



**Be Kind to
Animals Week!**
OCTOBER 1-7

Teacher's Resource Kit

www.thinkkind.org.au



Welcome to Be Kind to Animals Week 2016

Be Kind to Animals Week (1–7 October) is a time to empower students to think critically and ethically about our relationship with other animals.

It's a chance for students to engage with issues they care deeply about, and learn how they can use various skills and strategies to make a positive impact in the world and in their communities.

Last year, thousands of students took part in the Be Kind to Animals Week school competition by choosing a project that explored the theme of animal rights and welfare.

Theme for 2016: Sentience

This year's theme is Sentience. Students can choose a project that focuses on animals raised for human use, such as in **food production, entertainment and animal testing**.

Students are invited to submit their projects online before 31st October 2016. These can be done anytime from now until October, during school hours or over the holidays.

Projects can be done individually, as a school team, or as a class. To enter, simply visit www.thinkkind.org/enter and upload a short video or photo of your project.

Entrants may submit as many projects as they like and will receive a special certificate acknowledging their efforts.



How to use this kit

This kit includes educational project ideas, lesson plans and worksheets to help your students celebrate Be Kind to Animals Week.

The lesson plans included are aligned to the National Curriculum for F–10 Science and English. They are specifically designed to cover this year's Sentience theme and provide the perfect starting point for students to begin exploring the issue of animal rights and welfare.

It is recommended that students complete one of the lessons from this kit before starting their projects. This will prepare them with some of the skills and knowledge required to get the most out of their learning experience.

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MISSION**
our mission is kindness



Teaching the meaning of *sentience*

Sentience is one of the most important concepts to understand when talking about the treatment of other animals.

Sentience is a living being's ability to perceive and feel things.

An animal is sentient if it is capable of being aware of its surroundings, its relationships with others, and of sensations in its own body, including pain, hunger, heat or cold.

Why is sentience important?

A sentient animal has its own interests, including their own preferences and wants. They avoid pain, just like we do, and look for positive experiences.

In order to start thinking about animal ethics, students must have an understanding of why it's important to treat animals with respect, kindness and moral consideration.

Human uses of other animals

Learning about sentience is the first step in thinking about how we ought to treat animals that are used for human purposes.

Some of the reasons humans may use animals include:

- Meat, dairy and eggs
- Wool, fur, sheepskin and leather
- Testing cosmetic and household products
- Greyhound racing and horse racing
- Zoos, marine parks and aquariums
- Circuses and mobile animal farms
- Animal dissections and chick hatching programs

Most animals used for human purposes have less rights and protections than the average cat and dog. This opens up an ongoing debate about how animals like pigs, goats, chickens, cows, rats and hundreds of other species, ought to be treated.

This year's theme of Sentience will give students an opportunity to think critically and ethically about these issues in a fun, engaging and respectful manner.

The lessons in this kit will help students understand why it's important to consider the interests of other animals. They will also learn a variety of ways people can work together in order to fight animal cruelty, create positive changes in their communities, and give a voice to the voiceless.

Read more about animal sentience:
www.voiceless.org.au/the-issues/animal-sentience

“No act of kindness, no matter how small, is ever wasted.”

Aesop

Organise an awareness week

Hold an Awareness Week and learn about the needs of certain farm animals. Students can create a ‘Did You Know’ display to share their knowledge with the rest of the school and suggest ways that humans can better meet these needs.

Design a poster

Learn about sentience and create a visual display of what students have learned. You can draw or glue pictures of different animals (e.g. cows, chickens, pigs) and write a short description of how each animal may demonstrate sentience.

Deliver a speech at your school assembly

Research ways in which humans use animals for entertainment, such as in horse racing, greyhound racing and circuses. Students can prepare and deliver a short speech or presentation and present it to the rest of the school.

Write a letter to a company

Find out which companies test their products on animals and write a letter asking them to switch to humane alternatives. Use this letter writing guide as a starting point:

www.kind-ed.org/2014/02/17/letter-writing-guide

Hold a debate

Debate whether or not animal sentience should matter in industries like the meat, dairy and egg industries. Consider all possible ethical, economic and social viewpoints.

Arrange a school fundraiser

Pick a charity that helps animals exploited by the food or entertainment industry. This might include an organisation that rehomes ex-racing dogs or horses or campaigns to end factory farming. Fundraising ideas could include baking and selling animal-free treats or hosting a talent show for your school community.

Write a creative story from the perspective of an animal

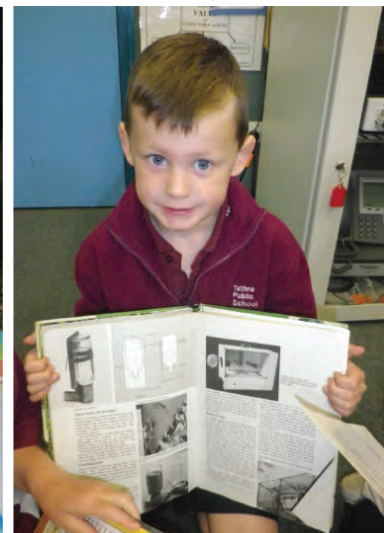
Choose an animal such as a pig, horse or elephant and have students write a story from the animal’s perspective. Students can research what their animal likes to do for fun, what they like to eat, and how they interact with others.

Create a mural

Talk about the ability of images to convey the importance of animal sentience. Create a temporary mural in your school using large sheets of construction paper, paints or magazine clippings, and include a simple message like ‘Be kind to animals’ or ‘Animals have feelings too’.

“Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty.”

Albert Einstein



Write and record a song

Discuss the power and use of music, and compare music used in television commercials, film scores and political campaigns. Have students compose and record a piece of music to convey the importance of animal sentience.

Write a letter to your local MP

Research an animal rights issue that students have read or heard about in the media recently. This could include the live export trade, the use of sow stalls in pig farming or greyhound racing. Write to your local MP asking him or her to represent your voice in parliament.

Start Meatless Mondays at school

Research the major animal welfare concerns within the meat industry. Start Meatless Mondays at your school canteen to reduce your school's meat consumption. You can even organise a petition or a signed pledge. Download free Meatless Mondays resources at

www.thinkkind.org/meatless-mondays-school-resources

Identify animal products in your school

Make a list of animal products used around the school. It could be eggs, wool, dairy products or leather. Research how these products are made and brainstorm ideas for more humane and better alternatives.

Distribute posters and flyers

Choose an issue and create posters and flyers to distribute to your school or local community. You can use this guide as a starting point:

www.kind-ed.org/2014/11/16/tips-for-creating-flyers-posters

“The question is not, ‘Can they reason?’ nor, ‘Can they talk?’ but ‘Can they suffer?’”

Jeremy Bentham

Write an essay

Choose and research an animal rights topic and write an essay exploring the topic of animal sentience. Students should relate their idea to how humans ought to treat animals used in exploitative industries. Students can also write an opinion piece for the school newsletter or start a class blog.

Create a petition

Learn about the importance of petitions in social justice movements. Choose an issue that your students care about, such as ending animal dissections or chick hatching programs, and create an effective petition.

Make a video

Compile a video which explores the life of a hen raised to lay eggs, a horse bred for racing, or a dairy cow raised to produce milk. Students should research their topic first and be as creative as possible. It could be a sketch video, a mock news report or a documentary-style production.

Perform a dance story, play or musical

Learn about how performances can convey important ideas while entertaining an audience. Write and perform your own dance story, play or musical which explores sentience in relation to animals used in food production, entertainment or animal testing.



Five Freedoms for Animals

LESSON PLAN

Year levels: F-2

Learning area: Science

Curriculum codes: ACSSU002 (Foundation); ACSSU211 (Year 1); ACSHE035 (Year 2)

General capabilities: Critical and creative thinking, ethical understanding

Estimated time: 60-75 minutes

Lesson outline

Students will learn about the Five Freedoms for Animals, which outlines five aspects of animal welfare under human control. Formalised in 1979, the Five Freedoms have been adopted by professional groups including veterinarians and organisations like the World Organisation for Animal Health and the Royal Society for the Prevention of Cruelty to Animals. Students will collaborate to design a poster demonstrating the five freedoms they have learned about.

Objectives

Students will learn:

- Living things, including animals under human control such as pigs, cows and chickens, have unique needs.
- Farmed animals have needs that need to be met by human carers.
- Farmed animals require humane treatment and care through all stages of their life.

Reference link: A short summary of the five freedoms, including a classroom display:

www.thinkkind.org/five-freedoms-for-animals

Materials required: Whiteboard or Smart Board, large sheets of construction paper, coloured pencils or crayons.

Optional worksheet: *Animals Have Feelings* (see inside kit).

Procedures

1. As a class, discuss the differences between the needs of animals and plants (plants need light, water and nutrients; animals require food, water and shelter). Ask students to think about why these needs are different. Talk about how animals are sentient like us (they can feel pain, hunger and fear) and plants are not.
2. Brainstorm the needs of animals raised on a farm, including pigs, cows, chickens and sheep. Invite students to suggest ideas and write them on the board. Some suggestions may include: food, water, shelter, warmth, space to roam, cleanliness, safety from predators,

freedom from harm and companionship. Ask students what they think might happen if these needs weren't met. Answers may include: animals will feel sad, scared, lonely, cold, hungry, thirsty or uncomfortable. Talk about how all animals under human control need to be cared for properly, just like companion animals. Explain that unlike wild animals that live in environments where their needs are naturally met, domesticated animals rely entirely on their human carers.

3. Display the Five Freedoms for Animals on the board or use the poster provided in the link. Read each point one by one, relating each to the suggestions provided earlier.
4. Organise students into groups of five and give each group a piece of paper with one of the five freedoms written on it. Provide one large sheet of construction paper and coloured pencils or crayons. Assign each group one of the five animals: pig, hen, cow, sheep and goat.
5. Instruct groups to draw a picture describing the label and animal they've been given. Help students research the natural behaviours of each animal. You can find information on the Compassion in World Farming website. Students may draw hens performing natural behaviours like dust bathing, pigs enjoying the sun outdoors, sheep grazing in green pastures, and cows given the freedom to feed and nurture their offspring.
6. Gather each piece on construction paper and piece them together to create a large classroom display showing all five freedoms for animals.
7. Additional procedure (ACSHE035): Talk about how humans can monitor and study different animals to better understand how to meet their unique needs. For example, in recent years scientists have learned that pigs are highly social and intelligent, and are happier with companions. Hens like to dust bathe, perch and brood eggs, which means they're not very happy living in small cages. Cows develop strong bonds with their calves and become distressed when humans separate them.

Discussion questions

Can you think of any ways in which humans can better meet the needs of farmed animals?

Can you suggest other freedoms you'd like to see added to the current Five Freedoms?

Exploring Sentience

LESSON PLAN

Year levels: 3-6

Learning area: Science

Curriculum codes: ACSSU044 (Year 3); ACSHE062 (Year 4); ACSHE083 (Year 5); ACSHE100 (Year 6)

General capabilities: Critical and creative thinking, ethical understanding

Estimated time: Two 60-minute blocks

Lesson outline

Students will learn the meaning of sentience, and why sentience ought to be considered when making ethical decisions about the treatment of animals in practices like food production, entertainment and animal testing. Students will research and write a report based on a chosen topic.

Objectives

Students will:

- understand the meaning of sentience;
- identify the characteristics of a sentient being; and
- identify ways in which scientific knowledge of animal sentience helps us understand the effects of our actions and inform personal and community decisions.

Reference link: A detailed summary of animal sentience:

www.voiceless.org.au/the-issues/animal-sentience

Corresponding worksheet: *My Sentience Report* (see inside kit).

Procedures

1. **First 60-minute block:** Explain to students the meaning of sentience. Sentience is the ability to perceive and feel things. Animals are sentient because they are capable of being aware of their surroundings, their relationships with other animals and humans, and of sensations in their body, including pain, hunger, heat and cold. Sentience is an important feature that distinguishes humans and animals from other living things such as plants.
2. Talk about how humans have determined that animals are sentient. Common sense and experience has convinced most people, especially those who live with companion animals, that animals have a level of awareness and are able to feel things like we do. Ask students to give examples of times they have observed animal sentience, whether at home, in the wild or on TV.

3. Discuss how scientific research reveals that animals have complex mental abilities, intelligence and emotions. Researchers learn this by conducting controlled experiments and observing different species. Because of this, people are constantly learning about the complexity of animals' mental learning, communications, interactions and social lives. We also have a better understanding of the wide range of feelings and emotions animals experience, including empathy and depression. Show this video of how researchers determined that rats can show empathy to strangers:

www.youtube.com/watch?v=ofpZqD1_X0

4. Ask students to think of ways humans have changed their actions after better understanding animal sentience. Think about what stories have been in the media recently. For example, New South Wales have banned greyhound racing because of animal cruelty. Consumers are choosing to buy free range eggs to ensure hens don't suffer in tiny cages. People are refusing to buy cosmetics that have been tested on animals. A growing number of people are choosing to become vegetarians or vegans to reduce the amount of suffering experienced by food animals in intensive farming practices. Students should understand that the more we learn about animals, the more we want to protect them.

5. **Second 60-minute block:** Ask students to research and write a report using the template provided on one of the following topics:

- the use of whips in horse racing
- the use of animals in cosmetic animal testing
- the use of wild animals in circuses
- the use of hens in egg production
- the use of dolphins in marine parks

Younger students may require support researching and answering the questions. Please note you may wish to monitor student research to avoid accessing websites with potentially graphic and distressing images.

Evaluation

Use the following rubric to assess student reports:

- Demonstrates an understanding of sentience and provides examples of observable features that suggest sentience in their chosen animal. (2 points)
- Conducts research to explain how scientific knowledge of natural animal behaviours can be used to inform personal decisions. (4 points)
- Demonstrates an understanding that science knowledge of animal sentience helps people to understand the effect of their actions. (4 points)

Animals Off the Menu?

LESSON & ASSIGNMENT

Year levels: 7-10

Learning area: English

Curriculum codes: ACELY1719 (Year 7); ACELY1730 (Year 8); ACELY1740 (Year 9); ACELY1750 (Year 10)

General capabilities: Literacy, critical and creative thinking, ethical understanding

Lesson and assignment outline

Students will identify and discuss the main ideas, concepts and points of view in the Wheeler Centre's 2012 debate *Animals Should Be Off the Menu*. Students will analyse how language features position listeners to respond in a particular way and use this knowledge to create and deliver a speech that informs, persuades and engages an audience on a chosen topic.

Objectives

Students will:

- be able to identify the main ideas and points of view in a debate;
- learn to use evidence to support or challenge different perspectives in relations to animal rights and welfare;
- learn to create purposeful texts that inform, persuade and engage; and
- think critically and ethically about meat consumption in the industrialised world.

Reference links: Video link of the debate *Animals Should Be Off the Menu* (110 minutes in length):

www.wheelercentre.com/broadcasts/intelligence-squared-animals-should-be-off-the-menu
and summary notes of the debate:

www.wheelercentre.com/notes/22b6c7dc3f5e

Corresponding worksheet: *Writing a Persuasive Speech* (see inside kit).

Procedures

1. As a class, brainstorm arguments for and against eating meat. Some reasons for eating meat may include: taste, convenience, and tradition. Some reasons against it may include: environmental, animal welfare, health, and food security.
2. Play the debate *Animals Should Be Off the Menu* in class, or assign students to watch the full video at home. If you're short on time, select shorter segments of the debate which can be found on YouTube.

3. As a class, ask students to identify the main idea and point of view of each speaker in the debate. Write student answers on the board.
4. Next, ask students to think about which language features are employed by each speaker to persuade their listeners. Some responses may include the use of humour, silent pauses, body language and gestures, rhetorical questions, formal/casual tone, repetition, and colloquial language. Focus on how the tone and manner of the speeches shape listeners' interpretations. What pieces of evidence are used by speakers to persuade their audience?
5. **Assignment:** Ask students to write a four-minute speech to persuade their audience to consider and adopt a certain point of view. Using the *Writing a Persuasive Speech* worksheet, students may examine any topic relating to animals used for human purposes (see ideas under *What is Sentience?* in this kit), and choose to represent any argument they wish. Students should aim to deliver their speech strictly within the time frame and touch on the concept of animal sentience. Students should also use evidence to support their argument, presenting visual evidence such as slideshows, posters, graphs or props.

Evaluation

Use the following rubric to assess student speeches:

- Demonstrates a deliberate use of persuasive strategies.
- Demonstrates an understanding of key terms and provides clear definitions where relevant.
- Uses visual material as evidence to support their argument.
- Uses a clear voice and correct, precise pronunciation of terms that the audience can understand.
- Presents information in a logical, interesting, and easy-to-follow sequence.
- Demonstrates knowledge of their chosen topic.

Optional activity: Ask students to score their peers' work using the rubric provided to increase their awareness of the traits that represent a successfully persuasive spoken texts.

Discussion questions

Why do you think audience members of the *Animals Should Be Off the Menu* debate were persuaded to change their position?

Did any of the key speakers in the debate compel you to reconsider your own point of view? Give examples.

What kind of evidence or language features are most effective in persuading listeners to adopt a point of view?

Changing perceptions IN-CLASS ACTIVITY

People's feelings and attitudes towards other animals have changed throughout history. Show students the following paraphrased quotations, which come from famous individuals who have influenced people's views on other animals. Then complete the activities provided.

"Animals are thoughtless and can be compared to machines. They have no awareness or feelings."

René Descartes, French philosopher, mathematician and scientist, lived 1596-1650

"I admit that animals can feel, but they are here for our own use and we can use them the way we want to. They are lesser than human beings and their feelings are not as important as the feelings of people."

Baruch Spinoza, Dutch philosopher, lived 1632-1677

"There are heartless people who are dissecting dogs while they are still alive. Dissecting a dog would show that the animal has the same organs as a person, so of course a dog can experience the same emotions that a human being can feel."

Voltaire, French writer, historian and philosopher, lived 1694-1778

"It does not matter how smart an animal is, what matters is that they can suffer, and that means we should not cause them harm or pain."

Jeremy Bentham, British philosopher, jurist and social reformer, lived 1748-1832

"Nations that are kind to animals are more likely to be kind to people, and nations that are cruel to animals are more likely to be cruel to people. A nation that is kind to animals is morally more advanced than one that does not care about the welfare of animals."

Mahatma Gandhi, prominent leader of the Indian independence movement, lived 1869-1948

"Animals have their own purpose for being and they are not here to be used and abused by people, just as black people are here for their own reasons and are not here to be used as slaves by white people, and just as women are here for their own reasons and are not here to be used as servants for men."

Alice Walker, American author and activist, born 1944

"The idea that human life is sacred just because it is human life, and not the life of any other species, is very outdated and backwards."

Peter Singer, Australian moral philosopher, born 1946

"People should not see different species as simply things to be used by humans. We must recognise that all species have value in themselves."

Pope Francis, current Pope of the Catholic Church, born 1936

Year levels: 3-5

Learning area: English

Curriculum code: ACELY1703

Activity

Choose one figure from the list and find out a little about them. Ask students to write a short biography and list of major achievements, then to suggest why they may have concluded these ideas about animals. Many figures on the list were famous philosophers who made great contributions to human knowledge and ways of thinking – so it may be a surprise to read some of their less 'humane' thoughts! But these are often the corollary or knock-on effect of some of their most popular ideas, which shows that before you approve a perspective, you should consider all the avenues it might lead you down.

Year levels: 6-8

Learning area: English

Curriculum code: ACELY1734; ACELY1733

Activity

Read the quotes from famous people about animal welfare. Place them along a line which illustrates the spectrum of human-animal relationships, from "Animals are clearly inferior" on the left side, to "Animals are equal to people" on the right side. In pairs, students should choose one quote and brainstorm the pros and cons of this perspective, what it might lead to, and where this belief can be observed in action today.

Discussion questions

Which quotes do you identify with the most, and which quotes the least? Explain your reasons.

Why do you think attitudes towards animals have changed so substantially over time?

How do you think our view on animals will change in 20 years' time? What about in 100 years' time?

**Paraphrased quotations courtesy of Humane Education Advocates Reaching Teachers (HEART).*

ANIMALS HAVE FEELINGS

Use a word from the box below to fill the spaces

kindness

pain

food

pigs

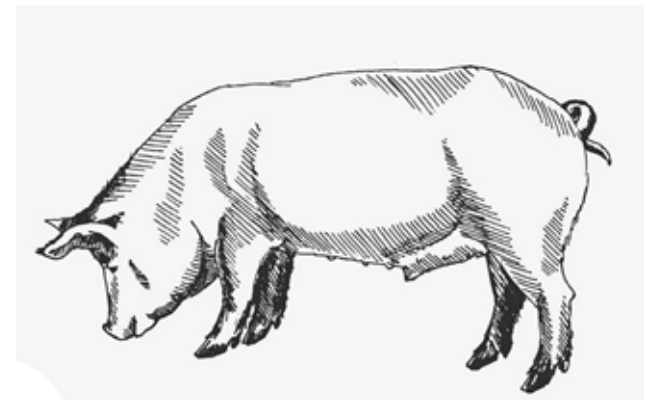
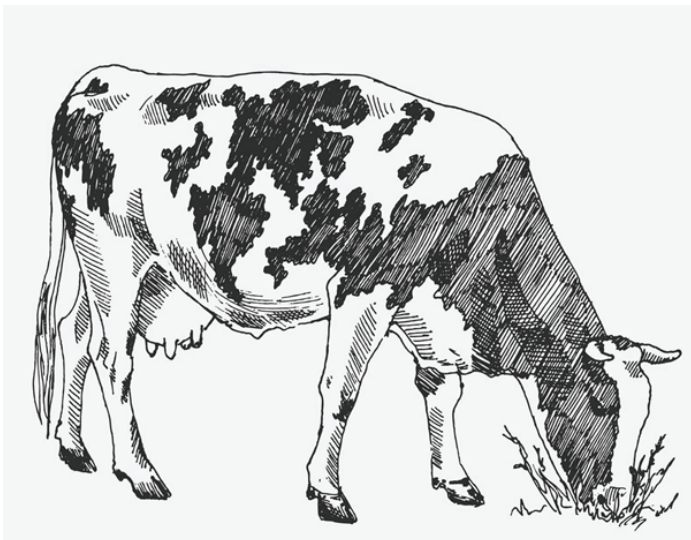
farmers

eggs

supermarket

Animals

1. Some animals are raised on farms to produce _____ for people.
2. Animals raised for human consumption include cows, chickens and _____.
3. Humans use animals to produce foods such as _____, meat and dairy.
4. People such as _____ who raise animals for food or other uses are responsible for making sure that animals are healthy, comfortable and safe.
5. Like humans, animals can feel _____, fear, hunger, thirst, distress and discomfort.
6. Shoppers should easily be able to find out how meat, eggs, dairy and wool are produced before buying them from the _____.
7. _____ that are used by humans should be free from pain, suffering, fear, injury, disease and distress.
8. Animals such as farmed animals who are under human care should be treated with _____ and respect.



My Sentience Report

I chose the topic:

- ☐ Use of dolphins in marine parks
- ☐ Use of whips in horse racing
- ☐ Use of wild animals in circuses
- ☐ Use of animals in cosmetic testing
- ☐ Use of hens for caged egg production

Write down the reason why people use animals in this way. How does it affect animals?

List some natural behaviours you
have researched:

What features tell us that these
animals are sentient?

How can people change their actions to make sure animals no longer suffer this way?

WRITING A PERSUASIVE SPEECH

Tip: Try to understand the point of view of your audience before writing notes for your speech.



Introduction: What's your main idea? Give a little background information about your topic.

Make your point and use evidence to back up your opinion (e.g. using slides, posters, graphs or props)

Use body language, gestures, humour, silent pauses, rhetorical questions or repetition (write down some ideas here)

Use words that add power to your argument (e.g. strongly, important, decisive, evident, opposed, imagine if)

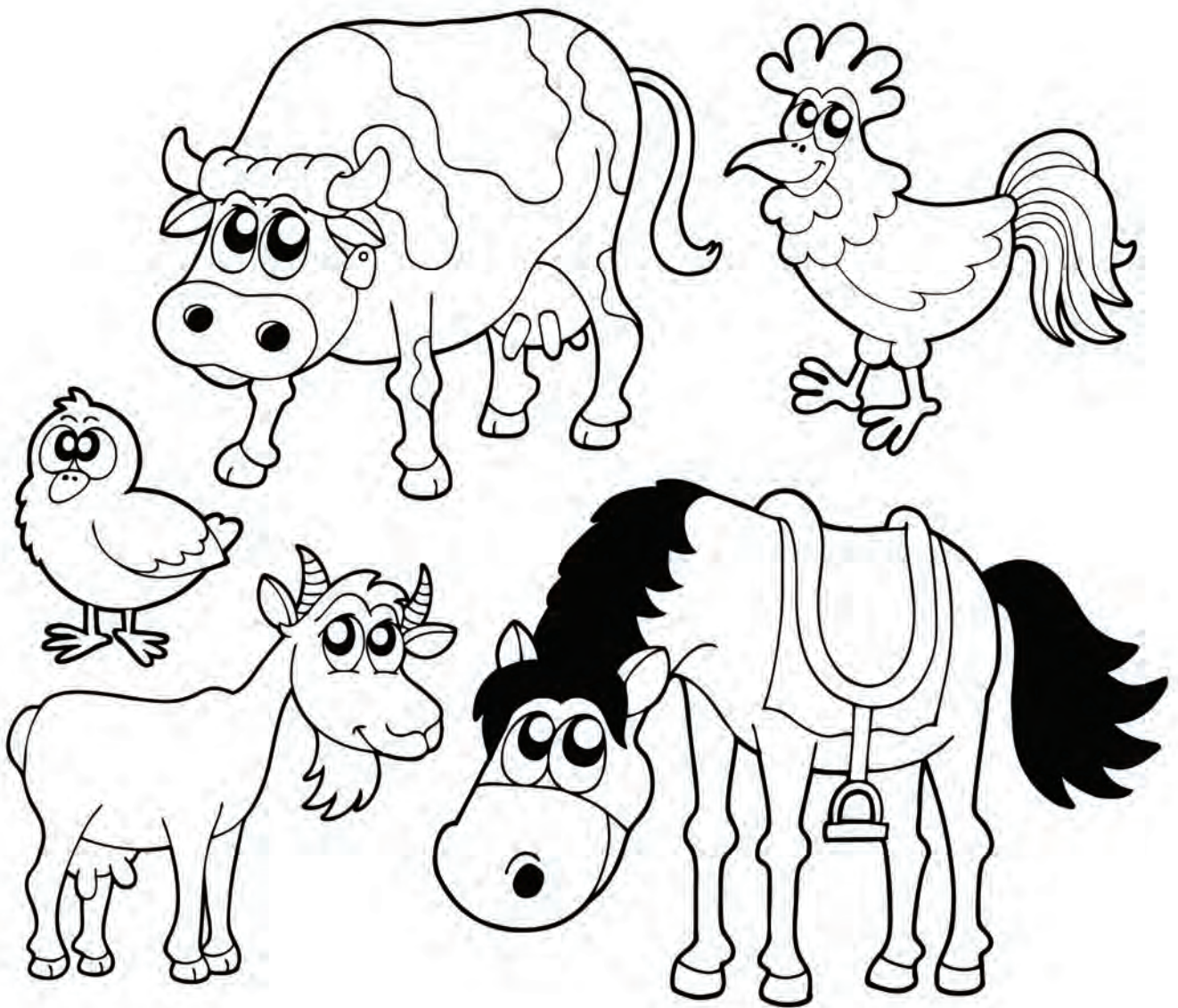
Explain key terms (e.g. sentience)

Conclusion: Restate your opinion and make a strong call to action (e.g. Please don't buy makeup tested on animals).

Be Kind to Animals Week!

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Animals have feelings...



...just like me, _____!

(Write your name)