



# Introducing the humane classroom

**Humane education encompasses all forms of education on social justice, environmental issues, and animal welfare, as well as the interrelationship between all three. It seeks to bring about positive behaviour change in learners through inspiring compassion and respect with the world around us.**



Humane educators use a holistic approach to teaching; focusing on the head (knowledge), the heart (emotions) and the hands (physicality) in their lessons to engage learners as a whole.

This means that humane education lessons are not just about knowledge, but also about connecting knowledge to the learners' emotions and encouraging them to practise physical activities and gestures that will enable change beyond the classroom. Knowledge is the foundation of any good humane lesson, but on top of that we get our learners to think critically about what they have learnt, how they now feel about the topic, and finally, how

they want to act. It is this critical and emotional engagement with the subjects that is the catalyst for behaviour change.

At SPANA, we teach fun and engaging animal welfare lessons, at our centres and in our after-school clubs, where learners are at the very core of the lesson and often much more active than their educators through their group activities. Many children who attend our clubs live in rural areas, and teaching children in these communities the importance of being kind to animals is especially important, as they are often responsible for feeding and tending their family's livestock and working animals.

# The lesson plan

**These lessons have been developed in conjunction with the teachers who run our clubs. They work best if taught in the logical order provided, starting with All about animals, followed by Animal emotions and ending with animals and us.**

**Age:** The lessons are aimed broadly at ages 8-12, but some have been used successfully with learners aged 6-16! We expect you to adapt the lessons as you see fit.

Please make sure you read through the lesson beforehand, and ensure you have all the materials you need. These are listed in the **materials and preparation** section, and there may also be instructions about the use of the space. For example, some lessons may require that you put up a resource on walls around the room, or that you go outside for a game.

**Objectives:** These objectives describe how you would expect to know that your learners have understood the lesson. They can sometimes be referred to as goals or targets, depending on where you are in the world.

In our objectives, we use words that describe observable learners behaviour: *describe, explain, identify, compare, and illustrate* are some examples.

**Looking after our animals**

By the end of the lesson the learners will be able to:

- Name some of the responsibilities humans have towards domestic animals
- Show understanding of animals' welfare needs

**Materials and preparation**

- Ensure the classroom is prepared for the game – all access ways must be clear of trip hazards
- Looking after our animals speed reporting* A3 sheets for walls. Attach each sheet to a different wall in the classroom. (If you have a lot of students, you may need several copies of each, and spread them out in the same area to avoid too many students crowding around a piece of paper at once.)
- Looking after our animals speed reporting* learners' own A4 sheets

**Key words**

**responsibility**  
Something for which a person is responsible; duty.  
*Cleaning the bathroom is my responsibility; feeding the dog is your responsibility.*

**Starter**

**Game 10-15 mins**

**Responsibility and dependency game**

Pair the learners up. Blindfold one learner in each pair and instruct the sighted learners to lead their blindfolded partners through obstacles thrown around in the class room. Have learners regroup in one or two minutes to reverse roles. This illustrates the concepts of responsibility and dependency.

*N.B. Ensure the classroom is safe before you do this and insist on no running.*  
If you think that the main activity might take too long, you can skip this game and use the following scenarios as a starter.

**Timings:** These are given as approximate timings for activities. At first, things may take a little longer than outlined here. As you get used to the transitions and instructions, you will probably get quicker and timings may become more accurate. If the timings for a particular activity are very inaccurate, please let us know.

We have both cognitive (knowledge) and affective (emotional) objectives. If there is time in the lesson, we may also have a psychomotor (physical) objective too.

**Starter activity:** These are short, fun activities designed to get the class interested, engaged and thinking about the subject. They should take no longer than 10-15 minutes and are often a good introduction to the lesson.

**Main activity:** This is the lesson body. Sometimes there are two main activities, or a discussion session before or after the activity.

#### Main activity

Speed reporting  
30 min

- Get the learners into pairs. Each pair has an A3 sheet representing one animal. This is a race.
- Stuck on different walls of your classroom, you should have the *Looking after our animals speed reporting A3 sheets for walls* resource.
- One learner from each pair must go up to an information sheet on the wall, read it, memorising as much information as possible about the animal in question.
- They must then go back to their partner and report it to them, who must write up the information on their worksheet.
- Learners can go up to the wall as many times as they wish to but only the learner who remains at the desk can write up the information. The first two teams to complete their worksheet neatly wins.
- Each point should be reported on, although you are not expecting 100% accuracy.
- Ask each pair to swap their written work with the pair next to them. Read out the information sheets and ask the learners to mark the work. Learners will get one point for each accurate answer. So there can be two winners – the first team to finish and the most accurate scribes.
- N.B.** there is an easier version of this game with a gap-fill exercise for learners who need it. Choose the difficulty of the exercise based on your class's level of literacy. To extend older/ higher level learners, you can insist on more accuracy.

#### Plenary

Quiz  
5 min

#### Quick Quiz

Check comprehension of the speed reporting activity!

- What is a chicken's favourite food?
- What do cows like to do after they have eaten?
- What should you not feed cows as it is poisonous?
- How do you get a donkey to cross a road?
- How can dogs sometimes react if they are tied up?

You can make your own questions – note them down below:

**Extension activities:** These are always optional, and are there in case you finish the lesson early, or need something to give older or more able learners who may have finished the main activity early. Sometimes the extension is just a fun game that your class might enjoy!

**Plenary:** This is the section of the lesson that consolidates learning. It's where you can check knowledge and understanding, or gauge how attitudes or feelings may have changed on a topic since the beginning of the lesson.



**Resources:** We have designed a wide range of resources, from flashcards to worksheets, to large high-quality images.

Some lessons don't need many resources, and on occasion we give alternative ideas to using the resources.

You may need to prepare some of the resources, such as cutting out cards from a sheet and collating them into sets, or sticking them up around the room.

Sometimes it may not be possible to print large quantities of resources, in which case you will need to lead the activity from the front of the class, using the resources yourself, rather than dividing the class into small groups, each with their own resource.

We hope that you and your learners enjoy these lessons. Please don't hesitate to provide us with feedback on what went particularly well, what could be improved, or what other topics you would like us to focus on.

Happy teaching!