



Alberta SPCA Education Program Outcomes

Italics – concepts found in Alberta Programs of Study

Bold Italics – outcomes specific to teachers

Key concepts

1.0 Domestic animals and wildlife

- 1.1 *Demonstrate respect while interacting with environments (Sci-K)*
- 1.2 *Describe personal experiences related to how humans take care of plants and animals. (Sci-1)*
- 1.3 *Discuss ways to respect plants and animals while interacting in various environments. (Sci-2)*
- 1.4 *Explain positive and negative impacts of human behaviour on plants and animals. (Sci-2)*
- 1.5 *Demonstrate respectful and safe practices during observations of plants and animals in local environments. (Sci-3)*
- 1.6 *Demonstrate respect when interacting with plants and animals in local environments. (Sci-4)*
- 1.7 Shared environmental spaces (e.g.: urban spaces) should be kept in a way that fosters safe and respectful relationships with wildlife (e.g.: keeping garbage contained, cleaning up fallen fruit, etc.)
- 1.8 We have an obligation to protect and preserve natural habitats and environments for wildlife to live and thrive

2.0 Animals have physical and emotional needs

- 2.1 *Describe personal experiences related to how humans take care of plants and animals. (Sci-1)*
 - 2.1.1 Domestic animals have 5 needs that people have a responsibility to meet. All of these 5 Needs or Domains have an impact on an animal's affective (emotional) state.¹
 - 1. Nutrition: Nutritious food & clean water

¹ Based on the Five Domains Model and the Five Freedoms Model

Five Domains Model: Mellor, D. et al. (2020) [The 2020 Five Domains Model: Including Human-Animal Interactions in Assessments of Animal Welfare](#). *Animals*

Five Freedoms: Farm Animal Council (2009) [Farm Animal Welfare in Great Britain: Past Present and Future](#)

2. Environment: Shelter and comfort (out of the elements, dry bedding)
3. Behaviour: Opportunities to express normal behaviours (exercise, company of own kind, etc.)
 - *Related Curriculum connection: Describe health benefits of regular physical activity (PEW-1)*
4. Health: Veterinary care
5. Positive interactions: Respect and kind interactions, providing animals choice, humane handling, positive reinforcement, etc.
 - *Related Curriculum connection: Describe ways people develop healthy relationships with other people, the land, animals, places, or objects (PEW-K)*

2.2 Needs are specific to animal species, breed, age, etc.

2.3 Up-to-date scientific information informs how to best provide for animals to meet their needs.

3.0 Animal behaviour/communication/safety

3.1 Animal body language can help us to understand how animals are feeling (some animals have body language difficult to read (reptiles, etc.))

3.2 Respectful interactions help to keep people safe and reduce stress in animals. (e.g.: avoid hugging dogs, allowing cats to have “safe space,” providing animals choice when interacting, slow gentle approaches to animals, etc.)

3.2.1 *Consent is important for personal safety (PEW-Understanding-3)*

3.3 Anthropomorphism (attributing human emotions, traits, behaviours to animals) can help to foster empathy however, without understanding animal behaviour and needs, it can lead to negatively impacting an animal’s well-being. (Eg. Hugging dogs, overfeeding, putting costumes on pets, misinterpretation of animal behaviour such as dogs feeling ‘guilty,’ cats feeling ‘spiteful,’ etc.).

3.4 Zoonotic diseases are diseases that are transferable between animals and people (e.g.: rabies and salmonella). Promote hygiene and safe practices to protect both people and animals.

4.0 Animal sentience

4.1 Animals are sentient beings that can experience both positive and negative emotions.

4.2 People have a responsibility and duty to reduce negative experiences and promote positive ones.

5.0 Animals, people and the environment are interconnected and interdependent

- 5.1 *Discuss how humans might interact with land, plants, and animals if they see land, plants, and animals as equals. (Sci-2)*
- 5.2 *Discuss the interconnectedness between human activities and responsibilities for maintaining Earth. (Sci-3)*
- 5.3 *Explain interconnections in environments, including how plants depend on animals and how animals depend on plants to survive. (Sci-3)*
- 5.4 *Explain how changes in one system can have impacts on other systems. (Sci-4)*
- 5.5 *Discuss the interconnectedness between human use of parks and conservation practices. (Sci-4)*
- 5.6 *Describe examples of personal actions that contribute to conservation in daily life. (Sci-4)*
- 5.7 *Examine ways that plants and animals rely on each other to meet their needs. (Sci-6)*
- 5.8 Healthy environments are critical for people and animals to thrive
- 5.9 People can have social/emotional connections with animals and the environment
- 5.10 Animals, people and the environment are interconnected and interdependent.
- 5.11 *Kindness to animals can be associated with kindness to people***
- 5.12 *Students that participate in humane education program have improved pro-social skills***

6.0 People are responsible for the welfare of animals.

- 6.1 People are ethically, morally and legally responsible to meet the needs of domestic animals in their care/ownership
- 6.2 Spay/neuter helps to control pet population

7.0 Animal protection (legislation and those who enforce it)

- 7.1 Young people should notify adults if they are concerned about an animal
- 7.2 If animal issues cannot be rectified by an adult or other community member, then concerns should be registered to the appropriate authority
- 7.3 There are laws in Alberta that protect animals, these are enforced by peace officers and police
 - 7.3.1 *Animal Protection Act*
 - 7.3.2 *Criminal Code*
- 7.4 There are organizations dedicated to helping animals. These organizations can do one or more of the following: enforce animal protection legislation, house animals that need homes, and support people in caring for their animals.

7.5 Differentiation of our organization with other animal welfare organizations in the province.

8.0 People have a variety of views and relationships with animals

- 8.1 Animals provide both intrinsic and extrinsic value to people
- 8.2 People can have different relationships with animals. (e.g.: Dogs can serve in different roles: working dogs on farms, sled dogs in Inuit communities, companion animals, food, fiber, entertainment.)
- 8.3 People can have different views about animals. (e.g.: Cultural, animal views spectrum)
- 8.4 Perspective taking helps to understand others' views and relationships towards animals

9.0 Indigenous perspectives on animals:

- 9.1 *Discuss how humans might interact with land, plants, and animals if they see land, plants, and animals as equals. (Sci-2)*
- 9.2 *Identify ways in which people show care for land plants, and animals through cultural practices. (Sci-2)*
- 9.3 *Discuss First Nations Métis and Inuit connection with environments and their knowledge of and relationships with plants and animals. (Sci-3)*
- 9.4 Animals, people and the environment are related, connected and interdependent according to the world view of most First Nations, people
- 9.5 Through these connections, all living things are seen as equal and there is no hierarchical relationship between people and animals
- 9.6 Animals are part of the ecosystem, and this must be kept in balance.
- 9.7 Animals provide companionship and sustenance for survival.
- 9.8 Animals play important roles in communities. (E.g.: Sled dogs are critical to the culture of Inuit and are an important way of teaching traditions.)

10.0 Human-Animal bond

- 10.1 People can have a social/emotional connection to animals
- 10.2 Because of the human-animal bond, many people view pets as part of their family
- 10.3 People can experience grief when a cherished animal dies (pet loss)
- 10.4 There is a strong link between violence towards animals and violence towards people
- 10.5 Humane education programs have been shown to promote prosocial behaviours

11.0 Highlight careers with animals

11.1 There are many fulfilling careers working with or helping animals. Fields can include veterinary medicine, animal behaviour and training, policymaking, education, etc.

11.2 There are many influential people who have made a positive difference for animals (i.e: Jane Goodall (Primatologist/ethologist), Temple Grandin (Animal behaviourist/animal welfare scientist, etc.)

12.0 The use of animals in science

10.1 The 3Rs guides the ethical use of animals in teaching, testing and research²

Attitudes:

13.1 a sense of responsibility to care for living things/environments

13.2 *recognize the responsibility we share for environmental stewardship and sustainability*
(Sci 1-6)

13.3a sense of curiosity for animals and the natural world

13.4an empathetic concern for animals

13.5positive attitudes towards **all** animals (all animals have a role and are deserving of respect and kindness).

Skills:

14.1 Cognitive empathy/perspective taking

14.2 *Problem solving* (Soc 1-6)

14.3 *Critical thinking* (Soc 1-6)

14.4Leadership skills in advocating for animals and solving community issues.

14.5Reading animal body language and identifying how to respond appropriately

- Common companion animals, horses, farm animals

² The [Canadian Council on Animal Care](#) (CCAC) is the national organization responsible for setting and maintaining standards for the ethical use and care of animals in science in Canada.