

柴内 裕子氏 (公益社団法人 日本動物病院福祉協会 顧問)

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We have heard talks on AAA and AAT so now let's talk about AAE.

I have been fortunate to have been busy with AAE (Animal Assisted Education) mainly focused on elementary schools. Thanks to the wonderful volunteers and wonderful animals, this JAHA activity has not had any accidents to date.

AAE is programmed into the school curriculum in most schools now, but schools are busy, and generally speaking when a new program or a new event is introduced to school, teachers do not like it. It is even worse to have animals involved. They worry that an incident is bound to happen and, in this day and age, dealing with so-called 'monster parents' is not an easy task for teachers. So it was extremely difficult to make the first step. However, since the time when the first school made the brave decision to accept us, many years have passed.

In many cases when a school principal wishes to give a presentation about our activities at their principals meeting, they ask us to visit their school. Or, if a teacher moves from a school which has the program to another school, he or she may ask us to come to that new school. This is how the program spreads.

This image shows, I believe, Dai-hachi (No.8) Elementary School in Nerima-ku. In many cases, the AAE activities are held in the gymnasium on the left.

Totsuka-sensei, who has already talked about JAHA, is now chairperson of CAPP. What is more, related to education in schools as assisted by animals, Rebecca is now chair of IAHAIO. I think it is truly wonderful that the IAHAIO chairperson is a specialist from the 'Human side'. The issue of the human-animal relationship is ultimately how we should treasure animals if we humans are truly to proceed peacefully. Our aim should

be to create a mutually happy planet with both medical sides understanding that animals are useful and helpful to human health and also welfare. Today we do have Yokoyama-sensei here with us but, up until today, there have been few people from the human medical side getting involved. But now, with Rebecca as IAHAIO chairperson and a conference being held next year in Chicago, I think it is a great chance for many people from Japan to participate and support Rebecca who has come all the way for us today. So please consider participating.

Those comments are a little away from my topic today. The need to have animals as part of education was clearly stated at the IAHAIO conference in Rio, part of the Rio Statement. To make sure that it is safe and hygienic for children, the statement clearly says that the animals used must have experienced the love of their parent(s). That they knew their parent(s) means that there is a responsibility on the animals. If that is the case, we may worry whether or not our school animals had the experience of being parented. It is difficult to expand on this issue now so I shall save it for another time. But I do trust that if the owners take along truly healthy animals that love children then AAE objectives can be met.

Today I only have one more slide to show you and then I will show you a video taken at an elementary school.



On the right of the slide is the AAE. Recently the term “Animal Therapy” has become established in Japan as an easy and comfortable word to use. In fact the term was around 26 years ago when JAHA started CAPP activities but now the media is using “Animal Therapy” because it is easy to understand. However, it is not an internationally accepted term. Animal Therapy also refers to treatment given to animals as well. There are three distinctions being used at activity sites. Even today there are three, and AAE (Animal Assisted Education) is the third one. Before that we had the Kishiro-so Home’s ‘AAA’ (Animal Assisted Activity) and before that AAT (Animal Assisted Therapy). So today I am talking about AAE under which accidents are never allowed to happen. To ensure that we must make appropriate preparations and, from the start, our CAPP has always put extreme importance on emergency management to prevent accidents.

People think ‘Oh, my darling animal is always good so I am sure I can take him (or her) to the elementary school or kindergarten and let the children touch him.’ But if some kind of accident happens it will become something really serious. Therefore it is essential to have good risk controls in place to carry out activities.

I am going to show you an AAT case study today, but taking pictures or filming at elementary schools is not really allowed which is very disappointing. While I am sure that some private schools will allow us if we explain our needs well enough, at present, to even take a single picture we have to inform them how we will use the photo and obtain permission from the students’ families and teachers. Even then the photo cannot be used for any other purposes. This is the current situation in Japan.

One day when I visited a junior high school, there were some wonderful pictures exhibited along the corridor. When our accompanying photographer tried to take a photograph of them, we were stopped because names were attached to the pictures. It is really strict and difficult. However, the video I am going to show today was taken by the Fathers’ Group at Akatsuka Elementary School in Itabashi-ku in Tokyo. Because

some fathers have very little opportunity to spend time with their children some of them formed a group and they organize fun-time events on Saturdays and Sundays. For one of the events they invited us to provide AAE. So with their permission, I can show you this video. It is already some years ago so some parts may look dated but let’s see.

Also in the case of elementary schools, when we are asked to attend at the headmasters’ meeting, our person responsible at the association or a team member visits the school to exchange an agreement (memorandum). It is normal before any activity for the persons responsible on both sides to exchange such a memorandum. But we use it to make sure of several issues such as how to handle things in the event of an accident. Furthermore, before a program we conduct a survey with questionnaires to find out the ages and numbers of the pupils, about their local environment, and what kinds of animal they are living with and so on. We tailor the program based on what we learn from the survey. We also ask to conduct it once more time about a month after the program to see the effects and find out if there were any problems.

In any case, the cooperation of the teachers is so important. Excuse my rather inappropriate use of words but the schools do not like bothersome tasks. But they let us go into their schools because our activities are believed to be reliable. But even then if we make a lot of preparations it will still be a burden to the teachers. I think the way to approach a request is as follows - if we do all the preparations, if we do all the cleaning and take away everything and only borrow the time of the students and the teachers then, if the teachers feel it was not too much hard work, they will ask us again.

At one elementary school we went to, the teacher of the first grade class did not turn up on the parents open day. There were three hyperactive children in the class that he (or she) could not control so he opted not to turn up at all (or maybe he could not face it). It was difficult enough just to try and make the students sit down let alone try to teach them mathematics or a language. So, because he could not handle his chaotic

class the teacher had given up coming to school. The open day came and we were called. We had been to the school a few times, so we knew there were there some hyperactive children running around out of control. But during our activity time, they did not stand out at all, and everything ended peacefully. Afterwards the headmaster came and asked us if we could come every day ! This is just one example of the effect we have. But, as Samuel Ross of Greenchimneys in his presentation says, animals are an important existence for hyperactive children. I do not wish to exaggerate by making sweeping statements but I do think animals have a special attraction for children and can play a big role in stabilizing their emotions.

So let's watch the video now...

Children copy things easily, whether good or bad. Nowadays I am pleased to hear that when an owner takes his or her dog for a walk, a child may come up and ask if they can touch the animal. Then they gently extend their arm with a non-threatening closed hand. I have recently experienced this myself at my local bank. I had my dog in a carrier and a lady asked if she could touch him. She extended her closed hand. I thought this was so good and that we really must spread more of such good things.

Only about a couple of days ago, we visited a school. There were supposed to be 23 first grade students present but, due to influenza, 5 children were off school. It was very cold. One of the things we must consider is that this kind of activity in winter is very cold. A school gym has no heating and, while the children are relatively fine, for we volunteers it can be very tough.

# 命に対する「責任」と捉え…

Our theme and mascot team ask us to consider  
our 'responsibilities' for the lives of others



責任 (クレアナ)  
kule.ana (Responsibility)