

Caring for Life Education



Adapting an existing model for wider use in primary schools



女生名:孔文亭

你在地上玩的时候如果没有拴绳的狗狗靠近你,或把你扑倒在地时,你要缩成一团,“像一块石头一样静止不动”。



The illustration shows an orange dog standing over a person lying on their back on the ground. The person is wearing a blue shirt and purple pants. There are various items scattered around, including a blue star, a purple heart, a blue bucket labeled 'SIDEWALK CHALK', and some blue and orange shapes. The entire scene is enclosed in a black rectangular border.

📷 Caution replaces fear with the help of CFL Education. Children learn to interact safely with animals, critical in rural areas where rabies is prevalent.

Caring for Life Education

Adapting an existing model for wider use in primary schools

A guide to assist groups who are preparing to introduce humane education into primary schools in their respective countries.

Caring for Life Education is a broad discipline that encompasses all forms of education relating to social welfare and citizenship, animal welfare, and environmental issues. It is an on-going process that recognises the interdependence of all living things.

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About ACTAsia

What is ACTAsia?

ACTAsia is registered as a non-profit organisation in the UK, the Netherlands, and Australia, with 501(c)3 in the USA. It has offices in the UK and in Guangdong Province, China. ACTAsia was established in 2006 by an Asian sociologist and an Asian veterinarian, with the aim to help Asian cultures evolve into caring societies, respecting all forms of life. ACTAsia has a small team of paid staff, a growing band of volunteers, and an International Board of Volunteer Consultants who advise and support the staff and volunteers when required.

Who directs ACTAsia?

ACTAsia is directed by the Chief Executive Officer and the Board of Trustees.

Vision

We believe that respect for people, animals and the environment will lead to a more compassionate and sustainable world.

Mission

By educating children, consumers and professionals, ACTAsia promotes kindness and compassion for people, animals and the environment among Asian societies.

What is Caring for Life Education (CFL)?

CFL Education is a foundation course in Learning to Live Together, based on the United Nations Education, Scientific and Cultural Organisation (UNESCO) Four Pillars of Education. Each pillar underpins a facet of UNESCO's vision of compulsory school education and lifelong learning achieved post-school.

CFL is fully concordant with the aims of Learning to Live Together and interprets the intent in a broader sense, to include all sentient beings.



📷 Through CFL children learn that animals are sentient, and begin to draw parallels between their own feelings and those of other species.

Foreword

By Pei Su, founder and executive director of ACTAsia

This guide evolved from ACTAsia's experiences working alongside animal welfare and environmental groups in Asian countries, with research undertaken by ACTAsia staff and volunteers during the period 2006–2012, relevant to human welfare, animal welfare and environmental concerns in China.

In 2006, with an Indian colleague, we set up an organisation known as ACTAsia for Animals. We were aware that animal welfare was not as well known or understood in Asian countries when compared with the western world, but naively thought we could tackle issues of animal abuse in China and India through exposure, demonstrations and campaigning.

Although our actions gained some attention from the general public and the media, something was missing; often apparent cruelty and abuse were caused by ignorance, general indifference, lack of understanding or awareness of animals as sentient beings, so to openly criticise and complain was not an effective strategy. Education had to come to the fore of our work.

We decided to focus our course on China, and became increasingly aware that individuals in China seemed to have become detached from nature, and from their families, with very little knowledge of issues such as deforestation, the effects of pollution, and forms of injustice.

In 2012, ACTAsia created and introduced a one year Caring For Life Education (CFL) programme pilot course into primary schools in China for

children aged five to eight years. It covered topics relating mainly to animals, as young children identify with animals and learn best when engaged; but the pilot also included topics relating to care for humans and the environment. The programme aimed to help young children develop an understanding of compassion and empathy in their actions, to be kind and respectful towards all forms of life, caring for people from all cultural backgrounds, regardless of race or religion.

CFL aims to help individuals find their own compassionate pathways through life by making informed choices, so that the wider society can co-exist in harmony.

Following evaluation of the pilot project, it was decided to adapt the programme to include further human welfare and environmental issues alongside existing animal welfare programmes. Therefore the organisation was renamed 'ACTAsia'.

The main purpose in writing this guide is to give an insight into ACTAsia's experiences in China, which may help and inspire you with your own courses in humane education. But a word of caution: if you are an NGO, the goodwill and enthusiasm of your volunteers will probably be the backbone of your CFL initiative at the start of the project, but this should not be relied upon long-term. You will need to either find a sponsor(s) or regular sources of funding to ensure sustainability, so start researching potential sponsors such as grant-making trusts, corporate bodies, and private benefactors NOW!



📷 Chief Executive Officer Pei Su, with a class of CFL students at a school in urban Zuhai.

Summary

Caring for Life Education (CFL) 10 Point Plan: an overview of setting up and administering a CFL pilot project 10 point plan

1 Know the cultural environment

Research the historic and current political, environmental, economic, social and technical influences of the country/city where you intend to introduce Caring for Life Education. (This research can be done by volunteers, or as a student project if your organisation does not have the necessary human resources available.)

2 Analyze your organisation

Review your organisation's resources and existing commitments – make sure resources are available for the duration of the pilot project and beyond, to ensure continuity. Identify your organisation's strengths, weaknesses, opportunities and potential threats.

3 Create a plan

Create a plan for a 12 month CFL pilot project in two schools – research sources of funding. Train staff/volunteers through exploring issues relating to human, animal and environmental welfare at training workshops.

4 Prepare CFL resource materials

Approach international organisations, as many will be willing to share their education materials with you. Although you may need to adapt such materials for the culture and level of understanding within your country, they will help to stimulate your own ideas for additional materials and activities. Decide on your target age group and prepare lesson plans with interactive learning experiences.

5 Promote your organisation and your 'product' (CFL)

Select personnel to approach education authorities and school principals. If possible engage the help of personnel with backgrounds in school education, to establish a professional base from which to progress. Deliver a brief presentation with visual aids.

6 Establish partnerships

Form partnerships with participating schools by signing a Memorandum of Understanding with all parties involved, eg ACTAsia, ACTAsia partner organisations, the school or community centre. This will outline the main points of the agreement and each party's responsibilities.

7 Train teachers to become educators

Organise workshops for teachers to explain the concepts of Caring for Life Education and how it can be introduced into the classroom, to maximise the learning process. It can be useful to invite an international presenter to the workshops, to stimulate interest. Initially a 2 x day workshop is needed to introduce subject areas and key issues – allow plenty of time for discussion.

8 Establish a CFL Monitoring and Evaluation process

Provide a mentor from your organisation for each participating school who can help to overcome difficulties and develop a good working relationship with teachers and school principals. Seek the assistance and guidance of a professional statistician who will direct and oversee the evaluation process eg through pre- and post-course questionnaires. A written report should be given to participating schools at the end of the pilot project and will indicate whether the project warrants further time and investment.

9 Promotion of CFL

If the outcome of the pilot project evaluation process indicates that CFL in schools can have a positive influence on children, seek agreement with schools to continue. Further lesson plans and activities will be needed, also funding, training and promotion of the project to attract additional schools. Encourage teachers to prepare their own lesson plans and to design relevant activities. Promote your organisation and CFL by being pro-active in seeking media opportunities and, for example, through speaking engagements at conferences.

10 Other opportunities

If resources allow, elements of the CFL lessons and activities can be used for after-school lessons held in community centres and at annual summer camps. The main aim for your organisation is to initially facilitate CFL in schools, with the expectation that in time the participating schools will influence their government education departments to incorporate CFL into their mainstream curriculum.

Section 1

Caring For Life Education (CFL) China Model: Research And Preparation



 In China, 82 million people live below the poverty line. CFL brings welcome educational resources and engaging lessons to children in remote parts of the country.

Introduction to Caring For Life Education (CFL) in China

China has the largest human population in the world – 1.4 billion – with 82 million people living below the poverty line on just \$1 a day. But there is also significant wealth evident in the newly created cities. (Source: Iaccino L, 2016. International Business Times)

China is a rapidly developing country in economic terms, but with the challenges of economic growth and the government's population control policy of one child families, social problems have increased significantly. For example, many parents are anxious for their only child to take full advantage of the economic opportunities they did not have themselves, and raise the child as a cosseted 'Little Emperor'. This well-documented social phenomenon often results in an individual growing up lacking the most rudimentary life skills, as well as feelings of compassion, empathy, and the value of life.

In 2012, ACTAsia introduced a pilot CFL programme into three schools in two cities in China. Lessons were taught by class teachers trained by ACTAsia, with assistance from ACTAsia volunteers if required. Lessons were monitored throughout the duration of the course. Data collected from participating pupils and teachers, pre- and post-programme, was analyzed and evaluated by an independent consultant, using recognised scientific methods.

The programme covered **five main subject areas**, with specific topics within those five subjects:



1 **The Web of Life**

This focuses on the connections of all living things; environmental influences; and consumerism.



2 **Sentient Beings**

Emotions, senses and feeling; needs of people and animals; endangered species. (Definition of sentient: having the power of perception through senses, being conscious.)



3 **Care and Respect**

Across cultures, nationalities and species; specific needs; pet animals and how to care for them.



4 **Interacting with Others**

Human interactions; safe interaction with animals and the environment; understanding zoonosis.



5 **Empathetic Choices**

How to recognise the need for compassion and empathy and when to take action; how to make a difference in the world we share.

During recent years we have been asked on numerous occasions:

- How did ACTAsia introduce CFL into schools in China?
- How did you get agreement from the education authorities?
- How did you train the teachers?
- How can I introduce CFL into schools in my country?

CFL has been, and continues to be, a welcome challenge for ACTAsia, and is rapidly expanding to other areas of China. Indeed at times, it seems to be a mammoth task for our relatively small organisation, but we are fortunate to have the guidance and expertise of volunteer practitioners and academics from the medical, veterinary and education professions.

There are many organisations across the world that have produced excellent education guides, which include suggested lessons and activities for their employees or volunteers to deliver in the classroom; so why would ACTAsia need to produce yet another such guide?

While we have much in common with other organisations and their work in the field of education, ACTAsia's Caring for Life Education is unique for the following reasons:

- CFL was developed from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Four Pillars of Education and is a foundation course in Learning to Live Together.
- CFL was created specifically for schools in China by ACTAsia's international staff and an international curriculum developer, in consultation with a team of primary school teachers in China.
- CFL is now available as a six-year curriculum for all primary school years. It consists of 60 units for five subject areas and aims to address issues relevant to humans, animals and the environment in equal measure.
- CFL is taught by class teachers, who are trained by ACTAsia as CFL educators.
- CFL is closely monitored and independently evaluated through scientific analysis, and results are shared with the Chinese Education Authorities.
- CFL was initially prepared by ACTAsia for the needs of China, but with cultural adaptation, it can be used as a foundation tool for other countries throughout the world.

1.2

Rationale: Why ACTAsia introduced CFL to Primary Schools in China

Over the years, many programmes have shown that developing compassion for humans, animals and respect for nature can help people lead more fulfilling lives, and reduce anti-social behaviours in society. In the world today, humans, animals and the environment continue to be threatened and abused, so it is even more necessary to educate children about these issues.

CFL teaches compassion, kindness and respect for all living things. It fosters in individuals a sense of empathy that extends to the entire web of life. It teaches that all sentient beings are connected and that people have responsibilities for each other and for the care of the environment.

The goal of CFL is to create a compassionate, just and environmentally sustainable society. It is based on a non-threatening format that does not impose a belief system, but attempts to create a platform for independent critical thinking. The aim is to help individuals evaluate information and make informed choices, especially about the most challenging issues facing the world today.

In China there is no effective animal protection legislation and a general indifference towards the wide-scale abuse and suffering of animals by individuals and institutions. Some of this has traditional roots; the two Chinese symbols for 'animal' are 'dong' plus 'wu' which literally translated means 'moving object'.

ACTAsia's research has highlighted unprecedented growing human welfare problems in China, many stemming from rapid economic growth and internal migrations of workers and families. To focus solely on issues of animal concern was only addressing part of the problem.

In China, there is a requirement that 'moral education' must be taught in state schools, so Caring for Life Education is largely welcomed as a component of those studies. (Moral education focuses on concepts such as being a patriotic citizen, showing respect for elders, loyalty to family and the Government, and learning about national holidays.)

As China struggles to integrate economic growth on an unprecedented scale, social challenges are growing exponentially. Chinese government officials and school administrators understand that the 'compassion deficit' endemic in society directly contributes to corruption, crime, domestic violence, and cruelty to animals. This awareness has created an interest in and openness to the CFL course.

1.3

Methodology

Step 1 Research the need for CFL in China

Before the CFL pilot programme was introduced between 2006 and 2010, ACTAsia initiated comprehensive research of the historical, political, regulatory and social climate in China and its impact on animal welfare. It was a ground-breaking effort to put the fledgling animal welfare movement in China into a political and cultural perspective, and thereby more effectively create change.

In 2011, ACTAsia's report called 'Changing China' was completed. This research showed that the problems of animal cruelty were so deeply embedded and intertwined with the social and environmental problems of China, that a holistic approach was urgently needed – an approach that would 'prepare the soil' for a more humane China.

As in most countries, lifestyles for people vary according to the location of their homes. For example in rural areas in China, many children live with grandparents, friends, or family members other than their parents. As modern China focuses its economic development on newly created resurgent cities, young adults flock from the rural areas to the cities for employment and other economic benefits, leaving their child with a relative, returning perhaps just once a year, or less.

These children are known by the media as 'China's left-behind children'. A Beijing organisation, the All China Women's Federation, estimates there are approximately 61 million left-behind children in China. It can be a lonely life for a left-behind child, as few have siblings, in accordance with China's one child policy which was introduced in 1979. Also, elderly people in the rural areas tend to be illiterate, never having had the opportunity of a formal education, so cannot relate easily to their grandchildren's lives at school. Research shows that many of the left-behind children become carers for their grandparents at a young age, and many others drift into crime through a lack of guidance in their formative years.



 In Chinese the word for animals translates literally as 'moving object'. CFL students learn just how much like themselves animals actually are, feeling a whole range of 'human' emotions such as pain, sadness, happiness and fear.

In 2012, with the benefit of research and other reports highlighting the realities of modern-day life in China, a decision was taken to re-focus ACTAsia's approach in China. It was decided to introduce a comprehensive pilot programme into primary schools, to try and sow the seeds of compassion and empathy, respect, and civic responsibility.

Step 2 How the CFL pilot project was prepared

Materials were sourced from many organisations around the world, requesting permission to select any that were suitable for translation into the Chinese language. Most of the organisations kindly gave their consent, so naively we started to review the numerous manuals and media visuals.

However, after many weeks spent scrutinising the materials, it became clear that most were not suitable for our purposes. Although the materials were largely excellent in content and production for 'western' thinking, simple, basic messages and activities were needed to 'prepare the soil', before it could be cultivated. Some of the materials did give us useful ideas, and stimulated discussion among the ACTAsia international education team, so gradually a series of teaching materials, lesson plans and supporting activities were created, specific to the realities of China.

Having created a draft CFL pack, a key challenge was to find a sponsor to fund the necessary costs involved in igniting this project; for example, for costs relating to reproducing multiple materials, training courses for teachers, visits to Provincial Education Centres. Fortunately a sponsor agreed to fund the pilot project, so once the materials were finalised, the next step was to find schools that would be open to discussing the possibility of teaching CFL in their classrooms.

There are many education programmes in numerous countries run on an ad-hoc basis by NGOs. Human welfare organisations focus on human welfare issues, animal welfare organisations focus on animal welfare concerns and similarly environmentalists highlight environmental concerns. These visits tend to be sporadic and are taught by NGO personnel who visit schools or camps.

To ensure sustainability with desired impact and outcome in China, ACTAsia considers it most beneficial for CFL to be taught by Chinese school teachers in conjunction with the National Curriculum. This will ensure regular lessons over a period of years, in keeping with other curriculum subjects.

Step 3 Preparing ACTAsia staff to approach Education Authorities

Prior to preparing the CFL pilot programme, ACTAsia had a general understanding of knowledge, attitudes and behaviour in China, gained through research and four years of experience running capacity-building workshops for non-governmental groups (NGOs) in Asia. It was recognised that the interrelationship between humans, animals and the environment were subjects that had not been considered in any depth.

Compassion, empathy, basic human needs and animal welfare were largely unfamiliar topics, with many people showing little concern for the impact of their actions today on the environment in future. Although a sound academic education is given high importance in Chinese culture, individual thought and action is not encouraged. At times, discussing an issue in more depth than a superficial level was viewed with suspicion.

Before approaching schools and education authorities, a priority was to train ACTAsia's staff on topics which were fundamental to the programme, to enable them to present a professional image of themselves and ACTAsia's CFL programme, also to be well informed of concerns relating to China. Such topics included: gaining knowledge of the Chinese education system - past and present; how teachers are trained at university; how primary school students learn; legislation and civic society; welfare concerns relevant to humans, animals and the environment.

Training was given through interactive group workshops, one-to-one sessions and online tuition. Staff are encouraged to think critically, to help them explore opportunities within the schools they initially visit, but this must be balanced carefully as China is not a democratic society, so diplomacy is essential, with respect for the working environment.

For example, the recent economic revolution in China has influenced people to become consumer-led with the desire for designer clothes and fur-trimmed accessories expanding. Sadly, the fur trade involves the wide-scale abuse of animals, made worse in China by the lack of legislation to regulate the trade. China is a major global producer, and also a major consumer.

As the demand for fur coats, animal skin handbags and accessories has a negative effect on the health and welfare of animals, and the environment through toxic chemicals and waste products, the CFL subject area Web of Life addresses the effects of consumerism. Through effective staff training and by creating awareness of such issues, teachers can ably educate their students.

Step 4 Approaching schools for participation in CFL Education pilot project

Before actively seeking schools for the pilot project, an initial criteria was established after considering many factors.

- Selected schools should be within a ten-mile radius of ACTAsia's monitoring staff to enable essential ongoing support for teachers (eg helping to prepare and participate in lesson planning and delivery).
- Classes should be no larger than 55 students – preferably 30 students – but class sizes can vary in China between 25 and 68.
- Teachers to be trained as CFL educators at ACTAsia Workshops, therefore school principals must agree to release teachers for training.

- Schools should be encouraged to organise students into small working groups and allow interaction with each other. This way of working is unusual in China – typically the students are taught by rote, and sit in rows behind fixed desks.
- Student discussion with teachers and with their classmates should be encouraged – typically students only speak by invitation.
- Teachers must be willing to collect data (as detailed by ACTAsia) at the beginning and at the end of each term. This data is for ongoing analysis and evaluation.

The general reaction from teachers was mixed, with comments such as, 'It sounds interesting but we already have too much to do; the students are already under pressure from a full curriculum; we have too many children to manage in the classroom so it would be impossible to have small working groups'.

Initially at School 1 just one teacher was keen to try. At School 2 the reaction was similar. However the respective school principals did agree that some of their teachers could attend an ACTAsia workshop as part of their continuing professional development, for which they would gain credits. Also the idea of being selected for a pilot project was appealing, so the school principals agreed to run a trial CFL programme in their respective schools, with support from the ACTAsia China staff. Consent was given by the government's Province Education Bureau.

Step 5 Memorandum of Understanding (MoU)

When a school principal agrees or requests to introduce CFL into his/her school, ACTAsia asks for a formal agreement known as a Memorandum of Understanding (MoU). This is a document signed by the participating school and ACTAsia, as an indication of mutual understanding and agreement and to outline the responsibilities of each collaborating partner.

A Memorandum of Understanding (MoU) is an agreement between two or more parties. It is not legally binding, but is a useful document signed by all parties involved, to symbolise mutual understanding and agreement. If there are agreed financial or legal responsibilities, it is advisable to record these obligations in the MoU contract (**see Appendix B: An example of a Memorandum of Understanding**).

Step 6 The advantages in training class teachers as CFL educators

Following mutual agreement between ACTAsia and the schools selected for the CFL pilot project, a Memorandum of Understanding was signed with each participating school, and consent was given for teachers to be released from their daily teaching duties to attend training workshops.

In July 2012 before the start of the CFL pilot course, 2 x 2 day workshops for teachers and trainee teachers were held in each of the cities where School 1 and School 2 were located, to give an overview of the course and its content. ACTAsia's China Manager in cooperation with local educationalists was responsible for identifying suitable participants. This included qualified teachers from these two schools, and student teachers from a nearby university who were about to graduate and assist at the schools.

The workshops were designed to disseminate information relating to the CFL subject areas through interactive media presentations, case studies, role play, small group discussions and feedback, and were led by ACTAsia's international personnel, in cooperation with a Chinese Educational Management professional. A similar pattern was followed in each location.

Historically, humane education programmes are arranged by NGO representatives visiting schools, either on an ad hoc or regular basis to talk to children about interests and concerns in today's society. Many schools and children welcome these visits, eager to have some added interest to mandatory lessons.

However other teachers may not be so enthusiastic, considering 'outsiders' to be well meaning, but unqualified in the classroom. Such visits may be seen as an intrusion with the relationship between the school(s) and the NGO(s) gradually falling apart. With this in mind, ACTAsia decided to train existing teachers to teach CFL in the classroom. Through their academic studies and training, teachers have learned the necessary skills and techniques to enhance the process of learning.

A professional teacher understands that a lesson is not simply a presentation, but a learning exercise with specific objectives to assess the learning process, so class teachers can have a significant effect on the extension of CFL within a country. Many of the enthusiastic teachers trained by ACTAsia have now reached out to colleagues in other parts of China, and many enquiries are coming into the ACTAsia China office to find out more about CFL.

This is indeed a positive sign, although of course not all teachers welcome more demands on their time. However, in China, if the government department agrees for CFL to be taught in their school, it has to be done as prescribed – teachers do not have flexibility to design their own workload.

There are many advantages to a qualified teacher delivering CFL. He/she:

- is a qualified educationalist
- understands the principles of learning
- recognises the significance of setting aims and objectives
- has an understanding of child psychology, so is able to assess individuals and can decide how each child can best learn
- has been taught classroom techniques to skillfully manage mixed abilities and behaviour
- has self-confidence in a classroom setting
- has experience in lesson planning
- understands that objectives should be set for each lesson to assess the learning process
- is trained to manage potential conflict among students
- has the respect of the students
- may have majored in one of the CFL main subject areas eg environment studies, therefore can bring 'added value' to the subject
- gives more credibility to the CFL course as done 'in house', not by 'an outsider'
- can influence school principals and District Education Bureau to integrate CFL into the mandatory curriculum
- can reach out to parents and explain the need for CFL
- can organise workshops and train other teachers to teach CFL
- can promote CFL to other colleagues, also through teacher seminars, conferences and educational networks in China
- teaching is a 'career for life', so there is more likelihood of CFL sustainability within schools.

Step 7 Preparing CFL Teacher's Guide and Student Workbooks

Before the start of the pilot project in September 2012, three workshops for teachers were held. Evaluation forms and verbal feedback from the participants and schools were positive, with confirmation that the CFL materials and presentations were appropriate for their needs.

CFL workshops are prepared in a style to encourage open interactive discussion, using case studies and role play ('learning through doing'), also through 'enquiry learning' by posing questions or scenarios, in contrast to simply stating facts. Learning can then take place, for example, by unravelling existing thinking and perceived ideas, or by challenging theories held by other educationalists and psychologists.

In readiness for the CFL pilot project, individual worksheets were collated to make books for use in the classroom:

- a) Teacher's Guide: to provide detailed lessons and activities with notes to help the teacher understand associated issues and to extend thinking beyond the lesson content.
- b) Student Workbooks: designed to be visually appealing, colourful with pictures to support learning areas.

The pilot course was intensive for ACTAsia staff as all materials, videos, dubbing and voice-overs had to be translated into the Chinese language. Also it was necessary to monitor the teachers and students throughout the pilot project, to assess attitudes and levels of enthusiasm.

Following the success of the pilot project, ACTAsia developed a six-year curriculum for all primary school years. CFL Education Teacher's Guide has now been replaced with the curriculum, which is set out in two publications and a video. Student Workbooks have now been replaced with printed ISBN workbooks.

Lesson plans, other supporting materials and regular workshops for teachers are all part of the Caring for Life Education programme.

Materials and training available:

- Caring for Life Education: Curriculum Framework & Guidelines
- Caring for Life Education: Curriculum Standard
- 12 minute film 'Together' which outlines the six-year curriculum and provides a visual introduction to CFL Education
- Lesson plans and interactive activities for each school year: Years 1–6
- Assessment guidelines for each school year
- Bi-annual teacher workshops
- ACTAsia CFL Advisor
- Annual reports for schools participating in the monitoring and evaluation process
- Online tuition and updates

Step 8 Establishing an Evaluation Process

Monitoring is a process that helps us keep to the initial plan. Evaluation assesses the results at any given point in time. It is advisable to monitor and evaluate education programmes from the outset of the project as it provides a record for the organisers, teachers, education authorities and sponsors, and helps to promote your organisation as playing a useful role relating to civic responsibility.

When designing a monitoring and evaluation plan, this should be based on what you hope to achieve in order of priorities. This may vary according to the needs and resources of your country, but all education programmes need to begin with an action plan based on the realities of that specific country.

As readers of this Caring for Life Education Guide are likely to be NGOs and mainly volunteers, it is essential to understand why monitoring and evaluation is important.

Monitoring and evaluation help us to:

- learn from experience and to share this learning
- adapt plans to enable us to respond to events and changes
- improve the effectiveness of new work
- ensure that resources are used in the most effective way
- be accountable to schools, education authorities, and sponsors
- document the ongoing process for future use.

There are many detailed monitoring and assessment guides available from large NGOs and project management companies, but if you are a relatively small organisation, you will need additional help and expertise to implement effective, robust protocol, for example with school liaison, data collection, and report writing. Avoid a complex system that needs extensive resources and analysis, as once the initial enthusiasm starts to wane, the process will not be sustainable.

To effectively manage the monitoring and evaluation process and assuming you have no prior expertise in this area, it would be useful to approach a university or local college and ask if someone would be interested in guiding you through the whole process, as a research project.

 A welcome informal setting promotes teamwork during the CFL course, and brings a smile to many faces.



The success or failure of monitoring and evaluating education programmes in schools is largely dependent on the willingness and cooperation of teachers, who will be responsible for data collection. They may be more interested in cooperating with university personnel than with an NGO, which would help ensure that your initiatives could be reliably assessed and determine whether it is viable to continue.

Collecting data can be time consuming, depending on the scope of your project. A friendly professional relationship between the managing NGO and teachers is key to the success of the project.

ACTAsia was able to build a relationship with individual school principals and teachers before the start of the education programme. This was done through regular visits to discuss the potential for the project, and through interactive discussion at workshops for teachers. They were cautious at the outset, having little knowledge or understanding of the issues, but by the time the course started, their interest and confidence was starting to grow.

ACTAsia's consultant, Dr William Samuels, Director of Accreditation at City University of New York, advised and directed the Caring for Life Education monitoring and evaluation process.

Step 9 Preparation of tools for CFL Evaluation and Protocol for Data Collection

The CFL evaluation process is conducted through the assessment of selected primary school classes and control groups, which are used as comparison when results are evaluated.

Control groups used in the CFL evaluation process are teachers and students who do not deliver or receive CFL lessons, or participate in CFL activities. However they do complete the Teacher Observation of Child Adaptation (TOCA-C) and CFLS questionnaires.

For ACTAsia's pilot course evaluation, the control groups were two classes of the same school year students, ie one class in each of two different schools.

Tools used for ACTAsia's CFL data collection:

- a) Caring for Life Education Scale (CFLS) Student Questionnaire (**see Appendix C**)
 - This questionnaire is for all participating students to complete, to measure self-reported knowledge and attitudes relevant to the five key subject areas of Caring for Life curriculum: Web of Life; Sentient Beings; Care & Respect; Interacting with Others; Empathetic Choices. CFLS is designed to determine the student's level of understanding (within the Chinese culture) and is based on two separate instruments: i) Basic Empathy Scale (BES) and ii) Children's Environmental Attitude and Knowledge Scale (CHEAK). Younger students will need help from teachers who must ensure they do not influence the responses, or results will become skewed.
- b) Teacher Observation Classroom Adaptation-Checklist (TOCA-C) (**see Appendix D**)
 - This is an established scientific tool, used internationally in schools for assessment of students' behaviour. It is designed to measure the frequency of developmentally adaptive and maladaptive child behaviours. Class teachers are required to complete an assessment of 15 randomly selected students during the early part of the first term and again following the last CFL lesson.
 - TOCA-C is the abbreviation used for the Prosocial Behaviour and Disruptive sub-scales of the Teacher Observation of Classroom Adaptation-Checklist.
- c) Anecdotal evidence
 - This informal assessment is gleaned from conversations with teachers and students, also verbal reports and observations from observers, parents and students not directly involved in the formal assessment process. While anecdotal evidence cannot be included with measured assessment, it can be a useful gauge in support of scientific evidence.

Protocol for data collection: new participating schools

- Decide how many schools will participate in the evaluation process
- Decide how many control schools will participate in the evaluation process
- Contact selected schools at least one week before school term begins to make all arrangements for effective distribution of CFLS and TOCA-C questionnaires and the process of data collection
- Obtain the names of the teachers participating and class numbers of students
- Provide contact details for any help or advice that is needed during the school year
- Make sure the CFLS and TOCA-C questionnaires are clearly understood by completing example forms with the teachers
- Explain to each participating school what they are required to do; provide written instructions (NB All students complete self-reporting CFLS; 15 students are randomly selected by the participating class teachers for TOCA-C assessment)
- Arrange for initial data collection of TOCA-C to begin two weeks after the start of term, ie once teachers and students have got to know each other
- Explain that a whole lesson period is required for students to complete CFLS in class and that both CFLS and TOCA-C should be completed on the same day by all participating students and teachers
- Explain that teachers are required to randomly select 15 students in their class for TOCA-C assessment (approx equal numbers of boys and girls)
- Keep track of students selected so their pre-lesson scores can be matched with post-lesson scores
- Forge a professional working relationship with school personnel to encourage commitment and thorough completion of data collection
- Student and teacher absenteeism should be recorded if CFLS and TOCA-C cannot be completed at the required time, but should then be done as soon as possible
- Any other unexpected situations should be recorded, eg an older student who is able to read and understand but has a broken arm and is unable to write
- Arrange to collect the pre-course CFLS and TOCA-C questionnaires one week after completion
- Check the questionnaires before leaving the school and clarify queries or concerns
- Arrange to deliver the post-course questionnaires towards the end of the final term; again CFLS to be completed by all participating class students and TOCA-C to be completed for the 15 selected students
- At the end of the school year make an appointment and arrange to collect the final completed questionnaires, plus any other reports or anecdotal evidence
- If not possible to personally collect the data, provide clear information on where you want it to be sent
- Ideally the data should be entered onto spreadsheets with the information kept confidential, as it is sensitive material and privacy is essential
- At every stage of the setting up, monitoring and evaluation of CFL, school principals and teachers need to be kept well informed and encouraged, as the evaluation of CFL education programmes are useful to help understand the behaviour and moral needs of a society
- Once data is evaluated, written reports should be given to all participating school and government departments



“Students are learning new ways of thinking about how they behave towards living beings and reflect on how they have behaved in the past,” explains one CFL Educator.

Step 10 Evaluation of the CFL pilot project

During the pilot course, ACTAsia staff assisted the class teachers with lessons and activities when required. Before and just after the CFL pilot course, all teachers and students were required to complete evaluation questionnaires.

Dr Samuels advised on the implementation, monitoring and evaluation of the data, and provided a written report for ACTAsia and relevant education authorities in China.

All participating students completed the 18-item Caring for Life Education Scale (CFLS), an assessment tool developed by ACTAsia to measure self-reported knowledge and attitudes relating to the five key subject areas of the Caring for Life curriculum.

All participating teachers completed the Teacher Observation of Classroom Adaptation-Checklist (TOCA-C).

Specifically we looked at:

1. Pro-social behaviour: a voluntary behaviour directed towards promoting the well-being of others.
 - **What we measured:** whether a child was friendly, liked by classmates, had many friends, showed empathy and compassion for the feelings of others.
 - **What we found:** teachers rated students as becoming significantly more pro-social after they participated in the CFL curriculum course, compared to before.
2. Disruptive behaviours: negative behaviours that harm others or show disrespect or dishonesty.
 - **What we measured:** whether a child was rejected by classmates, broke the rules, did not get on with others, harmed others physically or threatened them, got angry and aggressive when provoked, abusive to others, told lies, damaged property, teased/bullied classmates.
 - **What we found:** even though at the start of the CFL course the students were generally well-behaved, there were further improvements in their behaviour. Most students were even less disruptive by the end of the CFL pilot course.

3. Caring for Life issues: refers to the range of topics taught as part of the CFL curriculum, ie the interconnection and interdependence of all forms of life; safe interactions; respect for humans, animals and environment.
 - **What was measured:** knowledge of the CFL topics taught, using the CFLS questionnaires and through verbal responses.
 - **What was found:** participants in CFL showed significant gains in their overall understanding and knowledge of the issues relating to topics taught through the CFL course.

Anecdotal evidence from the first collection of data following the first term of CFL participation (translated from the Chinese language).

Teacher 1

"We are so pleased that ACTAsia's Caring for Life Education course has started in our school. We see students eagerly waiting to participate in the lessons. They are learning new ways of thinking about how they behave towards living beings and reflect on how they have behaved in the past. During a meeting with other school principals and the Zhuhai Education authority, we reported on this course and use it as our school's special feature for promoting moral education."

Teacher 2

"We welcome this course. It is well designed, teaching the children through engaging activities, using new teaching techniques. It is all about their daily lives, not just about animals, but also learning the importance of being kind and compassionate to each other."

Teacher 3

"This is an excellent and important course... it teaches children to understand 'Don't do unto others what you don't want to be done to you'".

Teacher 4

"I have also learned a lot about life through teaching this course. The children are eager to participate in the activities. It is new to them as the existing school curriculum does not discuss enough about the relationship between people, nature and animals."

ACTAsia staff member

"From submitting my application, attending the training workshops and then teaching in the schools, I felt this to be a heavy responsibility. However after the first few lessons in school, I found that the smiles, the innocence and the kindness of the children not only remind me of my own childhood, but help me to reflect on my life, so these children are also my teachers!"

ACTAsia staff member

"When we teach these lessons, we first need to believe in them ourselves. By teaching Caring for Life Education I am trying to demonstrate that we do not need to treat humans, animals and the environment unkindly."

Student 1

"Animal fur is just like our hair. I like the teachers from ACTAsia, when they come we do games together and learn about nature and animals and how to play kindly with dogs and not get bitten."

Student 2

"If an insect comes into our house, we should open the window so it can go outside where it belongs, not frighten it or try and kill it."

Section 2

Caring For Life Education: Adapting the China Model for your Target Country



 In 2012, ACTAsia's CFL pilot project began to sow the seeds of compassion in two schools in urban China. The programme has since expanded into rural areas, such as this summer camp at Sichuan, Zhongmu School in 2017

Adapting the Model

The following timelines apply to the preparation and implementation of the Caring for Life Education pilot project in China, and are offered simply as a guide, which you may be able to adapt or adopt, when planning your own project.

Without knowledge of the relevant circumstances of your country, it is not possible for us to provide specific guidance. However it is recommended that the research stage of your project should be done as thoroughly as resources allow, with the planned pilot project based on your research findings. It is recommended that the pilot project runs for one year, with structured evaluation and anecdotal reports recorded at regular intervals. Ideally the guidance and input of an evaluation professional would enhance and add credibility to your project.

Summary: CFL Pilot Project Preparation Timeline

2006–2012: Qualitative research conducted in China by ACTAsia personnel, international associates, Chinese volunteers and university students, through:

- face-to-face interviews with sociologists, veterinarians, teachers, government officials, members of the public
- secondary data: Centre for Disease Control and Prevention – government statistics on dog bites; rabies; stray animal control
- collation of media reports on human and animal cruelty cases
- historic records relating to the political structure and social structure
- anecdotal information from not-for-profit organisations.

Relating to:

- historic and cultural influences through the ages
- social changes and lifestyles in the past 75 years
- current political situation and social influences on younger generations
- attitudes and behaviour of the general public towards reports on abuse of humans, animals and the environment
- Collation of evidence published in the ACTAsia report: Changing China: Country status report within the political and social context (2012).

2006–2007: Distributed a teacher's manual 'Caring For Life' to animal welfare groups in China to help them understand animal welfare. This book was originally prepared for teachers in Taiwan¹ by the Life Conservationist Association of Taiwan, and included:

- the web of life and interrelationship between all forms of life
- responsibilities towards all members of society
- general care of pets; companion animal issues; dog bite prevention
- compassion and empathy.

2008: Gave 20 presentations/lectures on Caring For Life issues to student clubs at universities in Beijing.

2009 – 2010: Gave presentations/lectures to university students and high school students on animal sentience and prevention of animal cruelty.

2011: Organised monthly interactive Caring for Life forums for general public and media. Invited celebrities, education professionals, local people of influence, students and general public to discuss issues relating to humans, animals, and the environment.

2012, April and May: Presentations/lectures to schools in Shenzhen and Zhuhai on the proposed new Caring For Life course.

2012, June: A toolkit of resource materials and activities was developed for teachers after reviewing materials from across the world. ACTAsia's education committee identified the resources appropriate for the Chinese culture and obtained permission from the originators to include them.

2012, July: 2 x 2 days Caring for Life workshops were held in City 1 and City 2 for teachers and student teachers as participants and other education professionals, eg District Education Bureau representatives as observers.

Before the workshops, ACTAsia's China Manager was responsible for speaking with the participants in both cities to discuss aims and objectives for the workshops. The manager also ensured all interested parties, such as schools and relevant education officials, fully understood what would be happening in the short term and what the anticipated long-term outcome could be: that Caring For life Education could become part of the school curriculum. The first day of the workshop in each city was designed to encourage active participation in discussion and activities, with presentations and role play.

The evening sessions were led by a Chinese Educational Management professional from Beijing. Working with five groups of six participants, she gave advice on teaching techniques to enable effective communication with children, then after observing the participants' role-play, gave constructive feedback. In City 1, she selected two groups to each prepare a lesson on a CFL topic, which was then taught to visiting school children on Day 2 of the workshop. A similar pattern was followed in City 2.

Evaluation forms and verbal feedback from participants and schools were positive. Course materials and presentations were considered to be appropriate for the needs of children in schools in China.

2012, August/September: Three workshops were held for additional selected students, to enable them to assist with regular CFL lessons, when the new school term started the following week.

2.3

CLE Sept 2012 – June 2013

Summary of the pilot project's main activities

Year 1

September 2012 – June 2013: two cities; five schools; 464 students; 60 CFL educators.

Term 1, September – February 2013: the first units of each of the five subjects were taught.

Term 2, February – June 2013: the second units of each of the five subject areas were taught.

June 2013: Collaboration with YUZI Foundation students for a two-week summer programme for 1,400 children in the rural Provinces of: Qinghai; Gansu; Ningxia. This programme was based on Caring for Life Education, suitably adapted for the time frame.



 Learning by rote in a formal classroom such as this is typical in China. CFL invites children to challenge existing ideas, and form their own opinions.

July 2013 – August 2013: training workshops for 163 potential CFL Educators in four cities: Zhuhai; Shenzhen; Xiamen; Zhangzhou. Personnel attending: teachers from ten primary schools; students from 15 universities; and social workers from five community centres.

End of pilot project

Sept 2013 – June 2014: original participating schools continued with CFL Year 2; new participating schools started the pilot project.

September 2013 – January 2014, Term 1: five cities; 15 kindergartens, eight primary schools; five community centres; 36,000 students; 163 CFL Educators.

All educators delivering CFL are monitored and regularly assessed by the ACTAsia Education Director in China and the Education team. Initially potential CFL Educators attend a two day workshop and if approved by ACTAsia, receive a certificate of competence. Before each lesson the educator must attend group preparation and practise their lesson plan. At the end of each lesson an evaluation is completed by the educator, a representative from the school, and ACTAsia.

January 2014: continue to progress the first units of the five subject areas (Term 1).

February 2014 – June 2014: deliver the second units of the five subject areas (Term 2).

March 2014: produce a Caring for Life – DVD i) as a resource to support the existing programme; ii) as a 'stand-alone' tool for schools in remote areas; iii) for use in the media; iv) to reach additional students in participating schools, ie where there are not enough educators to give lessons to all classes.

April 2014: the syllabus for the ACTAsia Caring for Life – Pilot Programme 2012 published and distributed to schools as a promotional tool.

May 2014: toolkit for CFL Educators designed with resource materials and ideas to stimulate creativity in the classroom.

June 2014: organise CFL Education summer camps in rural China.

July 2014: construct a Caring for Life website to connect teachers, students, and volunteers and therefore provide relevant teaching resources and online discussion forums.

July 2014: Organise i) training workshops for newly recruited potential CFL Educators; ii) refresher courses for active certificated CFL educators.

2.4

Inquiry Learning and Critical Thinking

In different countries, teachers use many different strategies to help students learn, and one of the most common strategies is teacher exposition. This is a teacher-centred approach where knowledge and facts are given to the students. Sometimes these lessons (or parts of lessons) are supported by chalkboard summaries, diagrams, posters and the textbook. In expository lessons, the task of students is to understand and remember the information.

Caring for Life Education is best approached through using a student-centred approach, known as 'inquiry learning'. This involves students in the active and careful analysis of a situation or problem, using information available to them. Students use their own thinking skills to reach their own generalisations or conclusions, so are actively involved in generating 'knowledge' in ways that are meaningful to them.



 Living without parents puts many responsibilities on the shoulders of children in rural China. In these regions hardship is routine, many adults are illiterate, and education is limited.

Through this approach children are encouraged to research, investigate and problem-solve to inform their learning. This learning style encourages children to take ownership of their learning and become engaged, independent and motivated.

In western cultures in general, classroom learning usually involves a mix of learning experiences, being neither all teacher-centred nor all student-centred. However, China traditionally favours the teacher-centred approach to learning, so a student-centred approach may initially be challenging for teachers, also for students who are unfamiliar with the process of independent analysis in the classroom. There are many different approaches to inquiry learning, depending upon the subject area or topic, the background skills and age of students, and the learning objectives of the teacher.

CFL Inquiry Learning involves the following stages:

- i) Begins with an interesting/innovative introduction to the topic to stimulate student interest
- ii) Motivates the student to investigate, through questioning and gathering information
- iii) Student reaches an understanding of the topic
- iv) Student communicates his/her findings and shares with other students and the teacher
- v) Student reflects critically on his/her thinking, and the thinking of others, to develop a deeper level of knowledge and understanding

Critical Thinking skills

Critical thinking is the process of independently analyzing, linking and assessing information, and is encouraged in the student learning process. Critical thinking includes:

- questioning what we are told, eg either in the classroom, on TV, in newspapers, or by friends
- evaluating whether the information might be right or wrong
- solving problems by being open minded and looking at the situation from different perspectives
- making decisions based on facts rather than assumptions
- logical reasoning by being fair and using facts or 'a set of rules'.

In schools in China, there are additional challenges for teachers not often found in western countries. For example, large class numbers; desks and chairs are fixtures, so no flexibility to re-arrange to a less formal pattern; students reluctant to express their own opinions.

But by encouraging students to develop critical thinking skills and by introducing creative activities to mentally engage students, some of these barriers can be overcome.

There are five models of CFL:

1. Primary schools: CFL curriculum
2. Kindergartens: selected basic lessons
3. Community centres: CFL curriculum adapted for after school classes
4. Summer/winter camps: CFL curriculum key messages adapted for 1–2 weeks' duration
5. Rural Roadshow: CFL curriculum key messages adapted for 3–5 days' duration.

As the latter name implies, CFL is taken by ACTAsia staff during summer holidays to centres in extreme rural areas of China, where lifestyles are so different from life in the booming cities.

Poverty is widespread, with living standards basic and harsh. Many of these children are China's left-behind children.

The rural roadshow is an annual event which covers three–five days and delivers a simple version of selected, adapted lessons from the main CFL Curriculum. These sessions tend to be one-off visits and are therefore not part of the structured CFL programme for schools.

However, the sessions do have their own structure, with focus on three key messages for each subject. Basic information is conveyed through interactive sessions using, for example, role play. CFL-themed colouring books, pencils, and craft materials are provided.

Emphasis is placed on animal issues and safe interactions, as children living in rural areas co-exist alongside farm animals and can identify more easily with activities and role play which focuses on their everyday lives. Keeping safe from rabies is an important message, as dogs are free roaming in rural areas, unlike in cities where the Government has stringent stray dog policies.



Many children in rural China are destined to become carers for their grandparents, because their parents live and work hundreds of miles away in urban areas.



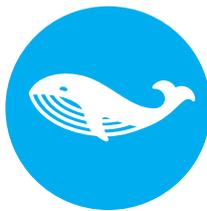
If you intend to do outreach CFL Education, similar to ACTAsia's Rural Roadshow, make sure you have prior knowledge of the environment where the children are located and have an understanding of their needs. Materials may need to be further adapted or specifically prepared if local language differs from the main language of the country.

The three key messages for each subject area are conveyed using interactive teaching techniques, as many of the children living in rural areas only speak their local dialect. Examples of techniques may include song, dance, role play, drawing, and handicraft.



Subject 1 The Web of Life

- i) Humans, animals and nature are all connected
- ii) Appreciating the natural world
- iii) Appreciate people from other cultures; different species of animals



Subject 2 Sentient Beings

- i) People and animals have feelings and emotions similar to you
- ii) Animals have everyday needs: food and water; a safe area in which to live; space so they can behave naturally
- iii) Remember that all animals are living beings



Subject 3 Care and Respect

- i) Humans are responsible for animals and the environment
- ii) Different species have different needs: eg domestic animals have different needs from farm animals or wild animals
- iii) Behave towards your classmates as you want them to behave towards you, with kindness and respect



Subject 4 Interacting with Others

- i) Be calm and take care not to frighten any animal or it may behave in an unpredictable way, eg bite, kick, charge, or peck
- ii) Dogs can talk to you through their body language
- iii) Do not try and play with a stray dog as it may be ill



Subject 5 Empathetic Choices

- i) Remember how you feel when you are sad or unwell, so be kind and understanding when your friends are sad or unwell
- ii) Always try to be kind and helpful to people and animals
- iii) Show respect for all forms of life

Section 3

The Learning Process



📷 Research shows children learn best through active participation. CFL training focuses on helping teachers to engage their students with suitable activities.

There is much evidence to show that the more we are mentally engaged, the more we are likely to learn.

This section gives examples of key messages to include at teacher workshops. It is important to plan lessons appropriate for the age of the students with regard to the topic and the length of the lesson, and CFL Education is best conveyed through active participation.

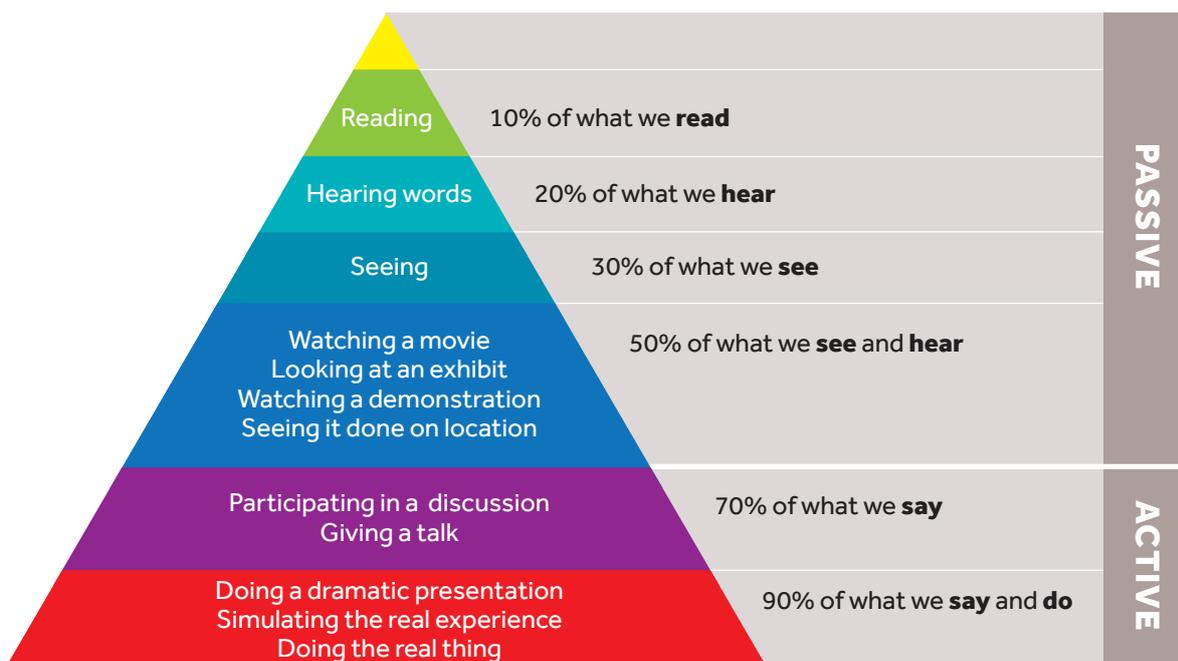
Although it is desirable to have an element of fun in the classroom with young children, the messages are intended to shape life-long behaviour, so CFL Educators need to find their own style to present information in a logical and informative way. They need to find ways in which the students are engaged and eager to find out more about the topic. There are many suggestions and ideas available through the media and publications, but remember that methods and activities need to be suited to the cultural environment and to the age of the students. For the ACTAsia pilot CFL lessons, the students were aged between five and eight years, so the lessons were designed to be visually appealing and to clearly demonstrate and convey simple messages.

In China, classes tend to be made up of Chinese children with similar cultural influences, unlike western classrooms which may have many students from a variety of cultures. CFL Educators in China need to be especially sensitive to materials and activities they can use and select only those which are relevant to age, political approval, and the social and cultural environment.

To help teachers become effective educators in the classroom, it is useful for them to understand and be able to apply the principles illustrated in the model, Cone of Learning – also known as the 'Pyramid of Learning', by Edgar Dale.²

The cone of learning

After two weeks we tend to remember...



The diagram suggests that after two weeks we tend to remember:

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE and HEAR, eg TV, films

This is known as Passive Learning.

But we learn more from situations where our mental engagement is supported by active participation, ie 'Active Learning', also known as 'learning by doing'.

- 70% of what we SAY
- 90% of what we SAY and DO

Although learning does take place through reading, listening and seeing, the diagram illustrates how the learning process can be significantly enhanced through opportunities where information can be used in active ways, such as by speaking and doing. The Cone of Learning supports the teaching of Confucius (551–480 BC) the Chinese philosopher and teacher: I see and I forget; I hear and I remember; I do and I understand.

Creative activities and interacting with others in small groups during CFL are effective tools, so activities such as role play and sharing tasks with other students should be encouraged to support the learning process. When designing lessons or teaching other educators, do stress the benefits of active participation where the students are not just listening to the teacher, but are actively engaged by having an opportunity to put the lesson into action.

3.2

Cognitive Development

The word cognition is the term psychologists use to describe the process of learning, and cognitive characteristics are the distinctive features we develop at different stages of our life.

This relates to how, what and why learning takes place as we mature.

There are many other psychologists who have put forward similar theories. Piaget's Theory of Cognitive Development³ describes cognitive characteristics shown at four different stages in the development of babies, young children, teenagers, and adults.

The Sensorimotor Stage: A period of time between birth and age two years, during which an infant's knowledge of the world is limited to his or her sensory perceptions (ie smell, taste, touch, hear, see) and motor activities (ie sitting up, crawling, standing, walking). Behaviour is limited to simple motor responses caused by sensory stimuli (what's going on around him/her).

The Preoperational Stage: A period between ages two and six, during which a child learns to use language. During this stage, children do not yet understand concrete logic, they cannot mentally grasp certain information and are unable to understand the point of view of other people.

The Concrete Operational Stage: A period between ages seven and eleven, during which children gain a better understanding of mental functions. Children begin thinking logically about concrete events, but have difficulty understanding abstract or hypothetical concepts.

The Formal Operational Stage: A period between age twelve and adulthood, when people develop the ability to think about abstract concepts. Skills such as critical thinking and logical thought, deductive reasoning and systematic planning also emerge during this stage.

It is important to remember that individuals vary in their growth and development, so not all will show the same cognitive characteristics at the same age. However, these stages of development as determined by Piaget are a useful guide, as most children within the given age ranges are likely to display similar characteristics, with a minority showing such characteristics at either an earlier stage, or at a later stage. So when planning your CFL Education lessons for a specific age group, try and design lessons flexible enough to adapt for differences in individual development within that age range.

ACTAsia's CFL course focuses mainly on Stages 2 and 3. Lessons are designed to be age appropriate.

3.3

Age appropriate topic chart, adapted from the Humane Education Guide for Teachers 2001, ASPCA, New York USA

This chart is based on Piaget's Stages of Cognitive Development and is intended as a general guide for children living in China who are learning about animals. Some readers may find it is not relevant to their own country's needs, but may find the principle useful, so could adjust the template for their specific needs.

- Stage 1. 0–2 years (not relevant)
- Stage 2. 2–6 years
- Stage 3. 7–11 years
- Stage 4. 12 to adults

Educators should consider the age groups they are teaching and adjust the materials to suit the level of understanding. Topics marked ** can be introduced around the age of nine years.

	School Level Ages		
	Pre-School	7–11Y	12Y to adult
Animal care	Yes	Yes	Yes
Animal behaviour	Yes	Yes	Yes
Animal abuse	No	**	Yes
Animals in media	No	**	Yes
Euthanasia/pet loss	No	**	Yes
Exotic pets	No	**	Yes
Encouraging empathy	Yes	Yes	Yes
Habitats and homes	Yes	Yes	Yes
Human/animal bond	No	Yes	Yes
Humane choices	No	No	Yes
Rabies/vaccinations	No	**	Yes
Safety with animals	Yes	Yes	Yes

CFL Education aims to sensitise children so they are able to appreciate the feelings of others, not desensitise them, or make them less sensitive to cruelty or suffering. Piaget states that between the ages of seven and eleven, although children are starting to reason as adults, they cannot grasp abstract concepts such as justice, infinity or the meaning of life.

Activities using role play are usually popular with children, as not only do children love to dress up and pretend, but it can also help to develop empathy, so role play activities could be selected with this in mind, to assist the process.

Look out for any child who is not comfortable doing role play, perhaps a shy or an unhappy child? Try to include him/her in some other way – such as helping you take notes, or hand out the props, until he/she is keen to join in.

Activities with puppets are fun and can encourage a child to think how an animal or a person would feel in a certain situation, eg a wild animal (puppet) in a zoo; a little boy (puppet) worried about starting a new school.

Many adults and children enjoy being creative, for example cutting paper shapes of flowers, trees, and animals. This can help to stimulate cooperation with each other, so the learning process becomes an exchange of ideas and opinions, therefore the children are teaching each other. If you are able to go outside for a lesson, then do take the opportunity. For example you could develop a story about pirates from another land being shipwrecked. The children could explore the area and engage in a treasure hunt, which might be a range of educational objects previously hidden by you!

The main message of ACTAsia's CFL course is to try and teach children HOW to think instead of WHAT to think.

 With CFL, children are given the freedom to explore HOW to think, not WHAT to think, frequently using animals as a starting point for dialogue.



Theory of Multiple Intelligences 1983: Professor Howard Gardner

Intelligence is often defined as our intellectual potential, something we were born with, something that can be measured, for example, by IQ (intelligence quotient) testing. In recent years however, other views of intelligence have emerged, such as Professor Gardner's Theory of Multiple Intelligences.⁴

His theory suggests that traditional views of intelligence were too limited with one main style of teaching which was mostly by rote, and that all people have different kinds of 'intelligences'. Gardner proposed that there are eight main intelligences. He suggests that people do not just have intellectual capacity, which is something we are born with, but have eight different intelligences that can be learned.

The Eight Multiple Intelligences:

1. Linguistic: word smart. The ability to use words effectively, as well as grammar, spelling and vocabulary.
2. Logical/Mathematical: number/reasoning smart. The ability to work well with numbers, shapes and patterns.
3. Musical/Rhythmic: music smart. Enjoys and appreciates music. Learns through rhyme, rhythm and repetition
4. Visual/Spatial: picture smart. Ability to visualise pictures and images in the mind. Artistic, communicates with diagrams and designs.
5. Bodily-Kinesthetic: body smart. Good coordination. Learns through physical movement, eg sport, dance, acting.
6. Interpersonal: people smart. Understands and works through group relationships. Motivates, encourages through listening to others.
7. Intrapersonal: self smart. Learns through self-reflection. Understands own abilities, strengths and weaknesses.
8. Naturalist: nature smart. Ability to appreciate natural forms; birds; trees; animals; cloud formations etc.

Gardner also suggested that there may be a ninth intelligence known as 'existentialist', which is concerned with life issues, such as reflecting on the meaning of life or on philosophical or religious issues.

A child or an adult might be particularly strong in a specific area, such as musical intelligence, but they most likely have a range of other intelligences, if given the opportunity to develop them.

As with many other types of theories, Gardner's theory has both critics and followers. His critics argue that the eight different intelligences simply represent personality traits, talents and abilities, but the theory has considerable followers among educators and many teachers now use multiple intelligences in their teaching philosophy.

An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping individual students in their classes to engage in the learning process, not just concentrating on those thought to be gifted.

Designing Multiple Learning Experiences for the classroom and community sessions. Some ideas that can be used for teaching CFL Education to people with different learning styles.

(Adapted from Humane Resource Guide for Teachers 2001. ASPCA, New York, USA)

1. Word Smart (linguistic/verbal intelligence). Write stories, poems, a drama (play), about your family or friends. Create an advertisement for a magazine or TV. Discuss an animal issue, such as caring for cats. Keep a diary about any animals seen in the street, at the zoo, or on TV.
2. Number Smart (logical/mathematical intelligence). Analyze similarities and differences between yourself and species of animals. Create a time-line on the life-spans of mammals. Begin a story, then predict what happened next. Predict what will happen to the environment if a forest is cut down.
3. Music Smart (musical/rhythmic intelligence). Learn through songs and nursery rhymes. Compose music for role-play. Identify different forest sounds. Teach rhythms from other cultures and talk about the people in those countries.
4. Picture Smart (visual/spatial intelligence). Draw maps of countries and illustrate the way people dress and the native animals and birds. Study animals in art. Make clay animals. Illustrate a story about looking after your dog. Discuss space and make charts, collages, diagrams relating to environmental concerns.
5. Body Smart (bodily/kinesthetic intelligence). Learn kind and respectful behaviour through role play and mime. Learn dances from different cultures. Watch the Lion King. Practise aerobics through mimicking the movements of birds and trees.
6. People Smart (interpersonal intelligence). Discuss with others an issue relating to animals, eg wild animals as pets. Organise an event for parents to attend, eg a jumble sale or book fair to raise funds for your school or community. Help people to appreciate each other through fascinating stories discussed in groups.
7. Self Smart (intrapersonal intelligence). Write about your own personal learning experiences with friends and family. Imagine and write about the future of a species. Draw a chart showing an animal's development compared with your own. Reflect on a personal learning experience. Observe an animal or bird.
8. Nature Smart (naturalist intelligence). Study dog or cat behaviour. Collect and identify leaves, rocks, shells etc. Study animal adaptation to their environment. Photograph animals in their natural habitats and make a class collage.

Training Workshops x 2 days for: NGO Staff and CFL Educators

Workshops should be designed to match the needs of those attending and are therefore likely to vary from country to country. Content will depend on factors such as education, cultural aspects which influence perceptions, and economic & political influences.

The workshops should be designed to be interactive with each session allowing ample time for discussion. Ideally two days should be allocated for an initial workshop.

NGO staff and volunteers should be trained to develop an understanding of humane concepts and Caring for Life Education subject areas.

Throughout training workshops, the main aim should be to prepare and motivate educators to plan their own lesson content and activities.

The following outline of a 2 x day Training Workshop gives an overview of a typical session at an ACTAsia CFL workshop when training either ACTAsia staff & volunteers; other NGO staff; or when training teachers as CFL Educators:

- A typical session spans 60 minutes: presentation 20 minutes; small group activity (approx. 6 people) 15 minutes; groups reporting back to main group 15 minutes; discussion, Q & A. 10 minutes.
- Try to create a relaxed environment to encourage participation.
- Each session should be supported with visual aids, eg power point presentations, video, other creative items/posters/etc.
- Activities should be specifically designed for each session and where possible reflect real life scenarios and case studies.
- Provide a detailed activity paper for each group with the task clearly explained.
- Allow the students to speak freely with other members of their group but facilitate when needed to make sure their discussions are constructive and focused – be careful not to take over.
- Assist any group that appears to be struggling by posing questions to the students of the group to help them better understand the task and to get back on track.
- Ask for feedback at the end of each session, eg was the subject matter familiar or unfamiliar; was it appropriate for their level of understanding; how could it be improved; which subject areas were of most interest; how could they adapt the style of learning for large class numbers.

Workshop Content: Day 1

An Overview of Caring for Life Education

- what it means
- how it can be introduced

The Link: the relationship between animal abuse and domestic violence

- the psychology of animal abuse and violence
- breaking The Link

CFL Education

- Curriculum Framework & Guidelines
- Curriculum Standard

Critical Thinking

- why critical thinking is essential when teaching CFL
- who, what, why, when, where, how

Inquiry Learning

- through the Five Points of Illumination:
 - Wonderment and awe
 - Investigation
 - Constructing meaning
 - Communicating meaning
 - Reflection
- understanding through discussion and critical reflection

Workshop Content: Day 2

Web of Life

- environmental concerns
- consumerism – exploring wants and needs

Sentience

- what does it mean?
- do animals have feelings – explain the Five Freedoms

Care & Respect

- the unique and diverse beliefs and philosophies of societies and cultures
- the varying needs of different species

Interacting with Others

- strategies for interacting safely with dogs
- how the needs of humans and animals change with age/respecting others

Empathetic Choices

- compassion & empathy
- humane choices

An outline example of a training session at an ACTAsia staff training workshop

Exploring the similarities and differences of 'wants and needs' (useful session when discussing consumerism and its effects on the earth's resources).

This session aims to help us understand the difference between wants and needs, and how this relates to the teaching of CFL.

The relationship between wants and needs is a useful concept to help us reach wise decisions for our health, wealth, lifestyle and security. It is also an important lesson for children to learn and understand, so through CFL we can enable them to make humane and compassionate choices.

Maslow's Theory of Needs states that five categories cover the needs of man

- **Basic needs** – survival
- **Safety needs** – security, employment
- **Social needs** – desire to be loved, have friends
- **Esteem needs** – to have self-respect and know that others respect you; to have power and position
- **Self-actualisation** – to have achieved your goals, a feeling of pride and contentment

Maslow's Theory of Needs⁵ is used extensively in management training workshops and business schools to demonstrate the Theory of Motivation. However, it can be criticised as it tends to assume that we all have similar opportunities and does not appear to give due consideration for financial and political constraints experienced in less developed parts of the world. However for those who live in more affluent parts of the world, it is a useful model to introduce at workshops as it provokes discussion and focuses thinking on diversity and choice.

A need is something humans must have in order to survive, such as food and water – man cannot survive without them.

All forms of life have five basic needs for survival:

- 1) Air (oxygen)
- 2) Water (clean – 85% of a human's body is made up of water)
- 3) Food (enough to maintain a basic size or weight)
- 4) Shelter (a roof overhead to protect from the sun, rain and elements)
- 5) Warmth (clothes, sun)

A want is something which is desirable, or nice to have, such as a car, a luxury holiday, or designer clothes. But these items are not essential – man can survive without them.

Everyone in the world has some wants (desires) and needs (essentials), regardless of where they live in the world, and these will vary from person to person. In today's modern world, most people would consider access to basic healthcare to be a need – in other words essential – but for many people living in developing countries, access to basic healthcare is not a reality, however much it is needed.

If you are in circumstances where satisfying a want, something you desire, may enrich your life and benefit your family (such as family holiday, or a larger car), then you have such choices. But for people living in developing areas of the world, choices are significantly limited and the five basic needs for survival are their main concern.



At CFL workshops, teachers try out an exercise around respecting the environment, and begin to understand the importance of collaboration among the children they teach.

Maslow's theory shows that as we progress up the social ladder, our wants and needs can change. But why are so many people still not happy and content, even though they have a progressive lifestyle with more acquisitions?

The Gross National Happiness index (GNH)⁶ is a concept introduced by His Majesty, the 4th King of Bhutan, Jigme Singhe Wangchuck in the 1970s and is a holistic and sustainable approach to development. GNH aims to strike a balance between material and non-material values, prioritising the happiness and well-being of humans and all life. GNH aims to highlight that Gross Domestic Product (GNP) is not the only way to assess the health and well-being of a nation, and has introduced periodic surveys of the people of Bhutan to measure their happiness.

Other countries are now using or adapting the Bhutan GNH model to find out their respective GNH – a Global Index has been published. It is revealing that in some less developed countries, where basic needs are barely met, people are happier than those living in affluent countries.

Through the process of CFL Education, our aim is to help children understand that needs (essentials) and wants (desires) have different influences on our lives and well-being. By satisfying more and more of our wants, we are not necessarily happier than if we were without them. By teaching children how goods are made, what happens during the manufacturing process, and the effects of these actions on the environment and animal habitats, will help to increase their sense of compassion and understanding of other cultures.

By teaching the basic principles of economics, such as wants and needs and instilling responsible consumer skills, young children will learn how to make humane and compassionate choices throughout their lives.

The Activity for Teachers Workshop explores how consumer choices can affect humans, animals and the environment. **See Appendix E: Web of Life: Consumerism.**

Designing the Caring for Life Education Curriculum (CFL)

The goal of CFL Education is the development of a compassionate, fair and environmentally sustainable society – these principles provide the basis for Caring for Life Education.

CFL encourages independent, critical thinking, allowing individuals to evaluate and make informed choices through five learning areas and three recurring themes:

ACTAsia's CFL Curriculum is a foundation course based on the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Four Pillars of Education⁷. CFL is supportive of the pillar 'Learning to Live Together' and is made up of the following components:

1) Caring for Life Education: Curriculum Framework & Guidelines

This 30 page document gives an introduction and general overview of CFL and is useful when first approaching schools. It is written for decision makers within the individual school, for teachers and community leaders. It can also be useful for marketing and public relations purposes.

2) Caring for Life Education: Curriculum Standard

This 40 page document describes CFL and the recommended pedagogy for a six year humane education course for primary years. It intends to guide and inform school principals, senior teachers and regional education decision makers. This document is not written for the general public.

3) Caring for Life Education Curriculum: Lesson Plans & Activities for Primary Schools

These plans contain individual materials for each year, Years 1–6. Guidelines for monitoring and assessment are provided, but schools may wish to use their own methods of evaluation.

4) 'Together' DVD

The film 'Together' provides an introduction and general overview of the six year CFL course. Class teachers will be encouraged to use this as a resource for those classes of children who do not receive lessons. This will enable the basic CFL message to potentially reach all children in each school.

5) Sample CFL presentation for school assemblies

- i) for large mixed aged group – 50 plus
- ii) for small groups – 12 plus

ACTAsia does not have the resources to evaluate every school in which CFL has been introduced, but this is not necessary to be scientifically valid. Representative schools in different areas, plus a 'control' group in a school which closely mirrors the CFL participating schools, are sufficient for the evaluation process. ACTAsia's consultant is available to give initial advice to other NGOs on the process of evaluation, whenever possible.

It is useful to have a structured agreement with schools, so all parties are fully aware of the input and responsibilities of others and aim to work within a pre-agreed framework. **See Appendix A: Flexible Management Model.**

All ACTAsia's CFL materials are available on request.

Appendices



 There are 61 million left-behind children in China living hundreds of miles away from their parents. By participating in Caring for Life's Rural Roadshow, these children begin to show compassion for people, animals and the environment.

Appendix A: Flexible Management Model

ACTAsia's CFL Education model in China is solely managed by ACTAsia, but ACTAsia recognises that NGOs (or similar) may already be involved in educational activities in schools, but would like to add credibility to their work, or use a fresh approach with new materials.

While the optimum relationship would be one whereby other interested parties would introduce and manage CFL as a six-year curriculum, ACTAsia acknowledges the limitations and resources for many NGOs and individuals.

Therefore ACTAsia is willing to enter into an agreement with NGOs and individuals in China and other Asian countries as Collaborating Partners (CP), so that CFL can be introduced to a wider range of primary schools and communities.

The following sets out a general Flexible Management Model for CFL in schools and communities and this can be further adapted for NGOs or an individual's specific circumstances.

Perhaps CFL lessons cannot be taught by class teachers, so CFL educators will need to be trained. Also the CP may not have any influence over the class size or classroom layout, but ideally there should be a ratio of one CFL educator for ten students for a CFL lesson, with the class teacher in attendance or available, if there are more than 40 students in the class.

Providing a CP's ideals are compatible with those of ACTAsia, ACTAsia will provide CLE materials for use in the classroom, ie introduction leaflets, teaching packs, DVDs, and evaluation forms.

CPs are encouraged to attend and participate in ACTAsia's annual training workshops.

Requirements for Collaborating Partners:

- i) The name of the course must be clearly presented as: Caring for Life Education or As adapted from Caring for Life Education Guide.
- ii) The name and the logo of ACTAsia should be clearly represented by the CP at all times.
- iii) All the course material, whether copies of documents, digital, video or film footage, photographs and other information provided by ACTAsia, is the copyright of ACTAsia, and should be clearly presented as such by the CP. Additional course resources approved by, but not originating from ACTAsia, should be presented as copyright of the originator.
- iv) In all materials or publicity, equal credit must be given to the partnership between ACTAsia and the CP.
- v) The CP Manager must be able to make a professional and competent approach to schools – information, materials and DVD will be provided by ACTAsia as supporting materials for initial approach to schools.
- vi) The CP Manager will initially have a 'face to face' meeting with ACTAsia staff to discuss and clarify the course contents, to ensure that the basic philosophy and ideals of the course are fully understood.
- vii) The meeting will ensure that the CP Manager has a full understanding and knowledge of the course rationale, objectives and methodology for delivering the course, before an approach is made to any schools.
- viii) ACTAsia's course has been designed by ACTAsia's educational panel in cooperation with Chinese teachers but can be adapted for use in other countries.

- ix) The collaborating partner will be required to sign an MoU with ACTAsia to formalise the partnership. It is envisaged that this partnership will be for a three year period, although the MoU will be renewed annually, subject to mutual satisfaction.
- x) It is recommended that an MoU is agreed and signed between the collaborating partner and each participating school.
- xi) During Year 1 of the project, ACTAsia will provide trainers for 2 x day workshop, which will be designed in co-operation with the CP Manager, who will be expected to take an active part. In Year 2 and 3, the CP Manager will have full responsibility for all aspects of the workshop, including content and delivery. If required, ACTAsia will provide support.
- xii) In Years 1, 2 and 3, the CP Manager will be responsible for the organisational logistics, venue and facilitation for the two-day workshops.
- xiii) It is the responsibility of the CP to recruit suitable personnel to be trained as educators – the minimum number required for each annual workshop is 10 and the maximum 30.
- xiv) It is the responsibility of the CP Manager to ensure that the five subjects (ten units) of the course are covered, at least in part, during the academic year. At the end of the year, a meeting with ACTAsia personnel will be arranged to review and evaluate the course content. In the event of modification, this will be done in collaboration with the CP in readiness for the following year.
- xv) ACTAsia will not be liable for any financial needs during this partnership, other than by specific arrangement.
- xvi) In the event of any conflict or disputes, please refer to the ACTAsia China Manager.

Other options and considerations if there are sufficient resources:

- i) It is recommended that a CP should follow the ACTAsia monitoring system, relevant to statistical analysis.
- ii) If ACTAsia receives feedback from the CP, this will enable ACTAsia to report the work of the CP to a wider audience, within the country and internationally. This will not only promote the pioneering work of the CP, but will also help to demonstrate the importance of the CFL course, as well as the growing interest of the relationship between man and animals, and the balance of nature.
- iii) The CP Manager is responsible for the completion of pre-course questionnaires, in consultation with class teachers before the school year begins.
- iv) The CP Manager is responsible for the collation of pre-course questionnaire responses.
- v) The CP Manager is responsible for the completion of a post-course questionnaire, in consultation with class teachers at the end of Session 10.
- vi) The CP Manager is responsible for the collation of the responses and for producing the combined data in a format as agreed with the Course Director.
- vii) The CP Manager is responsible for completing evaluation forms after each session; to include responses from the class teachers, the educators plus any other relevant information.
- viii) The CP Manger is responsible for collation of all data relevant to CFL and will prepare a summary of each session in each city. This will be posted on ACTAsia's blog.
- ix) Photographs taken during the sessions will be selected, re-sized and distributed to all collaborating parties.
- x) The CP Manager is responsible for compiling an annual report by the 31st July, for each school, for the academic year.

Appendix B: An Example of a Memorandum of Understanding (MoU)



Memorandum of Understanding

Caring for Life Education for Primary Schools, Community Centres and Summer Camps.

This MoU is an agreement made between the following parties:

Party A

Name of organisation

Address

Contact information

Party B

Name of organisation

Address

Contact information

Party C

Name of organisation

Address

Contact information

1. Subject

Insert 3 points describing what the MoU is about, how long it will last and why it has been created.

1.1

1.2

1.3

2. Commitments

List 3 specific commitments that have been made by each party. Describe what they have agreed to do, in what time period.

2.1

2.2

2.3

3. Policies

Describe any policies that will apply to this MoU. For example, if all parties agree to specific working practices, including payments for various reasons, describe here.

3.1

3.2

3.3

3.4

4. Amendments

Describe when this MoU can be amended (eg can it only be amended at the end of the period? What if all parties agree to the amendment before the period has ended?)

4.1

4.2

4.3

4.4

5. Breaches

Describe what will happen if any of the parties does not fulfil its commitments.

5.1	
5.2	
5.3	
5.4	

The parties as named in this document confirm that they know, understand and agree with the conditions as stated in this MoU.

Party A

Signature	
Name	
Position in organisation	
Date	

Party B

Signature	
Name	
Position in organisation	
Date	

Party C

Signature	
Name	
Position in organisation	
Date	

Appendix C: Caring for Life Education Scale (CFLS) – Student Questionnaire

This questionnaire was prepared for 5–6 year olds and should be adapted when used for older children. Teachers will need to help young students and those with reading and writing difficulties.

Name of school

Grade

Class

Student's name

For this first group of questions, please circle the face that shows how much you agree or disagree with each question.

1. It's a good idea to look both ways before crossing a street.



2. It makes me happy when my teachers give us lots of homework.



3. I like strawberry ice cream more than chocolate ice cream.



4. My friends' emotions don't affect me much.



5. After being with a friend who is sad about something, I usually feel sad.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

6. I get frightened when I watch some scenes from a good horror movie.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

7. I get caught up in other people's feelings easily.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

8. I don't become sad when I see other people crying.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

9. Other people's feelings don't bother me at all.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

10. I often become sad when watching sad things on TV or in films.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

11. Seeing a person who is angry has no effect on my feelings.

						
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree	

12. I tend to feel scared when I am with friends who are afraid.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

13. I often get swept up in my friends' feelings.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

14. My friend's unhappiness doesn't make me feel anything.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

15. I think it is fun to see a performing bear at a circus riding a bicycle.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

16. I would be upset if my friends caught a frog and were pulling its legs to see how long they were.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

17. If my cat scratched me while I was playing with her I would punish her by gently slapping her paws.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

18. If I found a moth in my bedroom I would have it killed.

 **strongly disagree**  **disagree**  **neither agree or disagree**  **agree**  **strongly agree**

For this second group of questions, please circle yes or no – whichever is correct for you:

1. I have not written to someone about a pollution problem.

Yes No

2. I have talked with my parents about how to help with environmental problems.

Yes No

3. I turn off the water while I brush my teeth to conserve water.

Yes No

4. To save energy, I turn off lights at home when they are not in use.

Yes No

5. I have asked my parents not to buy products made from animal fur.

Yes No

6. I have asked my family to recycle some of the unwanted things at home.

Yes No

7. I have asked others what I can do to help reduce pollution.

Yes No

8. I often read stories that are related to the environment.

Yes No

9. I do not let the water tap run when I am not using it.

Yes No

10. I leave the refrigerator door open while I decide what to take out.

Yes No

11. I have put up a bird house near my home.

Yes No

12. I do not separate out unwanted things at home for recycling

Yes No

Appendix D: Teachers Observation classroom Adaptation Checklist (TOCA-C)

Teacher Observation Classroom Adaptation-Checklist (TOCA-C)

Name of school

Grade level

Class number

Teacher's name

Student's name

Has this child been present in your classroom for a majority of the time (i.e. at least eight days) during the last three weeks?

Yes

No

In the last three weeks, would you say the following statements were never, rarely, sometimes, often, very often, or almost always true of this child...

Is friendly	1	2	3	4	5	6
Breaks rules	1	2	3	4	5	6
Is liked by classmates	1	2	3	4	5	6
Harms others (physically hurts, threatens)	1	2	3	4	5	6
Shows empathy and compassion for others' feelings	1	2	3	4	5	6
Gets angry when provoked by other children	1	2	3	4	5	6
Yells at others	1	2	3	4	5	6
Is rejected by classmates	6	5	4	3	2	1
Fights (hits, bites, kicks)	1	2	3	4	5	6
Lies	1	2	3	4	5	6
Has many friends	1	2	3	4	5	6
Harms property	1	2	3	4	5	6
Teases classmates	1	2	3	4	5	6

Appendix E: Web of Life – Consumerism

Activity for Teachers Workshop. Subject: Web of Life – Consumerism.

- **Group activity:** 6 groups with 5 – 8 participants.
- **Total time allocation:** 30 minutes.
- **Purpose:** To explore how everyday household objects are produced and to investigate if any person or animal is harmed in creating and distributing these products.
- **Materials required:** 6 items for analysis: A3 sheets of paper for report back.

Procedure:

Distribute 6 items: 2 x mobile phones; 2 x T shirts; 2 x fur-trimmed gloves

Give 1 product to each of the 6 groups.

Task for each group: time allocation 20 minutes.

1. Each group to select a leader who will make notes on the A3 sheets in response to the questions below. 3 leaders will be selected by the class teacher to report back to the main group at the end of the Activity.
2. Each group to examine the product and discuss the following:
 - a) Where do you think the product originated from?
 - b) Who or what was involved in the production process?
 - c) Who or what benefits from the process?
 - d) Who or what was harmed in the process?
3. List everything that might have contributed to the production and distribution of the product.
4. Could the product be made in a less harmful way? If so, How?
5.
 - i) How many of this type of product do you have?
 - ii) Do you have any of these products that you do not use?
 - iii) Do you ever buy an item that you do not use or wear?
 - iv) Discuss your group's shopping habits.

Time allocation: 9 minutes.

At the end of the Task, 3 group leaders will be selected by the class teachers to verbally report back to the main group. (3 minutes per group leader)

Time allocation: 1 minute.

At the end of the lesson all groups will submit their completed A3 sheets to the class teacher.

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