

Teachers' Notes

Where Do You Draw the Line?

An opinion-forming exercise for General Studies, PSHE & Citizenship, Science, English, Religious Studies and Geography - designed to promote small group discussion

HOW IT WORKS:

Each page contains four "cards" like the one in the diagram. Each explores different sides of a farm animal welfare issue. Students discuss how far they agree or disagree with the subject on the card.

A FLEXIBLE RESOURCE:

This exercise can be photocopied for use as cards or as student worksheets. It is available in:

- **colour** for colour-photocopying and laminating as individual cards or worksheets
- **black and white** for photocopying as student worksheets

Use this resource as:

- **cards** to encourage group discussion and the sorting of 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

Extra copies of the colour version can be obtained from CIWF at £2 per set (not laminated). A students' summary sheet is also provided if you want to save on photocopying costs!

A RANGE OF ISSUES COVERED:

- **Farm Animal Welfare** (4 sheets including factory farming of chickens and pigs, free-range and organic production and long-distance animal transport)
- **Scientific and Ethical Issues** (2 sheets including genetic engineering, selective breeding, organic production, and the use of antibiotics and hormones)
- **Ethics of Diet** (2 pages including vegetarian and intensive farming issues)

Use all the sheets, or be selective, according to your needs.

Producing battery eggs



Battery eggs are the cheapest to produce. Does this justify crowding the animals into small cages?



My opinion of producing battery eggs

-3

-2

-1

0

+1

+2

+3

Totally unacceptable

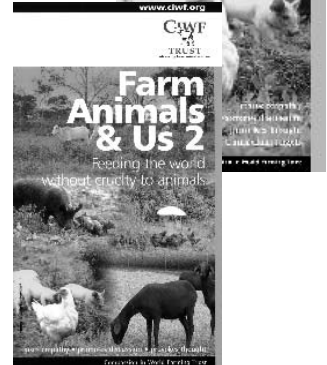
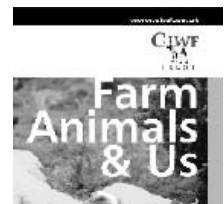
Totally acceptable

A sample card

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 see next page for lesson plan suggestions

Some ideas for using *Where Do You Draw The Line?* cards 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. *Where Do You Draw the Line?* card exercise completed in groups (10-15 minutes according to how many of the cards/worksheets you choose to use; it doesn't matter if only part of the exercise is completed)
4. Watch Compassion in World Farming video *Farm Animals & Us* (20 minutes), or for groups aged 14 and upwards, use *Farm Animals and Us 2* (21 minutes)
5. Groups briefly consider if they wish to change any of their opinions (4 minutes)
6. Whole group discussion of issues raised (approx 5 minutes)

VARIATIONS:

1. Use *Where Do You Draw the Line?* 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 and presents their views to the rest of the class. 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 Source 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 class use and homework.
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 acceptable at one end; totally unacceptable 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.

USING AS CARDS:

Preparation: photocopy originals, preferably in colour. 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 unacceptable (-3) on left hand side of table
- Totally acceptable (+3) on right hand side
- Others in between

Consider – Where do you draw the line?

USING AS WORKSHEETS OR WORKCARDS:

Preparation: photocopy the sheets in black and white, enough either for one each or one per group.

In class:

Groups discuss their views and tick boxes. Can be done individually.

Variation:

Photocopy in colour and laminate. Groups fill in results on separate summary sheet.