

**“The Seedling: A Primer for Creating and Sustaining a  
Successful Humane Education Program or Humane Education  
Initiative in Your Community.”**

by

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“The Seedling” is the culmination of an exhilarating, inspiring, long and challenging journey that has opened my eyes and my heart in ways I never knew were possible. My friend Kathy once said, “Everyone in my life is a mirror, and from them I learn.” My journey reflects all of you, who so dear to my heart have shaped the person I am today and who helped me accomplish so much. This is my opportunity to express my deep gratitude to you. The Dennenberg Family: Mom, for being my best friend, for your generosity and warmth, and patience. Dad, your constant support of my vision and your encouragement to continue striving to be my best. Rachel, your humor, tenacity, and challenge. Little Hava, for knowing me so well, for being my teacher, for your dedication, pride, and silliness! Alyssa, for being your special self. And for my late Grandma Sara who would have turned 90 just days before my graduation...thank you for teaching me to live to the fullest...‘eighteen cents in the pushke’ as you would have said, your strong spirit is a constant inspiration and comfort to me and your love wraps around me like a warm blanket. I know you’re out there with your twinkling smile. Little Zoe Weil for your generosity of friendship, for encouraging me to find my own strengths, for your integrity, honesty and positive energy and for being a role model in every sense of the word. Raezy Daisy Sikora for the many gifts you have passed onto me: your wisdom and strength, your faith in my abilities and your friendship. Dan, your constant striving for the truth, your loyalty and your capacity to truly listen.

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Thanks to the countless young people who encourage me to do this important work every day, to continue on this path towards creating a kinder world.

## **Abstract**

This Independent Learning Project addresses a general information gap. The gap arises primarily because humane education is such new field and the pioneers who are doing the work are literally building the foundation for others who are being drawn to it. The purpose is to pass along information about professional opportunities within the field, funding, securing paid opportunities and resources to present and future humane educators.

My intent is to increase an awareness of humane education while providing resources for potential humane educators to help them achieve their professional goals. The expected gains from this project are increased activist involvement and satisfaction in the field and generating a clearer idea of what is to be expected in getting a humane education program or initiative started.

This ILP intends to directly impact activists working on all forms of social change, HECP and IMED students throughout the U.S. and worldwide, for those individuals who are pursuing a career in humane education, specifically those who plan to work with secondary level students and will indirectly impact teachers, students, administrators, parents.

“The Seedling” expands on information and resources introduced in the “Sowing Seeds Workbook,” particularly the “Getting Started: How Do You Get Invited to Schools?” section. The additions provided in this primer are almost exclusively based on my personal experiences with having started my own humane education program, Seeds for Change Humane Education and brief, informal interviews with fellow colleagues.

## **Chapter One**

### **Introduction**

This Independent learning Project (ILP) serves as a primer of sorts and is based on addressing a general information gap. The general information gap arises from not having enough information on: 1) the variety of professional opportunities available within the humane education field, 2) how to get started as a humane educator and, 3) on locating and finding funding for humane education initiatives.

Humane educators, students, teachers, administrators, parents, grassroots activists and/or the community at large need to learn and know more about these gaps. I believe the best way to reach all of these audiences is through the creation of a manual that will complement to the “Sowing Seeds Workbook: A Humane Education Primer.”

My goal is to increase an awareness of humane education while providing resources for potential humane educators to help them achieve their professional goals. This primer is for activists working on all forms of social change, for HECP and M.Ed. Institute for Humane Education (IIHE) students throughout the U.S. and other countries, for those

individuals who are pursuing a career in humane education or contemplating one (specifically those who plan to work with secondary level students), teachers, students, administrators, parents.

“The Seedling” expands on information and resources introduced in the “Sowing Seeds Workbook: A Humane Education Primer,” (1999) particularly the “Getting Started: How Do You Get Invited to Schools?” section. The additions provided in this primer are almost exclusively based on my personal experiences with having started my own humane education program, Seeds for Change Humane Education and brief, informal interviews with fellow colleagues.

I believe this information will benefit newcomers to the field as well as experienced humane educators, and I hope that it contributes to the pool of resources that are emerging for humane educators.

Humane education is a pioneering and burgeoning field and I consider myself a pioneer within the field. Based on what I have seen, awareness of the field is growing, and we appear to be reaching what author Malcolm Gladwell refers to as the “the tipping point.” With this awareness, I am also realizing some of the ways in which the accessibility of information about the field and gaining experience in the field could be enhanced. It was only through a great deal of self-initiative and research that I chanced upon the Institute for Humane Education’s (IHE) Humane Education Certification Program (HECP). In conducting phone interviews in an effort to network, I spoke to an employee with a

national animal welfare organization who mentioned the HECP to me. I was surprised and relieved that such a program existed, and I wondered why I hadn't heard of it before. Since that time, I have made every effort to spread the word about IHE. In fact, I believe many of the students in the HECP and IMED programs have heard about the program through word-of-mouth efforts, which is wonderful. It is my hope that a more detailed version of the *Sowing Seeds Workbook*, which reflects the growing interest in humane education, will draw in larger numbers of people from all walks and disciplines who wish to be trained, start their own programs or pursue another avenue that fosters their skills and talents.

The current system for newcomers to the field is the following: they have opportunities to be formally trained in the field by obtaining their certification through IHE's HECP or Master of Education and/or to attend humane education workshops (i.e. Sowing Seeds Workshop). The *Sowing Seeds Workbook* was given to all participants of these workshops at one point in time and although that is no longer the case, I'd still like to make its information accessible. While it is thorough in its scope in preparing activists and other concerned citizens to do humane education, it could benefit from additional detail based on the personal experiences of humane educators who have implemented the material in this workbook. I believe that my experiences (some more formal, some less formal) of having done humane education for over seven years and having operated a program for over five of those years are invaluable. The necessary tools are provided in the *Sowing Seeds Workbook*, yet there are numerous steps not mentioned that might be very helpful to others.

### ***Rationale***

There is no history of a particular problem like other Independent Learning Projects address. Rather, this ILP has been designed to address three areas I believe need special attention: 1) general awareness of the field 2) training and other opportunities and 3) accessibility of practical tools for doing humane education in all kinds of educational settings. I became aware of these “problems” approximately a year and a half ago when I started my organization, Seeds for Change Humane Education. I believe this information will benefit newcomers to the field as well as experienced humane educators. And I hope that it contributes to the pool of resources that are emerging for humane educators.

Humane education, as I know it, is a pioneering and burgeoning field I consider myself a newcomer to it. Based on what I have seen, awareness of the field is growing and we appear to be reaching what author Malcolm Gladwell refers to as the “the tipping point.” And with this awareness, I am realizing some the ways in which the accessibility of information about the field and gaining experience in the field could be enhanced. It was only through a great deal of self-initiative and research that I chanced upon the International Institute for Humane Education’s (IIHE) Humane Education Certification Program (HECP). In conducting phone interviews, I spoke to an employee with a national animal welfare organization who mentioned the HECP to me. I was surprised that such a program existed and I wondered why I hadn’t heard of it before. Since that time, I have made every effort to spread the word about it. In fact, I believe many of the students in the HECP and IMED programs have heard about the program through word-of-mouth, which is wonderful. It is my hope that a more detailed version of the *Sowing*

*Seeds Workbook* which reflects the growing interest in humane education, will draw in larger numbers of people from all walks and disciplines who wish to be trained, start their own programs or pursue another avenue that suits their needs.

The current system for newcomers to humane education is the following: they have opportunities to formally be trained in the field by obtaining their certification through IIHE's HECP or Master's of Education through the IMED program. They also have an opportunity to attend humane education workshops (i.e. Sowing Seeds Workshop). The *Sowing Seeds Workbook* is something that is given to all participants in these programs. While it is thorough in its scope in preparing activists and other concerned citizens to do humane education, it could benefit from additional detail based somewhat on my personal experiences in schools. I believe that while I consider myself a newcomer to the field, that my experiences (some more formal, some less formal) of having done humane education for nearly years and having operated a program for almost two years now are valuable. The necessary tools are provided in the *Sowing Seeds Workbook*, but there are numerous steps not mentioned that might be very helpful to others.

Like I have previously mentioned, when I became part of the HECP back in 1998, one of the tools that was most helpful to me in learning about the field was the *Sowing Seeds Workbook*. Since its publication, much has changed within the educational system. Much has changed with respect to students (i.e. the level of apathy and cynicism), and I would like "The Seedling" to reflect these changes.

### Broader Focus, Broader Draw

Two of the creators of the *Sowing Seeds Workbook*, Zoe Weil and Rae Sikora have both expressed a major desire to revise the booklet for many reasons. One of the primary issues that must be addressed is the discrepancy between the comprehensive definition of humane education laid out in the beginning chapters and the lesson plans that follow. Most of the lesson plans focus on animal-related issues, and for a reason. The large majority of people drawn to humane education have often played active roles in animal rights and animal welfare movements. And many of these individuals were first introduced to its power and promise at animal rights conferences. The ILP stands as a work in progress, but the ultimate goal is to incorporate the need and demand for a broad-based approach that will reflect the inevitable increase in interest of individuals from all fields and from all countries and the need to turn a comprehensive vision into a strategy.

### Broad-Based Approach Versus Single-Issue Approach

Since part of my manual will focus on broad-based v. single-issue approaches, there is also a possibility that state departments of education, PTAs, school boards, teachers, administrators may be more receptive to the comprehensive vision of humane education. As the humane movement diversifies, we will need to address and incorporate the needs of all educators and activists.

## Distribution

I can also envision distribution of the supplemental manual at humane education on-site trainings and humane education workshops as well as teachers' conferences and trainings/staff developments and other outreach venues.

## Other possibilities

This ILP may also open the door to publishing other materials for humane educators. By playing a role in revamping the workbook, other possibilities may follow. Perhaps projects like the addition of a Frequently Asked Question section for all social justice issues, research and assessment of humane education programs, humane education successes and failures, and a range of human rights, cultural issues and human rights lesson plans will be addressed.

## ***Problem Statement***

This type of ILP is similar to the production of a supplemental video or a book. It is the production of a manual/primer and it is based on addressing a general information gap. The general information gap arises from not having enough information on the variety of professional opportunities available within the humane education field, how to get started as a humane educator and funding opportunities. Activists, humane educators, students, teachers, administrators, parents and/or the community at large need to learn and know more about the topic in my ILP and the best way to reach all these audiences is through a supplemental production of a manual to the Sowing Seeds Workbook.

***Goal***

The expected gains from this project would be increased activist involvement and satisfaction in the field, a clearer idea of what is to be expected in getting started, and better communication between students who have graduated from the IMED/HECP and incoming and ongoing students as well as IIHE staff members.

***Population***

This ILP intends to directly impact activists working on all forms of social change, HECP and IMED students throughout the U.S. and worldwide, for those individuals who are pursuing a career in humane education, specifically those who plan to work with secondary level students and will indirectly impact teachers, students, administrators, parents.

***Methodology***

“The Seedling: How to Create and Sustain A Successful Humane Education Program or Humane Education Initiative In Your Community” primer proposed in the ILP will include much of the original Sowing Seeds Workbook (pp. 9-21).

Short, informal interviews have been conducted with the following individuals: Julie Andrzejewski, Lisbet Chiriboga, Carol Moon, and Matt Wildman. Because this ILP is a work in progress, the plan is to interview further humane education veterans as well as novices. Information obtained will be used to develop a better understanding of geographic differences in getting programs started in addition to other professional

opportunities (i.e. adjunct faculty) for those individuals who may not be able to obtain funding.

#### Limitations of the Study

One of the primary limitations of the project is that it will be based on the experiences of a handful of holistic humane educators, or humane educators who are doing comprehensive programs on a full-time basis, some of whom are receiving funding to cover exclusively animal and environmental issues. Furthermore, it will be based on individuals whose programs have primarily focused on secondary level students as an audience. Since the level of interest in this field varies, ranging from individuals who wish to work with elementary school students to those who wish to work participate on a part-time basis, the information put forth will be limited in scope.

## Chapter Two

### Review of Literature

In reviewing the literature available for the ILP, it occurred to me that much of the information obtained for this project would be coming from the *Sowing Seeds Workbook: A Humane Education Primer*. It is essentially the framework and foundation upon which I will be building and incorporating my personal experiences.

Because the field is in the infancy stages and because a small handful of individuals are paving the way for this new way of looking at social ills, there are few books and other forms of literature that address such topics as broad-based issues versus single topics, paid opportunities, obtaining funding for humane education programs and projects, and doing semester and year-long programs. We are literally creating our own opportunities. Therefore, much of this review will contain anecdotal information based on the pioneers who are immersing themselves in the field.

#### Is Humane Education the Right Career Path for You?

When I first learned about humane education, two of my primary concerns in pursuing it as a career were in wondering what the job opportunities were and what background one needed in order to pursue it. In conducting informational interviews with humane educators at humane societies and national animal protection organizations, I was able to determine some of the general skills and training organizations are looking for. In the short while I have been doing humane education, I have seen similarities

between the questions I possessed in early stages and the questions people interested in the field now ask me.

Bank provides a list of some of the most frequently asked questions below. I have changed the nature of some of the questions and have incorporated additional information and resources into the Q&A format.

1) Do I need a degree in education? Do I need experience?

“Not necessarily. Different organizations have different requirements. Certainly a degree would help you understand education instruction, curriculum development, and how to teach to different audiences” (ibid).

In *Careers With Animals*, author Willow Ann Sirch (2000) states, “Most humane educators have training in the field of education. Often they are former teachers. Large animal shelters may have a humane education department with a staff of humane educators led by a humane education director. Qualifications for a humane education director go beyond those of a humane educator: and can include courses in management, writing, communications and public speaking.”

Other options for expanding your knowledge, enhancing your credibility and improving your effectiveness include obtaining a certificate through the Humane Education Certification Program (HECP) or Master’s of Education with a Concentration in Humane Education through the International Institute for Humane Education’s (IIHE) affiliate

program with Cambridge College. IIHE has developed the only certificate and degree programs in the U.S. for comprehensive, holistic humane education ([www.iihed.org](http://www.iihed.org), 2002). In Canada, students can earn their master's degrees and Ph.D.s in humane education at the University of Toronto.

2. I have a degree in education, is that enough? How much do I need to know about environmental, animal, cultural and human rights issues?

“No. The education world is constantly changing. New ideas and method are continually being developed. Education is a life-long process. Keep reading, networking and taking classes. Keep active and up-to-date” (Bank, 1997).

Weil (1999) states, “The first step in becoming a humane educator is becoming educated in the issues. You wouldn't teach math without understanding mathematics and this is also true with humane education.” (p. 7). It is not enough to read the AV Magazine and other animal rights magazines and brochures. To be a humane educator one needs to read a range of books by a variety of authors, to learn many sides of many issues, and to be informed about other movements for social change in addition to the animal movement” (ibid).

Additionally, one can gain experience by working at, interning or volunteering at an animal shelter, environmental, human rights or an organization that deals with cultural issues. You can also keep up on the latest trade publications.

### 3. Do I need to be a “people person?”

Humane educators must be friendly, approachable, outgoing and truly enjoy working with people of all ages and backgrounds (Bank, 1997).

### 4. How much do I need to know about young people?

Understanding child development is beneficial. That is, gaining an understanding of young people and how they learn at different life stages. Programs need to be age appropriate to be useful (ibid). You may also wish to spend time with young people of all ages to see what their interests, concerns, etc. are. One way to do this is by find a school in your area and asking if they need volunteers or spending time with a community organization where you will likely interact with young people (e.g. Boys and Girls Club, YMCA).

### 5. OK I’m ready. Hey, what will I be doing?

Humane educators do a little bit of everything. They are teachers, volunteer coordinators, public relations specialists, and community outreach representatives. We give presentations, develop programs and materials, and work with the community (ibid).

We wear multiple hats and playing a host of roles: philosopher, sociologist, biologist, nutritionist, ethicist, historian, ethnologist and counselor.

A Los Angeles Society for the Prevention of Cruelty to Animals (spcaLA) Humane Education Assistant job description included the following skills and qualifications they were seeking:

- Primary function may include developing new curriculum as needed, presenting humane education programs, community groups, and civic groups.
- Help prepare and present humane education teacher training workshops for teachers and humane education volunteers; coordinate implement and evaluate programs.
- Communicate effectively, both orally and in writing, with the public, fellow employees and volunteers.
- Originate and execute projects with little supervision.
- Manage multiple priorities.
- Possess knowledge of teaching techniques.
- Highly self-motivated and well organized.
- Performing administrative tasks including: filing, organizing, ordering supplies, copying, maintaining budget.

#### Broad-based v. Single Issue Approaches

There is much discussion about the need for broad-based versus single-based approaches. Yet there are limited resources (i.e. curriculum, lesson plans) that reflect this vision. A current review of humane education curricula and learning materials from Canada, the United States, and the United Kingdom suggests that the field in practice narrows its focus to animal-related issues, with the exception of environmental themes, little studied effort is being made to relate the learning taking place to the broader goals laid down for the field (Selby, 1995). In other words, although equity, justice, development and peace form an integral part of the vision, these concerns are rarely built

into learning programs in a conscious, consistent and structured way (ibid). Needless to say, the similarities and tensions and conflicts between humane education and human rights, environmental, peace and development education and education for gender and race equity fields should be openly, honestly and thoroughly explored (ibid).

David Selby (1995), Professor of Education and Co-director of the International Institute for Global Education, University of Toronto and author of *Earthkind* describes the importance of using a broad-based approach as opposed to a single-issue approach with respect to teaching humane education. He states, “The current working definition of humane education offered by the National Association for Humane and Environmental Education (NAHEE) reaffirms the broad focus of concerns and broad scatter of goals embraced by humane educators over the last hundred years:

Humane education involves far more than the teaching of simple animal-related content.

It is a process through which we:

- 1) assist children in developing compassion, a sense of justice, and a respect for the value of all living creatures;
- 2) provide the knowledge and understanding necessary for children to behave according to these principles; and
- 3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

UK humane educator Cindy Milburn puts it succinctly, “Its objective is to achieve compassionate change which challenges the selfish and anthropocentric attitudes that have encouraged exploitation of each other, animals and the world to the point where we are now threatening our very survival on this planet. Humane education aims to provide the basis for responsible planetary citizenship” (Selby, 1995).

### Conclusions

I have provided information on what is available now, to my knowledge. The core of the following components will be based on personal interviews with people who are doing humane education (refer to annotated bibliography for complete list): how to get started, public speaking tips, invitations to do single presentations/assembly programs, invitations to offer afterschool programs, invitations to offer semester or year long courses, possibilities for paid adjunct faculty positions at various schools, and invitations to do consulting, in-service, and teacher training in schools and school districts, and possibilities for obtaining funding from foundations and private donors.

Although most of the information provided on career opportunities within the field reflects humane educators with a background in animal issues, it is valuable nonetheless and serves as a good reminder that we must continue to foster connections and build bridges with other movements.

## **The Project**

“The Seedling: A Primer for Creating and Sustaining a Successful Humane Education Program or Humane Education Initiative in Your Community.”

At present, there is one person operating humane programs in the United States with funding from the Komie Foundation (there were four back in 1999-2000). This is a tiny number of individuals. In the last couple of years, I have personally come into contact with several people who have been inspired and motivated to dedicate their lives to humane education. Several of these individuals have expressed an interest in doing precisely what I am doing with my organization. Their questions often follow a similar pattern, “How do you get into schools?” “How did you get the experience and training to do this work?” “How do I get funding to do this work?”

In the beginning stages of creating my own organization, I was overwhelmed by the necessary tasks in getting started. The process seemed daunting. The *Sowing Seeds Workbook: A Humane Education Primer* was instrumental in the beginning stages of my establishing a program and it continues to be a wonderful resource. There were certain aspects of starting my organization that seemed to flow naturally and others that resulted in a great deal of trial and error. By helping to create a clearer picture of what to expect, my hope is to save you a great deal of time, energy and resources while preventing potential stress associated with the multitude of tasks required of those getting started and to empower you to make what could be important, long-term, professional or career-

oriented decisions. Hopefully, “The Seedling” becomes a practical, one-stop shop for all kinds of humane educators.

This primer is based on my trial and error experiences (the central question being ‘What would have helped me?’) in launching and operating a full-time program, Seeds for Change, for 6-12<sup>th</sup> grade and college students and community organizations in San Diego, California.

If you are interested in pursuing a career in humane education, training and education through IHE’s certificate or affiliated degree program and/or are specifically looking to work with secondary level students as a visiting humane educator, this primer is for you!

If you are active in the field, it will provide you with an opportunity to evaluate your performance, to reflect on your skills and knowledge and will ideally motivate them to pass these assets along to others, ultimately acting as impetuses for a stronger support and networking system.

The humane education movement is growing steadily and as it diversifies, we will need to address and incorporate the needs of educators and activists from all social movements. The field is as varied as the individuals drawn to it (i.e. individuals who wish to become or presently are full-time teachers, those who wish to work with elementary school students as visiting humane educators, those who wish to participate on a part-time basis, those who wish to write a humane education curriculum, etc.). The intent is for this primer to reach a broad audience.

In addition to providing a more detailed overview of what is to be expected in the beginning stages of doing programs in schools, this primer includes sections on: public speaking, offering broad-based issues versus single-issue programs, semester and year-long programs, obtaining funding, possibilities for paid adjunct faculty positions at various schools, and invitations to do consulting, in-service, and staff development in schools and school districts. I believe these additions will effectively reflect the inevitable increase in interest of individuals from all fields and from countries throughout the world.

## **1) Is Humane Education a Fit for You: Determining Your Place in the Pioneering Movement**

When I first learned about humane education, two of my primary concerns in pursuing it as a career were in wondering what the job opportunities were and what background one needed in order to pursue it. In conducting informational interviews with humane educators at humane societies and national animal protection organizations, I was able to narrow down some of the general skills and training organizations are looking for. In the short while I have been doing humane education, I have seen similarities between the questions I possessed in early stages and the questions people interested in the field now ask me.

Julie Bank provides a list of some of the most frequently asked questions below. I have changed the nature of some of the questions and have incorporated additional information from an interview I recently conducted with *Animal Free Press*, a publication of The

Fund. Hopefully this will help you determine where your talents and skill fit into this movement!

**a) How did you get into your career? How did you find your job?**

I have been involved in animal advocacy issues since tenth grade. Fresh out of college, I was considering a career in Veterinary Medicine, Animal Law or Social Work. As I flipped through an ASPCA *Animal Watch* magazine, I was drawn to an article regarding the interconnectedness of animal cruelty and other forms of violence in society. My curiosity was peaked as I read about the integral role that a field called Humane Education played in addressing this phenomenon. I simply hadn't realized that such a professional field existed. How long had this philosophy been around? What kind of academic background/formal training did one need to enter the field? And how did one pursue work in the field?

I spent the next 6 months or so conducting research and doing informational interviews with humane educators at national animal protection organizations around the country. That's when I discovered the Institute for Humane Education in Surry, ME and learned about the Humane Education Certificate Program (HECP), the first and only such training program in the U.S. A couple years later, IHE affiliated with Cambridge College to offer a M.Ed. degree with an emphasis in humane education and I anxiously became part of this program. I decided to dedicate my life to humane education after I witnessed

the power of this work during my first training through the center. This program has given me what some people may spend a lifetime searching for.

### **b) Do I need a degree in education? Do I need experience?**

“Not necessarily. Different organizations have different requirements. Certainly a degree would help you understand education instruction, curriculum development, and how to teach to different audiences” (ibid).

In *Careers with Animals*, author Willow Ann Sirch (2000) states, “Most humane educators have training in the field of education. Often they are former teachers. Large animal shelters may have a humane education department with a staff of humane educators led by a humane education director. Qualifications for a humane education director go beyond those of a humane educator: and can include courses in management, writing, communications and public speaking.”

Other options for expanding your knowledge, enhancing your credibility and improving your effectiveness include obtaining a certificate through the Humane Education Certification Program (HECP) or Master of Education in Humane Education through the Institute for Humane Education’s (IHE) affiliated program with Cambridge College or attending one of IHE’s a 1-2 day Sowing Seeds Workshop. IHE has developed the only certificate and degree programs in the U.S. for comprehensive, holistic humane education ([www.iihed.org](http://www.iihed.org), 2002).

**c. I have a degree in education, is that enough? How much do I need to know about environmental, animal, cultural and human rights issues?**

“No. The education world is constantly changing. New ideas and methods are continually being developed. Education is a life-long process. Keep reading, networking and taking classes. Keep active and up-to-date” (Bank, 1997).

Zoe Weil (1999) states, “The first step in becoming a humane educator is becoming educated in the issues. You wouldn’t teach math without understanding mathematics and this is also true with humane education.” (p. 7). It is not enough to read the AV Magazine and other animal rights magazines and brochures. To be a humane educator one needs to read a range of books by a variety of authors, to learn many sides of many issues, and to be informed about other movements for social change in addition to the animal movement” (ibid).

Additionally, one can gain experience by working at, interning or volunteering at an animal shelter, environmental, human rights or an organization that deals with cultural issues. You can also keep up on the latest trade publications.

**d. Do I need to be a “people person?”**

Humane educators must be friendly, approachable, outgoing and truly enjoy working with people of all ages and backgrounds (Bank, 1997).

### **e. How much do I need to know about young people?**

Understanding child development is beneficial. That is, gaining an understanding of young people and how they learn at different life stages. Programs need to be age appropriate to be useful (ibid). You may also wish to spend time with young people of all ages to see what their interests, concerns, etc. are. One way to do this is by finding a school in your area and asking if they need volunteers or spending time with a community organization where you will likely interact with young people (e.g. Boys and Girls Club, YMCA).

### **f. OK I'm ready. Hey, what will I be doing?**

Humane educators do a little bit of everything. They are teachers, volunteer coordinators, public relations specialists, and community outreach representatives. We give presentations, develop programs and materials, and work with the community (ibid).

We wear multiple hats and play a host of professional roles: philosopher, sociologist, biologist, nutritionist, ethicist, historian, ethnologist and counselor.

**A Los Angeles Society for the Prevention of Cruelty to Animals (spcaLA) Humane Education Assistant job description included the following skills and qualifications they were seeking:**

- Primary function may include developing new curriculum as needed, presenting humane education programs, community groups, and civic groups.

- Help prepare and present humane education teacher training workshops for teachers and humane education volunteers; coordinate implement and evaluate programs,
- Communicate effectively, both orally and in writing, with the public, fellow employees and volunteers.
- Originate and execute projects with little supervision.
- Manage multiple priorities.
- Possess knowledge of teaching techniques.
- Highly self-motivated and well organized.
- Performing administrative tasks including: filing, organizing, ordering supplies, copying, maintaining budget.

**The Jane Goodall Institute included the following in their description for an Illinois State Coordinator position:**

We seek a creative, goal-oriented individual who will support the growth of our Roots & Shoots youth network throughout Illinois. The position is based in Chicago at our new Great Lakes regional office. Roots & Shoots® is a program of the Jane Goodall Institute designed to engage and inspire youth of all ages through service-learning projects. Founded by Dr. Jane Goodall, it is a fast-growing global program based on the principle that knowledge leads to compassion, which inspires action. K-12 as well as university Roots & Shoots groups plan and implement service projects showing care and concern in three areas: people, animals, and the environment. For more information, please visit [www.rootsandshoots.org](http://www.rootsandshoots.org). This position is the critical link between these groups and all of our program elements. It fosters close association and identification between our members and our program staff, mission, goals, programs and public image.

As a member of our fast-paced and highly collaborative team, the Illinois State Coordinator is responsible for engaging participants in all state and regional programs. This requires developing and supporting a network of youth and adult volunteers who assist with all regional goals. The coordinator builds a strong core of active groups and reaches out to new audiences particularly youth organizations and educational institutions. Ultimately, the Illinois State Coordinator creates, sustains, and grows a vibrant, high energy network at the state level.

Primary responsibilities include:

### Member Support

- \* Create and implement communication and support plan for active members.
- \* Serve as primary contacts and support for Roots & Shoots groups throughout the state.
- \* Visit Roots & Shoots groups and participate in projects when possible.
- \* Create a plan with specific program elements to build a strong, sustained association between members and our programs. This plan will pay close attention to critical points in the membership process: new group orientation, yearly renewals, sustained project support, and regular networking opportunities.

### Volunteer Support

- \* Recruit, train, and support youth as members of a State Youth Leadership Council and empower these youth to assist with program goals.
- \* Recruit, train, and support adult volunteers that can assist with program goals, including: presentations, group orientations, events, and conferences.

### Network Support

- \* Supervise and empower youth and adult volunteers to develop and implement at least three networking events annually across the state – the purpose of these events is to develop close association between groups and between members and our programs.
- \* Involve youth leaders as facilitators at all events.
- \* Involve adult volunteers as a support system for the youth as they plan and implement events.

### Training and Technical Support

- \* Ensure the creation and implementation of state-wide trainings and educational events – focus on opportunities that are financially sustainable and that pay attention to critical membership points (orientation, support, renewal).
- \* Ensure that any trainings and materials link closely with state and local educational standards.
- \* Lead the development of regional educational materials as needed.

### Organizational and Program Leadership

- \* Assist the Regional Director with fundraising – including cultivation of individual donors and reporting/ writing grant proposals.
- \* Ensure state-wide participation in regional and national initiatives, through encouraging and engaging active members and volunteers.
- \* Perform other duties as assigned by the Regional Director or by the National Director of Roots & Shoots.
- \* Act as a representative for the program at state, regional and national events –

including giving presentations/ speeches as necessary.

Requirements:

Bachelors (Masters preferred) in education, environmental education, youth development or related field; 3 years minimum teaching/youth outreach experience in or out of the classroom; self-motivated with entrepreneurial spirit and creative ideas; commitment to the mission; willingness to travel frequently; flexible schedule.

## **g. What advice can you offer to others who would like a similar job?**

Practice and sharpen your public speaking skills, conduct informational interviews, continuously research humane issues, gain “hands-on” experience in the field by pursuing an internship with an animal, environmental or social justice organization or conducting humane education programs, make connections and ask for help, maintain a sense of humor and seek balance to avoid burnout (this is crucial and it serves to strengthen our leadership skills and our ability to be role models), and assess your strengths and weaknesses (i.e. what makes you unique is what you will bring to the field!)

## **Public Speaking**

An entire section of this primer has been dedicated to public speaking to address what I believe is one of the most common impediments in pursuing a field like humane education. This is based on personal trepidations but can apply to even the most seasoned speakers. Polls in the United States commonly reveal that more people fear public speaking than dying, nuclear war and disease. Alessandra, T. (1998). Speaking with authority. Retrieved May 12, 2003 from the World Wide Web:

<http://www.mentor.com/tony/lessons/lesson1.html>

Many of us would like to avoid this problem entirely, but we're hard-pressed to get away with it! Orman, M.C. (1996). How to conquer public speaking fear. Retrieved May 12, 2003 from the World Wide Web: <http://www.stresscure.com/jobstress/speak.html>

Whether we work alone or with large numbers of people, eventually we will need to speak in public to get certain tasks accomplished. And if we want to be leaders or achieve anything meaningful in our lives, we will often need to speak to groups, large and small, to be successful. Additionally, "Choosing to avoid public speaking will feed the anxiety! As you feed it, the fear and stress will continue to grow, making it more difficult to overcome." (2002). Fear of public speaking. Retrieved May 12, 2003 from the World Wide Web: [http://www.campusblues.com/pub\\_speak.shtml](http://www.campusblues.com/pub_speak.shtml)

When I attended my very first humane education training in 1998, I posed the question, 'Isn't it too late at this point in my life to become a good public speaker?' Despite the response that it was never too late, I reluctantly admitted that I had a long way to go. I looked forward to the day that all of these skills would become second nature. But in reality, these thoughts were based on a false premise: that in any given amount of time, the fear would go away or that one becomes qualified to be doing this work in a certain allotted time.

I was comfortable speaking to people one-on-one, but I became nervous at the thought of having questions fired at me in a classroom. I couldn't even imagine occupying more than 5 minutes of time in a classroom let alone doing a full-length 45-minute program!

Yet I've miraculously learned to eliminate my fear of public speaking almost entirely. I can honestly say that if I was able to work through this fear that anyone can. I'd like to paint a vivid image of this fear for those of you who still do not believe you can overcome this fear. I started writing a column for a publication called *VegNews* right about the time when public speaking was weighing heavily on my mind. The column was called "Dani's Diary" and it chronicled my experiences as a humane educator. A few friends, knowing about my experiences with public speaking joked that it should be called "Dani's Diarrhea!" properly describing all of the physical signs of discomfort I used to have (and still do if it's a brand new setting, group, etc and I have it in my mind to be intimidated or scared).

Somewhere along the way, I learned that facing my fear was the only way to conquer it. More than anything, determination to tell the truth about the issues I cared about so deeply acted as the impetus in my taking the necessary steps to rise above it. Tellingly, I recently found a quote from Eleanor Roosevelt that expresses my sentiments, "You must do the thing you think you cannot do." According to one self-help website, fear generally rests in the unknown. Improvement takes place when one exposes themselves to the fear, understands each element, picks them apart each bit, and tackles them one at a time.

(2000). Retrieved May 13, 2003 from the World Wide Web:

<http://www.speakfreak.com/>.

Fortunately, one can *learn* to be an effective communicator. I learned early on that although mistakes, rejection and embarrassment were painful, that they were part of the process and that they provided valuable information necessary in my growth as a speaker. I could grow from my failures and look back at them some day and have a good laugh.

One invaluable lesson I gained along the way that I hope can help you on your journey is that your audience won't expect perfection. I, like a lot of people, used to think most audiences did, especially because humane issues are also close to my heart and I felt that I needed to be faultless or not do it at all. Before I discovered this, I used to put incredible pressure on myself to deliver a perfect performance. I worked for days to prepare a talk. I stayed up nights worrying about making mistakes. I spent hours and hours rehearsing what I was going to say. And you know what? All this did fill me with more anxiety. Generally speaking, the more perfect I tried to be, the more unnatural it seemed and the less present I was with the audience.

Additional helpful lessons include:

### **1) Have Your Audience Take Something Valuable Away**

According to Orman (1996), “The essence of public speaking is this: give your audience something of value. That's all there is to it. If people in your audience walk away with something (anything) of value, they will consider you a success.”

### **2) Keep It Simple**

You don't have to deliver mountains of facts or details to give your audience what they truly want. Many studies have shown that people remember very few of the facts or information speakers convey. While you may choose to include lots of facts and information, you only need to make two or three main points to have your talk be successful. You can even have your whole talk be about only one key point, if you wish. Over time, as I continued to simplify my talks, I discovered that as long as I focused on these two or three key points, I was able to speak at length about them by naturally drawing upon my past experiences and knowledge. Orman, M.C. (1996). How to conquer public speaking fear. Retrieved May 12, 2003 from the World Wide Web: <http://www.stresscure.com/jobstress/speak.html>

### **3. You Also Need a Purpose that is Right for the Task**

According to Orman (1996), one of the hidden causes of public speaking stress is the notion that one's purpose is to get everyone in the audience to approve of you. If just one person in the audience disapproves, if one person left early, if anyone fell asleep, or if someone looked uninterested in what you are saying, you are defeated! (ibid)

Often times we think that this is what good public speakers try to do. Unfortunately, we are not typically consciously aware of this purpose, and it yet it results in driving us to be absolutely perfect and brilliant to win an audience's unanimous approval. If we ask ourselves how many public speakers get 100% approval from their audience, the answer is zero (ibid)!

Orman suggests that this is the wrong type of purpose to adopt in the first place. He says, “The operative word here is GIVE not GET! The purpose of public speaking is not for you to get something (approval, fame, respect, sales, clients, etc.) from your audience. It is to give something useful to your audience” (ibid).

### **The Paradox: Don’t Consider Yourself a Public Speaker**

Another principle Orman discusses is that the best way to succeed as a public speaker is not to perceive oneself a public speaker at all. He says, “Many of us have distorted, exaggerated views of what successful public speakers do. We often assume that to be successful ourselves, we must strive very hard to bring forth certain idealistic qualities we presently lack. Consequently, we struggle desperately to emulate those personal characteristics of other speakers which we wrongly believe are responsible for their public speaking success.” (ibid). In fact, back in 1998 during my first humane education training, I was in such awe of the far-reaching skills and talents demonstrated by Rae Sikora and Zoe Weil, co-founders of IHE that I started to panic. I wondered how and when I would possibly reach that level of effective communication with others. I grew concerned that it would take years and years to speak to an audience with such confidence. And I thought it had to look exactly like that or I shouldn’t be doing it at all. In other words, “we try to become someone other than ourselves! We try to be a public speaker, whatever that image means to us” (ibid).

Orman (1996) suggests that success results when speakers do just the opposite.

Essentially what one must do is give themselves permission to be themselves in front of other people. When this happens, everything else falls into place (ibid).

We can all do the same thing. No matter what type of person we are, or what skills and talents we possess, we can stand up in front of others and fully be ourselves. It is possible!

### **We Are Our Worst Critics: Your Audience Truly Wants You to Succeed**

The last principle to remember is that your audience, (based on my experience, this is especially true of adults and elementary-aged children and less true of secondary school students), truly want you to succeed. Orman (1996) says, “Most of them are scared to death of public speaking, just like you. They know the risk of embarrassment, humiliation, and failure you take every time you present yourself in public. They feel for you. They will admire your courage. And they will be on your side, no matter what happens” (ibid)

This means that most audiences are truly forgiving. While a slip of the tongue or a mistake of any kind might be magnified in your mind, it's not something that will forever be remembered by your audience (ibid). Their judgments and appraisals will usually be much more lenient than yours. In the past, it has been useful to remind myself of this point, especially when I think I've performed poorly.

### **Understanding the Causes of Public Speaking Stress**

Why do so many people feel anxious public speaking? If you correctly understand the hidden causes of public speaking stress, and if you keep just a few key principles in mind, speaking in public will soon become an invigorating and satisfying experience for you.

The main reasons appear to be:

- \* **Unfamiliar Situation:** because most people speak formally only rarely to an audience, the novelty of the situation is a cause of apprehension.
- \* **Lack of Confidence:** This stems often from a feeling that others are better speakers than ourselves, or that they know more about the topic in question.
- \* **Sense of Isolation:** The speaker is alone, the center of attraction - and vulnerable.
- \* **Self-Consciousness:** about our accents, grammar, voice and image generally.
- \* **Fear of Looking Foolish** - we may worry that we will forget what we wanted to say, and will stumble over our words, will say the 'wrong' thing, etc.

Hughes, D. (1999) Retrieved May 13, 2003 from the World Wide Web:

<http://www.bradford.ac.uk/acad/civeng/skills/pubspeak.htm>

### **Practice, Practice, Practice....**

Public speaking has much to do with our confidence in speaking effectively. The more confidence I gained in how I was speaking to people, the more confidence I gained at speaking in front of people. One of the most pervasive myths that is out there is that some people have it, some don't... fortunately, this could not be further from reality! (2002)

Retrieved March 13, 2003 from the World Wide Web:

[http://www.campusblues.com/studentoflife\\_2.shtml](http://www.campusblues.com/studentoflife_2.shtml)). In fact, confidence can be learned.

The more you understand where confidence comes from, the easier it is to create. You can start with your expectations. If you think that confident people behave that way because they are always secure... WRONG AGAIN! Confidence, in part, develops from preparation (ibid).

**Here are some tips for preparation:**

\* Practice your presentation out loud, either on your own or in front of friends who will give you support and helpful feedback. It is empowering and necessary to really hear your voice. It moves thoughts from the mind into the body and helps create memory in our bodies' cells.

\*Use a tape recorder or video camera so you can listen to and watch yourself. This will identify: how much you vary the tone of your voice; any points you might want to emphasize; what gestures you use; how audience members respond; and the amount of enthusiasm you communicate.

\* Practice smiling, if it feels authentic. By smiling you are conveying the message that you are pleased to be speaking to your audience. This makes them feel more comfortable, which in turn affects how you relate to your audience.

Based on personal experience, the more my relationships changed with family members and close friends, the more clear and less judgmental my communication became in the classroom, the more confident I became and the less nervous I was. When I let go of trying to change family and friends, something happened. The weight of the world was removed from my shoulders. Rather than representing someone others grow to resent, I focused on becoming a role model and an informant. Slowly but surely, I became more present than ever with the students, felt less rehearsed and more lighthearted and didn't feel as though I was going into the class with an agenda to change the students in the same way I have in the past.

### **Additional Helpful Suggestions:**

- 1) Join a local Toastmasters Group if you like. You can visit [www.toastmasters.org](http://www.toastmasters.org) to find a chapter in your area!
- 2) Take a community college course in public speaking.
- 3) Telephone a local live radio phone-in show or act as a spokesperson for a current event. This will give you a chance to put your views succinctly and clearly over the airwaves and will give your confidence a real boost!
- 4) Teach a course about something you know very well and enjoy talking about!

### **Recommended Books and Videos**

#### *Books*

Be Heard Now! Tap into Your Inner Speaker and Communicate with Ease

by Lee Glickstein

Speaking With Confidence by Wanda Vasallo

*Audio Cassettes*

Be Heard Now! How to Speak Naturally and Powerfully in Front of Any Audience

By Lee Glickstein

## **Getting Started: How Do You Get Invited to Schools?**

### **Choosing a Name for Your Organization**

What you will want to think about is in what capacity you wish to pursue humane education. Are you presently a full-time teacher? Do you teach full-time? Are you a substitute? What subject do you teach? What grade and ability level do you teach? Are you a full-time humane educator with your own organization? Are you hoping to start your own organization? Are you working for a nonprofit organization and wish to do humane education on a part-time basis or voluntary basis? Are you a parent? Are you a school reformer? Are you an activist?

If you decide to offer programs on your own, then you will need to choose a name. This is one of the most important decisions you will make! Plan to spend numerous hours brainstorming for a name that represents your vision -- a name that's clear, inviting, positive and marketable. To help the creative process along, you might wish to conduct a Web search, browse the dictionary, read animal, environmental and social justice magazines or similar publications and brainstorm with friends and colleagues. Some existing national and international names of organizations and programs which focus on humane education in some capacity include: Bridges of

Respect, Circle of Compassion, Cultivating Compassion, Green Haven Animal Sanctuary and Humane Education Center, HealingEarth, Humane Education Advocates Reaching Teachers (HEART), Institute for Humane Education, NewWorld Vision, Roots and Shoots, and Simply Enough.

As you search for the most fitting name, especially if you are considering establishing nonprofit status, you will want to keep three main questions in mind:

1) Will your organization name receive trademark protection?

Conducting research on trademark issues will benefit your organization in the long run. The consequences of failing to conduct a reasonably thorough trademark search may be severe, depending on how widely you intend to use your name. For example, Seeds for Change Humane Education was originally named Seeds of Change, but when we looked into establishing nonprofit status, we learned about the national organic seed and food company, Seeds of Change and consequently had to invest extensive time, energy and resources in developing new promotional materials, including our logo, website domain name and brochure.

2) Is your proposed name available?

There's only one way to ensure that you won't violate someone else's trademark rights: Do some digging to find out whether another business is already using a name that's identical or similar to the one you want to use. Unfortunately, there's no one place to look when searching for conflicting business names. In large part, this is because a business

can establish a trademark simply by using it -- and millions do just that. You must use different search tactics to hunt for both registered and unregistered trademarks.

Before you invest too much time and money in a formal name search, take a few minutes to quickly rule out some of the names on your list. Type a name you're thinking of using into your favorite search engine, such as Google or Altavista. You can quickly see whether someone else on the Web is using a similar name to market similar products or services. Lastly, everyone starting a business, no matter how small, should search the federal trademark database to determine whether the name they want to use has already been registered with the U.S. Patent and Trademark Office (PTO).

You can search for federally registered trademarks by using the free trademark database on the PTO's website. To start, go to the PTO's Trademark Electronic Business Center at <http://www.uspto.gov/main/trademarks.htm> and choose "Search." Then follow the instructions you see on the screen.

In addition to checking the federal trademark register, it's a good idea to check your state's trademark database. The state register is often part of the Secretary of State's office, though in some states it has a department of its own. You can also check one of several sites that search for trademarks registered in all 50 states, such as [trademark.com](http://trademark.com) or [nameprotect.com](http://nameprotect.com). This is an especially good idea if you'll be doing business in more than one state.

## **Getting Your Foot in the Door**

Many teachers and administrators are eager to have a guest speaker in their classroom. Guests offer an opportunity for first hand experience with a knowledgeable professional, and a nice change of pace for both teacher and students (Weil, et al, 1999, p. 9).

The first place to use your communication skills is getting through the school doors. Presenting yourself to teachers and school administrators is the first challenge facing humane educators who work outside of the school system. There are several approaches you may take. Some are more costly while others require significant time commitments. The more personal the contact, the more successful you will be.

## **Creating a Brochure, Business Cards, Fliers and Other Promotional Materials**

One way to let schools know about your programs is to create a brochure explaining who you are, what you offer, and the costs involved (ibid). “Schools want to be certain that your program is not biased, radical, extreme, upsetting or too controversial.” (Weil, 2000, p.7) That means that you have to create a positive, dynamic, intriguing and inviting brochure.

Don't reinvent the wheel! Ask existing organizations for their brochures so you can see what is already out there in the way of design and text. Look through magazines, newspapers and other periodicals, and websites for images that catch your attention.

The text will depend, in some part, on the issues you wish to cover and how you want to cover them (see "Designing Your Programs").

You may wish to include:

- Background: Who are you? What makes you unique as far as your talents and skills go? Where did you go to school? What was your concentration?
- Anything unique about your programs (i.e. if they encourage volunteer work in your community or the development of other leadership skills);
- Information about any additional services (e.g. video library loan, resource materials, email newsletter, lesson plans and activities) you offer;
- A description of any code or mandate that encourages or requires humane education. You can visit: <http://www.nyheart.org/laws.html> to see if your state has one;
- A section where teachers can include additional names of those who may be interested in your programs;
- Kudos (appraisal) from teachers and students and administrators. Ideally, the feedback will reflect a variety of backgrounds and will highlight your strengths with respect to style of delivery, content of your talks and ability to communicate the issues. In the case that you are just starting your programs and do not have

appraisal to pull from, don't fret! You can create a less expensive, temporary brochure until you get some supportive quotes. You can also distribute teacher and student evaluations (see "Resources" section) after your programs to start the process of recording feedback.

## **Other Considerations for Brochures**

- Determine what your budget will cover in the way of print and design costs. You can network with colleagues to see who they used as a graphic designer. For example, a personal friend of mine designed Seeds for Change's business cards and brochure.
- Do you want to print using post-consumer waste and soy-based inks? These additions may cost more, but are worth the investment knowing they are consistent with the vision of humane education. You may wish to also print this information on your brochure, too.
- Will your programs be offered free of charge or will you charge a fee? Based on our experience, using the phrase "FREE HUMANE EDUCATION PROGRAMS" on the top of our brochures and other promotional materials, has been worthwhile. Nonetheless, you will find that teachers will still ask how much you charge for programs! After offering programs for over six years in the community, I started charging to bring my programs into various settings and was successful, no matter how minimal the charges. See [www.seedsforchangehumaneeducation.org](http://www.seedsforchangehumaneeducation.org) for more information.

## **Fliers**

- A friend of mine who happens to do illustration and animation offered his free graphic design services for our promotional flier. You may be surprised at how many people are willing to provide free or reduced costs services for a good cause! Our flier carries a smaller portion of the text that our brochure does and it great for distributing at schools and throughout the community. Ours is black and white to save on printing costs.

## **Website Development**

- Developing a website is a wonderful way to let teachers and other community members know about the programs you have to offer. Our website continues to be the most effective means of promoting our programs. It is also an effective means of providing resources for students, articles, and announcements for local events. You may be able to find someone who does hosting of your website free of charge (try posting an announcement on: [www.craigslist.org](http://www.craigslist.org)). Feel free to consult Seeds for Change if you need suggestions for how to find someone with these skills.

## Mailings

- Depending on your budget, you may wish to send out a promotional mailing to every district in your county.
- Expect that if you do bulk mailings you will have a low return rate. You may wish to use a reply postcard or pre-paid (SASE) envelopes to boost your response rate.
- You will have to do a thorough job of following up with teachers and other contacts. It is unlikely that many teachers will contact you. Do not expect your phone to be ringing off the hook! Do not take this personally. I thought something was wrong when this happened in the beginning phases of our programming, but teachers are simply busy people. They receive piles of paper in their mailboxes every day, and they are not likely to devote much attention to your brochure. (Weil, et al, 1999, p.9). For the most part, teachers are delighted to hear about your services and they love to hear about humane education!

You can catch some teachers during lunch or free/prep period. Be sure you ask them if they have a moment to talk!

- You may wish to include a cover letter with your brochure. This will personalize your mailing and will give you an opportunity to bring additional benefits of your programs to the attention of teachers and administrators (see “Resource Section”).

### *Timing*

- Determine when you want to send your mailings out. Two mailings a year may be a wise start; one at the beginning of school year in the fall and another at the beginning of the year.

### *Geography*

- It will be to your advantage if you obtain some background information about your city or county. For example, our organization resides in San Diego, California. San Diego Unified School District, the second-largest school system in the state and the eighth largest school district in the country with 42 school districts and 560 public schools. The public school enrollment totals 460,949 and the private school enrollment totals 40,852. This information helps determine the specifics of a mailing (i.e. number of brochures to send).
- What districts do you want to mail to? You may want to obtain a teacher directory from your local board of education office. Ours includes a listing of all schools, districts, and a listing of teachers by subject and grade.

**Note:** You may wish to look into getting a bulk rate permit which lowers the costs of mailings. You will need to contact your local post office for guidelines (typically, you have to go through a training).

- You may wish to obtain a post office box – this was a relatively cost effective choice (\$38/yr) that we felt was importance and more professional to have an office address than a personal home address as contact information.

### *Subject and Audience*

- You may wish to focus primarily on social studies, science and health instructors. Keep in mind that the subject will not always determine how receptive a teacher will be to inviting you into speak. Family and Consumer Science (Home Economics), English, Speech and Communication, and Art teachers have also requested programs from us.
- Librarians are often very receptive to humane education programs.
- Do you want to include principals in your mailing? This is often a good way to establish rapport with administration and gain access to teachers at her/his school.
- Depending on your interest in doing so, you can also let teachers know you are able to provide a series of programs for their students. The more follow-up you are able to do with the students and the more support you can provide, the better.
- You can also let teachers know you are prepared to incorporate your programs into state standards or into their curriculum and can offer discussion questions or follow-up lesson plans as a way of creating on ongoing dialogue about the issues.

### **Personal Visits to Schools**

- You will find your success at gaining school invitations increase dramatically if you personally visit schools. You can make an appointment with the principal or

assistant principal, or stop by the teacher lounge/mailroom with your brochures.

Leave a hand-written note with your brochure to personalize your contact with the teacher. If another teacher recommended you speak to that teacher, mention that in your note. You may have to get permission from the front desk or from the district itself before you leave any materials at the school. Another helpful tip is to ask the secretary for a listing of teachers by subject. This will help you narrow down who to leave materials for.

- Ask teachers you have done programs for to introduce you to others teachers who would be receptive to your programs. Ideally, you will meet these teachers during their free time. Once a teacher has met and talked to you, received your information personally, and has had opportunity to ask you questions, you will find that many doors open. You can also leave several of your brochures behind with a teacher you have done a program for and ask them to pass them around. The word-of-mouth phenomenon has contributed to the success and growth of our programs in significant ways!

## **Other Promotional Ideas**

- You may to become part of an animal protection, environmental and social justice organization's speaker's bureau. If they do not have a speaker's bureau, you can simply tell them you are available as a guest speaker. You can also make announcements in teacher publications and email list serves, and attend teacher's

conferences to do outreach. You can attend locally held meetings for subject specific associations such as science associations and health district meetings.

## **Designing Your Programs**

### *Objectives:*

- Your program should always have well-defined objectives which you hope to achieve each time you visit a school, regardless of the specific topic you are discussing that particular day. The following is a blueprint that holistic humane educators keep at the forefront of their minds when doing programs. Every program should:
  - Create a lively, exciting, interesting atmosphere
  - Be respectful of your audience, non-judgmental, positive
  - Inspire love and compassion
  - Teach critical thinking, curiosity and creative thinking
  - Provide current factual information
  - Encourage positive, humane personal choices
  - Serve as an ethical role model
  - Provide support and resources for all audience members

### *Topics:*

- Make certain that the topics you choose to cover in your brochure are those with which you are familiar and about which you are well-educated. (Remember that

you would never teach math if you didn't know the subject well! This is true with topics in humane education, too.)

- You will want to put a lot of consideration into what programs you are prepared to offer. You can always start with fewer programs that you are comfortable with, strengthen them as you go along and add programs to future promotional materials as you become more familiar with additional issues. When you are ready to introduce a new topic or program, you can “test” it out with audiences who are familiar with you, and who like your presentations. A variety of introductory programs, contemporary animal, environmental, or cultural issues is a good start!
- You may also wish to address issues specific to your community. For example, San Diego is located in the lead dairy producing, third highest egg-producing state in the country, in America's sixth largest county known for Sea World, the San Diego Zoo and the Wild Animal Park, as the center of biomedical and biotechnology, surrounding maquiladoras (garment factories), and is a large naval and marine city, which makes for good critical thinking-based conversations about war and terrorism.

*Fees:*

- The best price for programs is free. Securing funds from limited school budgets often requires teachers to handle many layers of paperwork and approvals. On the other hand, if you wish to be a full-time humane educator, you will need funding.

A sliding scale for schools works well, especially if you let schools know that no one will be turned down for lack of funds. Offering a special arrangement whereby you do several programs during one visit for a flat rate encourages schools to have you offer a maximum number of presentations while the school receives a good deal.

## **Age Group**

- What kind of audiences do you wish to work with? With what age group do you feel most comfortable? You can always start with the group you feel most comfortable with and experiment on the borders of that age group.
- Remember that your topics and presentations need to be appropriate for your chosen age group. Do not show graphic footage to elementary students, and take care when showing photos or films to junior high school students as well. Children younger than 13 or 14 are generally not permitted to make many dietary or lifestyle choices for themselves, and angry calls from parents to the principal after their child returns home refusing to eat their meat at dinner are not welcome by school administrators.
- Each school is different, and regional, ethnic and class differences come into play when making decisions based on age-appropriate content. Always err on the side of caution. Remember, it is better to be invited back to a school than to be banned because your information was too graphic (and probably “too effective”).

## **Laying the Foundation/ What to Do Once You Get In**

Although schools can guarantee you an audience, your time will typically be brief, often 45 minutes to an hour in elementary schools, and sometimes even less for older students. Because of time and curriculum constraints, it's easier for elementary school teachers to host speakers. You may have to work a little harder at securing presentation requests from teachers in junior high and high schools.

It may be helpful to conduct research on the schedules for each district. For example, some schools run on what is known as a block schedule where students do not meet with the same teachers every day. When they do meet, they meet for a couple hours at a time. This gives you as the presenter quality time to discuss the issues.

## **Types of Programs**

In discussing program option with teachers and administrators, you may wish to keep some of the following talking points in mind:

- Our humane education program seeks to build critical thinking skills by examining information from a number of sources (a skill we believe is necessary in evaluating information in general) as well as foster curiosity and creativity so that students pursue lifelong learning and solutions to difficult problems. One of the ways we develop critical thinking is by exposing students to new ideas and challenging their way of thinking. All of this is done in a respectful and non-judgmental manner. We make it clear from the beginning that we are not telling them what to think, what to believe, or how to behave, but offering them the

information for their consideration. Now, in the \_\_\_\_\_ program that you requested, some of the issues that typically come up include... How does this sound to you?

- Each program also includes a discussion of what students can do with the information (i.e. resources, choices, community service).
- We are prepared to incorporate your program into present curriculum or current topics and can offer discussion questions or follow-up lesson plans.
- We would be happy to review materials, visuals, and videos if desired. We can arrange something beforehand.
- Does that sound like what you're looking for? Are there any questions you have?
- If it isn't what they're looking for, ask them what they have a concern about. Err on the safe side if the teacher is uncomfortable about something.

## **What Administrators and Teachers Want**

What teachers are hoping for spans a large spectrum. Some of them simply want you to fill up time so they can catch up with their work, while others have a genuine interest in your presence, and still others want you to help them meet state teaching standards.

## **What Administrators and Teachers Do Not Generally Want:**

- 1) Calls from parents
- 2) Surprises

### 3) Controversy

## **What Young People Generally Want:**

- 1) Change of pace from the routine day of school
- 2) Something entertaining and fun
- 3) To be informed; the truth/honesty
- 4) To feel like they know you; students are very curious to know about your life. Take every opportunity to get real with them. They will appreciate it.
- 5) Not to feel pressured; keep in mind that peer pressure plays a significant role in influencing and shaping the beliefs and attitudes of young people.
- 6) To understand the relevance of humane issues to their lives.
- 7) To feel empowered to make a difference.
- 8) Surprise and controversy!

## **Invitations to Do Single Programs:**

The bulk of Seeds for Change's programs are one-time programs. This is typically the case because teachers are so pressed for time. In the beginning stages before Seeds for Change became an organization, I networked with the few teachers that I knew. I asked local organizations if they were aware of anyone who was doing school programs for young people and when I learned about someone my age who was in schools already, I joined her in doing my first few programs. That's where I made my first contacts.

In an effort to create an ongoing dialogue with students and in an effort to book a maximum number of programs, we welcome the opportunity to provide a series of programs for teachers. We tell teachers we are pleased to provide multiple presentations and that there is no limit to the number of programs they may request.

### **Invitations to Do Assemblies:**

You may be asked to assemble for students. There are drawbacks and benefits to doing these kinds of programs.

#### *Drawbacks:*

- 1) You may not connect with students on a personal level.
- 2) The noise level is often difficult to gauge and control in an assembly format. This is partially because of the sheer number of students involved. It may also result from students who naturally get rowdy in this kind of environment!
- 3) Facilitating discussion can be difficult with a larger number of students.
- 4) Using visual aids can be challenging unless you use a slide projector or transparencies or the school has a video projector.

#### *Benefits:*

- 1) You will have an opportunity to meet several teachers which could result in doing programs for their individual classes.
- 2) You will reach a larger number of students.

If you decide to do an assembly, here are some things you may wish to take into account:

- 1) What are the participation habits, motivation level, and maturity of the audience;
- 2) The needs of each teacher who is bringing their students;
- 3) Sound (microphone and speakers) and lighting; arrive well before to ensure that all equipment is functioning. If you are in a room that has a lot of natural light, showing videos may be difficult unless you can configure the setting in a creative way!

## **Invitations to Speak to Student Clubs**

We have had much success speaking to animal advocacy, environmental/ecology, human rights and community service clubs. One of the best ways to seek these opportunities out is through regular programs. At the end of regular programs, you can ask students if they have clubs on campus or if they are interested in forming a club to take action on some of the issues you have raised. You can even offer to ask as an advisor to the club! You can also surf school websites to locate student clubs. Larger schools typically have a wide variation of clubs.

Here are some tips:

- 1) Arrange to meet the club after school if possible. Often times, school clubs meet during lunch which all too often results in a 20-30 minute program after students get their food and bring it to the classroom and get settled;
- 2) Try to cross check with a school calendar to make sure your talk will not conflict with other school events or extracurricular activities (e.g. auditions for a play, athletic tournament);

- 3) Encourage the club to generate a list of topics they would like you to address, or issues that they have been working on as a club;
- 4) Encourage the club to create fliers or make an announcement on their P.A. system about your talk and follow up with them to ensure they promoted your talk.

## **Invitations to Teach Semester or Year-long Courses and Broad-based v. Single-based Issue Approaches**

With the growth we are witnessing in the humane education field, new doors are opening and visionary projects such as humane education charter schools are already underway! These groundbreaking efforts are paving the way for further opportunities. Depending on your background and level of interest, you may like to become involved!

**Success Story:** Matt Wildman, a Social Studies teacher and a partner who taught English in Brooklyn led the way with their year-long “Social Justice” course for 9<sup>th</sup> grade students. When asked how he learned about the issues himself, Wildman commented that these were the issues that simply needed to be taught. How it came to fruition: Matt created a curriculum and presented it to his principal and assistant principal as a means of promoting critical thinking about all issues relevant to teenagers’ lives. These students are primarily African American and Latino and are generally economically disadvantaged.

The course addresses issues and concepts such as: education and schooling, obedience/peer pressure, propaganda, sweatshop labor, animal rights, civil rights, homophobia, sexism, consumerism, media literacy, morality, making choices, When I spoke to him about the impact it has had on students, he was very hopeful. He said, “You can tell students are really thinking when they are making connections across disciplines” (phone interview, May 12, 2003).

**Success Story:** Julie Andrejekowski, Chair of Human Relations at St. Cloud State University co-developed an interdisciplinary Master’s Degree in Social Responsibility which addresses a citizen’s responsibility to others, to society and to the environment (phone interview, May 12, 2003)

Thirty years ago, the course started out with race/class/disability issues and expanded over the years due to maintained interest in the issues. What started out as a required an educational class for teachers in training became a popular class in social responsibility that was opened to all students. Issues include: Ageism, Animal Rights, Classism, Disability Rights, Environmental Issues, Global Social Problems, Human Rights, Lesbian, Gay, Bisexual, Transgender Issues, Looksism, Racism, Sexism, Worker’s Rights & Labor Activism, and Xenophobia.

Over the years, students in her classes have initiated successful projects such as implementing a now nine semester credit MGM (minority, gender, multicultural) general education requirement, starting a shelter for battered women, initiating activist student

groups such as the Student Coalition Against Racism, and Students for Social Change who worked on sweatshop produced campus clothing.

**Success Story:** During the fall of 2005, Downtown San Diego Charter School, Cortez Hill Academy agreed to become the nation's first school to offer a year-long humane education elective course. Dani Dennenberg taught twenty 11<sup>th</sup> and 12<sup>th</sup> graders and described it as a phenomenal experience!

*Brief Course Description:* The Global Ethical Issues course explored moral issues of everyday life, asked questions about character and conduct, and studied various possibilities for living and relating with respect to the following issues:

1. Human rights issues
2. Environmental Ethics
3. Animal Protection
4. Consumerism/Globalization/Media & Advertising/Public Relations
5. Civic involvement, social change and activism with an emphasis on visual arts

If you are a humane educator going into schools, teaching semester-long or year-long courses may be more somewhat more challenging to implement, but may also be easier than you think. What you will want to consider are the issues you would like to cover and the audience you would like to work with. Based on these factors, put a proposal together, and be sure that it includes a syllabus (if needed), rationale for teaching the course and what you hope to accomplish. In other words, how and why is it so important to be teaching a class like this? What will students, teachers and administrators gain from your course? How is it different from other courses being proposed?

You may wish to start in a couple of ways: contact someone who has successfully implemented a program at their own school or institution, contact your county office of

education to see what they recommend, or ask a teacher/administrator you are already familiar with if they know how you would gain permission to teach a course like this. Some schools and unions may be more resistant to establishing an outside resource as an elective course. Becoming a part of the system and establish yourself from within may be a wise start.

In terms of selecting an audience, you may wish to find a principal you have developed rapport with or start at a progressive school where students seem especially receptive and ready to hear these messages.

**Success Story:** Zoe Weil, President of the Institute for Humane Education (IHE) had the good fortune of teaching a semester-long high school course on humane issues at an alternative, democratically-run school in Maine. She met with the director of the school who liked the idea of the course, and when she drafted a proposal he was receptive to it. The Director presented the idea to students who voted to approve it, and it was offered.

**Success Story:** In 2006, Christopher Greenslate, a Journalism and English high school teacher at La Costa Canyon High and IHE M.Ed. student, taught a social justice course. LCC is located in suburban Carlsbad (San Diego County) and has 2540 students. We have a wide variety of AP classes, highly successful athletics programs and over 80 student clubs. We are 74% white, 16% Latino, 4% Asian/Pacific Islander and we have small pockets of black, Russian, German, and middle eastern students. We are located in

a predominantly middle-upper class community and have a 94% college matriculation rate.

For a promotional video clip of this course, visit:

[http://www.youtube.com/watch?v=wocL\\_akNC9A](http://www.youtube.com/watch?v=wocL_akNC9A)

## **Paid Avenues and Possibilities**

### **1. Adjunct Faculty Positions**

Possibilities for paid adjunct faculty positions at various schools

What is adjunct faculty? "Adjunct faculty" is defined as professional staff members of businesses, industries, and other agencies and organizations who are appointed by institutions and schools on a part-time basis to carry out instructional, research, or public service functions. (N/D) Retrieved May 13, 2003 from the World Wide Web:

[http://www.etsu.edu/ptfaculty/Employment\\_Practices/definition\\_of\\_faculty.htm](http://www.etsu.edu/ptfaculty/Employment_Practices/definition_of_faculty.htm)

The title of "Adjunct" may be given to a person who possesses the credentials and/or experience to hold rank but whose primary employment relationship is outside the University. (N/D) Retrieved May 13, 2003 from the World Wide Web:

<http://www.nicholls.edu/admin/policy/faculty/fac99-12.htm> Part-time/adjunct faculties

are non-tenured faculty members who are contracted for a fixed period of time with no guarantee of future employment. Adjunct faculty typically teach on a class by class basis.

**Success Stories:** Lisbet Chiriboga, former Director of Humane Education Advocates Reaching Teachers (HEART) was hired on as adjunct faculty at Long Island University (LIU). She says that being an alumni of the university was not required, but that it was

helpful in getting hired. She originally proposed a two-hour seminar for teachers getting their certificates in the state of New York basing it in the humane education law in NY. She presented the proposal to the Curriculum Committee of the Education Department who suggested she run the course through their 5-day summer institute, which is when teachers are looking for courses. Now it's open to the public. She will be teaching this course in during the summer of 2003. A contract based on her professional experience was drawn up. (phone interview, May 12, 2003)

Similarly, a Humane Education course that is taught at the University of Maine is a week-long summer institute for which the International Institute for Humane Education (IIHE) staff is paid \$2,000 to teach the course.

The Institute for Humane Education taught a week-long humane education course at the University of Maine and was paid \$2,000.

## **2. District Humane Educator**

Success Story: Peg Cornell, IHE HECF graduate and Science teacher in Corvallis, OR developed a seminar in human ecology and environmental ethics for high school students. You can visit the website to learn more:

<http://www2.corvallis.k12.or.us/cvhs/staff/cornelp>

## **Invitations to Do Teacher Training at Schools or Through Workshops**

If you would like to work directly with teachers, you may wish to offer your services to individual schools or school districts through consultations or workshops at the school or off-campus. You may be able to tie your services in through in-service or staff development meetings throughout the year. Sometimes staff development is specific to the subject taught (e.g. Science, Health, Social Science, etc). You may wish to contact your local office of education or district for more information.

One organization, Humane Education Advocates Reaching Teachers (HEART) that raises awareness of Humane Education among educators and community leaders runs workshops and consultations.

With the help of humane education specialists, HEART presents full, half-day and extensive workshops to schools, districts and community centers. Workshops are tailored to meet the requirements of the participants and can address specific animal, human or environmental issues. They also include practical ideas for integrating humane education into the curriculum in exciting and innovative ways are also offered.

Through consultation, HEART helps teachers comply with the state humane education law that requires elementary school students to be instructed in the humane treatment and protection of animals, helps them fulfill Character Education requirements for grades K-12, and assists in the development of

programs to address violence prevention, prejudice, social responsibility and other topics related to Humane Education.

HEART offers workshops and consultation based on sliding fees.

## **Invitations for Additional Speaking and Presenting**

### **Opportunities**

Schools are not the only places where you can offer or begin your humane education programs. Utilizing existing programs, such as summer camps, summer schools, Sunday schools, libraries, nonprofit organizations, learning centers, scout, and even 4-H programs may be worthwhile. In addition, they will often provide all the advertising, so you do not have to advertise your programs yourself. (Weil, et al, 1999, p.21). Often, the hosting organization will pay you to speak. For example, Zoe Weil of IHE was paid \$35/hour to teach courses at the University of Pennsylvania as far back as 1987.

A little ingenuity and homework will acquaint you with the opportunities in your region. You can scan local and regional newspapers and magazines, bulletin boards for ways to plug in. You may wish to create a “Promotional Ideas” file folder based on the ideas you come up with (ibid)

### **1. Afterschool Programs**

Afterschool programs, offered through churches, libraries, schools, community centers, girl scouts, boy scouts and Ys, are perfect if you have a day job that ends in the early afternoon. Many parents and students actively seek afterschool programs, although you should remember that you may be competing with sports and other activities.

**Success Story:** Julie Meskell, an actively involved parent and volunteer for a group called Orange County People for Animals in Southern California, was recently asked to speak to a Boys and Girls Club about compassion to animals. The group had recently participated in one of the Jane Goodall Institute's Roots and Shoots programs.

## **2. Summer Programs and Elective Courses**

Summer programs, offered through Ys, learning centers, churches, libraries, camps (day and overnight), schools, and even colleges, especially community colleges are often looking for interesting classes for young people. You will need to contact potential programs in early winter before they have hired instructors and printed their catalogs (ibid).

Summer programs can provide opportunities to take students on field trips, do quality activism and community service and volunteer work. These summer camp programs can also lead to afterschool and student groups, and school visits the coming year.

Another option for summer months is organizing independent programs for kids. These programs can consist of day-long or week long sessions. You can contact your local

parks department to see if they would want to sponsor you doing a program of this nature at one of the parks/community centers.

**Success Story:** Carol Moon, Farm Sanctuary’s humane educator in New York City did a week-long summer camp for 4<sup>th</sup> and 5<sup>th</sup> graders called “City Kids and City Critters.” She charged \$25 for the week and provided lunch for the kids. Moon co-led the camp with a social worker/ humane educator and a NY Public School Instructor.

**Success Story:** Recent University of Illinois graduate, Danielle Marino taught a vegetarian cooking class through her University YMCA in the summer of 2003. It was advertised through the YMCA at a small cost and the space at a local Unitarian Universalist church was donated. She will be charging \$60 for 6 classes (they make and eat a meal at each program).

### **3. Adult Classes and Other Ideas**

Adult learning centers are always looking for interesting classes to offer, and offering this kind of low-key program to interested participants may give you more opportunities to become comfortable in front of a group. These programs usually meet at night, which works well for those of you who are busy during the day. You can contact a local university or college and ask to speak to their extension office.

Churches, synagogues, and service clubs are also often looking for speakers in the evening or on weekends. By renting space in a church or school, you can also offer

weekend programs. You will need to advertise your program, and you run the risk of losing money if you don't get enough paid participants, but it is a great opportunity to spend more time with your audience, to offer cooking classes, or longer workshops on humane issues.

There is also a possibility of reserving free space at local natural health food stores or co-ops for talks and film and discussions. For example, our co-op, O.B. People's Co-op offers a community room to community organizations free-of-charge, provides a TV/VCR and free advertising in the Community Events section of their monthly newspaper. Seeds for Change holds film screenings and discussions at the co-op. This is a good opportunity for outreach and facilitating discussions about a range of issues.

You can also succeed by offering your programs at home, letting neighborhood youth (or adults) know that you will be doing interesting programs after school. Even a simple "film and discussion" series out of your home may attract students, friends, and neighbors, and can spread information in an informal, but effective setting. (SSW, p.21)

In "Humane Education for a Humane World," Weil discusses all of the ways humane education can look. She says, "Even if you never step foot in a school, you can still promote humane education. You can provide humane education materials, books, and videos to schools and libraries; donate money to fund humane educators who are well-trained but need the financial support in order to offer free school presentation." (p.7, 2000)

If you are a parent, join the PTA and speak out about dissection, the school lunch program, Channel One, and industry-sponsored curricula. Invite humane educators to come to your school and offer presentations, and keep raising awareness about humane issues, whether about classroom pets or corporate curricula (ibid).

## **Job Prospects**

Humane education is healing work for a planet in trouble and the preventative work to further harm. It is a field that is growing and developing tremendously. At the same time, the hope of every humane educator is that one day her or his work won't be necessary because we'll all grow up in a world where compassion, critical thinking, kindness, mercy, justice, and sustainable living will be the norm.

The more people are drawn to the field, the more people are asking what the prospects are for paid work. Because comprehensive humane education is a new field, there is not yet a large job market specifically for humane educators. Although no jobs currently exist within school systems for humane educators, the field is rapidly gaining acceptance and importance (Weil, September/Oct 1998, p 20). However, demand for humane education is increasing. And if you're the kind of person who likes to envision and create a better future and be part of a pioneering movement, you may be willing to take a risk by laying the foundation.

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Others wonder what the pay range is for humane educators. Most humane educators will never get monetarily rich through this work, although the spiritual, emotional, and intellectual wealth is incalculable. Humane educators can expect a salary between \$18-40 thousand/year.

More and more advocacy organizations (be they animal, environmental, or social justice) are hiring full-time humane educators to further their missions. (Weil, 2004, Power and Promise of Humane Education).

Still, other graduates may decide to offer programs on their own and charge a fee. Others who are obtaining their certification in humane education or master's degree in education through the Institute for Humane Education (IHE) may find that they have many doors open in the way of employment options that enable them to use their humane education training even if they are not specifically hired as full-time humane educators (ibid).

For example, graduates might be hired as social studies teachers at a high school and bring their training in humane education to all their courses. Additionally, graduates may find employment opportunities at environmental, animal protection, or social justice organizations that want to hire educators to further their mission.

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## **Possibilities for Obtaining Funding and Sponsorship**

The humane movement essentially has the power to create a powerful tipping point of its own. How can the behaviors and messages of our movement create an epidemic? How do we create change with such limited resources? Because we are literally paving the way with this pioneering field, most of us will have to use our creative skills to generate our own opportunities.

The list of opportunities below is a work in progress. My hope is that it will help you in your search and that if you find an opportunity that I haven't included, that you pass the information to me so that we can get more people out there *doing* humane education!

## **Foundations and Sponsorship**

Another approach is to seek grants from foundations, or non-profit organizations that support humane education. For example, the Institute for Humane Education (IHE) in cooperation with the Komie Foundation, provided grants to excellent humane educators to offer regional programs for years. Unfortunately, this funding has presently reached its limit.

You may also wish to conduct research on local foundations. For example, we have a foundation called the San Diego Foundation for Change, which is a public nonprofit grant maker that provides seed money and other financial and technical assistance to projects and grassroots groups that further the causes of social, economic, racial, health and environmental justice that are shut off from more traditional funding sources.

There is also a possibility of obtaining sponsorship or seed money from national organizations or local organization for partial operation of your programs. For example, organizations such as Farm Animal Reform Movement's (FARM) Sabina Fund (<http://www.sabinafund.org/>) supports grassroots projects promoting a plant-based diet and publicizing the devastating impacts of animal agriculture. Others such as the Geraldine Dodge Foundation (<http://www.grdodge.org/>) may be a possibility.

Without tax-exempt status, your group is unlikely to qualify for many public and private grants. While you can form a nonprofit, tax-exempt association, rather than a corporation, qualifying for a tax exemption as an association is harder -- it requires preparing and adopting a complicated set of organizational papers and operating rules. Further, it's generally easier to get the IRS to approve a tax exemption for a nonprofit corporation.

<http://www.nolo.com/lawcenter/ency/article.cfm/objectID/F63DD4C1-456C-418F-A1066A3F3FBE05A5/catID/CE94A6B3-EFB6-4036-8498D5414328FD73>

You may wish to find a copy of the following book at your local library: "How to Form a Nonprofit Corporation," by Attorney Anthony Mancuso. *This clearly written book contains step-by-step instructions on how to form a non-profit corporation in any state.*

## **Other Paid Possibilities**

### 1. Employment with Local or Nonprofit Organizations

Alternatively, you may wish to seek employment as a full-time humane educator with an organization whose philosophy and goals are compatible with your own. For example, Carol Moon, a colleague of mine put together several proposals for national animal advocacy organizations such as The Fund, People for the Ethical Treatment of Animals and Farm Sanctuary.

Farm Sanctuary saw the benefit of reaching over 1 million school children with the message of compassion, approved the proposal and Carol has been working with the organization as their humane educator since 1999. Through her program Cultivating Compassion, she reaches countless 3<sup>rd</sup> grade-college students and has created a teacher's guide with student materials addressing farmed animal issues (see [http://www.farmsanctuary.org/media/pr\\_teach.htm](http://www.farmsanctuary.org/media/pr_teach.htm)).

Environmental organizations, human rights and social justice organizations that are larger in size, and may have a budget that allocate funds for educational purposes such as Amnesty International and Children's Defense Fund may also be a good option.

**Success Story:** Humane Education Advocates Reaching Teachers (HEART) in NY raise was approached by an individual who offered financial support for their work based on a presentation he had seen them present at the Animal Law Bar Association Committee.

## 2. Becoming a Classroom Teacher

Incorporating humane education as a social studies, health, language arts or science educator is a phenomenal way to reach young people with humane education. This is one of the most reliable ways to secure a reasonably-paying job and benefits and still do humane education EVERY DAY.

## **Annotated Bibliography of Recommended Readings**

Anstead, A. (July, 2000). Learning to love. Bangor Daily News, Issue 37.

- This newspaper article includes background information on the more comprehensive definition of humane education and academic opportunities available within the field, and offers feedback from attendees of one of the graduate courses offered by Zoe Weil and Rae Sikora through the University of Maine Summer Institute. It also describes one of frequently expressed concerns of the field: its practical application in classrooms.

Bank, J. (Summer, 1997). Not just a job. ASPCA Animal Watch, p.46.

- This short article uses a question and answer format to discuss some of the most frequently asked questions about becoming a humane educator. Although it is primarily focused on humane educators who work on animal welfare-related issues, it is a good foundation for the section of my manual that will cover the career-related questions about getting into and preparing for the field of humane education.

Robinson, A. (2000). The fine art of asking for the gift. *Grassroots Fundraising Journal*, Vol. 2, No. 3, pp.9-11.

- This article describes the process of fundraising and soliciting major gifts from the grassroots organization perspective. It provides information on the types of prospects one is likely to be working with, tips on how to approach the prospect and writing letters to prospects, making phone calls to prospects, face-to-face meetings with prospects, and describes the importance of being assertive.

Andy Robinson is a trainer and consultant for nonprofits across the country and resides in Tucson, Arizona. He has spent over eighteen years as a grassroots fundraiser and community organizer and has written 150 successful grant proposals.

Robinson, A. (June, 1997). Finding major donors by mail. *Grassroots Fundraising Journal*, Vol. 16, No. 3, pp.6-8.

- This article discusses the problems with grant proposals and benefit events in obtaining funds for grassroots organizations. He suggests that finding and cultivating individual donor, especially potential major donors is all groups need to survive and thrive. He offers suggestions for how to obtain names and details on mailings to potential donors.

Selby, D. (1995). *Earthkind: A teacher's handbook on humane education*. Staffordshire, England: Trentham Books Ltd.

- EarthKind is the first comprehensive manual for teachers of humane education containing over two hundred classroom activities. The book begins with a detailed overview of the aims and objectives of humane education, focusing on curriculum, professional development, and classroom practices. The next 13 chapters contain the bulk of the learning activities including reproducible documents for classroom use. An introduction precedes each chapter with an outline of the key concepts and issues being covered. The book is suitable for K-12 level students.

The author, David Selby is a Professor of Education and Co-director of the International Institute for Global Education, University of Toronto.

Sirch, W.A.(2000) *Careers with animals*.

- *Careers with Animals*, written for students in grades three through eight, gives concise, straightforward advice to the young person interested in helping animals. *Careers* vividly illustrates 31 different animal-oriented professional opportunities, divided into six easy-to-understand career categories: animal shelters, veterinary medicine, working with pets, working with wildlife, the arts, and specialty careers. Real-life examples and comments from people in the field provide insight into possible career paths.

The chapter about humane education focuses on the traditional definition of humane education, but still provides valuable information about the qualifications for those who are interested in pursuing a career within the humane education movement.

Weil, Z. (January/February, 2000). The business of brainwashing. *The Animals' Agenda*, pp. 30-35.

- This article discusses the role of humane education within the context of envisioning what a humane child looks like, keeping the “2000: Year of the Humane Child” Campaign in mind. It provides an overview of corporations in the classroom and other values that saturate our culture and school systems with a specific emphasis on issues of animal exploitation. It includes a section in creating a compassionate curriculum as well as an agenda for individuals committed to the vision of humane education.

Weil, Z. (October, 1998). Humane education: Charting a new course. *The Animals' Agenda*, pp. 19-20.

- This article begins with a detailed description of a critical thinking exercise used for a humane education program, accounts the historical versus present definition (as the Center for Compassionate Living (CCL) defines it), of humane education and where the comprehensive definition stands in relation to past social

movements, the present state of where and how humane education is taught, and a description of the Humane Education Certification Program (HECP). It also discusses the professional opportunities for humane educators.

Weil, Z. ( Winter, 1999). Humane education for a humane world. AV Magazine, pp. 7-8.

- This article discusses the role of schools in teaching unintentional lessons: that causing harm and death to nonhuman animals and the environment is acceptable, that eating animal products is healthy, consumption of products such as soda, expensive athletic shoes, fast food is benign, even positive. Weil describes the ways in which students receive these messages in the traditional 3 R method, yet dangerously overlooks the other 3 Rs: responsibility, respect and reverence. It challenges activists to commit to and prepare to become humane educators, with an emphasis in reaching young people in schools. It provides suggestions for how to become a humane educator and how to do humane education outside of school doors.

Weil, Z. (June, 1999). Preventing violence through humane education. Ellsworth American.

- This article discusses the role of humane education as a “preventative medicine” with respect to violence and specifically, school violence, and provides an overview of the importance of humane education in becoming a school subject and in training educators.

Weil, Z. et al (1999). *Sowing seeds workbook: A humane education primer*. Surry, ME: International Institute for Humane Education/Center for Compassionate Living.

- This workbook has become the foundation for humane education programs all over the nation. It is an effective tool for someone who is new to teaching humane education or for those who want to bring humane education to young people in their community. It is a very useful workbook which includes background information on what and why humane education is so important, communication techniques, designing and preparing for programs, teaching and learning styles, sample outlines for presentations, a very insightful "Question & Answer" section, resources and resource materials.
- This book will become one of the major resources of the ILP since it provides a foundational framework for most of the sections of my primer.
- The workbook is the combined effort of many humane educators, including Zoe Weil and Rae Sikora, co-founders of the International Institute for Humane Education (IIHE).

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## Appendix

### 1. Sample Cover Letter for Mailings to Teachers and Administrators

April 2002

Dear Educator,

As you know, our nation and our communities have been scarred by school shootings resulting in death, profound pain and suffering and many unanswered questions. The events of September 11th has left the world shocked and horrified.

(you can insert relevant events here)

In order to prevent such violence and hatred from flourishing, it is more important now than ever that the best of humanity be cultivated and encouraged in the next generation.

As a form of violence prevention, Seeds for Change Humane Education seeks to undermine systems of exploitation and cruelty, in teaching positive, life-affirming, sustainable and humane lifestyle choices that help people, other species and the Earth.

We would like to extend the invitation of having Seeds for Change programming in your school. Whether it is a school wide or individual classroom presentation, we will develop a program that suits the needs and desires of your student body.

The Komie Foundation (in cooperation with the Institute for Humane Education) makes it possible for Seeds for Change to offer its educational presentations on animal and environmental issues FREE of charge for teachers.

You can select a program of your choosing by visiting our website at: [www.seedsforchangehumaneeducation.org](http://www.seedsforchangehumaneeducation.org). Alternately, you can complete a Program Request Form on the back of the enclosed brochure and send it back to us.

Thank you for your consideration. I will be following up with a call in the near future. I look forward to speaking with you.

For a humane world,

Dani Dennenberg

## 2. Talking Points for Teachers

- Book a program and get all contact information.
- Once a teacher has booked a program, share with them some of the things they may expect. Tell them more about the particulars of the program you will be doing and especially the video (i.e. may contain graphic images).
- Seeds for Change is a humane education program that seeks to build critical thinking skills while promoting compassion and respect for the environment and animals. One of the ways we develop critical thinking is by exposing students to new ideas and challenging their way of thinking. All of this is done in a respectful and non-judgmental manner. We make it clear from the beginning that we are not telling them what to think, what to believe, or how to behave, but offering them the information for their consideration. Now, in the\_\_\_\_\_ program that you requested, some of the issues that typically come up include... How does this sound?"
- Each program also includes a discussion of what students can do with the information (i.e. resources, choices, community service).
- We are prepared to incorporate your program into present curriculum or current topics and can offer discussion questions or follow-up lesson plans.
- We would be happy to review materials, visuals, and videos if desired. We can arrange something beforehand.

- Does that sound like what you're looking for? Are there any questions you have for me?
- Note: If you still feel as though details haven't been accurately communicated, let the teacher know you wish to go over details of the program in an effort to finalize it.
- If it isn't what they're looking for, ask them what they have a concern about. Err on the safe side if the teacher is uncomfortable about something.

### 3. Sample Program Request Form

#### Contact Information

Name: \_\_\_\_\_

School/Org: \_\_\_\_\_ District \_\_\_\_\_

Room #: \_\_\_\_\_ TV/VCR: \_\_\_\_\_

Background/Description of school/org \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

(W) Phone: \_\_\_\_\_ Free time/break: \_\_\_\_\_

(H) Phone: \_\_\_\_\_ Email \_\_\_\_\_

(Cell) Phone: \_\_\_\_\_ School website: \_\_\_\_\_

#### Teacher Profile/Program Details

Subject Taught: \_\_\_\_\_

Grade/Level: \_\_\_\_\_

How many students are in each class? \_\_\_\_\_

Preferred Date: \_\_\_\_\_ Period Starts: \_\_\_\_\_ Ends: \_\_\_\_\_  
 Period Starts: \_\_\_\_\_ Ends: \_\_\_\_\_  
 Period Starts: \_\_\_\_\_ Ends: \_\_\_\_\_  
 Period Starts: \_\_\_\_\_ Ends: \_\_\_\_\_  
 Period Starts: \_\_\_\_\_ Ends: \_\_\_\_\_

Programs Requested: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

#### Introductory Programs

I1 The Circle of Compassion I2 Lifestyles of the Eco-Friendly

#### Contemporary Animal Issue Programs

C1 Our Food, Our World C2 Animals In Entertainment

C3 Ocean Kin: Marine Mammals

#### Contemporary Cultural Issues

C4 Second Hand News

#### Topic Specific Programs

Wildlife and the environment \_\_\_\_\_ Animals in labs/dissection \_\_\_\_\_

Cycle of violence \_\_\_\_\_ Companion animals \_\_\_\_\_

Human rights issues \_\_\_\_\_

Special request \_\_\_\_\_

#### How Did You Hear About Us?

Word of Mouth/Who \_\_\_\_\_ Conference \_\_\_\_\_

Mailing \_\_\_\_\_ Other \_\_\_\_\_

Advertisement/Where \_\_\_\_\_

#### Pertinent Questions for Teachers and/or Other Program Requesters

\*Is there anything you think I should know about the students: their motivation level? Their participation habits?

Unique aspects?

\* Will you be in the room during my presentation? If not, I need the name of the teacher and their contact information so I can speak to them. We require that you (the host teacher) be in the room at ALL times during the program. Are you

prepared to meet this requirement?

Dialogue/Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Directions: \_\_\_\_\_

Confirmation: \_\_\_\_\_ Thank you letter sent: \_\_\_\_\_

## 4. Sample Teacher and Student Evaluations

### TEACHER EVALUATION FORM

Thank you for inviting Seeds for Change Humane Education to your school! In order to improve our programs and meet the needs of educators and students, we would be grateful for your evaluation.

=====

Host Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_  
 Date of Program \_\_\_\_\_ Program Title \_\_\_\_\_

#### DID THE INSTRUCTOR:

	Poor	Fair	Good	Excellent
Stimulate critical thinking?	_____	_____	_____	_____
Encourage student and teacher participation?	_____	_____	_____	_____
Respect different points of view and have the ability to relate to participants?	_____	_____	_____	_____
Communicate clearly?	_____	_____	_____	_____
Have good knowledge of the topic?	_____	_____	_____	_____
Conduct herself in a professional and responsible manner?	_____	_____	_____	_____

#### PRESENTATION:

Topic content?	_____	_____	_____	_____
Positive and constructive?	_____	_____	_____	_____
Empowering?	_____	_____	_____	_____
Organized?	_____	_____	_____	_____
Opportunity for Q&A?	_____	_____	_____	_____

WHAT DID YOU LIKE ABOUT THE PRESENTATION?

\_\_\_\_\_

DID THE PROGRAM GIVE YOU AN OPPORTUNITY TO REEVALUATE YOUR THOUGHTS OR VIEWPOINTS ABOUT THE ISSUES DISCUSSED? WHY OR WHY NOT?

\_\_\_\_\_

\_\_\_\_\_

WOULD YOU CONSIDER CHANGING ANY OF PART OF YOUR LIFESTYLE AFTER WATCHING THIS PRESENTATION? WHY OR WHY NOT?

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HOW COULD THE PRESENTATION BE IMPROVED?

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Would you be interested in scheduling future programs? \_\_\_\_\_

May we use your comments in our promotional materials? Yes \_\_\_\_\_ No \_\_\_\_\_ Call Me at: \_\_\_\_\_

## STUDENT EVALUATION FORM

Your Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Student \_\_\_\_\_

School/Establishment \_\_\_\_\_

Subject \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

Date of Program \_\_\_\_\_

	No	Sort Of	Yes
Was the presentation interesting?	_____	_____	_____
Was the presentation lively?	_____	_____	_____
Was the presentation fair?	_____	_____	_____
Was the instructor knowledgeable about the topic?	_____	_____	_____
Did the instructor respect different points of view?	_____	_____	_____
Did the instructor encourage students to participate?	_____	_____	_____
Was the presentation empowering? (did it leave you feeling like you could do something with the information?)	_____	_____	_____

### PRESENTATION:

What do you remember most about the presentation?

\_\_\_\_\_

\_\_\_\_\_

Describe what you liked most about the presentation? The instructor?

\_\_\_\_\_

Did the program give you an opportunity to reevaluate your thoughts or viewpoints about the issues?

\_\_\_\_\_

Would you consider changing any part of your lifestyle after watching this presentation? Why or why not?

\_\_\_\_\_

How could the presentation be improved?

\_\_\_\_\_

\_\_\_\_\_

May we use your comments in our promotional materials? Yes\_\_\_\_\_ No\_\_\_\_\_

## **Videos for Programs:**

Note: The following companies may offer discount rates to non-profit organizations.

Earth Communications Office (producer of "Power of One" and other amazing PSAs)

[www.oneearth.org](http://www.oneearth.org)

First Run Icarus Films

[www.frif.com](http://www.frif.com)

Media Education Foundation

[www.mediaed.org/videos/index.html](http://www.mediaed.org/videos/index.html)

Pyramid Media

[www.pyramidmedia.com](http://www.pyramidmedia.com)

Video Project

[www.videoproject.net](http://www.videoproject.net)

Farm Sanctuary: [www.farmsanctuary.org](http://www.farmsanctuary.org)

People for the Ethical Treatment of Animals: [www.peta.org](http://www.peta.org)

Tribe of Heart: [www.tribeofheart.org](http://www.tribeofheart.org)

## **Handouts and Materials for Programs:**

Humane educators are often searching for the most effective and most reasonable materials to use for programs. Please contact Seeds for Change for more information:

[www.seedsforchangehumaneeducation.org](http://www.seedsforchangehumaneeducation.org).

## **Organizations for Factoids and Research**

It is vital that the information we disseminate for humane education efforts is accurate and up-to-date. Contact Seeds for Change for a list of credible organizations and publications.

## **Lesson Plans and Activities**

### **Books:**

**Weil, Zoe. *The Power and Promise of Humane Education*, 2004.**

Written for activists, educational reformers, and home-schooling parents, this book offers teachers suggestions for implementing humane education in both classrooms and non-traditional educational settings. It provides case studies, activities and resources.

**Weil, Zoe and Sikora, Rae. Sowing Seeds Workbook: A Humane Education Primer, 1999.**

**Websites:**

**Comprehensive:**

[www.IbuyDifferent.org](http://www.IbuyDifferent.org)

<http://circleoflifefoundation.org/education/teachers.htm>

<http://www.compassionatekids.com/activities.shtml>

<http://bctf.ca/SocialJustice.aspx?id=6340> (Canadian)

<http://www.pbs.org/opb/thenewheroes/teachers/>

**Animal Issues:**

[www.teachkind.org](http://www.teachkind.org)

**Environmental Ethics:**

[http://www.ran.org/info\\_center/teacherstudent.html](http://www.ran.org/info_center/teacherstudent.html)

<http://www.sustainabilityed.org/>

**Human Rights Issues:**

<http://www.understandingprejudice.org/teach/>

[www.teachingtolerance.org](http://www.teachingtolerance.org)