pointing a gun at a dog, a fourth grader wrote: "My dog used to be abused by my Mom's old boyfriend. It has a family that takes care of it now. My dog used to look shabby but now her fur looks soft. My dog has a good home now" (*Raphael et al., 1999, p. 79*). Although the story ends well for the dog, the child has suffered the trauma of witnessing abuse and the pain of separation and loss.

Because of her numerous encounters with children who had perpetrated, as well as witnessed, animal abuse, Raphael (*Raphael et al., 1999*) devised role play activities to help children learn how to deal with anger and frustration without hurting animals. To assist other educators who are likely to encounter stories of abuse and neglect, Loar and Colman (*Raphael et al., 1999*) contributed a chapter explaining "how to cope with revelations of neglect and abuse." In summary, through humane education children's experiences with violence can be detected, making possible early intervention to interrupt a developmental path that could lead to further violence.

7. Recommendations for action

Throughout much of the past century, the impetus for humane education in schools has come from the animal welfare community. Today, however, in light of the evidence regarding the connections between animal cruelty and human violence, it is essential for human services professionals to take the initiative in making humane

education an integral part of the school curriculum and violence prevention programs. The following suggestions may be useful for school psychologists, social workers, counselors, teachers, and other professionals in their efforts to initiate a school-based humane education program.

- (1) Become familiar with the structure of animal welfare programs and services in the local community. Questions to consider include: What agency is responsible for investigating animal cruelty? What types of humane education programs (if any) are offered by the local humane society or animal shelter? Does any organization sponsor visits by therapy animals to schools or residential care facilities? Does the community have an anti-violence coalition including both human services and animal welfare professionals to coordinate responses to child maltreatment, domestic violence, and animal abuse? Exploring these questions may lead to collaboration between schools and animal welfare agencies for a school-based humane education program.
- (2) Provide a sound rationale for a school-based humane education program. Alert teachers and administrators to the link between animal abuse and human-directed aggression, and articulate the role of humane education in fostering empathy and inhibiting aggression. Emphasize that humane education is a form of character education that is designed to be curriculum-blended and to meet state-mandated requirements for knowledge and skills acquisition.
- (3) Encourage the use of books with humane themes in the classroom. To facilitate this process, compile a list of age-appropriate books with humane themes for school librarians and administrators (see Appendix A). If school funds for acquisitions are unavailable, seek funding from local organizations interested in promoting literacy. Provide teachers with discussion guides to facilitate use of the books in the classroom.
- (4) Using available resources (see Appendix A), provide teachers with age-graded humane education lesson plans and activities, and provide in-service training to encourage utilization.
- (5) Include a dog safety lesson in humane education programs for elementary school children (see Appendix A for resources). Children under thirteen are the victims of over half of approximately four and a half million dog bites a year (www.nodogbites.org). Because dog safety is a public health issue, lessons and programs to prevent dog bites often provide an entrée for humane education in schools. While these lessons focus on the safety of children, they also foster empathy by emphasizing the skills involved in “reading” an animal’s feelings through attention to body language and behavior.
- (6) In schools that incorporate service learning into the curriculum, encourage animal welfare-related projects, such as collections of needed items for the local shelter. Ensure that students prepare for the project with appropriate research and discussion of the relevant animal welfare issues involved.
- (7) Prepare teachers to respond to children’s disclosures of abuse and neglect. Although teachers are mandated to report suspected child abuse, they may not anticipate that a discussion of family pets will lead to disclosures of animal abuse, child abuse, or both. Children’s disclosures of any type of violence should not be minimized or ignored, and teachers should be able to rely on a supportive team to respond to children’s disclosures with appropriate follow-up (Raphael et al., 1999).
- (8) Build evaluation into all humane education programs, and thus contribute to our understanding of what methods, under what conditions, achieve positive changes in children’s empathy levels and pro-social behavior toward both people and animals.

8. Conclusion

Given the levels of violence in families and communities, human services professionals cannot afford to overlook a potentially powerful mode of primary prevention. Building empathy and inhibiting aggression are the twin themes underlying humane education. The centuries old insight that treatment of animals and treatment of people are connected has gained empirical support in the past half century. All that remains is to act on this knowledge to foster compassion and kindness for both people and animals.

Appendix A. Web addresses

Humane education resources and related information

Humane Society Youth	www.humanesocietyyouth.org
Humane Society of the United States	www.hsus.org
ASPCA Education	www.aspcaeducation.org
ASPCA	www.aspca.org
American Humane	www.americanhumane.org
Institute for Humane Education	www.humaneeducation.org
National Humane Education Society	www.nhes.org
Roots and Shoots	www.rootsandshoots.org
Jane Goodall Institute	www.janegoodall.org
Association for Professional Humane Educators	www.aphe.org/
Teachkind	www.teachkind.org
Best Friends Animal Society	www.bestfriends.org
Farm Sanctuary	www.farmsanctuary.org/education
Latham Foundation	www.latham.org/
Society & Animals Forum	www.societyandanimalsforum.org/
The Delta Society	www.delta.org/

Lists of children’s books with humane themes

ASPCA Henry Bergh Children’s Book Awards Program	www2.aspca.org/site/PageServer?pagename=edu_bookaward
Humane Society Youth KIND Children’s Book Award	www.humanesocietyyouth.org/awards/best_books.asp
HEAR Recommended Reading List	http://www.uan.org/index.cfm?navId=183

Resources on the link between animal abuse and interpersonal violence

American Humane	www.americanhumane.org/human-animal-bond/programs/the-link-of-violence/
Humane Society of the United States (HSUS)	www.hsus.org/hsus_field/first_strike_the_connection_between_animal_cruelty_and_human_violence/index.html

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