

## Teachers' Notes: Personality Test – How Do You Think About Animals?

*An opinion-forming exercise examining values - the use of animals for food*

PSHE/Citizenship

Religious Studies

Geography

Science

English

Animal Science/Management

Age range (2 versions) < 5 5 6 7 8 9 10 11 12 13 14 15 16 17 18 adult

*Version 1 ideal for sixth form and university as well as able younger students*

*Version 2 aimed at younger students and those with lower reading ages*

### Objectives:

- To introduce students quickly to a range of food ethics issues
- To help them investigate their own values
- To help them appreciate a range of other values and to respect the views of others
- To develop speaking, listening and decision-making skills
- To encourage respect for other viewpoints through more detailed analysis
- To encourage concern for the welfare of both people and animals and of the need to protect the environment

### How the *Personality Test* works:

People love doing personality tests! Actually, this is an exercise in analysing attitudes to animal issues.

There are ten questions. The first is in the box below. Students have to decide which of four statements they most agree with.

These break down into four viewpoints:

- Animal Rights (a)
- Animal Welfare (b)
- Environmental / Sustainable Development (c)
- Anthropocentric / "Humans come first" (d)



**Discover your TRUE personality...**

For each question, tick the statements you agree with.

Then, give a BIG tick for the statement you like best.

Repeat for all ten questions.

**1. Whales in the sea have declined because they have been killed for their meat and oil. Some species are close to extinction. Methods of killing them can cause great suffering. However, whaling is important in the traditions of some countries and also amongst Inuit communities.**

- We have no right to exploit whales for our own gain. They are highly intelligent, sensitive creatures and we should leave them alone.
- The methods used to kill whales are often cruel. They should be left alone at least until more humane methods can be found of killing them.
- Whales should be left alone until their numbers have returned to normal. Then we should control the numbers killed so that whale populations do not drop again.
- Whales are a good source of food and oil and we must respect cultural traditions. Scientifically-controlled whaling should be allowed.

## Running the *Personality Test*:

This is a great lesson starter. There is an extension activity, working out how the test works, for early finishers. Students who arrive late can get a result even if they only have time to answer some of the questions. There is a simpler version with a reading age of nine for younger students.

For each question, the students tick the statements they agree with but, most importantly, they then choose the one they most agree with and give it a big tick!

Conduct the exercise flexibly. Allow students to decide that no statement is appropriate for them, or two are equal. When they finish, they work out which answer they go for most often. Don't tell them how the exercise works in advance!

At the end you can have an interactive session going over the results verbally. Alternatively, students can work out their results from the "Assessing your score" worksheet. **Emphasise that there is no right or wrong answer** to discourage a tendency amongst some audiences to belittle the views of others.

Compassion in World Farming has used the exercise on many occasions and found audiences in which each of the four positions pre-dominates. It is important to emphasise that **all four positions are intellectually respectable**. You could almost certainly find several academic philosophers in each of the four categories.

Be positive about all four groups, concentrating on what each group specifically cares about – people, the environment and future generations, animal happiness and suffering, animal rights and freedoms.

Be clear, if necessary, that it does not follow that "d) people" are uncaring or that "a) people" are in any way extreme or impractical. People in all groups may be realists or idealists. Or a bit of both. The differences between the groups are primarily about values. What matters to them.

It is also good to point out that the test is of course an over-simplification. Most people care about people, animals and the environment. Many conservationists, for example, think that whales should be left alone rather than harvested sustainably. They may believe that sustainable exploitation, even if desirable, is not enforceable and so on.

The exercise can raise further discussion points. How many people, for example, gave the same answer for questions 4 (eating meat) and 5 (eating dogs and cats)? How many gave the same also for 6 (eating fish)? Are these three really the same question? Or are there fundamental differences? To what extent are our answers culturally determined? Many Britons would be happy to eat beef, but not cat or dog. Many Hindus would avoid beef. Why do some people care more about mammals than they do about fish? Are people consistent? Should they be?

It is best used as an introduction to a session which includes a video and discussion (see lesson plan overleaf).

## Possible Lesson Outline:

1. Hand out *Personality Test* and ask them to start. Instructions should be self-explanatory, but it doesn't matter too much how precisely they are followed (*10-15 minutes*).
2. Extension activity for early finishers (announce when the first have finished). You may have noticed a pattern to a), b), c) and d) statements. What does each have in common? What does each view represent? *No extra time allowance required.*
3. When most or all have finished, ask them to work out which answer they have most commonly gone for. (It doesn't matter if some have not finished – their results will still be valid.) (*2 minutes*.)
4. Do a show of hands for each position (students should vote twice if two are equal). Does anyone feel no position is suitable? (*2 minutes*.) Alternatively, hand out sheets which allow students to work out their own position.
5. Discuss what the audience thinks each position represents? Go over the intended answers to this. Present each position positively (see opposite). (*5 minutes*.)
6. Optional further discussion, eg comparison of answers to Q 3, 5 and 6 above. Does it matter which kind of animal is involved (cattle vs dogs vs fish)? (*This can take any amount of time!*) This could also be done after watching the video.
7. Watch a video, eg *Farm Animals & Us* (17 minutes) for younger students, or *Farm Animals & Us 2* (25 minutes) for abler students aged 14 or over, followed by discussion.

### Differentiation:

There are two versions of the *Personality Test*, both of which cover the same issues. Version 1 has a reading age of about 12. It will work well with any age group with good reading skills. It works particularly well with the sixth form (and, incidentally, with adult, college and university groups).

Version 2 has a reading age of about 9. Use with younger students, or with any group for whom a lower reading age may be an advantage.

### Follow-up activities:

Research one or more of the issues in more detail.

1. Conduct a survey. Try out the questionnaire on a range of people. How do results vary with age, sex, occupation etc? Can you explain the results?
2. Devise questions which would separate views on other animal issues (eg animal experiments, circuses, zoos, pet keeping, hunting, shooting, fishing etc). Can you make each of the statements equally sympathetic?
3. Could similar "Personality Tests" be devised to analyse other ethical, political or theological issues?



# Personality Test. Assessing Your Score

## How we use animals for food

*Four different philosophical positions*

You may well have noticed how this works. The four kinds of statement (a,b,c & d) represent four different philosophical positions.

## Working out your score

Count how many times you chose a), b), c) or d) as your first choice (ie the statement for which you gave the big tick).

The four positions are as follows:

- a) Animal Rights** position. Animals should have a right to life, freedom and happiness. We shouldn't kill them for food or imprison them in cages or pens.
- b) Animal Welfare** position. We shouldn't make animals suffer. If we eat animals, we must give them a good life and as kind a death as is possible.
- c) Environmental (conservationist / sustainable development)** position. We must preserve the earth's resources for future generations and prevent damage to the environment and wildlife.
- d) Anthropocentric ("humans come first")** position. Animals matter and we should avoid cruelty, but humans are more important. We need to look after people first.



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## This is about values

The four positions represent four different philosophies which are described in more detail over the page.

There is no right or wrong answer. You will find people from all walks of life who believe in any of these. It is a matter of values.

The one you choose most often is likely to be the closest to your position, but you may agree with more than one of these. Most people care about humans, animals **and** the environment.

# The four philosophies in more detail

## a) **Animal Rights** position. Animals have a right to life, freedom and happiness.

This is based on human rights philosophy. All individuals matter equally, irrespective of race, creed or colour. Animal rights thinking extends this principle beyond the species barrier. We are animals ourselves. Therefore, if it is wrong to do something to a human, you shouldn't do it to an animal either.

Animal Rights people are against the exploitation of animals in general. This includes factory farming, long distance transport and inhumane slaughter. They also think it is wrong to kill animals for food and are likely to support vegetarian or vegan diets.

## b) **Animal Welfare** position. Animals should live good lives free from suffering.

This is based on utilitarian philosophy as articulated by Jeremy Bentham in the late eighteenth century. Animals share with us a capacity to suffer and also for positive feelings or happiness. The priority is to prevent suffering.

Animal welfarists are not necessarily opposed to the killing of animals, provided the animals lead a good life in a higher welfare system such as free-range or organic. Animal welfarists generally oppose factory farming, long distance transport and inhumane slaughter. They are likely to support free-range and organic farming systems which are designed to meet the welfare needs of farm animals.

## c) **Environmental / conservationist / sustainable development** position. We don't inherit the earth, we borrow it from our children.

Conservationists are concerned about protecting the planet and its systems for future generations of people and/or wildlife. Unlike the previous positions, environmentalists may be less concerned about individual animals and more about the survival of species, diverse gene pools and habitats.

They are likely to encourage people to eat less meat so that more land can be left for wildlife. They are likely to support low input and organic farming systems which reduce or avoid the use of chemical fertilisers and pesticides which can damage biodiversity.

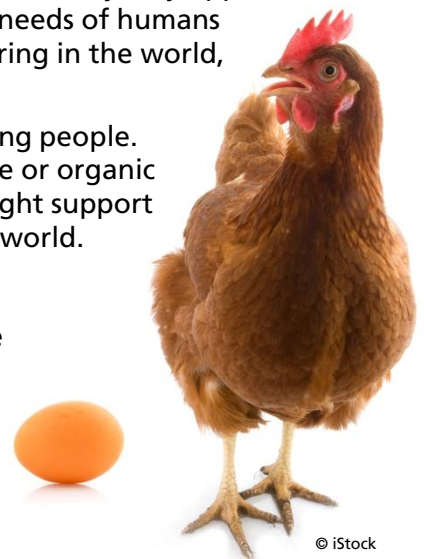
## d) **Anthropocentric / "humans come first"** position. Humans are more important than animals.

Anthropocentrists see humans as the centre of the moral universe. They may oppose cruelty, but believe that where there is a conflict between the needs of humans and animals, humans come first. While there are humans suffering in the world, we should concentrate on them.

They may support intensive farming as a practical way of feeding people. They may also see higher welfare production such as free-range or organic as a good thing where it promotes the rural economy. They might support eating less meat if they see this as a better way of feeding the world.

**These positions are not mutually exclusive.** Most people care about humans, other animals **and** the environment.

There is no right or wrong answer. Your opinion will depend on your values.





**8. Salmon and trout are reared intensively in fish farms to produce cheap fish. Farmed salmon constantly swim round their cages instead of migrating across the ocean. Fish wastes and chemicals used to control disease pollute the environment for other aquatic life.**

- a) Fish should live free in the wild, not enclosed in farms.
- b) These fish suffer from stress. We should farm fish less intensively.
- c) Intensive fish farming is damaging to wildlife. We should look for less intensive ways of increasing fish production.
- d) Fish farming provides jobs and a cheap form of tasty protein.

**9. Sheep are transported alive from Britain for slaughter or further fattening to countries such as France and the Netherlands. Total journey times can last over 20 hours.**

- a) Sheep are sentient beings, not agricultural goods. We have no right to treat them like this.
- b) Long distance transport causes unnecessary suffering and risks spreading disease. We should slaughter them here and export their meat.
- c) Transporting food over long distances is wasteful of energy. We should encourage people to eat more locally produced food.
- d) The live export market provides continental consumers with the fresh meat they like and provides better prices at market for our hard-pressed farmers.

**10. Organic meat comes from animals given feed produced without chemical fertilisers or pesticides. Animals are given more space and the young are weaned later to try to reduce the need for antibiotics.**

- a) This is a much more humane way of rearing animals, but it would be better not to kill. Why not eat organic vegetarian food?
- b) Organic farming is good because the animals have a happier life.
- c) We should eat organic meat because it is better for the environment.
- d) People should eat organic meat if they want to, but it is not a practical way of feeding the poor and the hungry.

#### Assessing your score

You have probably noticed how this works. Each of the four positions, a), b), c) and d) represents a different philosophy.

See if you can work out what each position represents. How does each position feel about how animals should be used for food?

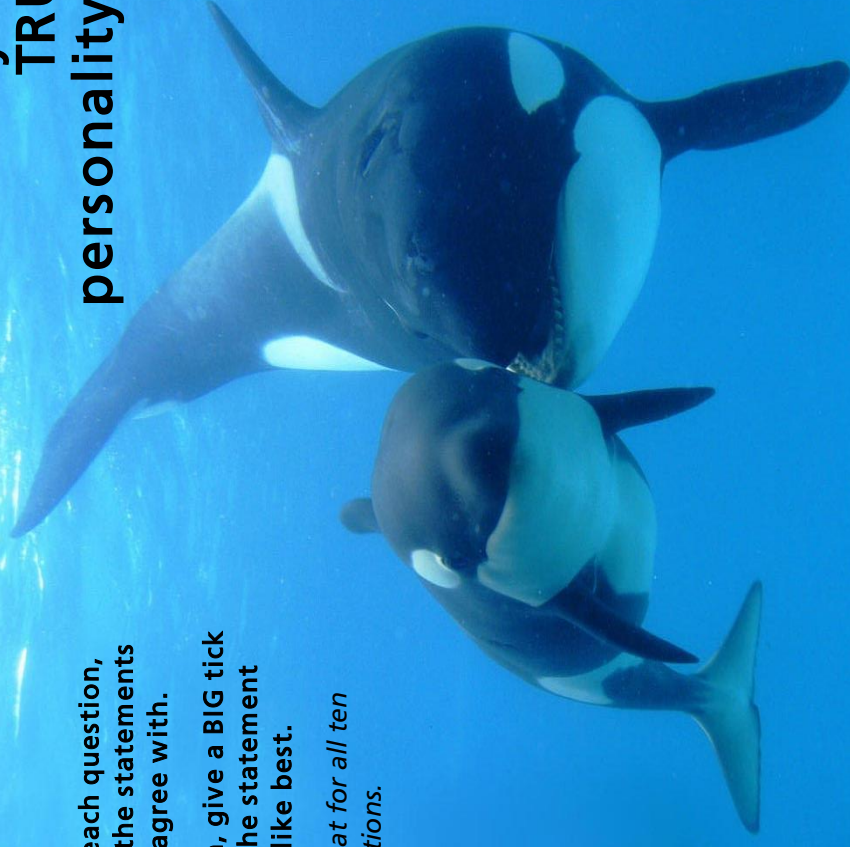
Finally, work out which position you are most often giving the BIG tick to.

# Discover your TRUE personality....

For each question, tick the statements you agree with.

Then, give a BIG tick for the statement you like best.

Repeat for all ten questions.



**1. Whales in the sea have declined because they have been killed for their meat and oil. Some species are close to extinction. Methods of killing them can cause great suffering. However, whaling is important in the traditions of some countries and also amongst Inuit communities.**

- a) We have no right to exploit whales for our own gain. They are highly intelligent, sensitive creatures and we should leave them alone.
- b) The methods used to kill whales are often cruel. They should be left alone at least until more humane methods can be found of killing them.
- c) Whales should be left alone until their numbers have returned to normal. Then we should control the numbers killed so that whale populations do not drop again.
- d) Whales are a good source of food and oil and we must respect cultural traditions. Scientifically-controlled whaling should be allowed.

**2. Following the EU ban on barren cages, half of British eggs are produced in enriched or colony cages. Caged hens have limited freedom to move. Their wastes can cause air pollution. However, caged eggs are cheap.**

- a) A cage is a prison. Hens should be allowed to live free.
- b) Caged systems are too restrictive. People should buy eggs from cage-free systems where hens can express their natural behaviours.
- c) Intensive farms should be shut down if they cannot process their waste without causing pollution.
- d) Hens kept in colony cages produce cheap eggs. People on lower incomes would suffer if all cages were banned.

**3. Farming pigs and chickens intensively indoors increases production of cheap meat. It produces more meat per hectare, but the animals are fed on crops which could more efficiently be fed directly to people.**

- a) It is unethical never to let animals go outside. All animals should have a basic right to freedom.
- b) Pigs and chickens suffer in overcrowded indoor systems. We should give these animals more space and ideally keep them free-range.
- c) We should pay a bit more for our meat but eat less of it. We should mainly eat free-range beef and lamb since they eat grass which people cannot eat.
- d) If people choose to pay more for free-range, that's good for rural incomes. However, we need intensive farming for those who want cheaper meat.



**4. Vegetarians don't eat meat or fish. This reduces animal suffering and killing. Less land is required to grow food for vegetarians.**

- a) It is best to go vegetarian or vegan. Non-human animals have a right to life too. A vegetarian diet can be healthier and making meatless meals also provides jobs.
- b) It is alright to eat meat as long as it hasn't been reared by cruel factory farming methods.
- c) People should eat less meat to free more of our land for wildlife.
- d) Eating less meat might be a good thing if it helps us to feed the human population. However, meat is good for you, it tastes nice and meat production provides jobs.

**5. In many parts of the world, dogs and cats are reared for food. They are often killed very cruelly.**

- a) Dogs and cats should not be eaten. They should live long and full lives.
- b) In principle it is up to people what they eat, but cruelty is always wrong. Dogs and cats used for food should be slaughtered humanely.
- c) We may not like this, but it is better than killing wild and endangered animals such as monkeys to eat.
- d) I wouldn't like to eat dog, but I happily eat lamb. It is up to people in other countries to choose what they eat.

**6. Cod is a good source of protein and fishing is a traditional livelihood. However, cod stocks have been over-fished. Fishing for cod is stressful to the fish. Those who are still alive after landing usually die slowly of suffocation and many are even gutted alive.**

- a) Fish are sentient beings with a right to life. We should leave fish alone and find better ways of feeding people without killing animals.
- b) Fishing causes suffering to fish on a massive scale. We should reduce the number of fish we catch. Fish should be humanely killed after landing.
- c) People should eat fish in moderation and only from sustainably managed stocks to reduce over-fishing.
- d) Cod is good for you and people like it. Whilst it is important to protect fish stocks, the key priority is to maintain livelihoods.

**7. Cloning can produce productive animals, identical to their parent, quickly and efficiently. Cloned animals are more likely to suffer difficult births and respiratory problems. Mortality can be high. Cloning can reduce genetic diversity, increasing the risk of disease outbreaks.**

- a) We have no right to mess around with the bodies of animals like this.
- b) Producing clones requires surgery or other unpleasant procedures. Cloning should be banned to prevent unnecessary suffering.
- c) We don't know all the risks involved and we don't want to lose any more bio-diversity.
- d) This technology could help produce cheaper and healthier meat. It should be encouraged to develop in a sensible way.





## 8. Salmon and trout used to be caught from the wild. Now they are grown in fish farms.

- a) Fish should live free in the wild. They should not be imprisoned in cages.
- b) Fish can suffer stress if they are enclosed. Intensive fish farming is cruel.
- c) Fish farming causes pollution which hurts wildlife. We should find less intensive ways of farming fish.
- d) Salmon and trout are now cheap foods. Fish farming provides jobs and tasty food for people.

## 9. British sheep are often sent on long journeys to France or the Netherlands to be fattened or killed for meat. The journeys often take a day and a night and can last for days.

- a) We have no right to make animals go on long journeys like this. Long distance transport should be banned.
- b) These long journeys make sheep suffer. They should be killed as close to home as possible.
- c) People should eat food which is grown locally. Long journeys in lorries waste fuel and cause pollution.
- d) Farmers need to make a living. Live exports means higher prices for their sheep. It also means that people abroad can enjoy fresh meat from Britain.

## 10. Organic meat comes from animals who can go outside for at least part of their lives. Their food is grown without using artificial chemicals.

- a) Animals still have to be killed to make meat, even if it is organic. It would be better to eat organic vegetarian food.
- b) It is better to eat meat which is organic. It can be kinder to animals.
- c) We should eat organic meat. It is kinder to the environment.
- d) Organic meat is more expensive. It is OK to eat it, but don't expect the rest of us to.

### Assessing your score

Can you work out your own result? Each of the four positions, a), b), c) and d) represents a different philosophy.

What does each position represent? How does each position feel about how animals should be used for food?

Finally, work out which position you are most often giving the BIG tick to.

# Discover your TRUE personality ...

For each question, tick the statements you agree with.

Then, give a **BIG** tick for the statement you like best.

Repeat for all ten questions.



## 1. Whales are in danger of becoming extinct. They have been killed for their meat and oil.

- a) It is wrong to kill whales. They are intelligent animals. We should leave them alone.
- b) The methods of killing whales are cruel. We should stop the slaughter until we can find a kinder way of killing them.
- c) We must stop whales becoming extinct. We should only kill a few so the species can survive.
- d) Killing whales is important to other cultures. We should let other people kill whales if they want to.

**2. Many eggs are laid by hens who live in colony cages. Caged hens have less freedom than free-range hens.**

- a) A cage is a prison. Hens should be allowed to live free.
- b) We should buy free-range eggs so the hens live happier lives.
- c) Large farms can cause pollution. We should keep animals in smaller groups to help the environment.
- d) Caged hens produce cheaper eggs. We shouldn't expect poor people to have to pay to give hens a better life.

**3. Pigs and chickens are kept intensively in sheds to produce cheap meat. They are mainly fed on grains like wheat, maize and soya.**

- a) All animals should be allowed outside and given some freedom.
- b) Animals suffer in factory farms. We should eat meat from free-range animals.
- c) We should eat less meat for the sake of the planet. Then we can afford free-range. It would be better to feed the grains to people.
- d) People should be able to buy cheap meat. If others want to pay more for free-range, that is up to them.



**4. Vegetarians don't eat meat or fish. People become vegetarian for different reasons.**

- a) We should live without killing. Animals have a right to life too.
- b) We should only eat meat from animals who have been given a good life.
- c) We should eat less meat. This would mean more land for wildlife.
- d) Meat is good for you and it tastes nice. There is nothing wrong in eating it.

**5. In many parts of the world, people eat cats and dogs. They are often killed very cruelly.**

- a) It is wrong to kill cats and dogs. They are our friends. They should be allowed a long and full life.
- b) Cruelty is always wrong. These animals should be killed more humanely.
- c) We may not like this, but it may be better than eating endangered species like monkeys.
- d) I would not like to eat dog, but that is the way I was brought up. People should eat what they like.

**6. Cod is a popular food. So many are being caught that cod has become rarer. Fishing may cause suffering to the fish. They may suffocate or be gutted alive.**

- a) Fish have a right to life too. We should leave them alone.
- b) Fishing is cruel. We should find kinder ways of catching and killing them.
- c) People should eat less cod until their numbers increase again.
- d) Cod is good for you. If you like it you should eat it.

**7. Cloning produces animals with identical genes to their parent. If you clone a cow which produces lots of milk, her offspring should do the same. However, they may also suffer health problems which can kill them.**

- a) Cloning animals is wrong. We shouldn't mess around like this.
- b) These experiments cause unnecessary suffering. They should be banned.
- c) Cloning means more animals will be the same. Actually it is healthier if they are different. Cloning could increase the spread of disease. We shouldn't take this chance.
- d) Cloning could mean cheaper meat and milk. It's all right if we do it in a sensible way.

