

# Humane Education: A Guide on Methodology for Educators

*Extracted with permission from the Humane Education Trust of South Africa (HET)*

“In time, we must bestow on South Africa the greatest gift – a more humane society.”

*Nelson Mandela*

## **Humane Education**

Humane education is a process through which learners are assisted in developing a sense of justice, empathy, compassion, and respect for the value of all life. It has been defined as: -

*‘A process that encourages an understanding of the need for compassion and respect for people, animals and the environment and recognises the interdependence of all living things.’*

## **Why is Humane Education Important?**

*Morality has no beginning and no end. It is a circle of compassion, care and integrity and includes all of Life.*

Humane education is the building block of a humane and ethically responsible society. When educators carry out this process using successfully tried and tested methods, what they do for learners is to: -

- Help them to develop a personal understanding of ‘who they are’ – recognising their own special skills, talents, abilities and fostering in them a sense of self-worth.
- Help them to develop a deep feeling for animals, the environment and other people, based on empathy, understanding and respect.
- Help them to develop their own personal beliefs and values, based on wisdom, justice, and compassion.
- Foster a sense of responsibility that makes them want to affirm and to act upon their personal beliefs.

In essence, it sets learners upon a valuable life path, based on firm moral values.

With both parents away at work, the responsibility to raise learners into worthy citizens is falling more and more onto the already-burdened shoulders of our educators. The development of ethics and values in society is something we dare not ignore.

There is increasing crime and violence in society. We cannot solve violence with high fences and razor wire – and armed guards in our schools. These are just ‘sticking plaster’ remedies that provide no lasting solution. Humane education provides a proactive solution to curb this trend towards increased violence where it begins – in schools. It does this through a multi-pronged approach which is designed to develop learners into caring and responsible adults who understand the difference between right and wrong and shun violence and criminality. This is the only way to break this spiralling cycle of violence.

If we are to fight violence effectively and uplift our communities for a sustainable future, we have to reach into the hearts of learners and develop that vital quality called 'empathy'. "That is why the traditional 3 Rs must become the 4 Rs - Reading, 'Riting, 'Rithmetic and RESPECT for all life."

At the same time, there is increasing recognition of the serious impact the destructive and self-obsessive nature of mankind is having on the environment, social relationships and global harmony. Various projects and campaigns are developed in an attempt to address these problems, usually on a piecemeal basis - save this tree, this species, promote peace in a particular region. But in reality, the way to tackle these problems is *at source*, by beginning the process that will teach children - the citizens of tomorrow - a personal sense of responsibility and a compassionate and caring attitude towards others, animals and the environment.

We humans have a built in code in our DNA that speaks to us of right and wrong. Our duty to our learners is to assist them to reach inside and interpret this code, so its guidance can be used when they are faced with hard decisions and difficult situations. The wisdom they are developing will affect their character, values, and morality. Values that come from the heart provide a foundation of strength and goodness that lasts a lifetime, and can be brought into play whenever new challenges arise. In our new fast-moving world, the development of wisdom is crucial.

Through *Humane Education*, teachers are able to reach into the hearts of learners, begin by kindling their natural interest in animals, and move towards developing a mind-set of empathy, care and respect for all life. Rekindling the spirit of care and respect for life, learners find a new sense of self-esteem and confidence.

Humane education should be an essential part of a student's education as it reduces violence and builds moral character. It is needed to develop an enlightened society that has empathy and respect for life, thus breaking the cycle of violence and abuse.

Research has shown that humane education has a wide range of positive social and educational outcomes. These include decreases in: violence, bullying, teenage pregnancies, drug-taking, racism, and the persecution of minority groups. It has also been shown to increase school attendance rates, enhance school relationships and behaviour, and to improve academic achievement.

Learners who demonstrate respect for others and practice positive interactions, and whose respectful attitudes and productive communication skills are acknowledged and rewarded, are more likely to continue to demonstrate such behaviour. Students who feel secure and respected can better apply themselves to learning. Students who are encouraged to practice the 'Golden Rule' (do as you would be done by) find it easier to thrive in educational environments and in the wider world.

### **How Does Humane Education Do This?**

"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."

*Albert Einstein*

Humane education introduces young learners to animal and environmental issues - which they can identify with at an early age - in order to begin the process of developing empathy and compassion. Experience has shown that the empathetic skills developed also transfer to relationships with other people, and this provides a non-threatening grounding.

To build on this, educators can then incorporate social and emotional development using a range of conflict resolution techniques, and then into moral development, through the exploration of contemporary moral issues. The three-pronged programme looks like this:

- ***Animals & the Environment*** – developing empathy and compassion
- ***Conflict Resolution*** – social and emotional development (and peaceful conflict resolution)
- ***Human Ethics and Values*** – moral development.

As learners proceed through the humane education programme, they can be seen to develop their morals and values, wisdom and empathy to the stage where they can make a personal choice to follow a positive path throughout their lives, and to shun conflict, violence and criminality. This is humane education in its broadest sense. The aim is to create a culture of caring that extends to animals, the environment and other people.

Lessons should be designed to help the learners to develop compassion and empathy and moral values (through lessons using techniques such as role plays, creative dilemmas and discussions).

Ultimately, the programme should seek to inspire each learner to explore, understand and play their unique role in making the world a better place. Each learner will have their own gifts, skills and talents, which they can be helped to recognise and develop. They can also be encouraged to discover their own personal motivations, interests and beliefs, in order to inspire a sense of mission which will lead to right action.

The methods used are designed to bring inspiration through the drawing out of each learner's intrinsic wisdom. It is not an instructional (didactic) process, but a facilitative one that provides a supportive atmosphere in which learners feel free to explore their beliefs and express themselves. A range of materials and methods can be used to suit different subjects and learning styles. Both creative and critical thinking abilities need to be used to gain maximum value.

In summary, this programme develops in learners: -

- Values and personal ethics (what to do)
- Character (the personality to survive and achieve)
- Strategies and systems (how to do things)
- Critical and creative thinking (new ways of doing things – questioning the 'status quo' and 'thinking out of the box').

Materials can be introduced through other curriculum areas, such as literacy/language and life orientation/life skills.

## **Empathy**

It is clear that emotions, including moral emotions, emerge in the first and second years of life (Emde et al., 1987). One of the most frequently cited affective components of moral development is empathy (Emde et al., 1987; Gibbs, 1991; Hoffman, 1987). Typically

empathy is understood to be natural and to have a biological base as well as to be a source of moral reason and more mature moral affect.

While a young child has an intuitive grasp that actions - such as hitting and stealing - are prima facie wrong, the child's moral concepts do not reflect a fully developed moral system.

For example, although young children view it as wrong to keep all of the classroom toys to oneself and not share any of them with the other children (Damon 1977, Nucci 1981, Smetana 1981), preschoolers think it is quite all right to keep all of the favoured toys to oneself as long as one shares the remainder (Damon 1977, 1980). Thus, while the young child's morality is structured by concepts of justice, it reflects a rather egocentric moral perspective.

The early development of empathy helps to prevent further development of this egocentric perspective. Teaching empathy is not just about helping learners to recognise consequences, but also to feel these – even when they relate to others. It turns a self-centred perspective into an ‘other-centred’ and altruistic perspective. This leads to a more enlightened and compassionate outlook. It also leads to a deeper search for the moral within. HET’s programme begins with the development of empathy as a firm base for the future moral development of learners.

### **Conflict Resolution**

The central method used to generate moral development has been moral discussion (Kohlberg). According to Berkowitz (1982), stage change occurred most readily in students who disagreed about the moral solution to a dilemma. An honest approach to moral education will always need to contend with contradiction and controversy (Nucci). However, the conflict needed for moral development has to be constructive not destructive.

This is why a broader humane education programme (such as that used by *the Humane Education Trust of South Africa - HET*) introduces conflict resolution before the moral and values programme.

HET’s conflict resolution programme includes the following aspects, which are each included in separate booklets (which explain the background to the subject and provide suggested lesson plans for educators): -

- Introduction to conflict resolution
- Bullying
- Perception
- Communication
- Empathy and compassion
- Co-operation
- Tolerance
- Emotions and anger management
- Assertiveness
- Critical & creative thinking
- Mapping the conflict
- Negotiation & mediation techniques

The course not only prevents conflict, but also develops emotional intelligence. Emotionally intelligent individuals stand out. Their ability to empathise, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others earns friends and success.

Ultimately emotionally intelligent qualities can be the building blocks of a peaceful society.

### **Moral or Values Education**

Moral development moves from ego-centred, through reciprocity (an eye for an eye) and an understanding of shared feelings and interests, towards an understanding of social principles to a final internal feeling based on moral values.

The emphasis of moral or values education is to influence motivation, rather than simply behaviour. Behaviour has traditionally been influenced by the 'carrot or the stick' approach in schools. But this is a temporary fix that does not touch the moral structure (or the moral fibre) of an individual. HET has designed its programmes to reach to the core of individual learners, not just to condition their behaviour.

In the past, educators' failures to deal with the entirety of the moral person have been obvious but guiltless. Rather it appears that reliance on simplistic theories - and some say arrogance - has been amongst the root causes of the problem<sup>1</sup>. Below these are a selection of methods that can be used to help learners to differentiate between rules, norms and conventions and universal concerns for justice (fairness and welfare).

### **Holistic Class Development**

Moral and emotional development should not just be something covered in lessons. It should run through the school, and each classroom. To achieve this, classroom democracy and some co-operative classroom goals are needed.

David Johnson (1981) has suggested that successful moral discussion is more likely to take place in classrooms employing co-operative goal structures in a democratic atmosphere than in the traditional classroom environment. There is a considerable body of evidence to support Johnson's claim that co-operative goal structures contribute to moral development.

In addition to being linked to positive social outcomes (such as increased perspective-taking and moral stage, decrease in racial and ethnic stereotyping), co-operative goal structures have been associated with increases in student motivation and academic achievement (Slavin 1980, Slavin et al. 1985).

HET's peer mediation system of conflict resolution is democratic and provides co-operative goals. Other aspects of democracy and co-operative goals could be introduced into classrooms to further advance the moral development programme.

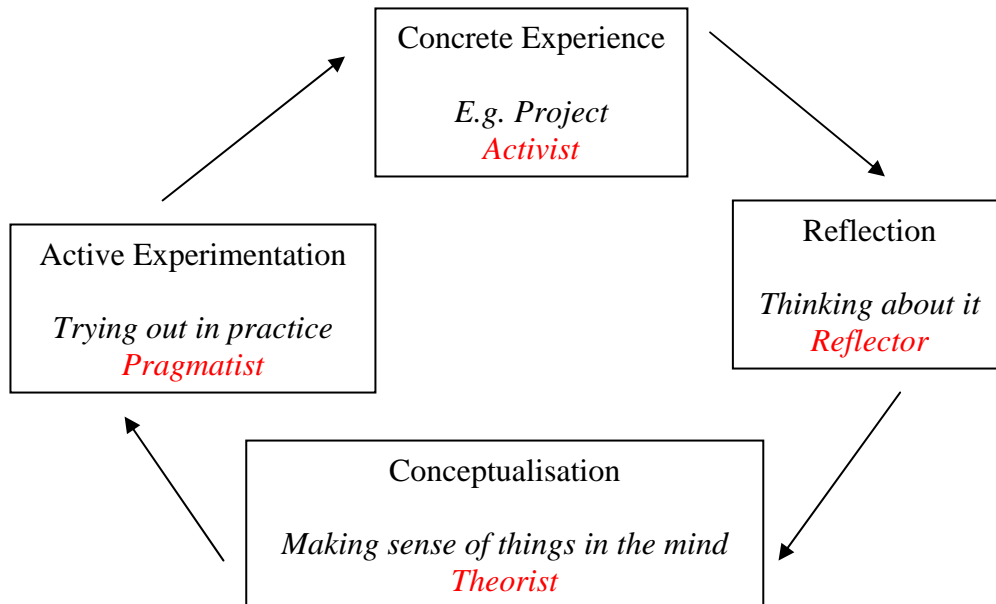
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<sup>1</sup> *The Education of the Complete Moral Person by Marvin W Berkowitz Ph.D.*

## Relevant Educational Theories

### *The Learning Cycle*

The famous model which explains this is the Kolb Learning Cycle: -



#### **Example: -**

1. *The child touches the fire and feels the pain – An Actual Experience*
2. *The child associates this pain with the fire and thinks about the connection – Observation and Reflection*
3. *The child establishes a general rule that fires hurt if you touch them – Forming a Rule*
4. *After a while the child may cautiously put his hand near to the fire to check out the rule he has made – Deliberate Testing*

This model helps to link theory and practice. It can be done by introducing theories, giving learners the opportunity to think about and examine these, and then using them in practical projects.

Alternatively, theories can be explored and debated, and conclusions drawn. Then to solidify the learning, the educator can ask for associated work to be done (e.g. as homework, voluntary work, project assignments etc.) and the results of this 'active experiment' brought back into class and explored again.

The process is iterative – learning can be deepened by repeating the process, either at different times or using different lessons to reinforce the same principles.

### **Learning Styles**

Individual learners will have their own learning styles. In reality there are numerous different learning styles. However, Kolb has categorised these into four main styles: -

➤ **Observers (Reflector)**

- These learners like to listen and reflect on events
- They are impartial and observant
- They like to discuss ideas and thoughts
- The pace should allow them time

They like to know how things work, and to have practical examples.

They are not so good at more complex theories and realities, so team well with thinkers.

➤ **Thinkers (Theorist)**

- These learners like to explore underlying theories
- They have an analytical and conceptual approach
- They thrive on detail and extend discussion
- There is a reduced emphasis on urgency or practical application

They like to research and read theories.

They can be too theoretical – spending too long considering, so team well with a decider.

➤ **Deciders (Pragmatist)**

- These people like practical experimentation
- They learn best by projects, tasks, etc.
- They value small group discussions

They like to be told the theories and rules and how to apply them.

They prefer clear structure and things that follow the rules.

They are not so good at dealing with messy reality that needs creativity and flexibility, so team well with a doer or an observer.

➤ **Doers (Activist)**

- These learners like to ‘get stuck in’ to tasks
- Provide concrete experiences for them
- Keep the pace lively and energetic
- They tend to find theory unhelpful

They learn by doing things themselves and learning by their mistakes.

They have an intuitive approach, and are risk takers.

They tend to accept things at face value, so team well with a thinker or an observer.

### **Learning Preferences**

The Neuro-Linguistic Programme model (VAK) categorised different learning preferences as follows: -

- **Visual** - Learning through seeing
- **Auditory** - Learning through listening
- **Kinaesthetic** - Learning through doing, moving or touching

Fleming subsequently expanded on this (in his VARK model), which added the preference of learners towards either **reading or writing**.

Fleming claimed that visual learners have a preference for seeing (thinking in pictures; valuing visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners prefer to learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience - moving, touching, and doing (active exploration of the world; such as in project work, experiments, etc.).

## ***Communication***

### ➤ ***One-Way Communication***

One-way communication uses old-fashioned methods. It: -

- Imparts facts and knowledge to learners
- Does not expect serious thought, input – or challenges – from learners
- Permits occasional questions only – for clarification

Old didactic (instructional) styles of teaching are out!

### ➤ ***Two-Way Communication***

Two-way communication often still relies on the educator to: -

- Do most of the talking
- Impart information

Although it allows some questions and comments from learners.

Two-way communication is better, but not the best method!

### ➤ ***Facilitated or Multi-Way Communication***

Here, the educator acts as a facilitator. They guide the process, and ensure that all learners have the opportunity to contribute, and that every contribution is valued. This is the most appropriate method for humane education.

## ***Moral Development (Piaget's theory)***

Piaget observed that the thinking of young children is characterised by egocentrism. That is that young children are unable to simultaneously take into account their own view of things with the perspective of someone else. This egocentrism leads children to project their own thoughts and wishes onto others.

Children begin in a stage of moral reasoning, characterised by a strict adherence to rules and duties, and obedience to authority. Younger children judge against predetermined rules. They value the 'letter of the law'. For this to work, they need to understand responsibility and outcomes i.e. the imminent sanctions that will occur. This is reinforced by their authority relationship with adults.

Older children are able to determine right from wrong in a wider and more personal sense. They are even able to judge the implications of intent on an action. They value the 'intent or principle of the law'.

Interactions with other children help to develop this higher moral reasoning – when different rules are traded and a sense of fairness derived (from balancing competing norms and approaches).

Piaget concluded from this work that schools should emphasise cooperative decision-making and problem solving, nurturing moral development by requiring students to work out common rules based on fairness. Thus, Piaget suggested that educators should provide

students with opportunities for personal discovery through problem solving, rather than indoctrinating students with norms.

### ***Moral Education***

Kohlberg used moral development theories as a basis for rejecting traditional character education methods – which emphasised certain moral virtues and vices, giving learners opportunities to recognise and practice the virtues. He considered that it would prove impossible to determine which virtues were most worthy of espousal. So this approach would, he felt, lead to the educator arbitrarily imposing certain values depending upon their societal, cultural, and personal beliefs. Because of the difficulty of ethical relativity, Kohlberg believed a better approach to affecting moral behaviour should focus on stages of moral development.

The goal of moral education, it then follows, is to encourage individuals to develop to the next stage of moral reasoning. This can be achieved through moral dilemmas, and including experiences for learners to act as moral agents in the community.

Teaching practice should work to distinguish morality from convention. Facilitation should be based on the assumption that there are no single, correct answers to ethical dilemmas, but that there is value in holding clear views and acting accordingly. In addition, there is a value of toleration of divergent views. It follows, then, that the teacher's role is one of discussion moderator, with the goal of teaching merely that people hold different values; the teacher does attempt to present his or her views as the 'right' views.

### **So What Methods Work?**

“The mind is not a vessel to be filled but a fire to be ignited”  
*Plutarch – a follower of Socrates*

A really good educator is not one who is standing out the front of the class dictating information to the kids. Enabling educators work out a process that will draw the most from their learners. Then they clearly set out the task and give the learners some tools. They reinforce the belief that the learners are bright and can figure things out – whilst making it clear that they are there to help, if the learners need it.

Learners are the major players in their own learning. They are not the only players – as these will include fellow learners, friends, educators, family, writers etc. To become effective humane educators, teachers need to really get to know their learners as people – on a one on one basis. They should be interested in their home lives, their emotional lives, and their personalities, skills and talents. They should also make an effort to understand the learners' individual learning styles and learning preferences, and try to use these when giving individual support. Also, make sure that group work is arranged so learners with a range of learning styles can work together and support each other (see Kolb's learning styles above for some suggestions on teaming learning styles that complement each other). This individual attention may be difficult in today's large classes, but it is not impossible.

As regards catering for different learning styles, ensure that lessons are designed so as to cater for each different learning style (as every classroom will contain a range). It is tempting for an educator to design lessons according to their own learning style. Be aware

of this, and guard against it! It helps to consider your own learning style, so you are aware when you are doing this.

In order to cater for each learning style, bear the following in mind: -

➤ **Observers/reflectors**

Ensure that sufficient time is given for observers/reflectors to consider and reflect on issues. Ensure that they are allowed to observe and consider before making their input in discussions and activities).

➤ **Thinkers/theorists**

Ensure that underlying concepts and theories are presented for thinkers/theorists to consider. Older learners can also benefit from being asked to devise their own conceptual models for facts and information presented (or findings of group or project work).

➤ **Deciders/pragmatists**

Provide a clear structure and rules for tasks and projects, to assist deciders/pragmatists. They can be useful in a group for maintaining order, time and/or other practical details.

➤ **Doers/activists**

Provide plenty of practical tasks, experiments and project work to help doers/activists. Ensure that they are kept busy and active.

Lessons should be well planned to break tasks down into manageable units, developing a process that unfolds and builds on learning. This is done by analysing the task, and splitting it into segments. Make sure that the process covers all aspects of the learning cycle. Build lesson plans that include: - theories, thinking time, building concepts, task structure and rules, and active experimentation. This can be done by including homework that gives an opportunity to consider and work on theories, and practical projects and activities through which abstract information (e.g. discussion items) can be tested or developed. Opportunities to test and put learning into practice must be included.

Also, do not forget the need to include multisensory resources and the possibility for multi-sensory outputs or feedback (visual, auditory, kinaesthetic). (*HET's storyboard based on the needs of a dog is a useful interactive learning tool for younger children – a visual resource that also uses story telling which incorporates creative and critical thinking skills*).

Where learners are old enough, it is useful to carry out activities in groups. Where possible, this should include self-organisation of groups (include self-selection of roles – incorporating identification of skills, talents etc. and making appropriate use of these). Learning how to cooperate in a group is a valuable skill – particularly getting along with others, the art of compromise, and using people in ways that maximise their talents.

Group work should be well organised, with clear explanations of tasks and rules. Give groups control over their environment and the ways in which they get to the required results. Self-regulation of timing and work flow is another useful aspect.

Learning is facilitated when it is based on a reality which the learner recognises and accepts. This can be achieved through using project-based learning, or using realistic role plays and situational analyses.

With project work, it helps to get the learners excited about a goal. Then fit the learning experience around this. Learners become more enthusiastic when they are able to follow a project of their own choosing, and agree on a common goal.

Other concrete experiences that can be used to help learning would include field trips, voluntary work, drawing and building exercises, classroom productions (arts, film making, musical events, plays etc).

Creative methods are particularly helpful, because they use the right side of the brain that provokes intuitive responses. This will help to move learners away from learned rules and approaches, which may tend to be reinforced by the factual or theoretical learning that uses the left side of the brain (that deals with information and analysis).

Another tool that can help learners to develop their creative, intuitive responses is meditation. Meditation is a skill that stills the active mind, to create a space for intuition and insights. There are various meditational techniques that can be used, and these can be tried out and the most popular used. The value of meditation is well documented – not only in creating a calmer disposition and assisting intuition, but also in improving concentration in schools. If the conventional school – or parents – are against meditation, then this can be a ‘silent time’ or a ‘peace break’. Here, learners can relax and be quiet. They should be encouraged to still their minds – perhaps assisted by quiet music, a nature visit, or simply listening to their own breathing or heartbeat.

Educators can help children to differentiate between the norms and conventions of their culture and the universal moral concerns for justice (fairness) and welfare. Five educational practices enable teachers to engage in moral education that is neither indoctrinating nor relativistic: -

- Moral education should focus on issues of justice, fairness and welfare.
- Moral discussion promotes moral development when the students use ‘transactive’ discussion patterns (negotiations), are at somewhat different moral levels, and are free to disagree about the best solution to a moral dilemma.
- Effective moral education programs are integrated within the curriculum, rather than treated separately as a special programme or unit.
- Cooperative goal structures promote both moral and academic growth.
- Firm, fair, and flexible classroom management practices and rules contribute to students' moral growth. Teachers should respond to the harmful or unjust consequences of moral transgressions, rather than to broken rules or unfulfilled social expectations.<sup>2</sup>

The central method used to generate moral development is moral discussion. The use of discussion acknowledges that social growth is not simply a process of learning society's rules and values, but a gradual process in which learners actively transform their understanding of morality and social convention through reflection and construction. That is, learners' growth is a function of meaning-making rather than mere compliance with externally imposed values.

Stage change occurs most readily in learners who disagree about the moral solution to a dilemma. Educators can achieve best results by selecting moral dilemmas that are likely to generate disagreement. The educator must permit a variety of opinions and attitudes,

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<sup>2</sup> According to Larry Nucci, Director of the Office for Studies in Moral Development and Education and Professor of Education and Psychology at the University of Illinois at Chicago.

and create a classroom atmosphere where learners accept others when their attitudes, beliefs, and values differ from their own. Moral education should assist learners to move through progressively more adequate forms of resolving conflicting claims to justice or human rights.

The constructive exploration of moral dilemmas can be helped by challenging learners' abilities. They think deeply (and 'out of the box') when presented with stretching moral dilemmas. But educators should not be tempted to present learners with materials that are beyond their age level, as this can dishearten and demoralise.

When facilitated effectively, humane education can help to develop 'multiple intelligences', which include emotional and interpersonal aspects as well as the cognitive aspects that are developed using more traditional teaching programs. It develops the skills needed to manage emotions, resolve conflict non-violently, and to take just and responsible decisions.

### ***Classroom Management***

Moral discussion is more likely to take place in classrooms employing co-operative goal structures in a democratic atmosphere than in the traditional classroom environment. Schools should emphasise co-operative decision-making and problem solving, nurturing moral development by requiring students to work out common rules based on fairness. The use of reasoning to respond to transgressions also aids moral development - the morality of justice emerges from co-ordinating the interactions of autonomous individuals.

Classroom management should be: -

- Firm
- Fair
- Flexible (with room for negotiation between educators and learners)

Educators should foster an atmosphere in the classroom that is open, respectful and tolerant. Diversity should be valued, and different abilities stressed and appreciated. Different cultures, religions, and social constructs should be explored and understood in a sensitive and supportive manner. Educators should preach and practice empathy and compassion for all, sprinkled liberally with patience and understanding!

The educator should provide students with opportunities for personal discovery through problem solving, rather than indoctrinating students with their own norms and values. Indeed, educators should work gradually to deconstruct social values and norms, whilst learners are replacing these with their own personal moral values.

Class discussions and negotiations should be encouraged. The educator should create an atmosphere which is open to all viewpoints. No views should be crushed or disregarded – even the more controversial. Create climate of trust and acceptance in class. The class should be a 'safe haven' in which contributions are welcomed and valued. Where learners bring forward worrying (or intolerant or antagonistic) viewpoints, ask other learners to comment. Their reflections are likely to provide a greater spur to further reflection.

The way in which feedback is approached is as important as the task itself. Negative criticism should be discouraged (as it is de-motivating). A classroom culture should be developed where appreciative responses are the norm. Concentration on using strengths in

teamwork should be followed by recognition of valuable contributions. Group work can build on this, by working consistently towards 'best fit' – giving appropriate roles and support within the team. Pleasure and appreciation should be given for shared outcomes. As groups feed back to the complete class, applause and constructive comments should be invited (until these become the norm). Feedback is an art to be learned. Constructive criticism should always be welcomed as a learning opportunity, but the way in which this is worded is important! The educator should guide the learners into ways of giving positive feedback (including through developing empathy with the person receiving feedback).

The educator should encourage the class to care for any learners having problems with their behaviour or learning. The 'buddy' system can be useful – where an able learner takes a struggling learner under their wing (as a friend and mentor). Always check understanding, so learners are not marginalised or left out of class activities. Fostering the morality of care is an important part of classroom management which builds interconnectedness.

#### How Can The Humane Education Trust Help?

**The Humane Education Trust** (HET) has become a world leader in bringing humane education into every-day learning for thousands of children around South Africa and beyond. We are committed to promoting Values in Education through Literacy and Life Orientation.

We have produced a special genre of resources that promote the spirit of care and respect for life, which are available through Humane Education Publishers. Our books have been chosen by the Western Cape Education Department for its 100 Books in Every Grade Programme for 2008. Worksheets for most of our titles can be downloaded for free from our website. Hard copies of worksheets/workbooks can also be ordered.

Our resources, comprising both fact and fiction, are to do with promoting positive relationships with all the inhabitants of our planet. We have developed a full set of resources dealing with: -

- **Animals & the Environment**
- **Conflict Resolution**


Our next programme is a complete set of lesson resources covering:


- **Human Ethics and Values** - contemporary moral issues.


Our resources have accompanying lessons plans which will help educators to introduce the methods described in this leaflet. Once familiarity with the methodology has been developed, it can be successfully introduced into all lessons dealing with moral concerns or controversial issues.

For full details on all of our humane education resources, see the Humane Education Trust Web Site: <http://www.het.org.za/>  
Or call us to ask for a copy of our list of resources: -

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## Further Resources on Methodology

Piaget's Theory of Cognitive Development

<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>

Synthesis of Research on Moral Development

<http://tigger.uic.edu/~Inucci/MoralEd/articles/nuccisynthesis.html>

Moral Development and Moral Education: An Overview

<http://tigger.uic.edu/~Inucci/MoralEd/overview.html>

Understanding Student Learning Styles and Theories of Learning

<http://www.ukcle.ac.uk/resources/postgraduate/grantham2.html>

Learning Styles

<http://www.ldpride.net/learningstyles.MI.htm>

Learning Styles Chart

<http://www.chaminade.org/inspire/learnstl.htm>

Teaching with Excellence

<http://teaching.berkeley.edu/compendium/>

Daniel Goleman's Video on Social & Emotional learning

<http://www.edutopia.org/daniel-goleman-sel-video/>