



Framework Objectives

- TLR1:** Review and extend their own strategies for locating, appraising and extracting relevant information.
- TLR3:** Increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes.
- TLR4:** Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources.

Resources

- **A selection of leaflets:** It's a Crying Shame; Game Shooting is Fowl Play!; Sour Taste Farm; Cruelty – you can bet on it; Death Valley Eggs
- **Resources 30a and 30b:** Work-in-progress checklist – for students and teachers
- **Resource 31:** Draft and design
- **Resource 32:** Useful websites for researching animal rights issues
- **Access to library and ICT suite if possible**
- **Access to websites for leaflet design templates:** www.teachit.co.uk/tpublisher/free2/ and www.animalaid.org.uk/education/resources.htm

Note to teachers:

Because of the nature of this lesson (writing a leaflet) it is much more difficult to give a structured plan that will work for all classes. It depends on factors such as whether or not students will be able to produce their work on computers; which (if any) desktop publishing package they will use; how much time you allocate to the writing and many other factors besides. What is written below is guidance to help you get the best from your students and to try to help take away some of the problems associated with a research-based lesson like this. As well as a Work-in-progress checklist for students, there is also one for teachers, with the summary points then highlighted in bold in the lesson introduction and development sections. A leaflet design template which students can use to produce their own flyer is available on the Animal Aid website at www.animalaid.org.uk/education/resources.htm (N.B. leaflets using this design template can be displayed on IWB) and on the Teachit website at www.teachit.co.uk/tpublisher/free2/

Starter

- Before even going to use the computers, if this is how the leaflets will be produced, refer students back to [Resource 29](#) – 'What next?' and share ideas.
- If possible, list the subjects students have chosen and display associated good ideas so far.
- If you have lots of students choosing one area, such as animal experimentation, see if you can persuade stronger ones to take on a subject they don't feel so passionately about – this is a much harder task and will enable them to see the problems writers sometimes face.

Introduction

- Before students start researching or writing, you need to give them some firm guidelines and expectations so that **they know what they are 'aiming for'**.
- Distribute [Resource 30b](#). Talk through the following points before they start.
 - Firstly, **the audience:** the leaflets need to address a particular age group and all material should be appropriate – teenagers is too wide a category – try '13-16' or even '13-14 year olds'.
 - **Purpose** – what do students want people to do once they have read the leaflet? Stop eating meat? Stop wearing fur? Actively campaign against animal experiments? Raise awareness of the issue? Send money towards the cause? A leaflet can, and usually does, have more than one aim but they do need to make a list of what these are going to be and these need to be achievable for the audience: it's no good having an audience of 14 year olds and an aim to physically go out in a dinghy and stop hunters clubbing seals to death.



Lesson 9: Creature Campaigns Continued

Teachers' Notes continued

- Get students to decide on these points before moving on so that they have a clear idea of audience and purpose from the beginning.

■ Development

- **How are students going to find material for their leaflets?** The library might be a good source of information and the Internet is bound to contain a vast range of materials. However, you do not want students to be overwhelmed by the sheer amount of (and much of it irrelevant and unsuitable) information that they find. (See websites listed in [Resource 32](#)).
- **What exactly is it that students want to find out?** Make them write down what they want to discover before they start, so that they do not spend hours wandering (literally or virtually) amongst completely irrelevant pieces of information. Statistics about animals? Information about farms? References to wild animals' natural habitat? You will need to guide them towards the correct area of the library or, if they are searching on the Internet, to suitable websites (several are provided in [Resource 32](#)).
- **If you have an IWB model searching effectively for information.** If you type in 'animal activists' on Google you get over 4 million results – not an efficient way to search! As with the library search, get them to think about (and write down) exactly what it is they want to find out from the internet and hone their search to elicit appropriate information. If, for example, students are interested in writing a leaflet to dissuade people from using cosmetic companies that use animals for experiments, you can narrow the search down from over 500,000 entries with 'animal experiments cosmetics UK' to just over 30,000 by typing 'boycott animal experiments cosmetics companies UK'. Although this number might still seem huge, at least it will have filtered out those that will be completely unsuitable and those with the most relevance should be on the first couple of pages.
- **Students have already had the opportunity to look through some campaign leaflets but Animal Aid has lots more** – make sure these are available to the class but again, try to direct them to ones that are relevant to their own leaflet – put sets of similarly themed texts on different desks for students to visit rather than handing them out randomly. Contact Animal Aid for free copies of campaign leaflets.
- **Show students how they can make statistics work for them.** For example if they find a survey which reports, "Over half of the surveyed public agrees with hunting" this may mean that almost half did not agree. Furthermore, if they can find the sample size, only ten people might have been interviewed and if the question was posed in a particular way it might have been quite difficult to disagree with the question in the first place! People like numbers and numbers can be manipulated to support your message – give students the example of the Whiskas advert, "8 out of 10 owners said their cats preferred it". Written like this it's a pretty powerful argument, but then we don't know what they preferred it to – preferred it to eating nothing? Preferred it to a bunch of flowers? This type of manipulation occurs in beauty product adverts all the time, with such lines as '70% of women reported a significant difference in the appearance of wrinkles after only two weeks.' How big was the sample in the first place? Was a positive difference noted or a negative difference? We're not actually told! Also, what does the word 'appearance' mean? The wrinkles might not have actually gone away they just look different!
- **Set achievable, time-oriented targets:** after fifteen minutes you want everyone to have thought of their main heading; after thirty minutes you want students to have written a paragraph and included some statistics. Again, this really depends on your class and their ability but even very able students usually work in a more focused way when given a specific target. This also gives plenty of opportunity for discussion, interchange of ideas and reflection.

■ Plenary

- By the end of this lesson you want students to be well on their way in terms of drafting their leaflet although expecting them to have finished it in one lesson is probably a little too optimistic.
- Use [Resource 31](#) to help students summarise how successful they have been so far and what they need to do next in order to improve the outcome of the task.



Work-in-progress checklist for teachers

What you should include	Have you done it yet?
What are the students 'aiming for'?	
Distribute Resource 30b	
Remember to talk to the class about the intended audience	
Discuss the purpose of the leaflet	
How are students going to find material for their leaflets?	
What is it exactly students want to find out?	
Have you got an IWB to model searching the internet?	
Make sure there are plenty of example leaflets for students to look at	
If available use IWB to demonstrate various options for leaflet format, layout and design and to illustrate the required elements	
Show students how they can make statistics work for them	
Set achievable, time-oriented, targets and stick to them	



Work-in-progress checklist for students

Who is your audience?
What is the overall purpose of your leaflet?
Do you have some other aims as well as the main one?
How are you going to find material for your leaflet?
Can you find some statistics to give your leaflet more authority?
Do you have some quotations to use in your writing?
Should you put the opposing view or not?
What contact details are you going to provide?
How many photos or pictures will you use?
What size will your leaflet be?
Is your leaflet in colour or black and white?
What size font will you use? Is it the same throughout or are the headlines bigger?
Are you using a variety of font styles?
How are you going to produce your leaflet? If you have access to a computer, you could use the leaflet design template on the Animal Aid website. To find this go to www.animalaid.org.uk/education/resources.htm or www.teachit.co.uk/tpublisher/free2/

Organising your time well is essential: decide what the most important aspects of the leaflet production are and allocate the most time to that part of the process.



Draft and design

1. What topic are you writing a campaign leaflet for?

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2. What heading have you chosen for your leaflet and why have you chosen it?

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3. Where have you looked for information to help you and what have you found so far?

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4. Have you found any statistics to support your claims? How have you used the numbers?

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5. How many photos or pictures are you using? What do you want them to show? Have you found any yet that fit your ideas?

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6. What sort of searches have you done on the internet? Which key words did you use and did they help you to find useful information?

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7. Is there a clear message in your leaflet? If so, what is it?

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8. What do you intend to do next with your leaflet? Why is this a good idea? What else can you do to make it a powerful and effective campaigning tool?

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Useful websites

Suggested websites for researching animal rights issues

All animal rights issues:

Animal Aid

www.youth4animals.com
www.animalaid.org.uk
www.eatthis.org.uk

People for the Ethical Treatment of Animals (PETA)

www.peta.org.uk

Animal testing:

Animal Aid

www.youth4animals.com
www.animalaid.org.uk

British Union for the Abolition of Vivisection (BUAV)

www.buav.org

Vegetarianism:

Animal Aid

www.eatthis.org.uk

Vegetarian Society

www.vegsoc.org

VIVA!

www.viva.org.uk

Factory Farming:

Compassion in World Farming

www.ciwf.org

Fur Trade:

Respect for Animals

www.respectforanimals.org

The Coalition to Abolish the Fur Trade

www.caft.org.uk

Hunting:

Hunt Saboteurs Association

<http://hsa.enviroweb.org/hsa.shtml>

League Against Cruel Sports

www.league.uk.com

International Issues:

International Fund for Animal Welfare (IFAW)

www.ifaw.org

World Society for the Protection of Animals (WSPA)

www.wspa.org.uk

Animals in Captivity:

Born Free Foundation

www.bornfree.org.uk

Captive Animal Protection Society (CAPS)

www.captiveanimals.org

Animal Welfare:

Royal Society for the Protection of Animals (RSPCA)

www.rspca.org