

# Teachers' Notes

## Citizenship Studies Campaigns for Farm Animal Welfare

These Teachers' Notes accompany the following CIWF publications:

*Campaigns for Farm Animal Welfare – Citizenship Studies Booklet KS3/4*

*Farm Animals & Us Video*

*Farm Animals & Us Teachers' Pack*

Animal welfare is a subject which motivates children. The resources above can be used to teach much of the Citizenship syllabus. In schools where Citizenship is taught across the curriculum, these resources can also be used in English, Religious Studies, Science and Geography.

These Teachers' Notes include suggestions for the following lessons:

- Introduction to farm animal welfare** (2 lessons)
- Campaign methods and campaigning groups** (3 lessons)
- Campaign groups and the media – a study of press releases** (1 lesson)
- Writing letters to politicians** (1 lesson)
- The use and abuse of statistics** (1-2 lessons)
- Visitor and speaker sessions** (2 or more lessons)
- Debate** (2 lessons)

Whichever combination of lessons you choose, we strongly urge that you start with the two introductory lessons so that students get a feel for the subject before they start.

These CIWF resources are relevant to most of the KS3 and KS4 Citizenship syllabus. However, the following points are specifically targeted:

### KS3:

Pupils should be taught about:

- 1f** *the work of community-based, national and international voluntary groups*

Pupils should be taught to:

- 2a** *think about topical political, spiritual, moral, social and cultural issues, problems or events*
- 2b** *justify orally and in writing a personal opinion about such issues, problems or events*
- 2c** *contribute to group and exploratory class discussions, and take part in debates*
- 3a** *use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own*
- 3c** *reflect on the process of participating*

You may photocopy from any CIWF resource for educational purposes

## Campaigns for Farm Animal Welfare

A Citizenship Studies Booklet KS3/4

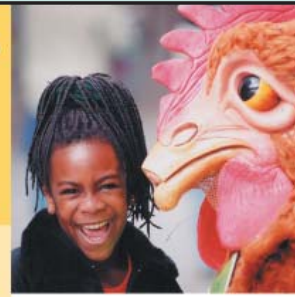
Animals are kept intensively to produce meat, milk and eggs. Intensive farming has made food cheaper, but is it kind to animals? Should hens live in cages? Should calves live in crates?

This booklet describes the history of political campaigns for the welfare of farm animals. It shows how animal welfare groups have campaigned locally, nationally, in Europe and internationally to improve the welfare of farm animals. It describes how systems such as the battery cage, the sow stall and the veal crate are now being banned in Europe as a result of these campaigns. There is also discussion of current campaigns concerning live animal exports and the reform of World Trade Organisation rules.

Most important of all is a list of the Websites of organisations offering a range of viewpoints on these issues. We hope these will help you to form your own view of how we can develop methods of producing foods that people want to eat in ways which are fair to farmers, kind to animals and good for the environment.

### Contents

Intensive Systems for Keeping Farm Animals (Education activity)	Page 2	A Global Issue – The World Trade Organisation (WTO) and Animal Welfare	Page 10
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### THE VEAL CRATE

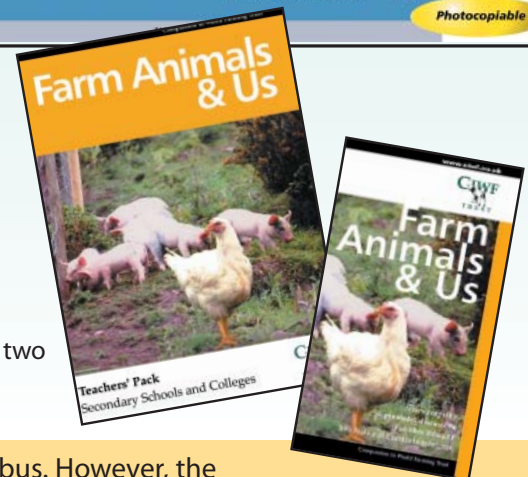


This calf is in a veal crate. He is kept on his own, unable to turn around for most of his life. This system was banned in Britain in 1990, and will be illegal throughout the European Union in 2007.

Read on to find more examples of campaigns for farm animal welfare. Decide for yourself how you think we should keep farm animals. What responsibility do we all have as consumers for the ways in which farm animals are kept?

CIWF  
TRUST

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### KS4:

Pupils should be taught about:

- 1f** *The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally*

Pupils should be taught to:

- 2a** *research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics*
- 2b** *express, justify and defend orally and in writing a personal opinion about such issues, problems or events*
- 2c** *contribute to group and exploratory class discussions, and take part in formal debates*
- 3a** *use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own*
- 3c** *reflect on the process of participating*

## Lesson Activities

### Introduction to farm animal welfare (2 lessons)

Teaching and learning goals:

- To develop a basic grasp of a range of farm animal welfare issues
- To provoke discussion of these issues (both small group and whole class)
- To understand why there are a range of opinions on these issues



Farm Animals & Us video  
(Free to schools)

#### Lesson 1:

### Video and discussion

(detailed teachers' notes available in *Farm Animals & Us Teachers' Packs*)

1. Show first ten minutes of video *Farm Animals & Us*. (10 minutes)
2. Whole group discussion.
3. Show rest of video. (10 minutes)
4. Further whole group discussion.

Homework Opportunity (2 weeks work): Website searches using photocopies of Activities for Research and Discussion from Campaigns for Farm Animal Welfare – A Citizenship Studies Booklet. Research to be directed according to how future lessons are planned.

There is an opportunity here to ask four students to prepare for debate in later lesson, two students arguing each side. Suggested topic: "This house believes that intensive broiler (meat) chicken farming is bad for the welfare of animals." Recommend internet and library research to help prepare cases.

#### Lesson 2:

### Opinion-forming activities

(detailed teachers' notes available in *Farm Animals & Us Teachers' Packs*)

1. Personality Test exercise from Teachers' Pack *Farm Animals & Us*. This is an individual activity which looks at food animal issues from four different philosophical viewpoints, illustrated in the diagram below. Discussion can be allowed. (15 minutes)
2. Teacher-led analysis of results. Whole group discussion opportunity may arise. (10-15 minutes)
3. Where Do You Draw the Line? activity from Teachers' Pack *Farm Animals & Us*. This is a small group discussion activity which looks at a wider range of farm animal issues. Two cards are illustrated on p7 of these notes. (15 minutes)
4. Whole group discussion of issues raised if time permits.

Variation: The full Teachers' Pack *Farm Animals & Us* (£5) contains a range of other small group discussion activities which look at these issues from a philosophical, religious, scientific, practical and environmental point of view.

1. The number of whales in the sea has been declining because they have been killed for their meat and oil. Some species are close to extinction.
  - a) It is wrong to kill whales. They are highly intelligent and sensitive creatures. We have no right to exploit them for our own gain.
  - b) The methods used to kill whales are often cruel. They should be left alone at least until more humane methods of killing them can be found.
  - 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 whaling is important in the traditions of some cultures. Scientifically controlled whaling should be allowed.


Question from Personality Test questionnaire. This exercise analyses attitudes to animal issues. Each question looks at a range of food and farming issues from animal rights, animal welfare, sustainable development and "humans come first" viewpoints. Students tick the statements they agree with.

Both resources required for Lesson 2, the Personality Test and the Where Do You Draw the Line? cards, are available from CIWF in the free extract from the Teachers' Pack. Teachers' notes are included.

## Campaigns methods and campaigning groups

### A study of pressure group campaigning

Teaching and learning goals:

- to consider a wide range of campaigning methods
- to study examples of local, national, European and international campaigns
- to consider campaign priorities of a range of different kinds of pressure group (animal welfare, animal rights, environmental organisations and farmers' groups)
- to provide opportunities for discussion and group presentations
- to provide opportunity for role play in the context of public campaigning



Parliamentary Lobby against the battery cage

#### Lesson 1:

### Compassion in World Farming (CIWF) - a case study of a campaigning group

*(Small group research and discussion of pressure group campaigning based on **Campaigns for Farm Animal Welfare – A Citizenship Studies Booklet**)*

This exercise requires at least one booklet for each pair of students. Information obtained by any previous Website research may also be useful.

1. Groups read booklets together in pairs, completing discussion activities as they go along.
2. Groups brainstorm a list of examples of campaign methods used by pressure groups (eg demonstrations, letter-writing campaigns etc). Each group keeps a list.
3. Groups add to their list by data-searching the booklet again. Who can produce the largest list?
4. Groups come up with at least one example of each of the following:
  - i. a local campaign \*
  - ii. a national campaign
  - iii. a European campaign
  - iv. a global campaign
5. Whole group brainstorm and discussion of the results to questions 3 and 4.

\* No specific local campaign is mentioned in the booklet, but types of local campaign are briefly described.

#### Lesson 2:

### Researching a range of campaigning groups

This lesson is best carried out in a computer room or school library. Students need photocopies of the Website activity on pp 14-15 of the *Citizenship Studies Booklet* used in the previous lesson.

1. Teacher introduces idea that there are a range of organisations which campaign on farm animal issues including animal welfare, animal rights, environmental groups and farmers' groups. Discuss what line you would expect each group to take on these issues (refer back to *Personality Test* exercise).
2. Ask each group of students to concentrate on one of these types of organisation and to research Websites (or books, literature, leaflets etc) to find out the approach of their organisations to the issues previously discussed (the key word list on the same page of the booklet may be helpful here). Groups should make notes ready for a presentation next lesson.

Homework opportunity: continue Website search. If a role-play is planned for the next lesson, it is advisable for groups to look at the Websites of other types of organisation as well as their own.

#### Lesson 3:

### Presentations of results of previous lesson's research

*This can be run as a straightforward sharing of results, or could be organised as a more formal role-play activity*

1. Groups organise the results of their researches for a presentation to the rest of the class.
2. Group presentations.
3. Opportunity for whole class discussion.

Variation: If organised as a role-play activity, lesson 3 could be run as a public inquiry into farming, the welfare of animals and the environment. Each group should then represent their view to the rest of the class. One group could act as the planning inquiry inspectorate to summarise the results and make a decision (this requires an able group who will have researched a range of Websites; alternatively, the teacher can play this role).

## Lesson Activities

### Campaign groups and the media

*a study of press releases on the Web or using pre-printed examples*

#### Lesson 1.

### Website research of press releases

*students search for examples of press releases, print the best ones off and evaluate what makes a good one*

Students need a photocopy of pp 14-15 of the *Campaigns for Farm Animal Welfare – A Citizenship Studies Booklet* which explains the activity and lists Website addresses. Suggest that they get as far as item 2 (printing off and evaluating the best examples).



#### Lesson 2.

### Analysis of press releases

*students analyse press releases, work out what makes for a good one and write one*

1. Students look at a range of press releases printed the previous lesson (and/or printed off by the teacher) and note points which make for a good one. Press releases should be passed from group to group.
2. Discussion of main points. Some ideas for the teacher to raise:
  - there is always a heading. Many journalists will only give a second's attention to each of a thick pile of press releases unless the title grabs them
  - most essential details are in the first one or two paragraphs and certainly on the first page
  - there will usually be several statements from a spokesman later on – journalists like using quotes
  - the press release is often written in a way that a busy journalist can directly copy into his or her story

- the press release will give details of contact names and numbers and sources of further information, photos and video material (the latter for use on TV news programmes)
  - if the press release is advertising a media event that is about to happen, the first paragraph will describe the "5 Ws" – Who, What, When, Where and Why. Can you work these out for some stories?
  - If the press release is describing an event which has happened, there will often be a photo
3. Students write their own press release. They could choose a subject of their own choice, but it may be best for the Teacher to choose a topic. Here is one suggestion:  
Celebrity to hand in petition to Agriculture Minister against factory farming of meat chickens

Students choose celebrity, date, time, place etc..

Variation: the teacher, or the students, could also research newspapers for stories which look as if they have been copied from press releases. Tell-tale signs are that the story is about a campaign organised by some pressure group, or that there are lots of quotes from one or more groups in it. If you have time, try to compare the story with press releases from the organisation's Website!

### The use and abuse of statistics

*Students research examples of statistics used by politicians and campaign groups. Which uses are fair?*

1. Students should look through Websites of animal welfare, animal rights, environmental and farming groups for any information, especially from press releases, about farm animals or the production of meat, milk or eggs. Note down, or print out, any material which uses numbers or statistics.
2. Compare what you find. What differences are there in the kind of statistics you obtain from each source? Can you explain these differences?

3. Are these uses of statistics fair? Is there other information you would need to draw your own balanced conclusions about the issues involved?
4. Come up with your own rules about how statistics should be used.

Variation: Get other groups to search newspapers for examples of statistics used and do a similar audit.

Two quotes:

*there are lies, damned lies and statistics*

*one death is a tragedy; a million is a statistic*

The second quote is attributed to Joseph Stalin.

## Writing letters to politicians

Students research and write a letter to a politician. They use the Internet, if necessary, to find who their MP is and/or MEPS are

Students need a photocopy of pp14-15 of the Campaigns for Farm Animal Welfare – A Citizenship Studies Booklet which introduces the activity. The more detailed worksheet below may also be helpful.

1. Students choose a subject for their letter. The key word list may help.
2. They research the subject, if necessary using the library and/or the internet.
3. They write a sample letter, individually or in pairs.
4. Early finishers should exchange copies of their letters and provide feedback to each other. If time, drafts can be improved.

Note: if any letters are sent to politicians, copies of replies from them (and from ministers they pass the letters on to) can be passed around the class at a later date.



## Student worksheet

### Writing letters to politicians

Every time an MP receives a letter they will probably assume that another 20 people meant to write but didn't get round to it.

Letters should be short and to the point. MPs are busy people. They will appreciate a simple title at the top of the letter which makes it clear what you are writing about. The following tips can help make for a good letter:

- make your main point in the first paragraph.
- try to add a small amount of evidence or background information to back up your viewpoint
- be polite and reasonable
- don't overstate your case
- typed letters are easier to read. Take care with grammar and spelling
- don't write more than one side of A4

MPs will often pass your letter on to a minister to give an official government answer.

People also write campaigning letters to MEPs, ministers, supermarkets and to national and local newspapers.

Activity: Look at the sample letter provided. What do you like or dislike about it? Choose a campaign subject of your own and write a letter to a politician, supermarket or newspaper.

Hint: If you don't know who your MP is, try the Website [www.locata.co.uk/commons/](http://www.locata.co.uk/commons/). This Website will also give you your MP's email address if they have one. You can contact your MP in writing at **House of Commons, London, SW1A 0AA**.

You can also write to your Members of the European Parliament (MEPs). Their names and contact details can be obtained from the website [www.europarl.org.uk/uk\\_meps](http://www.europarl.org.uk/uk_meps)

Each region of the UK is represented by several MEPs of different parties. It is OK to write to one MEP, to one from each party or to all the MEPs who represent your region.

An idea: If you want to help any campaigning organisation by writing letters, write to them and ask if they have mailing lists or email lists you can join. Pressure groups such as Compassion in World Farming (CIWF) regularly organise letter-writing and postcard campaigns to ensure that politicians know that people care. CIWF sends out regular newsletters to active supporters who wish to get involved in this.

My Address  
My House  
My Town & Postcode

My MP  
House of Commons  
London SW1A 0AA  
Date

**The Prevention of Cruelty to Broiler or Meat Chickens**

Dear My MP

I am writing to support the campaign of Compassion in World Farming (CIWF) for better conditions for meat or broiler chickens.

Meat chickens live in overcrowded conditions, often greater than the 34kg per square metre recommended by the Department of Food and Rural Affairs (DEFRA). This must be uncomfortable. It can also result in painful hockburns. I regularly see hockburn marks on chickens in my supermarket. Chickens also suffer from lameness and heart disease as a result of selective breeding for fast growth.

There are alternative free-range and organic systems for producing meat chickens. These often use slower growing breeds.

I urge you to press for legislation to prevent this cruelty. We need laws passed both in Britain and in Europe. I enclose a CIWF leaflet which describes these problems in detail.

Yours sincerely  
My signature



Fresh chicken with hockburns

## Speakers, Visitors and Debates

### Speaker sessions

*a speaker is invited; students research and prepare questions in advance*

#### Lesson 1

### Preparing questions

*A library and Website research activity (can be combined with other research lesson, eg Lesson 2 on **Campaigns for Farm Animal Welfare – A Citizenship Studies Booklet**)*

Give pupils photocopy of p14-15 of the Citizenship Studies booklet to research Websites etc for information relevant to the forthcoming talk. Use key word list. All students to research a range of views about the subject and to prepare a range of questions.

#### Lesson 2

### The talk

A series of lessons possible here if several speakers invited.

### Debate

The topic for debate needs to be announced in advance, we suggest at the end of the first introductory lesson. Proposers and seconders may need time in advance to prepare, with access to the library and the internet for information. One possibility is to allow them to prepare for this whilst other students are doing other Website research (eg on campaigning or press releases).

Suggested topic: "This house believes that intensive broiler (meat) chicken farming should be made illegal."

1. Initial vote for, against and abstentions. (3 minutes)
2. Speeches for and against. Allow five minutes each for proposers, three minutes for seconders. (20 minutes)
3. Discussion from the floor. (must finish 10 minutes from end)
4. Final summing up speeches from proposers. Allow 2-3 minutes each (7 minutes)
5. Final vote. (3 minutes)

### Inviting speakers and other visitors into class

CIWF provides a visiting speaker service in many parts of the country. Many other animal welfare, animal rights, environmental and farming organisations will also be able to provide speakers.



CIWF speaker Alison Mood takes a question

### Visitors don't have to be speakers

*An excellent activity for the development of oral and social skills is for the students themselves to entertain a visitor*

#### Lesson 1

### Preparation for the visit

The students are briefed that it is their responsibility to run this session. It is their job to make the visitor feel at ease, to keep the questions flowing, to maintain discipline, to collect the visitor at the beginning, to set out the classroom for easy discussion, to end the session in good time and to thank the visitor at the end.

They should understand clearly that neither the visitor nor the teacher will intervene if questions dry up. Each student should expect to ask at least two questions and to be prepared to ask more if necessary.

The teacher and the visitor should be briefed that they should in no circumstances let the students off the hook, especially at the beginning of the session. If there is a silence, it can help to smile and exude warmth; but wait for a question however long it takes! This can take some nerve! For the same reason, early answers are best kept brief. Questions can dry up if students feel the pressure is off them to keep the session going.

Suitable visitors include local farmers and local animal or environmental campaigners. They do not need any experience of public speaking, but an outgoing personality, relaxed attitude and an easy way with children are all helpful.

Students will need background information about their visitor, time to research and prepare questions, and an opportunity to discuss how they should organise the session.

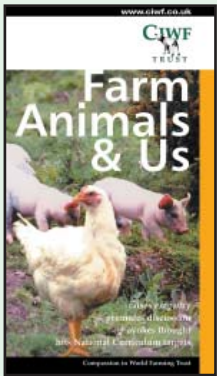
*Idea based on Active Tutorial Work – Book 1 Blackwell 1979 (ISBN 0 631 11721 0) and subsequent books in the series.*

#### Lesson 2

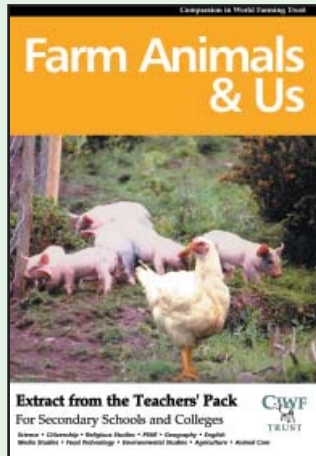
### The visit

Again, a series of lessons is possible here if several visitors are invited. Each visit will require careful preparation by the students.

# Farm Animals & Us **Video and Teachers' Pack**



Free video



Free extract from the teachers' pack



Full pack for £5

The last two pages show extracts from discussion exercises from *Farm Animals & Us – Teachers Pack for Secondary Schools and Colleges* which is available for £5. The free extract booklet from this pack has a copy of the

*Personality Test* and the black and white version of the *Where Do You Draw the Line?* cards, together with Teachers' Notes. Extra copies of the colour version of this exercise are also available at £2 a set.

## Samples from exercises in the Farm Animals & Us pack

Cards from the colour version of *Where Do You Draw The Line?* exercise designed to promote small group discussion:

### Eating meat from factory farms




photo: © Colin Seddon

The picture shows a crowded chicken shed. Chicken meat is cheap because of intensive farming. Is it fair on the animals?

-3

-2

-1

0

+1

+2

+3

Totally unacceptable
Totally acceptable

### Eating meat from free-range farms



photo: © Colin Seddon

These animals can go outside and are fed on a diet which doesn't contain chemicals. This should be better for the animals and the environment, but it makes the meat much more expensive.

-3

-2

-1

0

+1

+2

+3

Totally unacceptable
Totally acceptable

Many students learn more by talking than by listening. We know from our own experience that the best way to learn a subject is to teach it. Unfortunately, diffidence ensures that many students are wary of joining in whole class discussions. In small groups, however, they are often happy to discuss.

Most of the opinion-forming activities in the *Farm Animals & Us Teachers' Pack* are designed to encourage thought about farm animal welfare issues through small group discussion. All are photocopiable. Try them and see!

# Farm Animals & Us Teachers' Pack

THE WHOLE PACK AVAILABLE FOR JUST £5



*"I think the pack is super, very well organised and presented ... most impressed, both with the philosophical reaction sheets and with the world religions ones."* Head of Religious Education

Samples from How Do Animals Matter? exercises designed to encourage small group discussion about the ways we use animals for food.

There is a reward in heaven for every act of kindness to an animal.

+3 +2 +1 0 -1 -2 -3

Totally agree Totally disagree

*Cards from How Do Animals Matter? Opinions, religious and secular*

Animals are not as intelligent as we are and they don't share the same kinds of emotions. They are not as important as us.

+3 +2 +1 0 -1 -2 -3

Totally agree Totally disagree

*Cards from How Do Animals Matter? A range of philosophical viewpoints*

We should not waste time helping animals. Our duty is towards our fellow human beings.

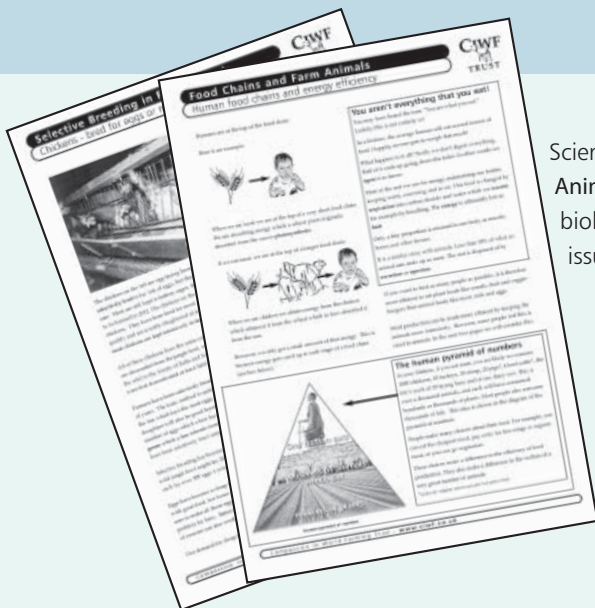
+3 +2 +1 0 -1 -2 -3

Totally agree Totally disagree

Any living thing, that can be happy or feel pain, matters as much as any other.

+3 +2 +1 0 -1 -2 -3

Totally agree Totally disagree



Science worksheets Selective Breeding of Farm Animals and Food Chains and Farm Animals target the science curriculum at KS4. Both contain crosswords to reinforce biological terms and opinion-forming activities to encourage thought about ethical issues in science.

**Invite a CIWF speaker to your school**

CIWF have a panel of trained volunteer speakers in many parts of the UK. The service is free. Many speakers can make return visits to see a range of classes.

For details, please ring our Education Department on 01483 521965.

Compassion in World Farming is a charity promoting concern for farm animals and the environment

**UK OFFICE:** CIWF, River Court, Mill Lane, Godalming, GU71EY

**Tel:** 01483 521950 **Fax:** 01483 861639

**E-mail:** education@ciwf.org

**Website via CIWF's home page at:** www.ciwf.org

All CIWF resources may be photocopied for educational purposes

Registered charity number: 1095050

