

# Learning to Care through Kindness to Animals

A guide for teachers



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# The Link Between Animal Cruelty and Other Violent Behaviours

A 16-year-old boy wrote in his journal that he and a buddy had beaten, burned and brutally killed his dog, Sparkle. He described the act as “true beauty.” Later, he stabbed his mother to death then went to his school, where he shot and killed two classmates and injured seven others. Another boy, at 15, often talked about how he liked to torture animals. He eventually killed his parents, then opened fire on his high school cafeteria, killing two students and injuring 22 others. Another high school student was known to delight in smashing the heads of mice with a crowbar and setting them on fire, long before he and a classmate killed 12 students and a teacher at his school—Columbine High School in Littleton, Colorado.

These stories illustrate the need to pay attention to reports of animal abuse, whether enacted or witnessed by students. A growing body of research demonstrates links between animal cruelty and other violent behaviours:

- Violent offenders frequently have histories of serious and repeated animal cruelty in childhood and adolescence.
- Cruelty to animals is a widely recognized warning sign that a child may have a propensity toward violence, as noted by Alberta’s Task Force on children at Risk (2002).
- Many children who abuse animals have themselves been abused.
- Children who witness animal abuse may also be at risk of developing violent tendencies.
- Family pets are often targets in domestic violence and threats of violence toward a pet are often used as a means of control by an abusive family member.
- Many victims of domestic violence remain in abusive situations out of concern for the safety of pets or livestock.

Animal cruelty encompasses a variety of behaviors harmful to animals, ranging from neglect to malicious torture and killing. Most cases investigated by animal protection officers involve unintentional neglect; such cases can often be resolved through educating the animal owner or caretaker. Intentional cruelty can be either wilful or reckless neglect (deliberate withholding of food, water, shelter, socialization or care) or malicious cruelty (torture, mutilation, maiming

or killing). Animal abuse and neglect are prohibited by federal and provincial laws (see Legislation Protecting Animals).

This booklet will help teachers recognize the importance and impact of animal cruelty, identify warning signs and provide suggestions to deal with it. It also introduces basic principles of humane education that will encourage students to become more respectful, caring and compassionate adults.

## Humane Education

Humane education encourages positive relationships with other living beings and our common home—the earth.

Humane education values the interdependence of all living things. Respect, responsibility and compassion for both animals and people are at its heart. Humane educators do not regard animals as more important than people; rather, they believe that showing kindness to animals and having empathy for people go hand in hand.

Childhood is a time when one's character is being formed. The role of humane education is to help students

- think about others' (including animals') needs, feelings and suffering;
- consider the effects of their actions; and
- reflect on the world and their place in it.

Humane education is an approach to instruction that infuses the curriculum with concern for all living creatures. It is not simply instruction on animal care (though that is included); nor is it a separate subject. It is taught when teachers model respect and reinforce knowledge, skills and attitudes that demonstrate responsibility, kindness and caring.

# History of Humane Education

The term *humane education* was coined in 1868 by George T. Angell, the founder of the Massachusetts Society for the Prevention of Cruelty to Animals (SPCA). Angell appreciated that teaching children the importance of kindness and respect for animals encouraged overall moral development. He reasoned that children who learned to be kind to animals would mature into kind and caring adults.

In 1882, Angell began to organize Bands of Mercy in schools throughout the U.S. (and eventually in Canada and around the world). These clubs encouraged children to learn about animals and organize activities to help them.

In Alberta, humane education was promoted by Louise McKinney, one of the Famous Five who opposed violence and discrimination. In 1904, at the first convention of the Women's Christian Temperance Union (WCTU) held in Alberta, she led the passage of a resolution to "encourage the formation of humane societies and bands of mercy". (Millar 1999).

In the 1970s, the Canadian Senate Standing Committee on Health, Welfare and Science (1980) sponsored a study in response to "an alarming increase in violent juvenile delinquency." The committee, spearheaded by Senator Frederick A. McGrand, examined the factors that lead to adolescent violence and recommended actions to reduce such occurrences. The study included among its recommendations the following point:

If we are to teach children how to respect their human and natural environment and all its elements, they must be taught they are a part of nature.... One of the objectives of education from nursery school onwards must be to give children a balanced sensitivity to life—a humane education. (Standing Committee on Health, Welfare and Science, 1980, 63)

**The humane education movement is a broad one, reaching from humane treatment of flora and fauna on the one hand to peace with all nations on the other.... Society now says that children must not be permitted to cause pain because of the effect on the children themselves.**

**Sarah Eddy in *Friends and Helpers* (1899)**

The committee recommended humane education work on four levels:

- (1) providing factual information about animals, people and their relationship;
- (2) developing problem-solving skills to enable students to make good choices;
- (3) developing the positive self-image essential to valuing others and
- (4) reinforcing people's responsibility to other living creatures.

Humane education programs conducted and supported by SPCAs (sometimes called humane societies) now carry on the work that Bands of Mercy began over a century ago. It is worth noting that the mandates of many SPCAs originally included the protection of children as well as animals. In fact, a landmark case occurred in New York in 1874 when the American SPCA intervened to use animal-protection laws to save eight-year-old Mary Ellen McCormack from her abusive foster parents.

Safe and Caring Schools and humane education programs share a common goal—to foster respect, responsibility, caring and compassion in young people. Both programs recognize the key role that adults play in modeling these behaviours and advocate the integration of these principles into the existing curriculum.

## **What to do if a student discloses animal abuse**

Teachers can become aware of warning signs of violence by noticing a student's behaviour in relation to animals. Discussions about pets or the present of an animal in the classroom may prompt unsettling disclosures from students, who may find it easier to report abuse of an animal than that of a family member or themselves.

If you suspect that a student has engaged in or witnessed animal abuse, contact the Alberta SPCA or your local SPCA/humane society. They will discuss the case with you and determine appropriate action. If warranted, an animal protection officer will investigate and work to protect the animal.

Sometimes an educational approach may be more appropriate. The Alberta SPCA (and some local societies) can provide speakers to address a specific issue or to give a general presentation about the humane treatment of animals (see Resources).

Child-welfare authorities should also be informed. Most social workers realize that animal abuse often indicates of other problems in the home, and they can work with the school to address issues relating to a particular case.

Recognizing the connection between cruelty to animals and violence toward people is an important first step in ending the cycle of abuse. Children and youth who abuse animals are far more likely to become involved in bullying, vandalism and more serious crimes. Adults must take action. Children who harm animals need to know that it is wrong. They need to understand the impact of their actions and experience consequences that teach them more positive ways of behaving.

Not all actions against animals are intentionally abusive. Sometimes students can unwittingly harm an animal through natural curiosity or enthusiasm. Regardless, any action that harms an animal, whether intentional or unintentional, requires an appropriate response.

## **Children and Animals: A Mutually Beneficial Relationship**

Animals play important roles in our lives, and children especially seem to have a natural affinity with animals. A positive relationship with animals is an important factor in a child's healthy development. The nature of a child's relationships with animals and the natural world is important in shaping his or her attitudes and beliefs. Caring for animals has been shown to improve self-esteem, alleviate anxiety and depression, improve social skills, promote empathy and foster both verbal and nonverbal communication. As noted therapist and author Mother Hildegard George (1999) notes, animals "often teach children how to relax and be themselves. Animals are often better playmates for children than toys because animals constantly bring the child back to the reality of the relationship. An animal can also contribute to the development of children as an animal is an active playmate helping to release energy and tensions in the child."

The positive effects of animal-assisted therapy and animal-assisted education are well documented, and these methods are being used more extensively. Controlled contact with animals can be especially helpful for children with emotional difficulties. One report (Levinson 1970) states that "the constancy of animal companionship can help children move along the developmental continuum and may even have an inhibiting effect toward mental disturbances."

Many teachers have successfully introduced animals into the classroom and had positive results with individual students and the class as a whole. They report that having animals in the classroom helps students overcome shyness,

respond with appropriate emotional expression and even increase their attention spans. It is important to note the care for the classroom animal needs. This includes such things as ensuring adequate food, water, grooming, veterinary care, rest and provisions for care outside of school hours.

## Curriculum Connections and Teaching Ideas

Alberta Learning's program of studies offers many opportunities to integrate humane education principles into the curriculum. The study of animals is most often included in the science curriculum, but appreciation of animals, concern for their well-being and exploration of animal-related issues can be readily incorporated in any subject. The following list provides teaching ideas for specific subjects. Some of these ideas can be used across the curriculum. Relevant sections from the Alberta program of studies are quoted.

### Science

- Animal care: In primary grades, introduce students to proper pet care and investigate minimum needs of animals. "Students also learn about their own responsibility in caring for living things." (Grade 1 Science, Topic E: "Needs of Animals and Plants")
- Respect for life in all its forms: "By observing the life cycle of one small animal, students ... come to appreciate the beauty and fragility of life" (Grade 3, Topic E: "Animal Life Cycles")
- Stewardship: "Students will be encouraged to: assume personal responsibility for... the welfare and survival of other living things." (Grade 8, Unit B: "Cells and Systems")
- Environmental responsibility: "Students will be encouraged to demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment." (Grade 9, Unit A: "Biological Diversity")
- In junior and senior high school, use dissection-replacement software rather than purchasing specimens killed specifically for dissection. Alberta Learning does not require animal dissection in science, and students who object may be turned off of science by being forced to do dissections.

## ***Social Studies***

- Discuss the rights and responsibilities of animal ownership.
- Engage students in debates and discussions about animal rights, hunting and trapping, zoos, rodeos, factory farms, puppy mills, circuses and other controversial issues.
- Study animal-protection laws and our legal and ethical responsibilities to treat animals humanely (see Legislation Protecting Animals)
- Research organizations whose mandate is to protect animals and nature.

## ***English Language Arts***

**From the time they start school, young people must be imbued with the idea of reverence for all living things.**

**Albert Schweitzer, 1875–1965, *forerunner of the environmental and animal welfare movements and Nobel Peace Prize recipient***

- Select books and stories that feature people behaving in respectful, caring and responsible ways toward animals. Discuss the differences between how animals are portrayed in literature and in reality.
- Novel studies can include titles such as the *Shiloh* series by Phyllis Reynolds Naylor and *Charlotte's Web* by E.B. White. These novels can generate rich discussions and meaningful dialogue about how animals should be treated.
- Encourage students to write essays and research topics focusing on animals and issues relating to animals. For example, how we benefit from animals, animal heroes and famous animals in literature or history.
- Research the role and function of local animal shelters. What are their needs? Design a brochure or poster with a humane education message.
- Brainstorm a list of common sayings that include cruel references to animals (For example, “more than one way to skin a cat,” “killing two birds with one stone”). Analyze the meaning of each and replace each with a more positive expression.
- Media literacy: Ask students to list or bring samples of newspaper and television advertisements using animals. Ask them to speculate about why animals are used in ads such as those selling telephones or automobiles. Critically examine the implications of these media messages.

## ***Math***

- Calculate the cost of owning a pet (including initial costs, food, veterinary expenses and so on) over a certain number of years. Emphasize the commitment required to care for a pet (in terms of both money and time).
- Use statistics from local agencies that document pet overpopulation. Follow up by discussing the impact of responsible versus irresponsible pet ownership.

## ***Health and Personal Life Skills***

- Safety: Demonstrate the proper ways to approach an unknown dog to avoid being bitten.
- Discuss human behavior in relation to animals (that is, care and animal abuse).

## ***Fine Arts***

- Listen to *The Carnival of the Animals* by Camille Saint-Saëns, which uses different musical instruments to convey the moods of various animals.
- Study animal calls and try to reproduce the sound environments found in nature using voice, instruments or objects.
- Study animal forms and draw or photograph them in their natural habitats, in homes or on farms.

## ***General***

- Form a Kindness Club where students can identify and undertake a service-learning project or perform good deeds. For example, they might decide to raise money for an animal shelter or walk dogs of elderly or homebound people.
- Peer mentorship: Older students can teach or mentor students in younger grades by reading to them or teaching them about pet care based on their research.

# Designing a Humane Education Course: What one teacher did

Judith Snowden, a teacher and counsellor at Isabelle Sellon School in Blairmore, Alberta, created a CTS humane education course for junior high students. Her students are involved in planning and delivering many projects that serve both animals and people in their foothills community. Some of the activities include the following:

- Students design and build doghouses with the help of the shop teacher.
- Students research humane education and educate others. They create their own videos, set up displays at malls and share their knowledge with students in other grades.
- Guest speakers are invited to share their expertise. For example, professional groomers show how to groom long-haired dogs, RCMP and search-and-rescue personnel demonstrate how their dogs do their jobs, horse owners demonstrate safety with horses, and veterinarians speak about pet overpopulation and the importance of spaying and neutering.
- Fund-raising events such as walkathons are held to raise money for the local SPCA, the animals' food bank and the pets at a seniors' home.
- Students write essays, make videos and send letters to the editor expressing their opinions on topics such as the seal hunt, trapping and dogs riding loose in the back of pickup trucks.
- Students help housebound seniors by walking their dogs.
- Students pick up dropped crab apples from the yards of elderly residents to minimize bear-human conflicts.

In 2001, Judith received the Prime Minister's Award for Teaching Excellence for her contributions to and innovations in humane education. Judith mobilizes community volunteers to assist in the work. She says, "The only boundaries are the boundaries of our minds. This course does what it set out to do—make the world a better place for animals and people."

## Legislation Protecting Animals

Animal protection is found in both provincial and federal legislation.

Alberta's *Animal Protection Act* protects animals in distress due to neglect or abuse from their owners or caretakers. Section 2(1) states that "no person shall cause or permit an animal of which he is the owner or the person ordinarily in charge to be or to continue to be in distress."

The Criminal Code of Canada (currently under review) refers to acts of cruelty or neglect, either by the animal's owner or by someone else. Section 446 (1) states, "Every one commits an offence who (a) wilfully causes or, being the owner, wilfully permits to be caused unnecessary pain, suffering or injury to an animal."

Other laws and other sections of these laws provide protection for animals in other circumstances. More information about animal-protection laws can be found at [www.albertaspc.org](http://www.albertaspc.org).

# Resources

## Alberta SPCA Library Resources

The following resources are available at the Alberta SPCA library, 10806 124 Street, Edmonton, AB T5M 0H3, phone (780)447-3600, [www.albertaspc.org](http://www.albertaspc.org).

Twice a year, the Alberta SPCA sends *AnimalWise*, its free newsletter for teachers, to school-based liaison teachers in Alberta. Liaison teachers also receive complimentary copies of the quarterly newsletter *AnimalKind* and can borrow Alberta SPCA library materials. To become a liaison teacher, contact the Alberta SPCA Education Department at (780) 447-3600.

## Humane Education Books for Teachers

Alberta SPCA. 2002. *Animal Cruelty and Family Violence: A Resource Book for Albertans*. Edmonton: Alberta SPCA.

American SPCA. 2001. *ASPCA Humane Education Resource Guide for Teachers*. New York: ASPCA. (See [www.aspca.org](http://www.aspca.org) for more information.)

Lewchanin, S., and E. Zimmerman. 2000. *Clinical Assessment of Juvenile Animal Cruelty*. Brunswick, Maine: Biddle/Audenreed.

National Association for Humane and Environmental Education (NAHEE). *Understanding Animal Cruelty: A Resource Book for High School Students and Their Teachers*. East Haddam, Conn.: NAHEE. (See [www.humaneteen.org](http://www.humaneteen.org) for more information.)

Raphael, P., L. Colman and L. Loar. 1999. *Teaching Compassion: A Guide for Humane Educators, Teachers, and Parents*. Alameda, Calif.: Latham Foundation.

Selby, D. 1995. *Earthkind: A Teachers' Handbook on Humane Education*. Staffordshire, U.K.: Trentham.

Senter, S. 1990. *People and Animals: A Therapeutic Animal-Assisted Activities Manual for Schools, Agencies and Recreational Centers*. Brewster, N.Y.: Green Chimneys.

Zimmerman, E., and S. Lewchanin. 2000. *Community Intervention in Juvenile Animal Cruelty: A Screening and Referral Tool*. Brunswick, Maine: Biddle/Audenreed.

## Video Resources for Elementary Students

Videos that encourage compassion for animals include, *Paws, Claws, Feathers and Fins* (Goldhil Home Media, 1993); *Share the World* (Share the World, 2001) and *Pet Pals* (Canadian Federation of Human Societies, 1989).

*Bite Free* (British Columbia SPCA, 1996) is a program (video and teachers' guide) that teaches young students safety around dogs.

## Video Resources for Secondary Students

*Someone's Watching, Someone Cares* (Alberta SPCA, 1999) illustrates the animal- protection system in Alberta.

*Charlie, the Dog Nobody Wanted* (American Human Association, 1984), *Kiss the Animals Goodbye* (Pyramid Media, 1984) and *The Power of Compassion* (Pyramid Media, 1994) illustrate the plight of abandoned pets.

*The Tale of Teeka* (Triptych Media, 1998) is a powerful dramatization of a boy's experience of abuse from his parents and how he takes it out on an animal.

## Video Resources for Teachers

*Breaking the Cycles of Violence* (Latharn Foundation, 1995); *The Cruelty Connection* (CTV Television Network, 2000); *Beyond Violence* (Psychologists for the Ethical Treatment of Animals, 1999) and *Patterns of Abuse* (Pyramid Media, 1999) are useful video resources about the link between animal cruelty and human violence.

*ADHD and Animal-Assisted Therapy* (Delta Society, 1994) is an interview with Dr. Aaron Katcher about how animals can help children with learning disorders.

## Websites

Alberta SPCA ([www.albertaspca.org](http://www.albertaspca.org)): local resources and news.

Canadian Federation of Humane Societies ([www.cfhs.ca](http://www.cfhs.ca)): Canadian content, includes online versions of *The Humane Educator* and *Animals & Us*.

Animaland ([www.animaland.org](http://www.animaland.org)): The American SPCA's lively and colorful site for kids.

American Humane Association (AHA) ([www.americanhumane.org](http://www.americanhumane.org)): The AHA is mandated to protect both children and animals and has extensive resources dealing with the link between animal cruelty and human violence.

## Safe and Caring Schools Project Resources

*Toward a Safe and Caring Curriculum: Resources for Integration Kindergarten to Grade 6.* Order through the Learning Resources Centre ([www.learning.gov.ab.ca](http://www.learning.gov.ab.ca).)

Toward a Safe and Caring Secondary Curriculum: Resources for Integration. Visit [www.sacsc.ca](http://www.sacsc.ca) and click on Secondary Lesson Plans and Strategies.

Safe and Caring Schools and Communities Diversity series booklets are available at [www.sacsc.ca](http://www.sacsc.ca) or call the SACSC office to order copies.

All other SACS resources are available to Alberta teachers at a 25 percent discount through the Learning Resources Centre (see [www.learning.gov.ab.ca/SafeSchools](http://www.learning.gov.ab.ca/SafeSchools)).

## Community Contacts

Many local SPCAs and humane societies in Alberta provide educational resources, speakers and advice for teachers. Each Alberta community SPCA/humane society is an independent organization. Some of the organizations are listed below.

### ***Alberta SPCA***

10806 124 Street, Edmonton, AB T5M 0H3, (780) 447-3600,  
[www.albertaspca.org](http://www.albertaspca.org)

### ***Calgary Humane Society***

1323 36 Avenue NE, Calgary, AB T2E 6T6, (403) 250-7722,  
[www.calgaryhumane.ab.ca](http://www.calgaryhumane.ab.ca)

### ***Edmonton SPCA***

12251 67 Street, Edmonton, AB T5B 1M8, (780) 471-1774, [www.espca.com](http://www.espca.com)

### ***Red Deer and District SPCA***

Box 931, Red Deer, AB T4N 5H3, (403) 342-7722, [www.reddeerspca.com](http://www.reddeerspca.com)

## References

- George, H. 1999. "The Role of Animals in the Emotional and Moral Development of Children." In *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*, edited by F. R. Ascione and P. Arkow. West Lafayette, Ind.: Purdue University Press.
- Levinson, B. 1970. "Pets, Child Development, and Mental Illness." *Journal of the American Veterinary Medical Association* 157: 1759–66.
- Millar, N. 1999. *The Famous Five: Emily Murphy and the Case of the Missing Persons*. Cochrane, Alta.: Western Heritage Centre.
- Standing Committee on Health, Welfare and Science. 1980. *Child at Risk: A Report of the Standing Senate Committee on Health, Welfare and Science*. Ottawa: Supply and Services.
- Task Force on Children at Risk. 2000. *Start Young, Start Now!: Report of the Task Force on Children at Risk*. Edmonton: Alberta Children's Services. Available at [www.child.gov.ab.ca/howeare/pdf/CAR\\_taskreport.pdf](http://www.child.gov.ab.ca/howeare/pdf/CAR_taskreport.pdf).

# The Society for Safe and Caring Schools and Communities (SACSC) Resources



The Society for Safe and Caring Schools and Communities' resources and materials are available through Alberta Learning's Resources Centre (LRC), 12360 142 St. NW, Edmonton, Alberta, T5L 4X9. Tel: 427-5775 in Edmonton. Elsewhere in Alberta call 310-0000 and ask for the LRC or fax (780) 422-9750. To place Internet orders or, visit [www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca) \*These materials are eligible for the Learning Resources Credit Allocation (25% discount). Contact the LRC for details.

**The ATA's SACS Project has four program areas and an inventory of promotional items:**

## I. SUPPORTING A SAFE AND CARING SCHOOL

This program area helps build a SACS culture. It includes information about SACS, an assessment tool to aid in planning and quick, easy-to-read booklets that review current research on SACS topics and successful programs.

**Safe and Caring Schools in Alberta Presentation:** video, overheads and 30 brochures

- # 455297 \$15.00

**The ATA's Safe and Caring Schools Project: An Overview (K–12)** (Pkg of 30)

Describes the origin and objectives of the project (2001, 4 pp).

- # 445298 \$ 6.80

**Attributes of a Safe and Caring School (K–12)** (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999).

- # 445313 \$ 6.80

**The ATA's Safe and Caring Schools Project: Elementary Booklet Series (16 booklets)** (K–6) (see LRC website)

- # 445610 \$11.50

**The ATA's Safe and Caring Schools Project: Secondary Booklet Series (15 booklets)** (7–12) (see LRC website)

- # 445628 \$10.80

**Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers** (1–6) Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp).

- # 445347 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Primary Level Students (K–3)** Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp).

- # 445397 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students** Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp).

- # 445454 \$1.33 ea for 10 or more \$2.65 ea

**PRICES SUBJECT TO CHANGE**

**Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their Parents** Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp).

- # 445321 \$1.33 ea for 10 or more \$2.65 ea

**Bullying in Schools: What You Can Do About It—A Teacher’s Guide** (1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp).

- # 445339 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: A Booklet for Junior High Students** (7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 2pp).

- #445470 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students** (7–9) Defines bullying behaviors and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp).

- # 445488 \$1.33 ea for 10 or more \$2.65 ea

**Bullying is Everybody’s Problem: Do You Have the Courage to Stop It?** (Pkg of 30) (7–12) A guide for senior high students, defines bullying and provides advice on how to respond to it (1999).

- # 445305 \$4.76 for 10 or more pkgs \$6.80/pkg

**Bullying and Harassment: Everybody’s Problem—A Senior High Staff and Parent Resource** (10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp).

- # 445496 \$1.33 ea for 10 or more \$2.65 ea

**Class Meetings for Safe and Caring Schools** (K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp).

- # 445587 \$1.33 ea for 10 or more \$2.65 ea

**Expecting Respect: The Peer Education Project—A School-Based Learning Model** (K–12) Provides an overview of Expecting Respect, a project that trains junior and senior high students to make classroom presentations on establishing healthy social relationships (1999, 16 pp).

- # 445462 \$1.33 ea for 10 or more \$2.65 ea

**Safe and Caring Schools: Havens for the Mind** (K–12) Reviews the role of SACS in healthy brain development and learning.

- # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Media Violence: The Children Are Watching—A Guide for Parents and Teachers** (K-12) Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp).

- # 445511 \$1.33 ea for 10 or more \$2.65 ea

**Peer Support and Student Leadership Programs** (K-12) Describes a number of programs that have been used successfully at various grade levels to encourage students to help their fellow students (2000, 30 pp).

- # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Niska News** (K–12) A collection of articles about SACS reprinted from *The ATA News* (1999, 36 pp).

- # 445529 \$1.33 ea for 10 or more \$2.65 ea

**PRICES SUBJECT TO CHANGE**

**Principals' Best** (K–12) Describes activities that various schools in the province have undertaken to create a safe and caring environment for students (1999, 16 pp).

See website

• # 445545 \$1.33 ea for 10 or more \$2.65 ea

**Volunteer Mentorship Programs:** (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp).

• # 445579 \$1.33 ea for 10 or more \$2.65 ea

**Volunteer Mentorship Program:** (K–12) A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ minutes).

• # 445602 \$7.00

**Volunteer Mentorship Program: A Practical Handbook** (includes 3.5"disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp plus a computer disk containing sample documents used in the program).

• # 445595 \$10.00

**CHECK LRC FOR NEW TITLES**

**II. TOWARD A SAFE AND CARING CURRICULUM—RESOURCES FOR INTEGRATION**

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

<b>Kindergarten</b>	• # 445446	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 1</b>	• # 445371	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 2</b>	• # 445389	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 3</b>	• # 445404	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 4</b>	• # 445412	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 5</b>	• # 445420	F •	(Out of Province \$69.00)	\$49.00
<b>Grade 6</b>	• # 445438	F •	(Out of Province \$69.00)	\$49.00

**Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12**

Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp).

• # 445563 \$10.00

**Classroom Management: A Thinking and Caring Approach** Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehavior in the classroom and create a learning environment that encourages student learning (1994, 342 pp).

• # 445660 \$31.60

**SACS series of 6 full-color posters** A series of six, full-color posters highlighting the Project's key concepts.

• # 444836 \$ 9.00

**PRICES SUBJECT TO CHANGE**

### III. TOWARD A SAFE AND CARING PROFESSION

The Society for Safe and Caring Schools and Communities trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources.

#### **Toward a Safe and Caring Curriculum—Resources for Integration: Kindergarten to Grade 6\***

#### **Toward a Safe and Caring Secondary Curriculum—Approaches for Integration\***

A series of short sessions focused on strengthening SACS teaching strategies is also available.

### IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behaviour, whether at school, at home or in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

**Living Respectfully\***

**Developing Self-Esteem\***

**Respecting Diversity and Preventing Prejudice\***

**Managing Anger\***

**Dealing with Bullying\***

**Working It Out Together - Resolving Conflicts Peacefully\***

**Who Cares? brochures** (Pkg of 30) Provides background on the Safe and Caring Communities Project a collaborative effort between the ATA and Lions Clubs of Alberta (1998).

• # 444654 \$ 9.80

**Who Cares? CD-ROM and brochure**

• # 444646 \$ 4.35

**Who Cares? video and brochure** (1997, 11 minutes)

• # 444638 \$ 5.95

**Toward a Safe and Caring Community Workshops Action Handbook: A**

**Guide to Implementation** Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program.

• # 455304 \$ 7.00

**Violence-Prevention Catalogue of Alberta Agencies' Resources**

Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership.

• # 455312 \$ 7.00

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## SACS PROMOTIONAL ITEMS

<b>SACS cards with color logo and envelopes</b> (Pkg of 40) Blank card and envelope, featuring the SACS logo	
• # 444547	\$10.00
<b>Niska hand puppet</b> Featuring the Niska mascot.	
• # 444555	\$14.00
<b>Niska labels</b> (800 peel & stick labels per pkg) Featuring the Niska mascot.	
• # 444571	\$ 4.00
<b>Niska mouse pad</b> 8 ½” by 9 ½” featuring the Niska mascot.	
• # 444563	\$ 6.00
<b>Niska tattoos</b> (125 per pkg) A 1½” by 1½” temporary tattoo featuring Niska	
• # 444597	\$23.40
<b>Niska water bottles</b> (5 per pkg) 5 white plastic water bottles featuring the Niska logo.	
• # 444612	\$ 8.50
<b>Niska zipper pulls</b> (5 per pkg) Bronze, featuring the Safe and Caring Schools Logo.	
• # 444589	\$ 7.75
<b>SACS award buttons</b> (Pkg of 30–2 ¼” white buttons)	
• # 444620	\$10.00
<b>Safe and Caring Schools coffee mug</b>	
• # 444604	\$ 5.45
<b>Safe and Caring Schools pencils</b> (Pkg of 30) Inscribed with “Toward a Safe & Caring Community.”	
• # 444662	\$10.70
<b>Niska T-Shirt</b> (white, featuring the Niska mascot front and back)	
• # 444745 adult X-large; • # 444737 adult large; • # 444729 adult medium; • # 444711 adult small; • # 444703 youth X-large; • # 444696 youth large; • # 444688 youth medium; • # 444670 youth small	\$10.50
<b>SACS men’s golf shirt</b> (white, featuring the Niska mascot)	
• # 444779 large; • # 444761 medium; • # 444753 small	\$24.95
<b>SACS women’s golf shirt</b> (white, sleeveless, featuring the Niska mascot)	
• # 444828 X-large; • # 444810 large; • # 444802 medium; • # 444795 small	\$24.45

**\*All workshop materials can be ordered from the SACS office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail [sacs@teachers.ab.ca](mailto:sacs@teachers.ab.ca) fax (780) 455-6481 or phone (780) 447-9487.**

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## Notes