Evaluation Report: Effectiveness of the Potter League Humane Education Program

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Evaluation Report: Effectiveness of the
Potter League Humane Education Program

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Methodology</td>
<td>8</td>
</tr>
<tr>
<td>Results</td>
<td>15</td>
</tr>
<tr>
<td>Discussion</td>
<td>27</td>
</tr>
<tr>
<td>References</td>
<td>32</td>
</tr>
<tr>
<td>Tables</td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
</tbody>
</table>
The evaluation of the Potter League Humane Education Program included a representative sample of schools from Portsmouth, Middletown and Newport in which the program is provided to third and seventh grade students. The major purpose of the evaluation was two-fold: a quantitative pre-test/post-test analysis to evaluate whether or not the goals of the program (to improve knowledge, attitudes and intended behaviors regarding humane treatment of animals) were met; and, secondly, to qualitatively evaluate the process of instruction and subsequent intellectual, affective and behavioral responses of the students through classroom observation and focus groups. The completed data included 10 third grade sections and 8 seventh grade sections. Over ninety percent of both samples completed both the pre-test and the post-test questionnaires for a total sample of 181 third graders and 152 seventh graders. Overall, given the dispersion of schools, the size of the sample and the high rate of pre/post completion, this sample should be considered very representative of the overall student body targeted by the Potter League program.

The results of the study indicate both qualitatively and quantitatively that the Potter League Humane Education Program is substantively successful in a number of different and important ways. This conclusion is justified by statistical data substantiating that both third and seventh grade students significantly improve their overall knowledge, attitudes and behaviors regarding the humane treatment of animals, addition, there are many observed qualitative indicators that the instruction is well
executed, students are engaged intellectually and emotionally, and that the quantitative improvements are congruently reflected in the actual conduct of the classroom experience. Overall, the Potter League Humane Education Program appears to be a valuable tool in society’s efforts to increase the humane treatment of animals.

Limitations of this evaluation include the fact that it is not controlled (i.e., compared with alternative programs or no program), and the fact that the evaluated classroom sessions were given almost solely by one Potter League instructor. This situation limits the generalization of the findings with respect to other instructors. In addition, conclusions regarding the long-term effects of the instruction cannot be determined without further follow-up of at least six months to one year in order to establish the durability of the changes.
Introduction: brief review of the literature

Although the formal literature on humane education extends back to the nineteenth century, this overview will focus on recent empirical studies on the effectiveness of humane education over the last 10-15 years. Ascione (1997) summarized the common threads in a somewhat diverse array of humane education programs as follows: "Instilling, reinforcing and enhancing young people's knowledge, attitudes and behavior toward the kind, compassionate, and responsible treatment of human and animal life are examples of the shared components of most humane education programs" (p60).

An assumption in most humane education literature is that humane behavior toward animals may correlate with humane behavior toward other people. In recent years, the use of experimental evaluation methods has focused on the question of whether humane education programs, in fact, increase humane knowledge, attitudes and behavior toward animals, and whether or not this humane behavior generalizes to humane behavior toward other people as well. Ascione (1997) highlights a number of recent controlled studies: Fitzgerald (1981) compared three different "treatment" formats: repeated, intensive, light and a control group with fifth and sixth graders, and demonstrated that focused (intensive) humane education conducted by a master instructor could significantly improve humane attitudes. Cameron (1983) compared reading material with media presentations with the same presentations in lecture format for seventh and eighth graders for a total of 14 hours of instruction. The media presentation approach showed better improvement in humane attitude scores. Hein (1987) showed an increase in
humane attitudes among third and fourth graders with only three hours of instruction.

Recently, Ascione and colleagues have conducted a series of controlled studies. Ascione, Latham and Worthen (1985) conducted a controlled trial with a large population (1800 students, kindergarten through sixth grade) to test the National Association for the Humane and Environmental Education's (NAHEE) curriculum over ten hours of instruction over the course of a school year. They demonstrated a significant improvement in humane attitudes toward companion (pets) and non-companion animals for kindergarten and first graders. Using two variations of an attitude scale developed by the authors, they also demonstrated that attitudes could be measured reliably for both primary and intermediate school students. Ascione (1992) assessed the impact of a year-long humane education program, again using the NAHEE curriculum with first/second graders and fourth/fifth graders. This time the instructors spent 40 hours of time teaching the curriculum, and the research question focused not only on attitude change, but whether or not the results would correlate with human-directed empathy. Results indicated some evidence of improvement in attitudes and human-directed empathy for some of the older students. In a follow-up study, Ascione and Weber (1993) retested over 80% of the original sample, and demonstrated that fourth graders maintained their gains relative to the control group. When the quality of student-animal relationship was controlled for, intervention effects appeared to generalize to human-directed empathy as well. Ascione (1997) suggests that future research continue to consider the following questions: Beyond improving knowledge and attitudes, does humane education improve actual behavior toward animals? Is there a difference between the effects on relationships with companion animals (pets) vs. other animals? Do the effects generalize to human-
directed empathy? What are the long-term outcomes?

**The Potter League Humane Education Program**

Commensurate with these demonstrated models, the goals of the Potter League's Humane Education Program are to increase knowledge, and improve attitudes and behaviors concerning the humane care of pets and animals. The program is targeted toward third and seventh grade students. Third graders receive 8 weekly 45-minute sessions, and seventh graders receive 5 weekly 45-minute sessions. Specific curricula (see below) vary between the two grades. The procedures for evaluating this program employs both qualitative and quantitative strategies: classroom observations and focus groups (to develop the instrument and assess the impact of the program from students, classroom teachers' and Potter League teachers' perspective); and pre-post testing to determine any short-term improvements in knowledge, attitudes and intended behavior changes.

For grade three students these content areas included:

**Session 1: Basic Pet Care**

**Session 2: History of dogs and cats**

**Session 3: Choosing an appropriate pet**

**Session 4: Animal shelters and animal control**

**Session 5: Pet overpopulation**

**Session 6: Ten good things about Barney**

**Session 7: Animals can bite**

**Session 8: Creatures of Aquidneck Island**
For grade seven:

Session 1: Animals used in sports
Session 2: Animals used in entertainment
Session 3: Endangered species
Session 4: Pet overpopulation
Session 5: Moral Dilemmas

Purpose of the current evaluation

Although there is compelling evidence from controlled trials that humane education can improve overall knowledge/attitudes/behaviors regarding humane treatment of animals, it is important to evaluate whether any given program (in this case, Potter League's program) can effectively implement similar curricula in day-to-day service delivery. The current evaluation has two purposes: First to determine if the Potter League Humane Education Program quantitatively improves knowledge, attitudes and behaviors toward companion and non-companion animals; second, to qualitatively examine the intellectual, affective and behavioral responses of the students to the classroom instruction. In addition, other supplementary questions are of interest: do humane attitudes and beliefs correlate with measures of human empathy and peer relationships? This question may have important implications for future research endeavors relevant to humane education.

Evaluation methodology

Sampling and evaluation procedures

The initial sampling frame included the following: twelve public schools: (six Newport, three Middletown, three Portsmouth) and two catholic parochial schools and
two private schools who receive the current Potter League curriculum. After determining the number of third and seventh grade classes available, a proportionate number of classrooms in which the program is given were chosen for the pre-post data collection. These included 10 third grade sections and 8 seventh grade sections distributed across Portsmouth, Middletown and Newport. The final sample of third graders and seventh graders was not to exceed 200 students for each grade level.

The evaluators engaged in the following activities to develop the evaluation protocol:

1) met with Potter League staff for input on instrument items and focus group (qualitative) questions; 2) reviewed relevant literature with focus on prospective items and scales for inclusion in the study; 3) developed a final draft of the instrument, and obtained final approval from Potter League staff for the content of the instrument; 4) began scheduling and meeting with focus groups (students, teachers, administrators) in respective schools where the psychoeducational programs were to be evaluated prior to the actual program implementation, and liaised with Potter League program instructors (who later administered the questionnaires before and after their first and last sessions). Approval for the use of the questionnaires was obtained by the Potter League instructors. 5) pre-post data were collected at selected schools from fall 2000 until spring 2001. 6) qualitative and quantitative data were analyzed in the spring to early summer of 2001. 7) data analysis, results, conclusions, and recommendations were concluded July 10, 2001.

Procedural details for preparing the data collection included the following steps:

Sufficient copies of both pre-tests and post-tests were prepared and packaged with an identifying cover sheet (see Appendix A) and delivered to each instructor. A tally sheet
was employed to monitor the progress of the data collection phase of the project. After
the data were collected by the Potter League instructor, the data were returned to the
evaluators. Individual unique identification numbers were assigned to each completed
pretest. Post-tests were prepared with student names and matching identification numbers
in order to link pre and post test data for each student. These prepared post-tests were
delivered to each instructor at least a couple of weeks before they intended to use them.
After the students completed the post-tests at the end of the program, the data were
returned to the evaluators for data analysis.

Qualitative data gathering began in the spring of 2000 and was completed in the
spring of 2001. Initially an information-gathering group was held with the Potter League
humane educators and administrators to gain a better understanding of the program
offered to the third and seventh grades. Following the construction of pre-test and post-
test questionnaires, classroom teachers were invited to attend one of two focus groups
held in June 2000. Classroom teachers were asked to discuss the program and to provide
feedback on the draft version of the surveys.

Observations of the humane education program were made on six occasions. The
researcher was invited to attend a variety of the presentations of the humane education
curriculum to witness the dissemination of information and the students' responses to
different aspects of the program. In the winter and spring of 2001 six focus groups were
held with students who had completed the humane education program during this school
year. Three of the groups were held with seventh grade students and three were held with
third grade students. The groups were comprised of students attending schools in
Newport, Middletown and Portsmouth, Rhode Island.
Concepts consistently covered by the Potter League Educators included: talking about animal care and responsibility, understanding the role of animals in society, pet over-population, the differences between wild animals and domestic pets, safety of pets, joys of pet ownership, choosing appropriate pets and understanding that pet ownership is not for everyone. Students learn that the Potter League is a resource and is an alternative to pet abandonment. Information about the life span of pets, losing pets and the feelings associated with that experience is an integral part of the learning.

The third grade classes use Potter League assignment folders that are distributed at the first session. Children use the folders to keep materials that are handed out throughout the weeks; outlines and handouts are used in each session, short videos and short stories, posters and stuffed animals are used to keep the interest of the children. The children are encouraged to share their personal pet stories. A variety of these methods are used in each session.

The seventh grade sessions are divided into five-minute segments that are comprised of lecture and discussion. Opinion surveys are distributed to obtain information on spay/neuter. A "Suitcase for Survival" is used to illustrate the ways in which endangered species are used commercially. A Potter League volunteer brings in her greyhound to facilitate a discussion about racing and rescue of greyhounds in our society.

**Instrument development**

Prior to implementing the evaluation procedure, specific steps were taken to formulate the evaluation questions. This material was gleaned from the social science literature relevant to humane education, conference proceedings, focus group discussions.
and summary content used in the actual classroom presentations by Potter League instructors. Focus groups with teachers, administrators before and after the implementation of the psychoeducational program helped to better define the program, develop the evaluation instrument and gauge the overall impact. As noted earlier, the Potter League instructors and administrators were included in the development phase of the evaluation instrument. One of the best ways to begin the process of instrument development is to get input from the people who really know what the content is all about: the instructors and others involved in implementing the program. Instructors were asked to provide specific examples of knowledge, attitudes and behaviors that they believed could be changed for the better based on the content of the current curriculum. Instructors were encouraged to provide as many examples as they wanted to for each class session. The composition of the instrument mirrored the outline of the curriculum, and included:

1. background information (age, gender), whether the students owned a pet, and what sort of pet they owned;

2. questions specific to attitudes, knowledge and behaviors regarding the humane and ethical treatment of pets and other animals; these questions were the main part of the instrument, and were designed to measure whether there would be an increase in knowledge, attitudes, and expected behaviors of the students;

3. a sample of questions from the Index of Empathy for Children and Adolescents (Bryant, 1982), and a sample of questions from the Index of Peer Relations (Hudson, 1982); these questions were added to explore the relationship between humane knowledge, attitudes and behaviors, empathy level, and peer relations. It was not a goal
of the evaluation to test whether these traits could be increased as a result of the Potter League curriculum since these are not explicit goals of the program. These measures were examined at pretest to see if they correlated with overall humane knowledge, attitudes and behaviors.

Content of the main portion of the instrument was designed to reflect the content of the program, summarized earlier. The items specifically were drawn from materials targeted toward knowledge, attitudes and behaviors relevant to specific areas of humane treatment of animals. Since the distinction among knowledge, attitudes and (intended, not actually observed) behaviors is somewhat arbitrary, knowledge, attitudes and behaviors are measured as one composite score in this evaluation. Responses were endorsed as either "true" or "false", and the correct answers are indicated in Table I (for third graders) and Table 3 (for seventh graders. The "correct" answer was coded as "1" and the incorrect answer coded as "0". Total scores were simply the sum of the correct answers.

Supplemental instruments

To address the hypothesized relationship between empathy and peer relations with humane beliefs and behaviors toward animals, selected items from two additional scales were employed: the Index of Empathy for Children and Adolescents (Bryant, 1982) and the Index of Peer Relations (Hudson, 1982). The Index of Empathy has been shown to have overall adequate internal consistency and test-retest reliability in first, fourth and seventh graders; evidence of convergent validity has been demonstrated in that it correlates with other measures of empathy and care for others; and divergent validity shown in that it correlates negatively with aggressiveness. Overall, the Index of Empathy yields higher scores for female respondents, a developmentally expected finding. This
index has a total of 22 items, and has been used with both continuous and yes/no response formats. Six items selected for their apparent representativeness were chosen, and questions were posed in an agree/disagree format. For items #3 and #5 of the Index of Empathy, a "disagree" response indicates an empathic response.

The Index of Peer Relations has been shown to demonstrate excellent internal consistencies (.90's), and concurrent validity with measures of self-esteem, general contentment, family relationships, and distinguishes between problem and non-problem youth (Forte and Green, 1994). Six items selected for their apparent representativeness were chosen, and questions were presented in an agree/disagree format. A "disagree" response for items 2, 3, 4, and 5 indicates positive peer relations.

A copy of the entire instrument for both grades 3 and 7 is in Appendix B.

Data analysis strategy

Data were collected in two waves for both third and seventh graders: pre-test was conducted to establish a baseline with respect to current knowledge, attitudes and behaviors regarding humane treatment of animals; and, a post-test given upon completion of the course at the eighth week for the third graders and fifth week for the seventh graders. First, background data will be summarized in frequencies, percents and means as needed; secondly, pre-test data and then, third, post-test data will be summarized) for all scales; third, differences between pre-test data and post-test data will be analyzed for statistically significant differences using paired t-tests for composite knowledge/attitude/behavior scores. Fourth, Pearson correlations were examined to assess any association among the major factors (humane knowledge/attitudes/behaviors, empathy level and peer relations and gender) at pretest. In the Discussion section, conclusions will be drawn
based on both the quantitative and qualitative data, and limitations of the study examined.

Results

Sampling data and frequency data for individual questions

Third grade program

One hundred and ninety-four students (median age = 8) responded to the initial pre-test. This sample was comprised of one hundred and one (52.1%) boys and ninety-three girls (47.9%). One hundred and sixty-one (83%) reported that they owned a pet, one hundred and forty-one (72.7%) of all the third grade respondents reported that they owned a dog or a cat, and ninety-six (49.5%) indicated that they owned a pet other than a dog or cat.

Answers for the individual pre-test and post-test questions can be examined in Tables 1 and 2, respectively. Frequencies are reported only for those respondents who completed both the pre-test and post-test. For the third graders, 93.3% of those who completed the pre-test also completed the post-test.

Seventh grade program

One hundred and sixty-five seventh graders (median age = 12) responded to the pre-test questionnaire. This sample was comprised of seventy-nine (47.9%) males and eighty-six (52.1%) females. One hundred and thirty-eight (83.6%) reported that they owned a pet, one hundred and twenty-three (74.5%) of all the seventh grade respondents reported that they owned a dog or a cat, and eighty-one (49.1%) indicated that they owned a pet other than a dog or cat.

Answers for the individual pre-test and post-test questions for the seventh graders can be examined in Tables 3 and 4, respectively. Frequencies are reported only for those
respondents who completed both the pre-test and post-test. For the seventh graders, 92.1% of those who completed the pre-test also completed the post-test.

Main evaluation question: Do participants in the Potter League Humane Education Program increase their overall knowledge, attitudes and behaviors as a result of the instruction?

To answer this question for both the third and seventh graders, paired t-tests are performed to examine whether any positive increase in overall scores could have happened by chance, or appear to be the result of the Potter League program. For the third grade classes, a paired t-test revealed an overall increase from a mean score of 19.49 (sd=2.4) correct answers to a mean score of 21.7 correct answers. This difference is statistically significant at (t = -13.86, df= 180, p<0001). It is reasonable to conclude that the Potter League instruction results in a statistically significant increase in a composite score of knowledge, attitudes and (intended) behaviors, and that this increase is highly unlikely to have happened by chance.

The same test was conducted for seventh graders. A paired t-test revealed an overall increase from a mean score of 20.4 (sd=3.94) correct answers to a mean score of 24.27 correct answers. This difference is also statistically significant at (t = -7.54, df= 151, p<0001). It is reasonable to conclude that the Potter League instruction resulted in a statistically significant increase in a composite score of knowledge, attitudes and (intended) behaviors, and that this increase is highly unlikely to have happened by chance.

Correlations among major study factors

Supplementary questions related to the relationship among major factors:
knowledge/attitude/behaviors, empathy and peer relations. Statistics for all of these major factors appears in Table 5. As part of the exploratory dimension of the study, it was expected that at baseline (pre-test) empathy would be shown to correlate with overall knowledge, attitudes, behaviors regarding animals. It was also expected that this measure of overall knowledge, attitudes and behaviors regarding the humane treatment of animals and empathy might also positively correlate with peer relations. For the third graders, data shows that overall composite score of knowledge, attitude and behavior does show a statistically significant correlation with both empathy level (r = .29, p < .0001) and positive peer relations (r = .193, p < .01). Likewise, baseline level of knowledge, attitudes and behaviors for seventh graders also correlated significantly with both empathy (r = .29, g < .0001), and positive peer relations (r = .168, p < .05). Although these correlations are modest, it appears that those children who are more knowledgeable and positively disposed toward animals also are more likely to show greater overall empathic responses to other people as well as have better peer relations.

Qualitative analysis: Insights from classroom teachers and humane educators

Perceptions about favorite classes of third grade students

The teachers all expressed that their students seem to thoroughly enjoy the Potter League program. The students particularly appear to enjoy the opportunity to discuss their pets and they are especially fond of the Pricilla video! This is a movie that features a cat whose family did not make adequate arrangements for her care during their absence. The cat ultimately winds up in an animal shelter. The most difficult part of the curriculum is when the third graders observe and discuss the Blue movie. This film discusses the problem of pet overpopulation and the consequences including euthanasia.
Perceptions about favorite classes of seventh grade students

The seventh graders always enjoy the visit to the class by the greyhound. The students "don't want to hear" about the misuse of animals such as circus elephants and rodeo horses. However, the students sometimes challenge the right to breed dogs and show that they are employing critical thinking skills. The issue of euthanasia, as with the third graders, is difficult for the seventh grade students to hear and the least favorite portion of the curriculum.

Other pertinent concepts taught

Mathematical concepts are used to estimate things such as an animal’s life expectancy in relationship to its owner and to understand the over population of domestic pets. Children/teens will sometimes talk about the care that they give to their own pets and how they treat one another. The humane program opens up discussion about animal concerns such as aggressive rearing of pit bulls. The humane education program is a natural connection to the concepts being taught in the seventh grade science curriculum. In fact, some of the seventh grade classes have been able to keep the humane education program because it meets the science standards for education.

One third-grade teacher has instituted a Pennies for Pets Program that coincides with the seven weeks of sessions. In general, the schools are looking for ways to be involved in the communities and the humane education program offers the students volunteer opportunities. Students are also taught about the ways in which they can become a volunteer at the shelter and act as a steward to all animals.

General observations about the students

The attention and interest of all students is high. One teacher noted "that this is even
true in the worst classes." Another noted that she brings "kids receiving resource assistance" into these sessions because they get so much from the program. Note: the children involved in resource (educational services that are supplemental to the classroom) aren't necessarily exposed to this program unless a teacher chooses to bring them. Another said, "their eyes are riveted on the humane educator."

In general the third graders are excited about the subject matter and want to tell the educators and their classmates how much they love animals. They are likely to bring stuffed animals or a book about animals to show on Potter League day. The students frequently have a personal story about a pet to share. The seventh graders are a little more "stand-offish" but can be outspoken if there has been an incident of cruelty resulting in one of their pets being put to sleep. Some seventh graders show through their body language that they resent some of the material and find the content of some classes difficult to accept.

The atmosphere in the classroom is very different depending on the style of the classroom teacher.

Material used to reinforce the weekly teachings

A number of strategies are used within the third grade classes to reinforce the learning of each week. For example humane educators will leave behind worksheets, issues of junior KindNews, or a literacy kit. There is a teaching packet that goes along with the curriculum; teachers may or may not utilize the packet between sessions. Some teachers read relevant books to the children to reinforce the material presented at sessions.

Seventh grade classroom teachers have not utilized the teaching packets. Time seems to be the primary factor impacting the use of teaching packets. Humane educators leave
copies of senior KindNews for the seventh graders. Some teachers will give homework assignments as a way to reinforce the learning of the week. At one time students were asked to keep journals, this however, is no longer a requirement.

The role of the classroom teacher

The role of the classroom teacher varies from classroom to classroom. Teachers always remain in the classroom when the Potter League educator is present. Many teachers are viewed as turning the classroom over to the educators. One teacher participates in the discussion because she believes her job is to model appropriate behavior for the children. All humane educators find that substitute teachers are most likely to take an active role in the activity and discussions.

The classroom atmosphere

The atmosphere in the classroom is positive with the children quickly getting ready for the classes to begin. The children are described as excited and anxious to tell you a pet story as the sessions begin. The enthusiasm and eagerness to tell a personal pet story is still present as the session's end. In general, the students are more familiar with the humane educators as the weeks pass.

Observations about third-grade students before and after the sessions

Students look forward to the sessions and are very welcoming of the humane educator. They enthusiastically greet the teacher and appear eager to begin the lesson. The classes move along quickly and the students never seem ready for the humane educator to leave. Many of the students are still talking to the educator while she is gathering her supplies to leave. One third-grade teacher has a Question Box for those questions that don't get answered or come up as a result of the session. The contents of
that box are shared with the humane educator in the following session so that those questions can be addressed.

Observations about seventh-grade students before and after the sessions

Students in the seventh grade appear to be open to the visit of the humane educator. At times the seventh graders are somber following a session on using animals for sport or euthanasia. This mood frequently leads to a discussion about the students' concern for animals being used for sport etc.

Connections to other relationships

Students seem to learn about themselves and are able to show empathy. An example was given of a teacher who discussed with the class her need to put her dog to sleep. She recalls that the entire class was able to show empathy and concern.

Impact on attitudes, behavior and knowledge

The program is believed to affect attitudes, behavior and knowledge. The total program corrects misconceptions that the children may have about animal related things by using a teaching technique of preconception. Subsequent to the sessions, some students decide not to participate in events where treatment of animals is questionable. In general, students become more aware and more able to make responsible and thoughtful decisions. Some then choose to go to Potter League to adopt a pet instead of going to a pet store. Other students begin volunteering at the Potter League.

Words and phrases used by the classroom teachers to describe the Potter League program

Appropriate social education / Interesting/ Healthy/ Organized /Eye opening

Character building / Respect for life
The Third-Grade Experience

Observations of Third Grade Classrooms

Concepts are conveyed in a consistent, clear and age appropriate manner. A number of methods are used within the 40 and 50-minute time frames to convey information. Didactic learning, discussion, stories, videos and written materials are used to teach the each of the eight lessons. The teaching methodology employed by the humane educator changes frequently during the class period, which results in capturing and maintaining the attention of the children. Throughout the sessions students are actively involved in the process. Children are asked, or can volunteer to read, participate in role-plays, and answer questions. The teacher strictly adheres to the lesson and topic of the day in an effort to meet the teaching goal and objectives of the lesson. Many stories from the newspaper and personal experiences are used to illustrate a point. Empowering the children to act "animal smart" is a theme that runs through each of the sessions. Practical tips are infused throughout the learning. Positive behavior is reinforced throughout. Children are given the opportunity to get a free ID tag for dogs and cats plus a free cat collar as part of the program.

The children seem to love the program provided by the Potter League! The children are excited to see the humane educator and greet her at the door with questions and personal pet stories (this continues even after the session is over). The importance of the subject matter for the children can not be overstated. The children love animals and a number of the children show this by adorning their desks with stuffed animals. Throughout the 40/45-minute timeframe the children have hands wiggling in the air. Many times before a question is asked, hands go up! Most if not all of the children are
eager to be involved in the learning. When a subject is raised that the children don’t want to hear, they will respond by putting their hands on their ears or covering their eyes. 

Focus Groups with third grade students following the humane education program

Three focus groups were held following the completion of the Potter League humane education program. The groups were comprised of equal numbers of males and females. Most of the group participants have had personal experiences with pets and/or are currently pet owners. Each child delighted in the opportunity to tell about their own pet (the groups began with the children describing their own pet or experience as a previous pet owner). This approach allowed each child to participate in the focus group from the start and deliberately sought the input of children who may have been reticent about talking within the group. Of the focus groups held, two involved the entire class of students and one involved a group of eight children selected by the classroom teacher.

The children were excited to be asked about their experiences with the humane education program and enthusiastically responded. They remembered learning about the proper care and treatment of pets, the three essentials in pet consideration (time, space, and money), how to behave in the company of stray and wild animals and the importance of respect to all animals. They enjoyed all of the classes, but chose the week that the video about Pricilla the Cat was shown as their favorite. They said it was difficult to learn about euthanasia and cruelty to animals. They were eager to share and candid about the ways in which their behavior and attitudes have changed. Some said that they are spending more time walking and playing with their pets and more aware of the needs of pets. One girl, in spite of being the daughter of a veterinarian, enthusiastically added that even she “learned new things about the care and treatment of animals.” Others said that
they have stopped hitting, teasing, and holding the pets so tightly. For instance, one girl said she used to squeeze her frog "because it felt good and I didn't know that it hurt him." She stopped doing this after learning about the care of pets. Still others have shared their knowledge with siblings, parents and neighbors. One child said that he tells his mother "not to hit the cat when it uses her stereo speaker for a scratching post." In general the children seem to have become stewards of animals by taking the lessons learned and sharing them with others.

The children described the program as awesome, caring, cool, exciting, educational, fun, loving, magnificent, respectful and spectacular.

The students recommended the following:

• *Lessons should include live animals.* Exposure to real live animals would give added meaning to the lessons and would provide all the children an opportunity to have a first-hand experience with pet holding.

The Seventh-Grade Experience

Observation of Seventh Grade Classrooms

The students are continuously taught about the ways that they can make humane decisions about animals. The material is presented in a manner that allows students to understand and ponder both sides of an issue thereby empowering the students to make informed choices. The message about the impact that just one person can have is repeated throughout the sessions. Each student is challenged to think critically about the consequences of purchasing certain pets. An example of tropical birds is used to effectively demonstrate how the demand for certain species results in the unnecessary death of many birds as they are transported from South America to pet stores across
America. This poignant scenario engages the students in a way that raises their consciousness about the plight of desirable pets and allows them to use analytical reasoning skills to calculate the number of deaths to birds.

Concrete examples of how individuals and society can deal more humanely with animals, especially those considered pests are readily provided. Students are asked to put themselves in the place of an abandoned cat and decide (with rationale) if they would prefer to go to the Potter League or to try to survive on the streets. This exercise requires the student participants to empathize with the plight of animals and shows the results of humane choices on the quality of life for animals.

The classes appear to have an immediate impact on the students. For example, one boy stated that he won't shoot birds anymore after participating in the humane education. After participating in the session on extinct and endangered animals, one girl stated that she would now be reluctant to wear her tortoise shell barrette. Others made thoughtful comments about items made of animals or animal parts that they had purchased or seen for sale. During the class, the students are listening and talking to the instructor and each other about the material presented. It is difficult to know what is being said among the students, however one could assume that reactions—of both surprise and dismay—are being shared with a classmate.

Focus Groups with seventh grade students following the humane education program

Three focus groups were held following the completion of the Potter League humane education program. The groups were comprised of equal numbers of males and females. Each group had between eight and twelve participants. Many of the students in the focus group recalled having been through the third grade curriculum. Most, with few
exceptions, have had personal experiences with pets and/or are currently pet owners and like the younger students enjoyed the opportunity to share information and memories about their pets.

The participants indicated that they learned a great deal from their most recent classes, and specifically mentioned material that covered the use of animals for entertainment, animal population control, and the maltreatment of animals. The participants said that they enjoyed the visit by the greyhound, learned a lot from the videos and found the endangered species kit to be most interesting. Students (at least two or three) from each group indicated that they now think differently and act differently towards animals. For instance they now might be more careful about their pet's diet, will look to the animal shelter when considering a pet, are kinder towards their pets and willing to speak up when they see that a pet is being mistreated. In one specific example, two girls reported that they had witnessed a cat being thrown from a second story window and had intervened by rescuing the cat and reporting the perpetrator to the police. When asked about their response, both indicated that they reacted from a new awareness that had been gained through the teachings of the Potter League program and went on to say that "caring for pets is everyone's job." Most students expressed concern about the use of animals for entertainment and planned to limit their participation in activities that treated animals badly. For many this means a change in thinking about the value of this form of entertainment and their personal rights versus the protection and freedom of animals. They also indicated that the information they received would weigh heavily in their future decision-making. A smaller group felt that the information about the mistreatment of animals in circuses and for entertainment purposes was overstated.
and said that they would still consider participating in these activities. The program was described as caring, disturbing in some ways, educational, exciting, fun, helpful, sad, and super duper.

The students recommended the following:

- **The program should provide more hands-on opportunities.** Specifically, the students would like to work with animals and be involved in projects that would require them to be partners in their learning.

- **The humane education teacher should solicit the opinions of the class members.** In general, the older students wanted more time to discuss the material and to offer their input.

- **Help students to better understand their role in preventing animal mistreatment.** The students wanted to take this information and put it into action. (One student mentioned that his parents participated in the annual Potter League walk and indicated that he too would like to do something concrete that would make a difference in the lives of animals.)

- **Include a field trip to the Potter League.** A visit to the animal shelter might be a way to involve students in volunteering efforts and would reinforce the classroom material related to pet abandonment and overpopulation.

Discussion

Conclusions from quantitative findings:

The study clearly demonstrates that the Potter League Humane Education Program results in a significant increase in combined knowledge, attitudes and behaviors. Due to the fact that a good number of the questions were scored highly at pretest (i.e.,
ceiling effect), this masked, to some degree, rather substantial improvements in other important areas of knowledge, attitudes and behaviors. Inspection of Tables 1-4 reveals that a number of items (for Grade 3: items 4, 5, 6, 7, 12, 13, 14, 15, 16; for grade 7: items 1, 2, 3, 6, 9, 11, 12, 13) showed increases in over 10 percentage points between pre-test and post-test. Many of these areas reflect important concerns: knowledge about wild animal behavior and potential dangers, spaying and neutering, use of animals in sport and entertainment, and laws pertaining to endangered species. On a student-by-student basis, it is hard to calculate the significance of what was learned in each of these important areas and the impact on the student.

Another important finding concerned the modest but significant relationship between humane knowledge, attitudes, and behaviors with empathy and peer relations. Although these findings are suggestive, they do reflect other findings in the literature. One should consider for future programming and evaluation whether this interpersonal agenda should be made a more explicit part of humane education, or whether it should remain an implicit purpose of such programs.

Conclusion from qualitative analysis:

The program appears to be a real success. The content is new, important and interesting to the students. The material is presented in a fashion that holds the attention of most students in the seventh grade and nearly all the children in the third grade. Enthusiasm for the program is evidenced through teachers and students alike. A great amount of material is packed into the allotted time period; more time seems to be needed to process some of the material that is covered. Issues that challenge the belief systems of students might require a discussion period by the humane educator or classroom teacher.
Additionally, it seems that a number of the children and youth have questions, thoughts and feelings that, if time permitted, could be more fully explored. Further, it is believed that most of the curriculum could be directed linked to the connections between animal and human kindness. To maintain a connection from week-to-week, students should be required to keep journals highlighting the topic, their assessment of the material and a personal reflection.

Limitations of the study

There are limitations to the internal (design) and external (generalization) dimensions of this evaluation. First, the lack of a comparison (alternative program) or control group (no program) precludes definitive conclusions about the effectiveness of the study. However, previous controlled studies have demonstrated that similar programs are effective, and the findings of this uncontrolled evaluation are commensurate with those findings. It is unlikely that over the course of five or eight weeks these students would have spontaneously become more knowledgeable in these specific areas. In addition, with the lack of follow-up evaluation (at 6 or 12 months), it is unknown whether the lessons learned will have staying power over time. The obvious appeal of most of the content for these students may account for its salience and importance to them at this time. Will they retain these lessons over time? One cannot tell from this design. Lastly, although the evaluation demonstrates the effectiveness of primarily one experienced Potter League instructor it does not provide the opportunity to make generalizations about the effectiveness of other instructors. This limitation is important to point out because these programs are usually implemented by a number of instructors who have a range of enthusiasm and/or experience. Quality assurance in programming suggests consistency in...
quality of classroom instruction. This important dimension of programming could not be evaluated in this study.

Recommendations:

1. More time is needed to respond to the children. The third grade class has hands up in the air constantly. Because of the full schedule presented by the Potter League and the time constraints imposed by the schools, it may be best to use journals (for pictures, stories, questions and concerns) as a follow-up to the lesson. Teachers, parent volunteers, librarians and school social workers could make opportunities available for the students to share their journals.

2. Extend the time allotted for the seventh grade programs. Some of the material challenges their beliefs and some curriculum content leaves them down and in need of further discussion. Time should be built-in at the end of the sessions to discuss the issues that have been raised in the class.

3. A mechanism should be in place for children/youth who display inappropriate behaviors to animals and who appear to need individual attention during the session. During one observational session a child was seen twisting, stretching, punching, holding by the tail and tightening the collar of a stuffed cat. Additionally, the child looked at the evaluator and said, "this cat is going to be hung." This child's aide and teacher were informed of the incident.

4. Provide classes with a three-ring binder and all materials in week one. This would ensure that all students receive the same material and would give the classroom
teacher a chance to follow-up on lessons.

5. Many of the lessons can be tied to the existing standards for curriculum. Members of the Potter League should collaborate with school personnel to determine how each of the classes meets those standards. Schools are increasingly concerned about being able to make connections between their choice of educational programs and showing evidence of their connection to learning objectives.

6. A large percentage of the children and youth in this study had personal experiences with pets. The students' experience of pet ownership should be considered a valuable tool to be used by the humane educators to promote the Potter League program.

7. Make sure that each child/youth is involved. The optimal seating arrangement would be to have the class seated in a circle which encourages each person to be involved in the learning and discussion. The subject matter is of universal interest and understanding to nearly all the students.
References


Service Research, 19, 49-65.


Table 1: Third Grade Pre-test Responses (N=181)

Knowledge, attitudes and behaviors (t = true, f = false) (Percent of correct responses)

<p>| | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>Pets such as dogs and cats need to be fed every day (t)</td>
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<td>2</td>
<td>If a pet destroys something, hitting or spanking is the best way to deal with it. (f)</td>
<td>84.5</td>
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<td>3</td>
<td>If a family cannot take care of a pet or find it a good home, they should take it to a shelter, (t)</td>
<td>96.7</td>
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<td>4</td>
<td>Most wild animals can be trained to become domestic pets in a few weeks, (f)</td>
<td>46.4</td>
</tr>
<tr>
<td>5</td>
<td>Wild animals are best left in their own surroundings, (t)</td>
<td>88.4</td>
</tr>
<tr>
<td>6</td>
<td>If you see a wild animal in your yard, you should try to trap it. (f)</td>
<td>85.1</td>
</tr>
<tr>
<td>7</td>
<td>You should choose a pet just because you like it. (f)</td>
<td>56.9</td>
</tr>
<tr>
<td>8</td>
<td>Everyone should have a pet. (f)</td>
<td>84.0</td>
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<tr>
<td>9</td>
<td>You should tell all your friends that they have to have a pet! (f)</td>
<td>92.3</td>
</tr>
<tr>
<td>10</td>
<td>I am responsible for keeping my pet under control, (t)</td>
<td>96.1</td>
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<td>11</td>
<td>Dogs and cats from the animal shelter can make good pets, (t)</td>
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<td>12</td>
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<tr>
<td>13</td>
<td>Dogs can give birth to 6-12 puppies at one time, (t)</td>
<td>66.9</td>
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<td>14</td>
<td>It's wrong to spay and neuter pets. Maybe they want to be parents! (f)</td>
<td>42.0</td>
</tr>
<tr>
<td>15</td>
<td>Spaying and neutering pets is something that can be done at home, (f)</td>
<td>64.1</td>
</tr>
<tr>
<td>16</td>
<td>Most dogs live somewhere between 10 and 18 years, (t)</td>
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</tr>
<tr>
<td>17</td>
<td>Every pet should have a funeral the same way as people do. (f)</td>
<td>56.4</td>
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<tr>
<td>18</td>
<td>After a pet dies, it's ok to talk to people about it if you feel sad. (t)</td>
<td>95.0</td>
</tr>
<tr>
<td>19</td>
<td>It's usually safe to go up to and pet stray animals, (f)</td>
<td>92.3</td>
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</table>
20. Teasing a pet or wild animal a lot is mean and can cause the animal to bite. (t) 97.2

21. If I see a wild animal acting strangely or suspiciously, I should tell an adult (t) 94.5

22. There are lots of different wild creatures on Aquidneck Island. (t) 86.7

23. Wild animals should never be taken as pets. (t) 85.6

24. Kids should not try to feed, touch or keep wild animals as pets. (t) 88.4

**Index of Empathy**

(Percent of empathic responses)

25. If I feel sad when I see someone who has no one to play with. 95.6

26. I get upset when I see someone being hurt. 90.6

27. It's hard for me to see why someone else gets upset. 34.3

28. I get upset when I see an animal getting hurt. 96.7

29. It's silly to treat dogs and cats as though they have feelings like people. 58.4

30. Seeing someone who is crying makes me feel like crying. 49.7

**Index of Peer Relations**

(Percent of peer-friendly responses)

31. The kids I know seem to like me very much. 87.1

32. The kids I know act like they don't care about me. 84.8

33. I really feel like I am disliked by the kids I know. 82.6

34. The kids I know don't seem to even notice me. 87.3

35. The kids I know seem to look down on me. 70.8

36. I get along very well with the kids I know. 96.1
Table 2: Third Grade Post-test Responses. (N=181)

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**Index of Empathy (Percent of empathic responses)**

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**Index of Peer Relations (Percent of peer-friendly responses)**

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35. The kids I know seem to look down on me. 73.7

36. I get along very well with the kids I know. 87.8
Table 3: Seventh grade Pre-test Responses. (N=152)

Knowledge, attitudes and behaviors (t = true, f = false) (Percent of correct responses)

1. Greyhounds are trained with live animal lures (rabbits, for example). (t) 38.3
2. Sports that use animals for fun and profit rarely cause harm to those animals, (f) 64.5
3. People have a right to use animals for sport, even if it occasionally causes injuries to those animals, (f) 68.4
4. There is little anyone can do to stop cruelty to animals in sports, (f) 65.8
5. I will continue to support sporting events in which animals are occasionally injured, (f) 79.6
6. I am more likely to avoid sporting events in which animals are used, (t) 71.1
7. Aquariums and zoos generally take better care of the animals than circuses do. (t) 94.7
8. Some circuses do not include animals, (t) 74.3
9. It’s ok to use animals for entertainment, as long as we feed them on a regular basis, (f) 32.9
10. We shouldn’t be too concerned that circus animals experience extremes of heat and cold, (f) 84.9
11. I am more likely to avoid entertainment in which animals are used, (t) 49.3
12. I am more likely to discuss the abuse of animals in entertainment with others, (t) 53.3
13. Laws in the United States prohibit people from buying products made from endangered species, (t) 74.3
14. Habitat destruction refers to loss of people’s homes by fire, (f) 69.1
15. It is important to preserve all species of animals, (t) 91.4
16. Stories about endangered species are exaggerated, (f) 82.2
17. I am likely to purchase an exotic pet when I am on my own as an adult, (f) 58.6

18. I am not likely to purchase products made from endangered species, (t) 87.5

19. More than half the dogs and cats in shelters are killed, (t) 47.4

20. Almost all animals in animal shelters are placed in good homes each year, (f) 37.5

21. Spaying and neutering animals is cruel and causes them health problems, (f) 83.6

22. Dogs and cats should be allowed to run free in the neighborhood, (f) 82.9

23. Spaying and neutering is a humane solution to pet over-population, (t) 80.3

24. If I own a pet when I become an adult, I am likely to have it spayed/neutered, (t) 64.5

25. People are often the cause of "animal problems" in the community, (t) 69.1

26. I am interested in how animals are treated in sports and entertainment, (t) 76.3

27. The need to protect "animal rights" has been exaggerated. People have rights too. (f) 59.9

28. It is unnecessary to euthanize so many animals each year. They should be allowed to live no matter what, (f) 40.1

29. Human and animal species depend on one another... what happens to one affects the other, (t) 84.8

30. I am likely to express concern to others about how cruelly some animals are treated, (t) 73.9
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27. The need to protect "animal rights" has been exaggerated. People have rights too. 75.0

28. It is unnecessary to euthanize so many animals each year. They should be allowed to live no matter what. 57.9

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</tr>
</thead>
<tbody>
<tr>
<td>37. The people I know seem to like me very much.</td>
<td>92.1</td>
</tr>
<tr>
<td>38. The people I know act like they don't care about me.</td>
<td>90.8</td>
</tr>
<tr>
<td>39. I really feel like I am disliked by the people I know.</td>
<td>90.7</td>
</tr>
<tr>
<td>40. The people I know don't seem to even notice me.</td>
<td>92.7</td>
</tr>
<tr>
<td>41. The people I know seem to look down on me.</td>
<td>82.8</td>
</tr>
<tr>
<td>42. I get along very well with the people I know.</td>
<td>93.4</td>
</tr>
</tbody>
</table>
Table 5: Means and standard deviations for major variables (pre and post) in the study for both third graders and seventh graders.

**Third graders**

<table>
<thead>
<tr>
<th>PRE-TEST</th>
<th>Knowledge score</th>
<th>Empathy score</th>
<th>Peer relations score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means</td>
<td>19.49</td>
<td>4.24</td>
<td>5.08</td>
</tr>
<tr>
<td>Sd's</td>
<td>2.4</td>
<td>.94</td>
<td>1.49</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>21.72</td>
<td>4.63</td>
<td>5.05</td>
</tr>
<tr>
<td>Means</td>
<td>1.75</td>
<td>1.00</td>
<td>1.57</td>
</tr>
</tbody>
</table>

**Seventh graders**

<table>
<thead>
<tr>
<th>PRE-TEST</th>
<th>Knowledge score</th>
<th>Empathy score</th>
<th>Peer relations score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means</td>
<td>20.40</td>
<td>4.58</td>
<td>5.44</td>
</tr>
<tr>
<td>Sd's</td>
<td>3.94</td>
<td>1.35</td>
<td>1.22</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>24.27</td>
<td>4.53</td>
<td>5.43</td>
</tr>
<tr>
<td>Means</td>
<td>4.19</td>
<td>1.36</td>
<td>1.26</td>
</tr>
</tbody>
</table>
APPENDIX A

COVERSHEET AND INSTRUCTIONS FOR PRE-TEST

NAME OF SCHOOL _______________________

GRADE _____

POTTER LEAGUE INSTRUCTOR _______________________

DATE ADMINISTERED ___________________
1. Conduct the pre-test before you begin the first lesson. Begin by explaining to the class that the questionnaire is meant to help them and the Potter League see what effect the Potter League program has on their knowledge and beliefs about the humane treatment of animals. Assure them that, although this is an important part of the program, this is not a test, that their individual responses to the questions will be kept private, and that they do not have to answer any question they don’t want to.

2. Make sure each student receives a copy of both pages 1 and 2.

3. Make sure each student prints their name clearly on the top of BOTH pages.

4. They should fill in the circles for their answers clearly and completely, and not write anywhere else on the form. Preferably, they should use no. 2 pencils, although a black or blue pen will do also. (No crayons or magic markers please).

5. When they have completed the pre-test, have them hand in both pages 1 and 2 together.

6. Pack them all up together in this envelope with this cover sheet, and return them to the Potter League for Mary to pick up.
COVERSHEET AND INSTRUCTIONS FOR POST-TEST

NAME OF SCHOOL

GRADE

POTTER LEAGUE INSTRUCTOR

DATE ADMINISTERED
1. Conduct the post-test after the final lesson is completed.

2. For the post-test, the student's names will already be on the post-test forms with their individual ID# (to match up with their pretest for data analysis). Call their name, and hand them their own post test forms. Make sure each student receives a copy of both pages 1 and 2.

3. As with the pretest, remind them to fill in the circles for their answers clearly and completely, and not write anywhere else on the form. Preferably, they should use no. 2 pencils, although a black or blue pen will do also.

4. When they have completed the post-test, have them hand in both pages 1 and 2 together.

6. Pack them all up together in this envelope with this cover sheet, and return them to the Potter League for Mary to pick up.
Attached is a copy of the Pretest and Post-test we would like to administer to students in the third grade. Third grade students in your school have participated in the Potter League for Animals' eight lesson, Humane Education Program for ten years. As part of our service to the Aquidneck Island Community, The Potter League has always offered these presentations free of charge.

At this time, we are evaluating this program. We would like to request your permission to administer the attached tests during the course of this year's presentations. Please keep in mind that the results of the individual respondents will be kept confidential and will only be viewed by Tom O'Hare, an evaluator from Boston College, as he correlates the data.

Tom has designed the test forms with the student's name because he plans to compare the results of these tests for each student. If this is objectionable, we could devise a numerical system. We would need the teacher's assistance in administering the tests in this manner. Once again, all results will be confidential; only the researchers will see the actual tests.

Participation is voluntary. A decision not to participate will not exclude your school from Potter League programming. The results of this evaluation will be used in-house to refine the curriculum. We also hope to publish results in trade magazines for humane societies. There is a possibility that our researchers may also write an article for an educational journal as well.

Our researchers have assured us that the pretests and post-tests were designed specifically to evaluate the content of the Potter League curriculum and, as such, there is minimal risk of harm inherent in this type of survey.

If you have any questions or concerns, please do not hesitate to contact Pat Heller at 846-0592. In a week or so, we will be following up this letter with a phone call to confirm your participation in our evaluation process. Thank you.
Please answer TRUE or FALSE to the following statements (Fill in the circle next to your answer).

1. Greyhounds are trained with live animal lures (rabbits, for example)............. ○ true ○ false
2. Sports that use animals for fun and profit rarely cause harm to those animals. ○ true ○ false
3. People have a right to use animals for sport, even if it occasionally causes injuries to those animals........... ○ true ○ false
4. There is little anyone can do to stop cruelty to animals in sports .......... ○ true ○ false
5. I will continue to support sporting events in which animals are occasionally injured........................................... ○ true ○ false
6. I am more likely to avoid sporting events in which animals are used.............................................................. ○ true ○ false
7. Aquariums and zoos generally take better care of the animals than circuses do. ○ true ○ false
8. Some circuses do not include animals.................................................................................................................. ○ true ○ false
9. It's ok to use animals for entertainment, as long as we feed them on a regular basis........................................... ○ true ○ false
10. We shouldn't be too concerned that circus animals experience extremes of heat and cold................................. ○ true ○ false
11. I am more likely to avoid entertainment in which animals are used................................................................. ○ true ○ false
12. I am more likely to discuss the abuse of animals in entertainment with others....................................................... ○ true ○ false
13. Laws in the United States prohibit people from buying products made from endangered species.............................. ○ true ○ false
14. Habitat destruction refers to loss of people's homes by fire.......................................................... ○ true ○ false
15. It is important to preserve all species of animals.......................................................... ○ true ○ false
16. Stories about endangered species are exaggerated.......................................................... ○ true ○ false
17. I am likely to purchase an exotic pet when I am on my own as an adult.................................................. ○ true ○ false
18. I am not likely to purchase products made from endangered species.................................................. ○ true ○ false
19. More than half the dogs and cats in shelters are killed.......................................................... ○ true ○ false
20. Almost all animals in animal shelters are placed in good homes each year.................................................. ○ true ○ false
21. Spaying and neutering animals is cruel and causes them health problems........................................... ○ true ○ false
22. Dogs and cats should be allowed to run free in the neighborhood.................................................. ○ true ○ false

Please continue on the next page.
23. Spaying and neutering is a humane solution to pet over-population.  O true  O false
24. If I own a pet when I become an adult, I am likely to have it spayed/neutered.  O true  O false
25. People are often the cause of "animal problems" in the community.  O true  O false
26. I am interested in how animals are treated in sports and entertainment.  O true  O false
27. The need to protect "Animal rights" has been exaggerated. People have rights too.  O true  O false
28. It is unnecessary to euthanize so many animals each year. They should be allowed to live no matter what.  O true  O false
29. Human and animal species depend on one another...what happens to one affects the other.  O true  O false
30. I am likely to express concern to others about how cruelly some animals are treated.  O true  O false

Please answer the following:

31. You are:  O male  O female
32. Please write in your age:  
33. Do you and your family own a pet?  O yes  O no
34. Do you own a dog or a cat?  O yes  O no
35. Do you own another kind of pet?  O yes  O no  What kind?

Please indicate whether you agree or disagree with the following statements by filling in your choice.

36. If I feel sad when I see someone who has no one to hang out with.  O agree  O disagree
37. I get upset when I see someone being hurt.  O agree  O disagree
38. It's hard for me to understand why someone else gets upset.  O agree  O disagree
39. I get upset when I see an animal getting hurt.  O agree  O disagree
40. It's silly to treat dogs and cats as though they have feelings like people.  O agree  O disagree
41. Seeing someone who is crying makes me feel like crying.  O agree  O disagree
42. The people I know seem to like me very much.  O agree  O disagree
43. The people I know act like they don't care about me.  O agree  O disagree
44. I really feel like I am disliked by the people I know.  O agree  O disagree
45. The people I know don't seem to even notice me.  O agree  O disagree
46. The people I know seem to look down on me.  O agree  O disagree
47. I get along very well with the people I know.  O agree  O disagree

Thank you for filling out this questionnaire. Please return it to the instructor.
Please answer TRUE or FALSE to the following statements. (Fill in the circle next to your answer).

1. Greyhounds are trained with live animal lures (rabbits, for example)..............
   ○ true  ○ false

2. Sports that use animals for fun and profit rarely cause harm to those animals.
   ○ true  ○ false

3. People have a right to use animals for sport, even if it occasionally causes injuries to those animals.
   ○ true  ○ false

4. There is little anyone can do to stop cruelty to animals in sports...............
   ○ true  ○ false

5. I will continue to support sporting events in which animals are occasionally injured.
   ○ true  ○ false

6. I am more likely to avoid sporting events in which animals are used..........
   ○ true  ○ false

7. Aquariums and zoos generally take better care of the animals than circuses do.
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8. Some circuses do not include animals..................................................
   ○ true  ○ false

9. It's ok to use animals for entertainment, as long as we feed them on a regular basis.
   ○ true  ○ false

10. We shouldn't be too concerned that circus animals experience extremes of heat and cold.
    ○ true  ○ false

11. I am more likely to avoid entertainment in which animals are used..........
    ○ true  ○ false

12. I am more likely to discuss the abuse of animals in entertainment with others.
    ○ true  ○ false

13. Laws in the United States prohibit people from buying products made from endangered species.
    ○ true  ○ false

14. Habitat destruction refers to loss of people's homes by fire..................
    ○ true  ○ false

15. It is important to preserve all species of animals..................................
    ○ true  ○ false

16. Stories about endangered species are exaggerated.............................
    ○ true  ○ false

17. I am likely to purchase an exotic pet when I am on my own as an adult........
    ○ true  ○ false

18. I am not likely to purchase products made from endangered species.........
    ○ true  ○ false

19. More than half the dogs and cats in shelters are killed........................
    ○ true  ○ false

20. Almost all animals in animal shelters are placed in good homes each year.
    ○ true  ○ false

21. Spaying and neutering animals is cruel and causes them health problems.
    ○ true  ○ false

22. Dogs and cats should be allowed to run free in the neighborhood............
    ○ true  ○ false

Please continue on the next page.
Please indicate whether you agree or disagree with the following statements by filling in your choice.

23. Spaying and neutering is a humane solution to pet over-population.
   ○ true  ○ false

24. If I own a pet when I become an adult, I am likely to have it spayed/neutered.
   ○ true  ○ false

25. People are often the cause of "animal problems" in the community.
   ○ true  ○ false

26. I am interested in how animals are treated in sports and entertainment.
   ○ true  ○ false

27. The need to protect "Animal rights" has been exaggerated. People have rights too.
   ○ true  ○ false

28. It is unnecessary to euthanize so many animals each year. They should be allowed to live no matter what.
   ○ true  ○ false

29. Human and animal species depend on one another...what happens to one affects the other.
   ○ true  ○ false

30. I am likely to express concern to others about how cruelly some animals are treated.
   ○ true  ○ false

31. If I feel sad when I see someone who has no one to hang out with.
   ○ agree  ○ disagree

32. I get upset when I see someone being hurt.
   ○ agree  ○ disagree

33. It's hard for me to understand why someone else gets upset.
   ○ agree  ○ disagree

34. I get upset when I see an animal getting hurt.
   ○ agree  ○ disagree

35. It's silly to treat dogs and cats as though they have feelings like people.
   ○ agree  ○ disagree

36. Seeing someone who is crying makes me feel like crying.
   ○ agree  ○ disagree

37. The people I know seem to like me very much.
   ○ agree  ○ disagree

38. The people I know act like they don't care about me.
   ○ agree  ○ disagree

39. I really feel like I am disliked by the people I know.
   ○ agree  ○ disagree

40. The people I know seem to even notice me.
   ○ agree  ○ disagree

41. The people I know seem to look down on me.
   ○ agree  ○ disagree

42. I get along very well with the people I know.
   ○ agree  ○ disagree

Thank you for filling out this questionnaire. Please return it to the instructor.
3RD GRD TI (pretest)  STUDENT’S NAME (print)

Please answer TRUE or FALSE to the following statements (Fill in the circle next to your answer).

1. Pets such as dogs and cats need to be fed every day. ...................................................... ○ true ○ false

2. If a pet destroys something, hitting or spanking is the best way to deal with it. ..................... ○ true ○ false

3. If a family cannot take care of a pet or find it a good home, they should take it to a shelter. ...................................................... ○ true ○ false

4. Most wild animals can be trained to become domestic pets in a few weeks. ...................................................... ○ true ○ false

5. Wild animals are best left in their own surroundings. ...................................................... ○ true ○ false

6. If you see a wild animal in your yard, you should try to trap it. ...................................................... ○ true ○ false

7. You should choose a pet just because you like it. ...................................................... ○ true ○ false

8. Everyone should have a pet. ...................................................... ○ true ○ false

9. You should tell all your friends that they have to have a pet! ...................................................... ○ true ○ false

10. I am responsible for keeping my pet under control. ...................................................... ○ true ○ false

11. Dogs and cats from the animal shelter can make good pets. ...................................................... ○ true ○ false

12. You should try to catch loose dogs and cats even if you don’t know them. ...................................................... ○ true ○ false

13. Dogs can give birth to 6-12 puppies at one time. ...................................................... ○ true ○ false

14. It’s wrong to spay and neuter pets. Maybe they want to be parents! ...................................................... ○ true ○ false

15. Spaying and neutering pets is something that can be done at home. ...................................................... ○ true ○ false

16. Most dogs live somewhere between 10 and 18 years. ...................................................... ○ true ○ false

17. Every pet should have a funeral the same way as people do. ...................................................... ○ true ○ false

18. After a pet dies, it’s ok to talk to people about it if you feel sad. ...................................................... ○ true ○ false

19. It’s usually safe to go up to and pet stray animals. ...................................................... ○ true ○ false

20. Teasing a pet or wild animal a lot is mean and can cause the animal to bite. ...................................................... ○ true ○ false

21. If I see a wild animal acting strangely or suspiciously, I should tell an adult. ...................................................... ○ true ○ false

22. There are lots of different wild creatures on Aquidneck Island. ...................................................... ○ true ○ false

23. Wild animals should never be taken as pets. ...................................................... ○ true ○ false

24. Kids should not try to feed, touch or keep wild animals as pets. ...................................................... ○ true ○ false

(Please continue on the next page.)
STUDENT'S NAME

25. You are a:  ☐ boy  ☐ girl

26. Please write in your age:  

27. Do you and your family own a pet?  ☐ yes  ☐ no

28. Do you own a dog or a cat?  ☐ yes  ☐ no

29. Do you own another kind of pet?  ☐ yes  ☐ no  What kind?

Please fill in the circle to tell us whether you agree or disagree with the following:

30. If I feel sad when I see someone who has no one to play with..........................  ☐ agree  ☐ disagree

31. I get upset when I see someone being hurt..........................................................  ☐ agree  ☐ disagree

32. It's hard for me to see why someone else gets upset...........................................  ☐ agree  ☐ disagree

33. I get upset when I see an animal getting hurt.......................................................  ☐ agree  ☐ disagree

34. It's silly to treat dogs and cats as though they have feelings like people...  ☐ agree  ☐ disagree

35. Seeing someone who is crying makes me feel like crying.................................  ☐ agree  ☐ disagree

36. The kids I know seem to like me very much.............................................................  ☐ agree  ☐ disagree

37. The kids I know act like they don't care about me..................................................  ☐ agree  ☐ disagree

38. I really feel like I am disliked by the kids I know..................................................  ☐ agree  ☐ disagree

39. The kids I know don't seem to even notice me.......................................................  ☐ agree  ☐ disagree

40. The kids I know seem to look down on me..............................................................  ☐ agree  ☐ disagree

41. I get along very well with the kids I know..............................................................  ☐ agree  ☐ disagree

Thank you for filling out this questionnaire. Please return it to your teacher.

3rd gr 3rd Test  PAGE 2
Please answer TRUE or FALSE to the following statements (Fill in the circle next to your answer).

1. Pets such as dogs and cats need to be fed every day. .................................................... ○ true ○ false

2. If a pet destroys something, hitting or spanking is the best way to deal with it. ................. ○ true ○ false

3. If a family cannot take care of a pet or find it a good home, they should take it to a shelter. .................................................................................................................. ○ true ○ false

4. Most wild animals can be trained to become domestic pets in a few weeks. .................. ○ true ○ false

5. Wild animals are best left in their own surroundings. .................................................... ○ true ○ false

6. If you see a wild animal in your yard, you should try to trap it. ...................................... ○ true ○ false

7. You should choose a pet just because you like it. .......................................................... ○ true ○ false

8. Everyone should have a pet. ............................................................................................. ○ true ○ false

9. You should tell all your friends that they have to have a pet! ....................................... ○ true ○ false

10. I am responsible for keeping my pet under control. ..................................................... ○ true ○ false

11. Dogs and cats from the animal shelter can make good pets. ....................................... ○ true ○ false

12. You should try to catch loose dogs and cats even if you don't know them. .................. ○ true ○ false

13. Dogs can give birth to 6-12 puppies at one time. ......................................................... ○ true ○ false

14. It's wrong to spay and neuter pets. Maybe they want to be parents! ............................. ○ true ○ false

15. Spaying and neutering pets is something that can be done at home. ......................... ○ true ○ false

16. Most dogs live somewhere between 10 and 18 years. ............................................... ○ true ○ false

17. Every pet should have a funeral the same way as people do....................................... ○ true ○ false

18. After a pet dies, it's ok to talk to people about it if you feel sad. .................................. ○ true ○ false

19. It's usually safe to go up to and pet stray animals ..................................................... ○ true ○ false

20. Teasing a pet or wild animal a lot is mean and can cause the animal to bite .............. ○ true ○ false

21. If I see a wild animal acting strangely or suspiciously, I should tell an adult.............. ○ true ○ false

22. There are lots of different wild creatures on Aquidneck Island................................. ○ true ○ false

23. Wild animals should never be taken as pets ................................................................. ○ true ○ false

24. Kids should not try to feed, touch or keep wild animals as pets ......................... ○ true ○ false

(Please continue on the next page.)
Please fill in the circle to tell us whether you agree or disagree with the following:

25. If I feel sad when I see someone who has no one to play with ..........   〇 agree  〇 disagree

26. I get upset when I see someone being hurt ........................................  〇 agree  〇 disagree

27. It’s hard for me to see why someone else gets upset..............................  〇 agree  〇 disagree

28. I get upset when I see an animal getting hurt ......................................  〇 agree  〇 disagree

29. It’s silly to treat dogs and cats as though they have feelings like people .... 〇 agree  〇 disagree

30. Seeing someone who is crying makes me feel like crying ......................  〇 agree  〇 disagree

31. The kids I know seem to like me very much .........................................  〇 agree  〇 disagree

32. The kids I know act like they don’t care about me ..................................  〇 agree  〇 disagree

33. I really feel like I am disliked by the kids I know ..................................  〇 agree  〇 disagree

34. The kids I know don’t seem to even notice me ......................................  〇 agree  〇 disagree

35. The kids I know seem to look down on me ..........................................  〇 agree  〇 disagree

36. I get along very well with the kids I know ...........................................  〇 agree  〇 disagree

Thank you for filling out this questionnaire. Please return it to your teacher.