



# Fostering Empathy

for Conservation

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# Day 1 Agenda

- 9:00 Welcome and Introductions
- 9:30 An Introduction to Empathy
- 10:50 Break
- 11:00 Developing Empathy for Wildlife
- 12:00 Lunch
- 1:00 Eavesdropping for Empathy
- 2:00 Best Practices
- 3:00 Break
- 3:10 Group Reflection + Sharing
- 3:50 Wrap-up

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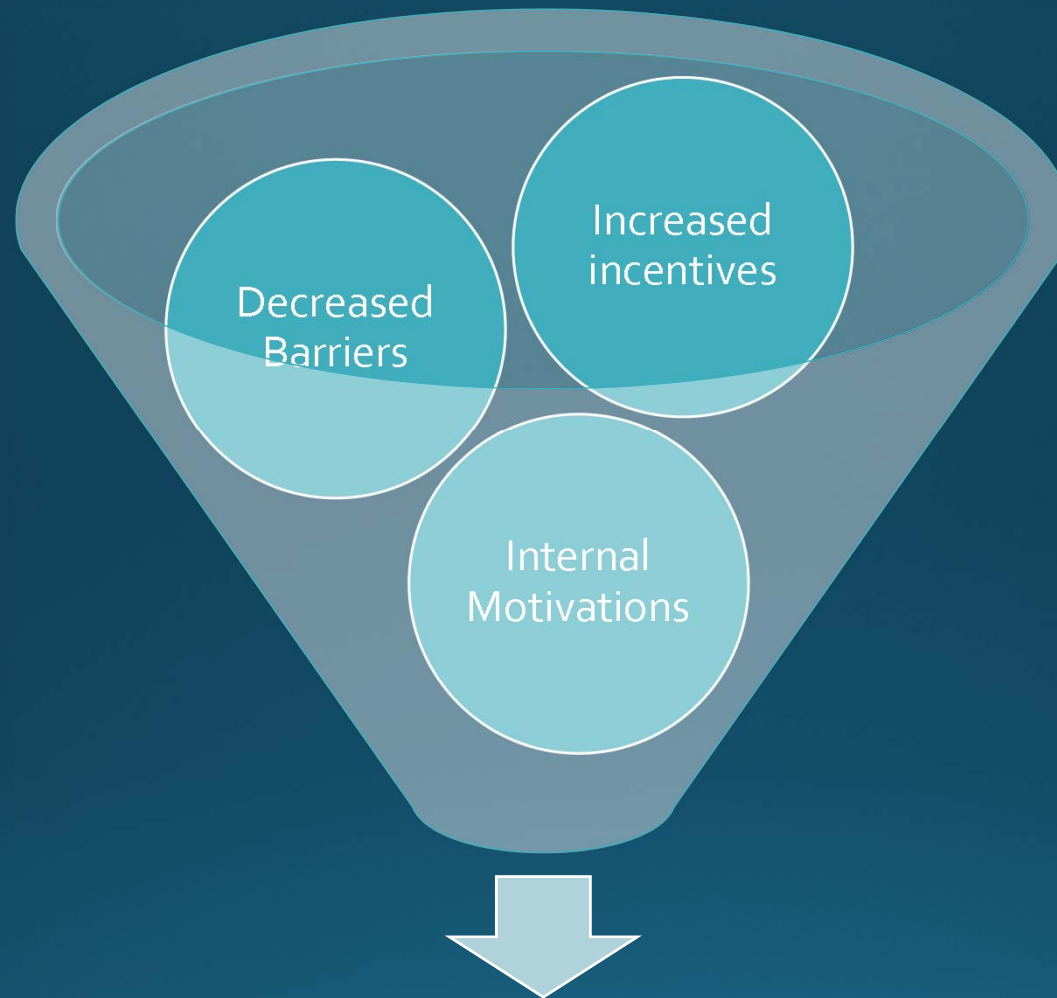






***Empathy** is a stimulated emotional state that relies on the ability to perceive, understand and care about the experiences or perspectives of another person or animal.*





Conservation Behavior





*To be, or not to be...just like us.*



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***Anthropomorphism*** is the attributing of human characteristics and purposes to inanimate objects, animals, plants, or other natural phenomena.







Strongly Agree



Strongly Disagree



## Anthropomorphism

The attributing of human characteristics and purposes to inanimate objects, animals, plants, or other natural phenomena

*Recognizing the perceived similarities in others increases our empathy towards others*

## Empathy

A stimulated emotional state that relies on the ability to perceive, understand and care about the experiences or perspectives of another person or animal

*Trying to empathize without understanding the animal can lead to anthropomorphizing.*





Strongly Agree



Strongly Disagree





LOW

## Anthropomorphism Spectrum

HIGH

### Unknowable other

Animals are observed with feelings of “they-ness” and perceived difference to the point of alien or object. (Hill, 1995)

“If we don’t know if they can suffer or experience mental anguish like us, then great, we’re off the hook for needing to care. This makes it easier for people to ignore the suffering we might be causing.” Carl Safina (Cudmore, 2015).

Who cares?  
It’s just a  
fish.

### Similar but different

- How accurate can we be?
- What do we consider to be human?
- If dogs can have PTSD can otters?

### Just like us

Animals are observed with feelings of sameness to the point of sister or peer. Sameness includes same needs, experiences, desires and emotions. This is sometimes considered false empathy (Hill, 1995).

Approaching wild animals is often justified through sympathetic reasoning (“They looked hungry.”)

The octopus  
looks so lonely.





***Affective empathy*** is the vicarious feelings or emotions in response to observing the emotions or experience of another.



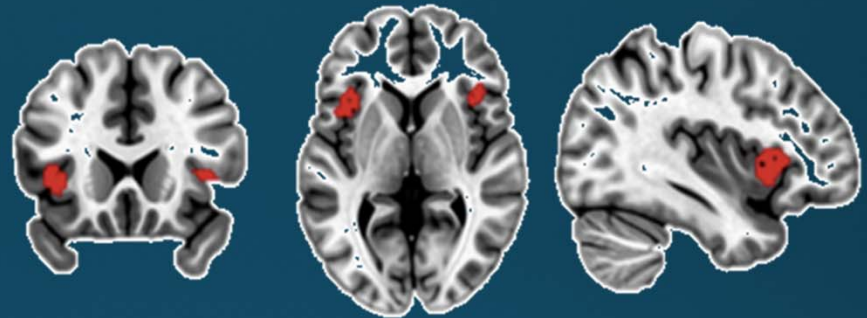




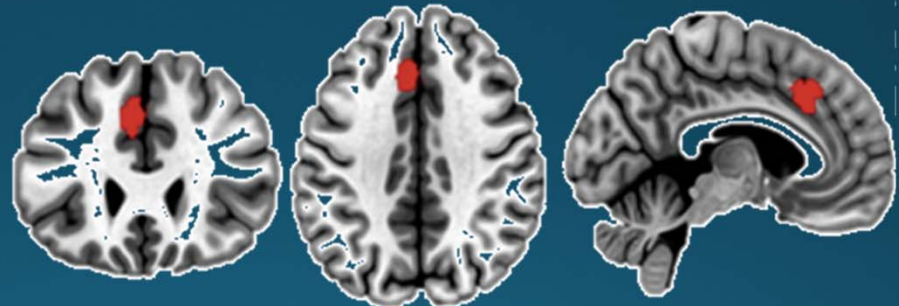
***Cognitive Empathy*** is the ability to identify or understand another's emotions.



*Affective*



*Cognitive*



**HI, I'M SARAH MCLACHLAN**



**AND I'M ABOUT TO MAKE YOU CRY.**















**Agency** *Animal present behaviors of moving, eating, playing, social roles, and grooming; similar to human behaviors.*

**Affectivity** *Emotion or vitality affect.*

**Coherence** *The other is easily understood as a whole animal with arms, legs, body, face especially eyes.*

**Continuity** *More time spent with the animal.*



Conflicting social norms and messaging

Cultural stigmas

Projection

Barriers

Environmental

Narrative framing

Moral disengagement





Infant/toddler

Teen/adult

Limited language

Can express own ideas

Understands other's ideas

Concrete reasoning

Abstract reasoning

Authority sets right/wrong

Perspective dependent

Social expectations, values

You are just like me

You are not like me

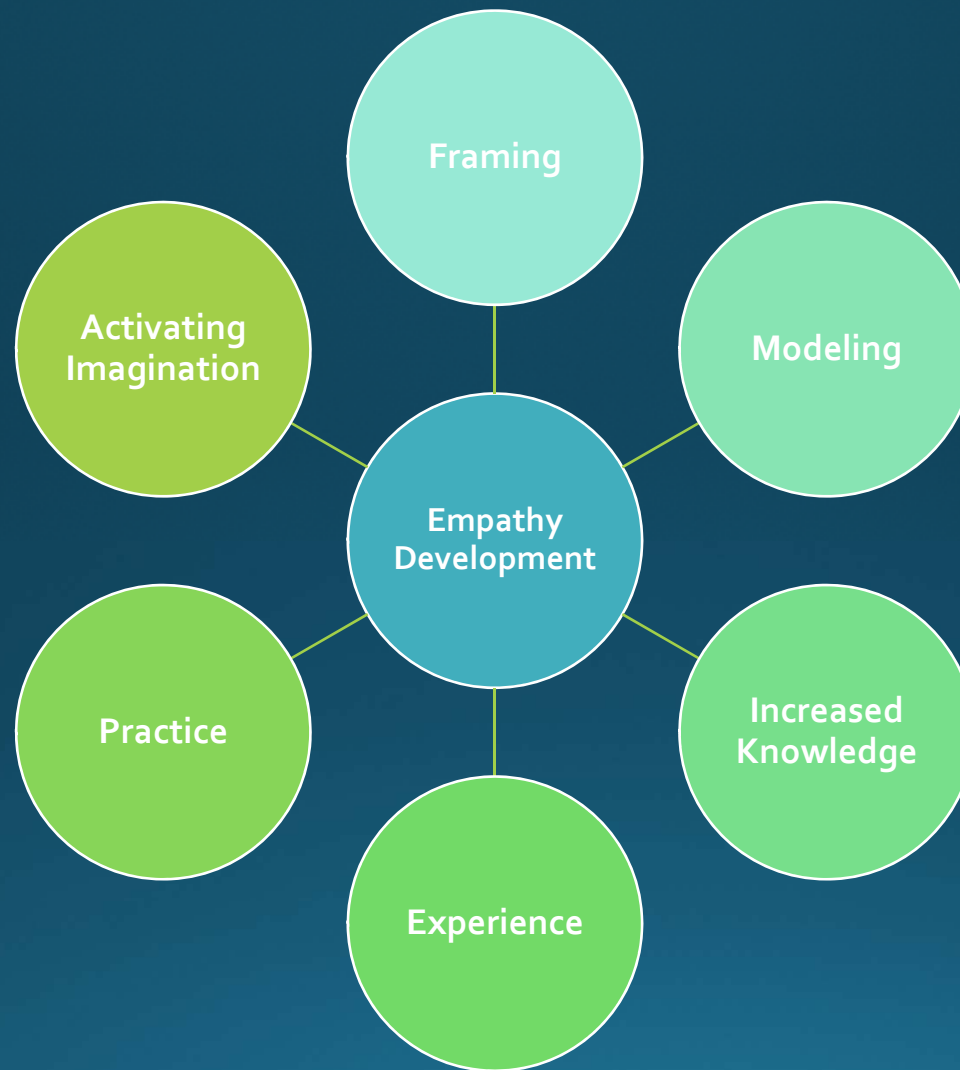
No one is the same

Animals are anthropomorphic peers

Unique others w/ similarities, differences









# Framing







Modeling







Experience













# Knowledge





# Practice

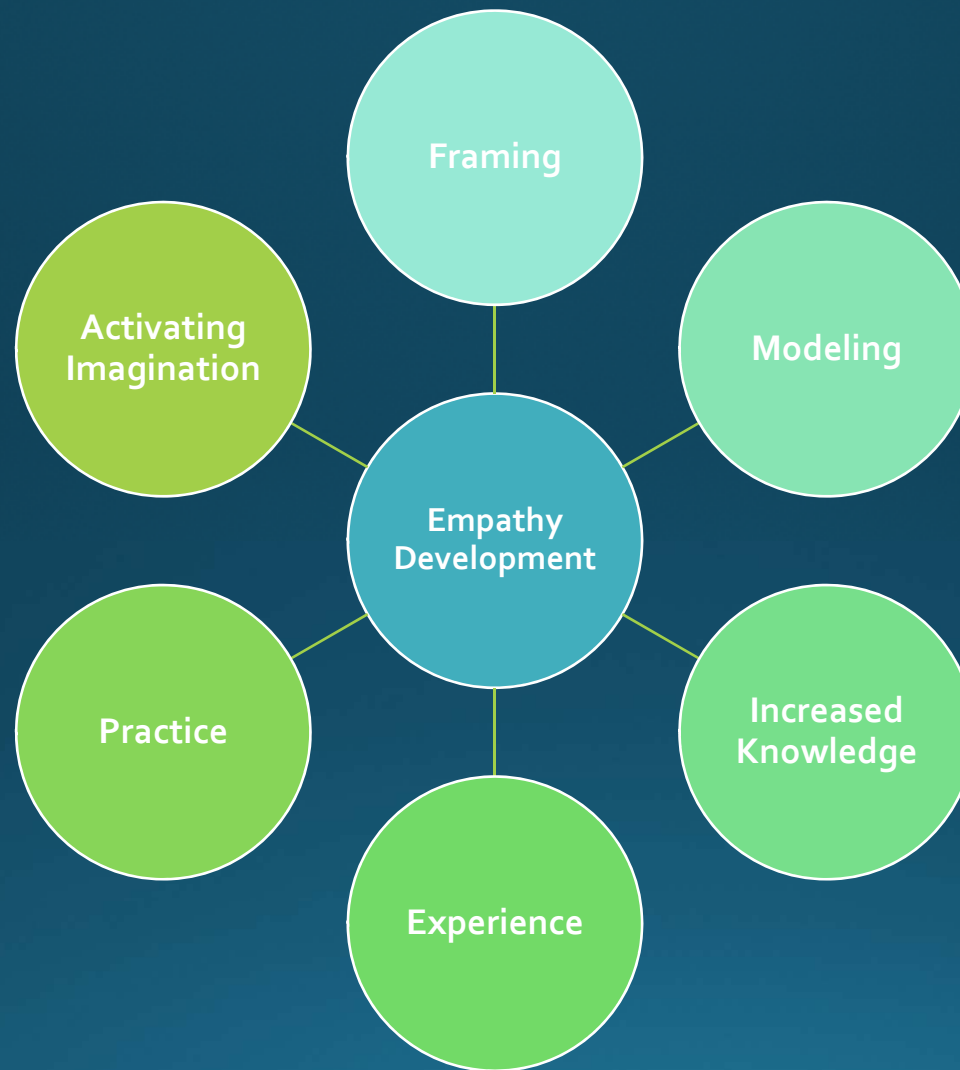






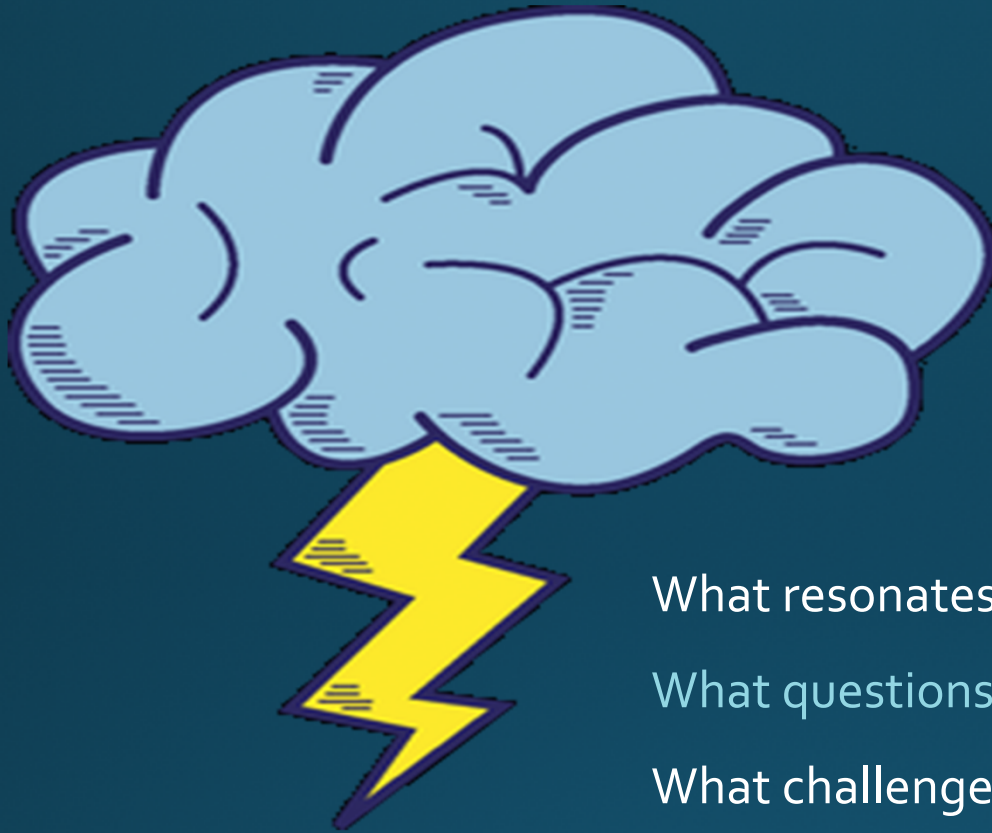
Imagination











What resonates with your work?

What questions do you still have?

What challenges do you foresee?

What are you excited to learn more about?







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# Day 2 Agenda

- 9:00 Welcome back and questions
- 9:15 Indicators and evaluation tools
- 10:00 On-grounds activity
- 11:00 Action planning
- 12:00 Sharing out
- 12:20 Wrap up and evaluation



# Indicators

## Cognitive

- Understands that people and animals share common basic needs of food and water.
- Understands the variety of needs of an animal, including biological, activity, social, psychological, and ecological.
- Understands similarities between self and animals
- Understands differences between self and animals

## Affective

- Demonstrates concern for the immediate well-being of an animal
- Shows concern in response to another animal's needs.
- Understands ways he or she can directly contribute to an animal's well-being.

## Behavioral

- Touches animal gently on their own
- Touches animal gently with help from caregiver
- Demonstrates action or behavior based on making the animal feel safe or calm.
- Modifies or adjusts to demonstrate more positive behavior around animal
- Expresses desire to take actions to directly help an individual animal.
- Expresses desire to help animals in general (not the specific animal that they 'meet' in a zoo program, but how to help elephants, tigers, animals in general, etc.)
- Is able to identify ways in which he/she can act on behalf of animals they care about.



# Related Emotions

Child  
demonstrates  
interest or  
curiosity towards  
animal

Child demonstrates  
appreciation/respect  
for animal

Child  
demonstrates self-  
efficacy in relation  
to his/her ability to  
take action

Child recognizes  
animal as an  
individual with  
own agency





# Evaluation Tools: Survey

## Planning

- Teens and Tweens
- Best used in programs
- Built based on existing empathy surveys

## Using the Tool

- Implement before and after a program
- Pair responses or analyze as a group
- Schedule enough time (~20 min)

## Analyzing the Data

- So many directions!
- Quantitative and qualitative options
- Comparing pre to post



# Evaluation Tools: Action Reaction

## Planning

- Younger children
- Programs
- Short and formative

## Using the Tool

- Requires minimal set up
- Recorder and implementer
- Capture frequencies and stories

## Analyzing the Data

- Minimal analysis required
- Frequencies
- Looking at stories



# Evaluation Tools: Observation Instrument

## Planning

- Variety of uses
- On-grounds and programs
- Many audiences

## Using the Tool

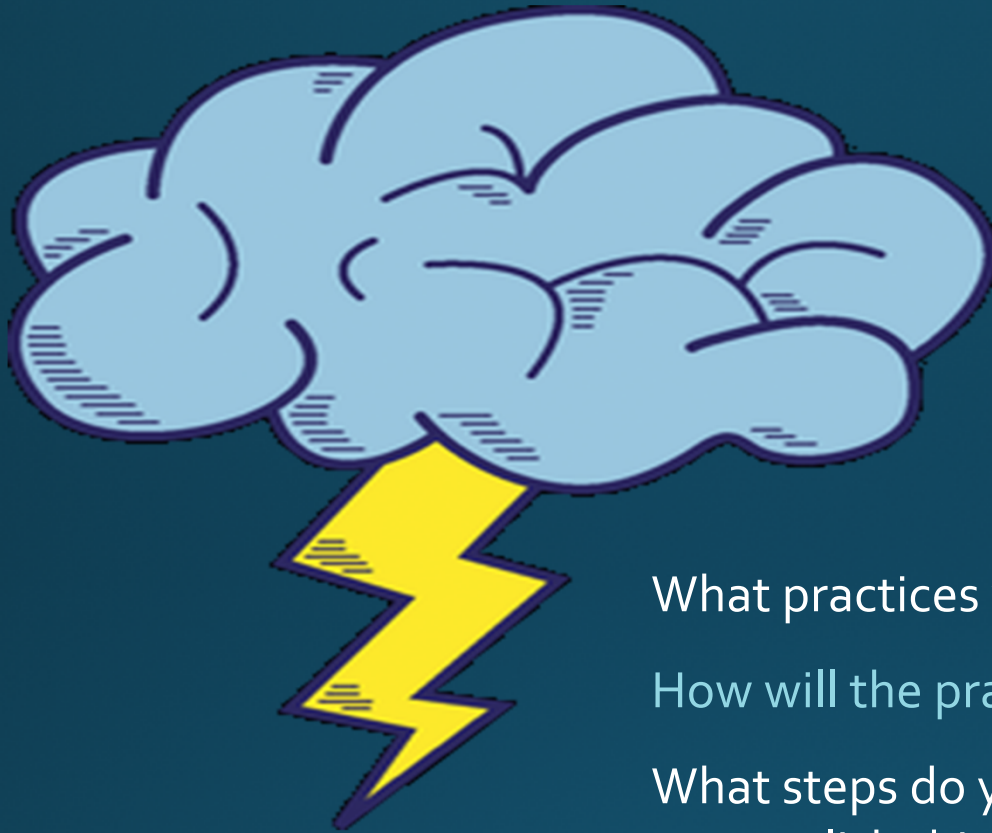
- Get familiar with the instrument
- Decide what it looks like in your setting
- Flexible implementation

## Analyzing the Data

- Frequency counts
- Allows for pre/post
- Compare across program types







What practices will you use?

How will the practices be applied?

What steps do you need to take to accomplish this?

How will you measure success?

What resources do you need?

What challenges do you anticipate?





A photograph of three people (two women and one man) walking away from the camera on a sandy beach towards the ocean. The waves are breaking in the background. The title text is overlaid on the image.

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