

Teachers' Notes

How Do Animals Matter?

Opinion-forming exercises for English, Religious Studies, General Studies, PSHE & Citizenship and Geography - **designed to promote small group discussion**

HOW IT WORKS:

Each page contains eight "cards" like the two in the diagrams. Each card contains an opinion about how we should treat farm animals. Students discuss how far they agree or disagree with the statement on the card.

The exercise is divided into two sections. There are 3 pages each with quotes on:

- philosophical issues relating to our treatment of food animals (as in Fig 1)
- more practical viewpoints relating to animal welfare, and the economic and environmental consequences of animal farming (as in Fig 2)
- religious and secular viewpoints (see separate sheet of Teachers' Notes which discuss these in more detail)

These opinions encompass a wide range of views. Use the two parts separately or together.

Fig 1

There is no reason to believe that a pig or chicken matters less to itself than I do to myself.

+3

+2

+1

0

-1

-2

-3

Totally agree
Totally disagree

Fig 2

Intensive farming may not be best for the animals, but it does produce food cheaply. This is the important thing.

+3

+2

+1

0

-1

-2

-3

Totally agree
Totally disagree

A FLEXIBLE RESOURCE:

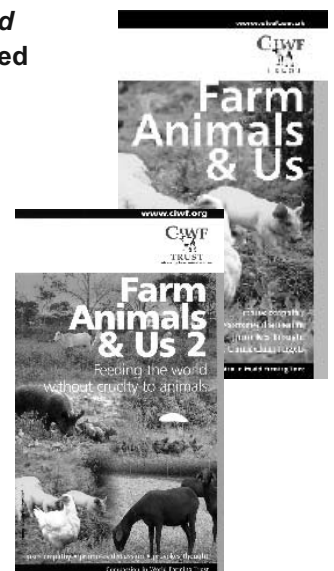
The exercise can be photocopied for use as cards or as student worksheets. Use this resource as:

- **cards** to encourage group discussion
- cards to encourage students to **sort ideas** which relate to each other
- cards in **role-play** exercises
- **worksheets** for students to formulate their own views
- **worksheets** for homework
- **background information** for student research into alternative viewpoints as preparation for essays, projects and dissertations

SUITABLE FOR THE NATIONAL CURRICULUM

See separate sheet for each subject for ideas about using this exercise to help teach your syllabus.

Use with *Farm Animals and Us* video or, for groups aged 14 and upwards, use *Farm Animals and Us 2*.



Please turn to the next page for lesson plan suggestions

Some ideas for using *How Do Animals Matter?* exercise in class:

POSSIBLE LESSON PLAN (50 minutes):

1. Class brainstorms foods we get from animals (2 minutes)
2. Class brainstorms ways in which animals are kept for food (2 minutes)
3. *How Do Animals Matter? A range of philosophical viewpoints* (1-3) exercise completed in groups (10 minutes)
4. Watch Compassion in World Farming video *Farm Animals & Us* (20 minutes) or for groups aged 14 and upwards, show *Farm Animals and Us 2*
5. Groups briefly consider if they wish to change any of their opinions. Are there other arguments which should be added? (4 minutes)
6. Either: Whole group discussion of issues raised
Or: Complete second exercise - *How Do Animals Matter? A range of viewpoints* (1-3) (12 minutes)

VARIATIONS:

1. Use *How Do Animals Matter?* after the video. If the lesson is an hour or more, use the *Personality Test* exercise at the beginning.
2. Each group prepares an example they agree or disagree with to present to the rest of the class. Encourage them to consider which other arguments relate to their card. Follow with whole class discussion (likely to require two lessons).
3. Use in role-play exercise. Groups to take on roles eg animal rights, animal welfare, farmers, meat industry, battery cage manufacturers, conservationists etc. Provide with range of literature. Research using the internet - try www.ciwf.org! Use cards to help work out standpoints of own groups and likely opposition. See separate sheet on *Sources of Further Information* for useful addresses and Websites.
4. Use CIWF booklet *Intensive Farming and the Welfare of Farm Animals* for further research. Can be photocopied for homework.

USING AS CARDS:

Preparation: photocopy originals. Cut up into cards, discarding page headings. Laminate if possible. Do enough sets for groups of three or four and place in envelopes.

In class:

Groups sort cards by discussion:

- Totally agree (+3) on left hand side of table
- Totally disagree (-3) on right hand side
- Others in between

Extension:

Put the cards into groups of statements that relate to each other. You may get pairs that are clear opposites. Sometimes several go together. Do any of your views change?

USING AS WORKSHEETS OR WORKCARDS:

Preparation: photocopy the sheets, enough either for one each or one per group.

In class:

Groups discuss their views and tick boxes. Can be done individually. Can be done as a homework exercise.

5. Use as a whole class exercise with the class sitting in a circle. Give each student one card. Each presents their view and places the card in the appropriate place in the middle of the circle (totally agree at one end; totally disagree at the other). Provide opportunities for whole class discussion after every five cards or so. In this case, it can promote a long discussion (in small groups, it is usually quite quick). Best used in conjunction with the video.
6. See separate teachers' notes for discussion of *How Do Animals Matter? - Opinions, Religious and Secular*.