



# EAT THIS!

## Student Activities to accompany the film



► For citizenship and  
English at key stage 4



# Student Activities to accompany the film **Eat This!**

## Introduction

This resource booklet has been written to accompany the Eat This! film. It contains a package of structured lessons covering national curriculum targets in citizenship and English. It is also suitable for use in PSHE, religious studies and general studies.

- The **Eat This!** DVD followed by the **Film critic** unit is a logical first lesson.
- **Different things people say** and **Where do you draw the line?** (Our use of farm animals) are ideal secondary introduction units for promoting discussion of the issues raised in the film.
- Units most applicable to citizenship are: **Role-play**, **Where do you draw the line?** (Campaign methods), **Campaigning for change**, **Pressure groups**, **Planning a campaign** and **Sustainable development**.
- Units most applicable to English are: **Role-play**, **Campaigning media** and the follow-on **Design a campaign leaflet**.

Any of the three 30 minute units are ideal for using in conjunction with a talk given by a speaker from Animal Aid. To book a speaker, call Animal Aid on 01732 364546 ext 234, see our website or email [schooltalks@animalaid.co.uk](mailto:schooltalks@animalaid.co.uk).

Interactive Whiteboard (IWB) versions of some of the worksheets, factsheets and activities can be downloaded from the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) (go to -> Student Activities -> Eat This!)

## Summary of work units

				Page
<b>Unit 1</b>	<b>Film critic</b>	60 min	C/E	1
<b>Unit 2</b>	<b>Different things people say</b>	30 min +	C/E	4
<b>Unit 3</b>	<b>Where do you draw the line?</b> (Our use of farm animals)	30 min +	C/E	7
<b>Unit 4</b>	<b>Role-play</b>	1 (or 2) x 60 min	C/E	11
<b>Unit 5</b>	<b>Where do you draw the line?</b> (Campaign methods)	30 min	C/E	24
<b>Unit 6</b>	<b>Campaigning for change</b>	60 min	C/E	28
<b>Unit 7</b>	<b>Pressure groups</b>	60 min	C/E	34
<b>Unit 8</b>	<b>Planning a campaign</b>	60 min	C	40
<b>Unit 9</b>	<b>Campaigning media</b>	60 min	C/E	43
<b>Unit 10</b>	<b>Design a campaign leaflet</b>	60 min +	E	58
<b>Unit 11</b>	<b>Sustainable development</b>	60 min	C	61
	<b>Citizenship coursework ideas</b>		C	69

Key:  
C – Suitable for citizenship  
E – Suitable for English

## Film critic

<b>NC coverage:</b>	Citizenship:	1 (f, g) / 2 (a, b, c)
	English:	En1 Speaking and listening: 2, 3, 8, 9, 10 En2 Reading: 5, 9(c)
	PSHE:	1 (b), 4 (g)

<b>Time:</b>	<b>Eat This!</b> film	25 minutes
	<b>Film critic</b> exercise	35 minutes

<b>Resources:</b>	<b>Eat This!</b> DVD
	<b>Film critic</b> worksheet (IWB version of question 2 is available on the Animal Aid website)

<b>Aim:</b>	This exercise gives students an opportunity to respond critically to the <b>Eat This!</b> film as an example of campaigning/moving image media, to debate the issues raised, to communicate their opinions, and to appreciate that others may have differing, even conflicting, points of view or perspectives.
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<b>Method:</b>	<p><b>Starter/Intro</b></p> <p>Tell pupils that they are going to see a film that they will be asked to evaluate. Put a list on the board of some of the words that pupils have to assess the film against (see question 2 on the worksheet). Ask students in pairs to write a definition for two of the words. Some terms may be unfamiliar and this will ensure that all pupils understand them before they start the main activity. Introduce and explain any difficult words such as 'bias', 'subjective', 'objective' and 'propaganda'.</p> <p style="text-align: right;"><b>5 min</b></p>
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### Main activity

#### **Eat This! film**

Introduce the **Eat This!** DVD as a film produced by a national campaign group called Animal Aid to inform young people about how meat is produced and to encourage them to reflect upon the impact that eating meat has on animals, the environment and their own health.

**20 min**

#### **Film critic exercise**

After viewing the DVD, provide each student (or pair of students) with a copy of the **Film critic** worksheet. Ask students to complete questions 1 - 6.

**5 min**

Form students into groups of 3 or 4 and ask them to review the film they have just seen. Ask group members to listen to each person's response to questions 1 - 6 and discuss. Each group's task (question 7) is to produce a list of critical responses that accurately express how they felt about the film.

Feedback session: a spokesperson from each group reports back with their group's response to the film.

**20 min**

#### **Plenary/class discussion**

Hold a class discussion about the issues raised by the video:

- Did you learn anything from the film?
- Was there anything that shocked or surprised you?
- Did any of the issues raised in the film concern you?
- What things would you like to see changed (if any) in light of what you have seen in the film?
- Individual action – list possible ways that individuals (as consumers or campaigners) could help bring about change to improve things.
- What action do you think farmers could take?
- What action do you think the government or politicians could take?
- Why do you think farmers and the government might not take any action?

**10 min**

**Total time:**  
**60 min**



**Film critic**

# You are a film Critic

Programmes and adverts on TV, as well as films and DVDs, are produced for various reasons - to entertain, inform, educate, advertise or sell you something or persuade. It helps to be able to distinguish between fact and opinion, bias and objectivity.

**Individual response**

**1** The DVD has been produced for a purpose. What do you think was the aim of the film? Who made it and why?

.....

.....

.....

**2** Would you describe the film as:  
 (Circle a number to indicate a score out of five for each, e.g. for the first one, circle '5' if you thought it was very boring, or '1' if you found it not at all boring).

	not very (or no)					very (or yes)				
boring	1	-	2	-	3	-	4	-	5	
interesting	1	-	2	-	3	-	4	-	5	
objective	1	-	2	-	3	-	4	-	5	
subjective	1	-	2	-	3	-	4	-	5	
biased	1	-	2	-	3	-	4	-	5	
balanced	1	-	2	-	3	-	4	-	5	
propaganda	1	-	2	-	3	-	4	-	5	
persuasive	1	-	2	-	3	-	4	-	5	
unconvincing	1	-	2	-	3	-	4	-	5	
sensationalist/emotional	1	-	2	-	3	-	4	-	5	
informative	1	-	2	-	3	-	4	-	5	
educational	1	-	2	-	3	-	4	-	5	
covering the issue thoroughly and fairly	1	-	2	-	3	-	4	-	5	
raising more questions than it answered	1	-	2	-	3	-	4	-	5	

Was it more 'fact or 'opinion'?

fact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	opinion
	100%	75/25%	50/50%	25/75%	100%	

**3** What did you like about the film (if anything)?

.....

.....

.....

.....

# Film critic

**4** What did you not like about the film (if anything)?

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.....  
.....  
.....

**5** How did the views of the four participants change during the making of the film?

.....  
.....  
.....  
.....

**6** How did the film change your views, if at all, about farming animals or eating meat?

.....  
.....  
.....  
.....

### Group response

**7** Imagine that you are part of a TV panel reviewing the *Eat This!* film. Your group's task is to produce a list of responses that summarise how your group felt about the film. Look at your answers to questions 1 – 6 above. You will need to write a summary of your group's views on a separate sheet.

**Consider:** the use of four youngsters, expert interviewees, celebrities, cartoons, undercover footage, music, sound effects and voice-over (narration).

- Does it address the target audience? (What age group is it aimed at?)
- How would you describe the style or genre of the film?
- Did you feel that it was an effective DVD?
- How would you make the film if you were producing it?

**Feedback session:** Someone from the group reports back to the rest of the class with your group's response.

## Different things people say

### NC coverage:

Citizenship: 2 (b, c), 3 (a)  
 English: En1 Speaking and listening: 1, 2, 3, 8 (a), 9 (c), 10 (a)  
 PSHE: 1 (b), 4 (g)

### Time:

30 minutes +

### Resources:

Option 1: **Different things people say** worksheet (An IWB version of this worksheet is available on the Animal Aid website)

Option 2 also requires: A set of 5 A4 sheets, marked -2, -1, 0, +1, +2 (plus sticky tape to stick them down)  
 Blank A3 sheets for bar charts

Option 3 also requires: A3 blank sheets

### Aim:

The workshop involves students studying and discussing a series of statements about vegetarianism and the way that animals are reared for food. It is an ideal stimulus activity for a class discussion concerning the issues raised in the Eat This! film. It aims to promote thought and discussion by showing that there are a wide range of opinions. It encourages students to think about their own views, as well as the views of others.

### Method:

There are three suggested options for doing the activity. Of course you can adapt these, depending on the ability of students and time available.

### Option 1 - Class discussion (30 min)

#### Starter

Write some of the terms on the board that appear on the worksheet, for example:

**animal rights**  
**balanced diet**  
**vegetarian**  
**vegan**  
**factory farming**  
**free-range**  
**organic**  
**genetic engineering**

#### Main activity

Hand out copies of the **Different things people say** worksheet to students. Ask them to read through the statements and then to put a tick or cross next to each one to indicate whether they agree or disagree with them. Alternatively, ask students to tick boxes on the right (-2 to +2) to indicate the degree to which they agree or disagree with the statements. Ask them to circle the statement they feel most strongly about (either agree or disagree with).

An additional option here is to form students into small groups and ask them to repeat the exercise. This should promote discussion as people have already made a decision and will want to defend it.

Collect feedback from students and carry out class discussion of issues raised. You could take each statement in turn and ask for a show of hands to find who agreed or disagreed with each statement. Ask some students to say why, and to explain their point of view. Note: an IWB version of the worksheet is available on the Animal Aid website.

**Total time:**  
**30 min+**

#### Plenary

Summarise main points raised.



# Different things people say

### Method:

#### **Option 2 - Human bar chart (30 min +)**

##### **Starter**

Hand out copies of the **Different things people say** worksheet to individual students. Ask them to read through the statements and then to put a tick or cross next to each one to indicate whether they agree or disagree with them. Alternatively, ask students to tick boxes on the right (-2 to +2) to indicate the degree to which they agree or disagree with the statements. Ask them to circle the statement they feel most strongly about (either agree or disagree with).

##### **Main activity**

Clear a space in the room. Place (and stick) 5 numbered A4 sheets (-2, -1, 0, +1, +2), in a line across the floor. Ask students to stand up and move to the middle of the room. Take the first statement on the sheet. Ask students to move to the numbered position that corresponds to the answer on their sheet. Ask questions about the way people answered or responded to the statements. One student could record the results by filling in the bars on a bar graph on the A3 sheet supplied. This can then be put on the classroom wall. Follow the same procedure with each of the statements on the sheet (or as many as there is time for).

Ask students to return to their places and (if time permits) write down their views about some of the statements that they felt strongly about.

**Total time:**  
30 min+

##### **Plenary**

Collect feedback from students and have a class discussion.

#### **Option 3 - Group work (30 min +)**

##### **Starter**

Hand out copies of the **Different things people say** worksheet to individual students and ask them to read through the statements. Ask if there are any that they don't understand, and explain.

##### **Main activity**

Form students into groups of 3 or 4. Ask them to write down the statements that they as a group agree with on one A3 sheet (headed **We Agree With:**). They should write the statements they agree with most at the top, and those they disagree with on another A3 sheet (headed **We Disagree With:**) – with the ones they disagree with most at the top. Ask each group in turn to display their sheets on the wall and explain to the class the reasons for their selection of the statements.

**Total time:**  
30 min+

##### **Plenary**

Discuss and summarise the main points raised.

## Different things people say

	Strongly disagree	Don't know or undecided	Strongly agree		
	-2	-1	0	+1	+2
1 'It's natural for people to eat meat.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 'If you like animals, you shouldn't eat them.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 'Meat is murder!'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 'You need to eat meat to get a balanced diet. People who don't eat meat don't get enough protein and iron to stay healthy.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 'You don't need to eat meat. A vegetarian diet has everything you need to stay fit and healthy. In fact, a meat-free diet is better for you because it's lower in fat and higher in fibre.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 'Eating meat isn't cruel. Farm animals are well looked after, they live a happy life and then they are killed humanely.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 'Factory farms are cruel and should be banned. The animals are deprived of everything that makes life worth living.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 'Rearing animals in factory farms is justified because it is the only way of producing cheap meat which people can afford.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 'Eating free-range is more humane because the animals have more space and receive better treatment.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 'Free-range and organic farming is no better than factory farming because the animals are still killed for food at the end of the day.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 'All farm animals should be organically reared to ensure that the meat is free from chemicals. This would be healthier for people, the environment and the animals.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 'People should try to eat less meat.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 'We should use genetic engineering to create new varieties of farm animals that grow faster and produce leaner, healthier meat.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 'It is wrong for people to eat meat from dogs.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 'People would starve if we stopped rearing farm animals.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 'We would be able to feed more people in the world if everyone went vegetarian.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Where do you draw the line? (Our use of farm animals)

### NC coverage:

Citizenship: 2 (b, c)  
 English: En1 Speaking and listening: 1, 2, 3, 8 (a), 9 (c), 10 (a)  
 PSHE: 1 (b), 4 (g)

### Time:

30 minutes +

### Resources:

Options 1 & 2: Worksheet 1 – **Where do you draw the line?** labels sheet\*  
 Worksheet 2 – **Where do you draw the line?** chart sheet\*  
 (enlarged from A4 to A3)  
 Option 2 also requires: A set of 5 A4 sheets – marked -2, -1, 0, +1, +2 (plus sticky tape to stick them down)

\*A version of this activity suitable for use on IWB is available on the [Animal Aid website](#)

### Aim:

This is an ideal exercise to generate discussion about the issues surrounding farming animals for food. It encourages students to appreciate the different ways in which our society uses animals for food and asks them to make value judgements about whether or not they are justified or acceptable. There are two versions. Option 1 is a desk-based activity for pairs of students. Option 2 is a more practical activity.

### Method:

#### Preparation

- Photocopy worksheet 1 and cut out labels (laminare if possible).
- Photocopy worksheet 2 (enlarge A4 original on the photocopier to make A3 size chart). (You will need one set of labels and one chart for each pair of students.)

#### Option 1

##### Starter/brainstorm activity

Ask students to write down (on rough paper) 10 ways in which animals are used by people.

**5 min**

##### Main activity

Note: a version of this activity suitable for use on IWB is available on the [Animal Aid website](#).

Form students into pairs and provide each with a set of labels and a chart (**Where do you draw the line?** worksheets 1 and 2).

Ask students to spread the labels out on the table and study them. At this point, you could have a brief discussion about the different uses of farm animals that are illustrated. Ask students to identify any they are not sure about.

**5 min**

Ask them to arrange the labels on the chart in order, with the ones they find least acceptable on the left, and the ones they find most acceptable on the right.

Ask students to draw two vertical lines on the chart. The first should indicate where they would ‘draw the line’, separating the acceptable uses of animals from the unacceptable ones. The second line should indicate the practices that they feel should be banned by law.

**10 min**

##### Plenary

Collect feedback from students and discuss:

Do different groups agree on what is acceptable? What factors do students feel are important in deciding whether practices are acceptable or not? For example, did their views depend on the species of animal? Ask them to explain which types of animal farming, or stances on eating animals, were more or less acceptable/unacceptable and why?

**10 min**

##### Alternative version:

Instead of cutting up the labels on worksheet 1, photocopy the sheet and hand out to pairs of students. Ask them to circle a number (on a scale -2 to +2) to indicate the degree to which the use of animals is acceptable or justified. Compile a summary list on the board. Hold discussion as above.

**Total time:**  
**30 min+**

## Where do you draw the line? (Our use of farm animals)

### Option 2

#### Starter/brainstorm activity

Ask students to write down (on rough paper) 10 ways in which animals are used by people.

5 min

#### Main activity

Provide individual students with copies of the **Where do you draw the line?** worksheet. Ask them to circle a number (on a scale -2 to +2) to indicate the degree to which the use of animals is, or is not, acceptable or justified. Compile a summary list on the board. Hold discussion as above.

Move students into a corridor or large open area. Place (and stick) 5 numbered A4 sheets (-2 to +2) in a line across the floor. Read out from the **Where do you draw the line?** worksheet the different ways that animals are used for food, and for each one ask the students to move to the numbered position that corresponds to the answer on their sheet. Ask students to justify their position and explain why they agree and disagree with each. Discuss if there is a difference of views.

15 min

#### Plenary

Return to the classroom, summarise views held and discuss points raised.

Do students agree on what is acceptable? What factors do students feel are important in deciding whether practices are acceptable or not? For example, did their views depend on the species of animal? Which types of animal farming or stances on eating animals were more or less acceptable/unacceptable and why?

10 min

**Total time:**  
30 min+

# Where do you draw the line? (Our use of farm animals)

<p>Rearing pigs in factory farms</p>		<p>Keeping chickens in battery cages</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Debeaking factory farmed chickens (to prevent them pecking each other)</p>		<p>Exporting calves and sheep to the Continent for slaughter</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Rearing rabbits in factory farms for pet food</p>		<p>Eating whale meat in Japan</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Eating dog meat in Indonesia</p>		<p>Cutting the tails off piglets (to prevent them biting each other in the factory farm)</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Free-range pig farming</p>		<p>Free-range chicken farming</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Fish farming - intensive rearing of salmon in pens in Scottish lochs</p>		<p>Sending young lambs to livestock markets</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Dairy farming (and taking calves away from their mothers at a few days old)</p>		<p>Giving farm animals antibiotics and other drugs to make them grow faster</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Genetically engineering farm animals to make them grow faster and leaner</p>		<p>Killing animals for food</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	
<p>Rearing ducks in intensive factory farms</p>		<p>Boiling lobsters alive when cooking them in fish restaurants</p>	
<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>		<p>I disagree with -2 ..... -1 ..... 0 ..... +1 ..... +2 I agree with</p>	

# **Our use of animals for food**

Unacceptable



Acceptable

## Unit 4 – Teachers’ notes

# Role-play – Eat This! the TV debate

**NC coverage:** Citizenship: 2 (a,b,c), 3 (a,b,c)  
 English: En1 Speaking and listening: 1, 2, 3, 8, 9, 10  
 PSHE: 1 (a, b), 2 (b, d), 4 (g)

**Time:** Ideally 2 x 60 minute lessons (or short version 1 x 60 minute lesson)

**Resources:** **TV debate** briefing sheet (An IWB version of this is available on the Animal Aid website)  
**TV debate** role cards  
 Video camera, if available, to record the debate

**Aim:** To work in groups to present an imaginary TV chat show discussion programme.  
 To present a case and argue and evaluate views that may not be their own.

**Introduction:** This role-play involves students acting out an imaginary TV chat show in which the audience discusses the issues surrounding the farming of animals for meat. The question for discussion is:

**Is eating meat good for us, the animals, and/or the environment?**

The audience is composed of various interest and lobby groups, as well as members of the public with a range of views.

Times given below are for conducting the role-play over two 60 min lessons (long version), or one 60 minute lesson (short version). Ideally it should be conducted over two lessons.

**Method:** **Starter/brainstorm activity**  
 Explain to the class what the role-play will involve.  
 Ask students to write down on a rough piece of paper 10 words that they would associate with a successful TV debate (e.g. lively, fast-moving, confrontational, controversial, informative, balanced, etc). Collect feedback and discuss. Tell the students that this is what they are aiming for in their role-play. **10 or 5 min**

**Lesson 1 (or part 1): Preparation**

Organise the students into groups of two or three. Provide each group with a copy of the **briefing sheet** explaining the role-play, plus a **role card**.

Ask the lobby groups to think about their role and to study the questions listed on the briefing sheet that are likely to be raised during the debate. Ask the lobby groups to plan what they are going to say during the TV debate. They will need to make a list of points they want to make and also to think about how they are going to respond to the arguments put by others. Groups representing members of the audience will need to think about the questions they will want to ask the different lobby groups.

For the single lesson version, groups have 15 minutes to prepare their case. If two lessons are available, the lobby groups and audience can spend the first researching their roles and the arguments they will put during the programme using resource material supplied by the teacher and/or the internet. **50 or 15 min**

**Lesson 2 (or part 2): The show**

If you can, arrange the chairs in the room to represent the seating for a TV chat show. The presenters will introduce the programme and start the discussion. Their job will be to chair the debate and ensure that all lobby groups and members of the audience are given an opportunity to put their case. If you have access to a video camera, arrange for two students to record the debate. **50 or 35 min**

**Total time:**  
**120 min or**  
**60 min**

**Plenary**

At the end, presenters will summarise the conclusions of the discussion. If there is time, you could take a vote on the various questions that arose during the debate. **10 or 5 min**

# Eat This! the TV debate

You will be acting out a TV chat show discussion programme on the subject of farming animals for food. The question for debate is:

***Is eating meat good for us, the animals and/or the environment?***

You will be working in a group of two or three people representing a particular point of view.

## Role-play groups:

One group will represent the **TV show presenters**.

Their job will be to present the programme and chair the discussion.

The other groups will represent different **lobby groups** and **members of the audience**, who are participating in the studio debate:

- **Animal Aid** (animal rights pressure group)
- **Earth Friends** (environmental pressure group)
- **Doctors for Healthy Eating** (health workers promoting healthy eating)
- **Happy Chicks** (free-range chicken farmer)
- **Quicky Mart** (supermarket chain)
- **Sunshine Farms Ltd** (intensive pig farmer)
- **Big Bite Burgers** (burger restaurant chain)
- **The Meat and Livestock Council (MLC)**
- **The audience** (members of the general public)

## Topics for discussion:

Think about your role and study the questions below that may be raised during the debate. Plan what you are going to say in the discussion. Make a list of the points you want to make and think about how you are going to respond to the arguments put by other groups. If there is time, do some research. Use resource material supplied by the teacher and/or search the internet to gather more information for your case.

Here are some of the questions you may want to discuss during the debate:

### **Is eating meat good for us?**

- Should children be discouraged from eating 'junk food' such as beefburgers or Turkey Twizzlers?
- Should people be encouraged to eat less meat for health reasons?
- Should consumers be told the truth about how their food is produced?
- Are burger restaurants turning young people into 'junk food junkies'?
- Do farmers, supermarkets or multinational companies (like McDonald's) have too much power?

### **Is eating meat good for the animals?**

- Do farm animals suffer on factory farms?
- Is it cruel to kill animals for food?
- Should people who care about animals go vegetarian? Or vegan?
- Should consumers be prepared to pay more for free-range and/or organic meat?
- Who is to blame for the outbreaks of diseases affecting farm animals and people, such as BSE, foot and mouth, swine flu and bird Flu?



### Is eating meat good for the environment?

- Should people be made more aware of the environmental consequences of eating so much meat?
- If eating lots of meat causes hunger in the third world, should people reduce their meat consumption?
- Will eating less meat help protect the planet from global warming?
- Should people adopt a vegetarian diet to help promote a more sustainable future?

### Summary

- What are the areas of concern to most members of the public?
- What action should consumers or pressure groups take to improve the situation?
- What, if any, changes do the audience want to see farmers or supermarkets make?
- What action should the government take? What new laws (if any) should they introduce?
- Should it be left to consumers to make their own choice about what they buy and eat?

## Chat show hosts

You are the programme presenters. Your job will be to:

- present the programme and introduce the topic for discussion
- ask the lobby groups questions
- allow the audience to ask questions and make comments
- steer the discussion
- summarise the arguments made by the various interest groups and tie up the discussion at the end of the programme.

### Preparation:

You will have time before the programme to plan how you are going to run the show. Decide what issues you want to cover during the studio discussion. Plan what you are going to say and decide what each member of your group is going to do during the show.

Remember you have a wide range of groups participating - each has strong views and points they want to make to the viewers. As the presenter, steer the debate so that it ranges over all the topics you want to cover and doesn't get bogged down. Make sure that all the groups are given an opportunity to make their points; don't let them go on too long. You need to keep the programme moving and stir up controversy and arguments to make it entertaining for the viewers.

Prepare a list of 2 or 3 questions to ask each group during the show. You will need to challenge the groups taking part - remember your job is to stimulate debate and make an entertaining show. Think about the arguments that each group will make.

### The show:

Start the show by introducing the topic for discussion:

#### ***Is eating meat good for us, the animals and/or the environment?***

Ask each group in turn a question and give them time (you decide how long) to make their point. Encourage other groups and members of the audience to challenge and respond. Encourage them to argue, but keep control. Ensure that all participants contribute and take part in the discussion. You need to steer the debate in the direction you want it to go. Develop the arguments, by moving from group to group. When you want to move on, ask a different group a question.

### Summary:

At the end of the show, summarise the arguments made by the various interest groups and tie up the discussion. You may want to take a vote on some of the issues discussed (with people voting as themselves rather than in role).

# Animal Aid

You represent a pressure group called Animal Aid, which campaigns against the killing of animals for food and promotes a vegetarian diet.



## What Animal Aid says:

We believe animals are sentient creatures who have certain rights. We say they have the right not to have pain and suffering inflicted upon them and they have the right not to be killed.

As a first step, we want to see an end to intensive farming methods where animals are kept in overcrowded sheds and are denied everything that makes life worth living. These include battery cages,

broiler chicken units and factory farms for pigs. We also campaign against cruelty at livestock markets and in slaughterhouses.

Although animals usually receive better treatment on organic and free-range farms, we believe that the real answer is for people to stop eating animals altogether, so they don't have to be killed. A vegetarian world would not only be better for animals, it would also be good for human health and the environment. Studies have shown that a well-balanced vegetarian diet is healthy and contains all the nutrients people need for good health.

It has been estimated that, on average, meat eaters consume four cows, 100 chickens, 20 pigs, 30 sheep, 45 turkeys and 1,000 fish during their lifetime. Animal Aid believes that if people saw the conditions in which these animals are reared and slaughtered, many would give up eating meat. As Paul McCartney once said, 'if slaughterhouses had glass walls, everyone would be vegetarian'.

Animal Aid does not believe that you can force people to change their diet. Our job is to show the public what really goes on in the secret world of factory farms and abattoirs. Only then will they be able to make an informed choice about whether or not to eat meat.

## In summary, our message is:

- Farm animals suffer pain and distress as a result of being reared and killed for people to eat.
- People who care about animals should stop eating them and adopt a vegetarian or vegan diet.
- The government should introduce legislation to ban particularly cruel practices such as factory farming, the selling of animals at livestock markets and the transportation of animals over long distances.

## Glossary

**Sentient:** being conscious and capable of feeling. Having the ability to experience suffering.

# Earth Friends

You represent a pressure group that campaigns to protect the environment.



## What Earth Friends says:

Earth Friends is a group dedicated to protecting the earth's environment. Usually, the public associates our work with issues such as endangered species and pollution, but nowadays we are also starting to realise that farming so many animals is damaging the environment and contributing to world hunger.

You might think that more farm animals would mean more food for people to eat. Actually, the opposite is true. This is because animals are inefficient converters of food. They have to be fed and fattened on grain or other products, but the trouble is that they burn up most of this in their digestive systems. So, for example, if you feed 10 kg of grain to a cow,

you will end up with just 1 kg of meat for people to eat.

Animal farming causes global warming, one of the greatest environmental threats to the planet. A report by the United Nations' Food and Agricultural Organisation (FAO) in 2006 stated that livestock farming is responsible for 18% of all anthropogenic greenhouse gas emissions and that this impact is greater than that of air, sea and land transport combined.

Farmed animals are one of the main sources of methane. This is produced by bacteria in the stomachs of sheep, cattle and goats, and is released by the animals through flatulence and belching. Livestock herds produce 15-20% of anthropogenic methane emissions - considered to be amongst the most potent of the greenhouse gases. Animal waste is also a major source of nitrous oxide - another greenhouse gas. Livestock farming produces 65% of anthropogenic nitrous oxide emissions. Cattle grazing is also responsible for large-scale rainforest destruction - another major cause of CO<sub>2</sub> emissions.

People who eat a vegetarian or vegan diet have a much smaller 'carbon footprint' because growing vegetables produces much less carbon dioxide and methane than rearing animals for meat.

Livestock farming produces lots of waste - globally, it is estimated at 13 billion tonnes per year. This liquid slurry oozes into waterways, killing fish in rivers and lakes.

Vast areas of tropical rainforest are disappearing because of beef farming. As well as being cleared to create pasture for cattle to graze, the forest is being felled for land to grow cattle feed such as soya. An area of Amazonian forest the size of Belgium was destroyed in 2002 alone for soya bean crops. Almost all of this was for animal feed, much of which was exported to Europe.

Rearing animals for food uses more water than growing crops. Like soil, water is a renewable resource that is only replenished at a certain natural rate (as rainfall). The world's fresh water supply is already becoming increasingly scarce. The more fresh water we use for livestock farming, the less there will be available for people to drink and use for growing food crops.

## In summary, our message is:

Eat less meat if you want to help save the planet and fight human hunger.

### Glossary

**Anthropogenic:** produced as a result of human activity.

# Doctors for Healthy Eating

You represent a group of doctors who are concerned about the unhealthy state of the nation's diet.



## Doctors for Healthy Eating says:

We are a group of doctors and nutritionists who are very concerned about the large number of people who are overweight or becoming ill because of their poor diet.

More and more people are suffering from conditions such as heart disease, diabetes, obesity and cancer. All the evidence shows that when people eat diets high in saturated fats and low in whole grains, vegetables and fruit, they are more likely to get these serious illnesses. Animal fats are the main source of saturated fat in our diet, so it is clear that eating large quantities of meat and dairy foods is unhealthy.

Doctors for Healthy Eating believes that diet-related disease is largely preventable, and that healthy eating (alongside plenty of exercise) is one of the most effective ways of reducing the risk of obesity, heart disease and other illnesses. Therefore we promote a diet that is low in meat and dairy fats and high in whole grains (such as brown rice and wholemeal bread), pulses (lentils, beans, etc.), nuts, vegetables and fruit.

Just as the government campaigns against smoking, we believe they should encourage people to eat less meat and more healthy vegetarian food. We need to promote healthy foods in shops, restaurants and school canteens and at work.

Doctors for Healthy Eating believes that the government should fund a programme in schools to educate young people about the benefits of a healthy diet with lots of fruit, vegetables and whole grains. They should also provide more funding to enable schools to provide healthier dinners, including more vegetarian options.

We also believe that the government should ban the TV advertising of junk food to young people.

# Happy Chicks

You represent a free-range chicken farmer.



## A spokesperson for Happy Chicks says:

Happy Chicks produces free-range chicken meat for one of the biggest supermarkets in the country from our three farms in Somerset. Although we are still a small business, we have plans to expand. More people are choosing to eat healthier chicken meat, rather than red meat.

We rear about 50,000 birds every eight weeks. They are kept in five separate sheds with about 10,000 birds in each. They arrive at the farm when they are only tiny chicks, a couple of days old. As well as being able to wander around the sheds, all birds have access to a large fenced outside area, where they can run around. Unlike intensively reared poultry, who are killed when they are only six weeks old, ours are fattened a little more slowly and live for more than seven weeks before they are sent off for slaughter.

Birds from Happy Chicks cost more to produce than factory farmed meat. This is because each chicken is allowed a little extra space in the sheds and we need more land to allow them access to an outside area. Allowing the animals a little longer to fatten up to slaughter weight also adds to the cost. Nevertheless, there is a growing demand for chicken that carries the Happy Chicks label. We find that our customers are willing to pay the extra price for a less intensively reared product and many of them say that the meat tastes better - just ask Jamie Oliver!

We think that supermarkets should do more to inform their customers of the animal welfare benefits of buying free-range produce. We would like to rear our animals organically and avoid using any artificial chemicals as well as being free-range, but we don't think enough customers would pay the extra price. We feel that the government should subsidise farmers who decide to go organic.



# Quicky Mart plc

You represent a major supermarket chain.



## A spokesperson for Quicky Mart says:

Quicky Mart is one of the nation's leading supermarket chains. We believe that our task is to provide what the consumer wants at a value-for-money cost. We seek to provide all our customers with a wide range of quality products and a rewarding shopping experience.

All our meat comes from approved sources. We sell organic and free-range to cater for consumers who are willing to pay a little bit more for a top of the range

product, and these items are clearly labelled so that our customers can easily make an informed choice. Most of our more economically priced meat, however, comes from intensive factory farms. All our farms and slaughterhouses are inspected regularly to make sure that both animal welfare and health and hygiene meet the high standards that are expected of the Quicky Mart name and reputation.

Some people have said that we should only stock meat from free-range farms. While we respect this viewpoint, Quicky Mart believes that it is for the consumer to decide and that our own role is to meet the needs of all our customers. At the end of the day, it is not for us to dictate what the public should or should not be able to buy, though we constantly seek their opinions and review our policies accordingly.

We are not to blame for the unhealthy state of the nation's diet. We sell a limited range of vegetarian foods, including ready prepared meals and veggie burgers. The number of vegetarian customers has increased in recent years and we do our best to cater for them, but they are still a minority. We also do our bit to promote healthy foods such as fruit and vegetables to young children.

# Sunshine Farms Limited

You represent a factory farmer.



## Sunshine Farms Ltd says:

We are a company that fattens pigs for slaughter. To do this we use intensive methods approved by the government. Although the animals are reared in sheds and are not allowed outside, they are well fed and protected from extreme weather conditions. We care for our pigs - if they were not happy, they would not put on weight quickly.

While the methods we use have been criticised by some animal rights organisations, we feel we are producing a quality product at a price that the consumer is prepared to pay. If the pigs were allowed to wander around the fields during the five months or so it takes to fatten them, it would make the meat much more expensive in the shops and supermarkets. We will change our methods, if that is what the public wants, because it is our task to meet consumer demand. But while so many people purchase our meat, we can only assume that they like what we produce.

As well as rearing pigs for meat, we also keep breeding sows. These are the animals that give birth to the piglets that we fatten for bacon, pork and ham. These were once kept in individual stalls, but the pig industry has responded to new animal welfare laws by changing to a group housing system. Although the sows at Sunshine Farms are still kept indoors, they are now in groups of four and five and they are only put into solitary stalls during the period when they are about to give birth to piglets. After the sows are slaughtered - usually at about two years old - they are processed for convenience foods such as sausages and pork pies. Nothing is wasted. They are sold under the label of our sister company, Sunshine Foods Ltd.

Today we operate in a global market. UK farmers have to compete with farmers in other countries where they have less strict animal welfare laws and where they can produce meat very cheaply. If the UK government introduces yet more animal welfare regulations and forces us to improve the conditions for our livestock, then we will be put at a disadvantage compared to our foreign competitors. Such measures would increase our costs and make our meat more expensive for the shopper. As a consequence, British farmers and the UK economy would lose out.

Also, most people don't realise that free-range animals produce more greenhouse gas emissions (carbon dioxide, methane and nitrous oxides) than factory farmed animals. Housing animals gives humans control. The diet can be precisely manipulated to maximise growth and minimise polluting gases. Animals do not waste food energy on running about and keeping warm. Their manure can be collected and burned as a fuel, avoiding damaging evaporation and seepage into rivers. If you are concerned about climate change, then factory farmed meat is the way to go.

## Big Bite Burgers

You represent the owners of an international chain of fast food restaurants selling beef and chicken burgers.



### Big Bite Burgers says:

We are a chain of fast food restaurants with branches on the high street of most British towns and cities. Our food is cheap and nutritious. The success of our burgers is a sure sign that we are giving the public exactly what they want. Price and quality are both equally important to us. Our food is particularly popular with young people. We offer good quality convenience food suited to today's lifestyle.

Our company is always ready to respond to criticism and to change in order to meet public demand. For example, we have answered the charge that our burgers are unhealthy because they contain too much fat, by introducing new healthy options to our menu. As well as our traditional Big Bite Bumper Burgers, we now also sell salads and a special low-fat fish burger range.

Although it has been argued that our advertising campaigns are deliberately aimed at young people encouraging them to eat unhealthy food, our promotions are approved by The Advertising Quality Assurance Association. People wouldn't return to our restaurants if they did not enjoy the atmosphere and like the food. The choice is theirs.

The fact is that Big Bite Burgers are the food of choice for millions of people in more than 120 countries across the world.

In conclusion, we believe that our food has an important role to play in a balanced and nutritious diet. We take very seriously our responsibility to produce tasty and healthy food at a price that everybody can afford.

Big Bite restaurants also provide lots of jobs, particularly for young people, and thus contribute to the economy of the country. To ensure our continuing success we have to be able to buy meat as cheaply as possible. If the government banned intensive animal farming methods, meat costs would rise and our products would be much more expensive.

## Meat and Livestock Council (MLC)

You represent the Meat and Livestock Council, which is an organisation that promotes animal farming and the meat industry.



### The Meat and Livestock Council says:

We are an organisation that promotes meat as a tasty and healthy food. We are supported by the government and funded by farmers, slaughterhouse owners and meat companies. We produce advertising campaigns for television, magazines and newspapers - as well as educational materials for schools. Our other task is to finance research from scientists to show the importance of meat as a healthy food.

Our aim is to spread the message that meat is a tasty and natural food. It is a vital part of a healthy human diet, and is an excellent source of protein, B vitamins and minerals such as zinc and iron.

In recent years our work has become increasingly important to the meat industry. Not only have we had to counter the claims of the vegetarian lobby, but we also have to deal with the BSE (Mad Cow Disease) and Foot and Mouth crises that have made it necessary to reassure the public that meat is a safe product - as well as a delicious ingredient in any meal.

Our advertising campaigns concentrate upon the taste and health-giving qualities of meat rather than farming methods and animal welfare. We want the public to see our product as an essential part of modern living.

People should not be sentimental about farm animals. If people did not eat meat, the cows, sheep and pigs you see in the fields would not exist at all. Modern farm animals are specially bred and are not the same as the wild animals from which they originated.

The MLC believes that meat is a natural, wholesome food and that the government has a duty to support British farmers. The animal farming industry is an important part of the UK economy, making millions of pounds every year and providing jobs for thousands of people. If everyone went vegan or vegetarian or started eating less meat, British farmers would lose their jobs and the countryside would suffer.

## The Audience

You represent the members of the public in the audience.



The point of view you adopt during this debate is entirely up to you. The various lobby groups will be 'in-role', that is to say, the views they express are not their own. You, on the other hand, have a free hand, and can decide what views you want to put across during the debate.

During the show your job will be to question the various lobby groups about the issues raised in the debate and to respond to their answers.

Before the debate, make a list of two or three questions you will want to ask each of the different lobby groups. You will need to study the questions on the briefing sheet, think about the issues that will be raised during the debate and consider the arguments that you think the various lobby groups will present.

Try to put them on the spot and catch them out. Make the questions as searching as you can. Think about the sorts of questions that you would ask in a TV debate, and the questions that ordinary members of the public would ask.



## Where do you draw the line? (Campaign methods)

### NC coverage:

Citizenship: 1 (c,d,f) 2 (a,b,c)  
 English: En1 Speaking and listening: 1, 2, 3, 8 (a), 9 (c), 10 (a)  
 PSHE: 1 (b), 4 (g)

### Time:

30 minutes

### Resources:

Options 1 & 2: Worksheet 1 – **Where do you draw the line?** labels sheet\*  
 Worksheet 2 – **Where do you draw the line?** chart sheet\*  
 (enlarged from A4 to A3)  
 Option 2 also requires: A set of 5 A4 sheets – marked 1, 2, 3, 4, 5 (plus sticky tape to stick them down)

\*A version of this activity suitable for use on IWB is available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) (go to -> Student Activities -> Eat This!)

### Aim:

- 1) To identify and describe the various methods used by pressure groups to change laws and attitudes
- 2) To assess which campaign methods are legally and socially justifiable or acceptable
- 3) To evaluate the advantages and disadvantages of these different campaign methods

### Introduction

This is an ideal exercise for generating discussion about the different campaign methods used by groups trying to bring about change in society. It can be used as an introduction to the **Campaigning for change** and **Pressure groups** work units, or used in conjunction with a talk given by a speaker from Animal Aid, or with a DVD such as Animal Aid’s *Eat This!*, or Compassion in World Farming’s *Genetic engineering and farm animals*. (Contact Animal Aid for details regarding these.)

### Method:

#### Preparation

- Photocopy worksheet 1 and cut out labels - laminate if possible.
- Photocopy worksheet 2 – enlarge A4 original on the photocopier to make A3 size chart. (You will need one set of labels and one chart for each pair of students.)

#### Option 1

##### Starter/brainstorm activity

Write on the board 10 anagrams of 10 different campaign methods and ask students to solve as many as they can. 5 min

##### Main activity

Form students into pairs and provide each with a set of labels and a chart (**Where do you draw the line?** worksheets 1 and 2).

Ask students to spread the labels out on the table and study them. At this point, you could have a brief discussion about what the different campaign methods involve. Ask students to identify any they are not sure about. 5 min

Ask them to arrange the labels on the sheet, with the more radical, extreme methods on the right and the less extreme or moderate ones on the left. A version of this activity suitable for use on IWB is available on the Animal Aid website.

Ask students to draw a vertical line on the chart to separate those methods that they find unacceptable from those that they feel are acceptable. 10 min



# Where do you draw the line? (Campaign methods)

**Plenary**

Collect feedback from students and discuss:

- Is there agreement about ‘where to draw the line’?
- How far should the right to protest go?
- Which forms of protest should be illegal?
- Are extreme methods ever justified?
- Are illegal methods ever justified?
- Does ‘where you draw the line’ depend upon what you are protesting about?
- Which methods do students consider to be most effective? Why?
- Do groups feel that the emphasis should be on individuals or pressure groups to take action, or should it be left to politicians or governments to instigate change?
- Should/do governments take notice of protests? Why? Can groups think of any examples?
- Who might put pressure on the government to stop legislation to improve conditions for farm animals? Why?

**10 min**

**Alternative version:**

Instead of cutting up the labels on worksheet 1, photocopy the sheet and hand out to pairs of students. Ask them to circle a number (on a scale 1 – 5) to indicate the degree to which the use of animals is acceptable or justified. Compile summary list on the board. Hold discussion as above.

**Total time:  
30 min**

**Option 2**

**Starter/brainstorm activity**

Write on the board 10 anagrams of 10 different campaign methods and ask students to solve as many as they can.

**5 min**

**Main activity**

Provide individual students with copies of the **Where do you draw the line?** worksheet. Ask them to circle a number (on a scale 1 – 5) to indicate the degree to which the use of animals is acceptable or justified. Compile a summary list on the board. Hold discussion as above.

Move students into a corridor or large open area. Place (and stick) 5 numbered A4 sheets (1 - 5) in a line across the floor. Read out from the **Where do you draw the line?** worksheet the different campaign methods, and for each one ask the students to move to the numbered position that corresponds to the answer on their sheet. Ask students to justify their position and explain why they agree or disagree with each. Discuss if there is a difference of views.

**15 min**



















**Total time:  
30 min**

**Plenary**

Return to the classroom. Summarise views held and discuss points raised. (See Plenary for Option 1).

**10 min**

# Where do you draw the line? (Campaign methods)

<p>Collecting signatures on petitions for presentation to Parliament</p> 	<p>Asking people to write protest letters to their MP</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Handing out leaflets to members of the public in the street</p> 	<p>Putting leaflets through people's letter boxes</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Asking people to boycott products such as factory farmed meat</p> 	<p>Holding marches and street demonstrations</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Fly posting (sticking up posters in the street, on lampposts and shop windows)</p> 	<p>Sending speakers to give talks in schools on vegetarianism</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Sneaking into factory farms to take video footage of the conditions inside</p> 	<p>Breaking into factory farms to steal or liberate animals such as battery hens</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Non-violent direct action e.g. sabotaging whaling</p> 	<p>Blockading ports to stop animals being exported to the continent</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Occupying and disrupting the House of Commons</p> 	<p>Putting on the web shocking footage showing the suffering of farm animals</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Demonstrating outside the homes of farmers involved in exporting animals to the Continent</p> 	<p>Climbing up the side of the House of Commons to unfurl a protest banner</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>
<p>Threatening to firebomb hamburger restaurants</p> 	<p>Damaging property, e.g. breaking the windows of a butcher's shop</p> 
<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>	<p>Less extreme 1 ..... 2 ..... 3 ..... 4 ..... 5 More extreme</p>

# Campaigning for change





## Campaigning for change

### NC coverage:

Citizenship: 1 (c,d,f) 2 (a,b,c)  
 English: En1 Speaking and listening: 1, 2, 3, 8 (a), 9 (c), 10 (a)  
 En3 Writing 1 (l,j,k), 9 (c)

### Time:

60 minutes

### Resources:

**Campaigning for change** factsheets 1, 2 and 3 (Versions of these factsheets suitable for use on IWB are available on the Animal Aid website)

**Campaigning for change** worksheet

### Aim:

- 1) To consider why individuals and organisations campaign for change
- 2) To appreciate how individuals can take an active role in helping to bring about change in local and national affairs
- 3) To understand what pressure groups are, to appreciate their role in society and know who they need to influence to bring about change
- 4) To understand how organisations campaign to bring about change locally, nationally, in Europe and internationally
- 5) To identify and describe the various methods used by pressure groups to change laws and attitudes
- 6) To evaluate the advantages and disadvantages of these different campaign methods

### Method:

#### Starter/brainstorm activity

Write on the board terms such as ‘EU’, ‘MEP’, ‘coalition’, ‘factory farm’, ‘livestock market’, ‘animal welfare’, ‘legislation’ and ask students to write down definitions for three of them. Gather feedback from the class.

10 min

#### Main activity

Provide pairs of students with copies of **Campaigning for change** factsheets 1, 2 and 3. (These three factsheets each feature two examples of campaigns for animal welfare.)

#### Option 1

Briefly explain to students what the factsheets cover. You may wish to read through two or three of the campaign case studies with the class (or ask students to read them out). Stop regularly to explain, discuss and/or ask students for their opinions about the issues raised. Discuss terms that arise such as ‘sow stall’, ‘livestock market’, ‘coalition’, and explain the difference between ‘factory farming’ and ‘free-range’, and ‘animal welfare’ and ‘animal rights’.

10 min

Provide pairs of students with copies of the **Campaigning for change** worksheet and ask them to work through the questions.

30 min

#### Option 2

An alternative ‘co-operative’ method is to provide each pair of students with a different factsheet (or campaign case study) and then ask them to move around the classroom to help each other to answer the questions on the worksheet.

#### Plenary

Summary session: ask students for their answers to the questions on the worksheet and discuss any issues that arise.

10 min

#### Alternative option:

An alternative option is to shorten the above activity to 40 minutes (leaving the last questions on the worksheet for homework) and do the **Where do you draw the line? (Campaign methods)** unit for 20 minutes, at the end of the lesson.

**Total time:**  
60 min

## Campaigning for change

**Example of a successful national campaign:**

### The campaign to ban sow stalls



PIGS IN SOW STALLS

When people began to campaign against the factory farming of pigs in the 1970s they decided an immediate ban was unlikely, so they focused their efforts on trying to get improvements in the way the animals were treated and housed. By highlighting the worst aspects of this form of pig rearing, campaigners made the public aware of what factory farming involved.

In particular, there was great concern about the treatment of pregnant sows, who spent their whole lives in solitary confinement, standing or lying on cold concrete floors. They were hardly able to move at all in their narrow crates, let alone turn around.

Campaigners informed the public of the plight of pigs through leaflets and film footage. People were urged to sign petitions and lobby their MP. It took more than twenty years for the campaign to succeed, but since 1999 it has been illegal in the UK to keep sows in stalls and tether systems. In 2001, the European Union decided to ban the use of sow stalls throughout the EU from 2013.



**Example of an individual campaign:**

### 'How can young people make a difference?'

*'I picked up a leaflet from Hillside Animal Sanctuary (in Norfolk) when I was 14. The front cover had a picture of a girl with two cows in a lovely green field, but when I opened the inner pages they had photos and vivid descriptions of life in a factory farm. I couldn't believe what I was seeing - life for many farm animals was certainly not how I had imagined it. From then on I decided to go veggie.'*



*I also like to show people how they can make a difference. For example, I organise library displays and regularly write letters to local newspapers, I've been interviewed by local radio and press and I've also written a guide to going veggie for young people. I'm a member of several animal rights organisations. I have my own campaigning website and run an e-group for young people interested in helping animals.'*

Sam McCreesh (Animal Aid Youth Campaigner)

## Campaigning for change

### Example of local activists supporting a national campaign:

## Monitoring livestock markets

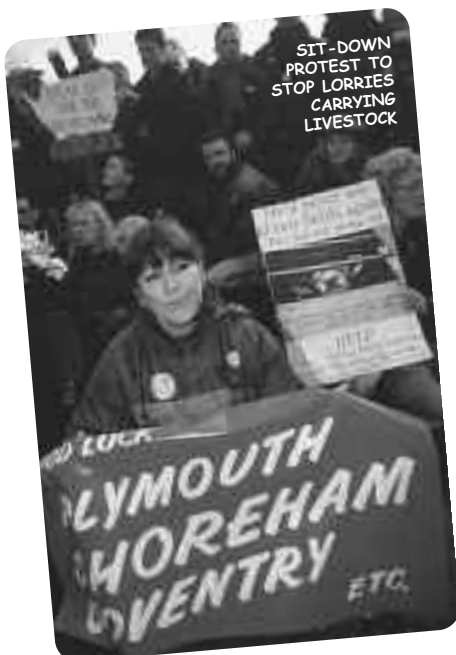
In 1993, Animal Aid carried out an undercover investigation of livestock markets. People secretly filmed the conditions and found that animals were routinely mistreated.

The resulting film led to lots of publicity and promises that the welfare of animals at markets would be taken more seriously. To maintain the pressure for change, Animal Aid set up a campaign called MarketWatch. Voluntary campaigners were trained to monitor their local market, and to look out for certain common abuses, such as overcrowded pens, lack of food and water and the sale of sick or injured animals. Reports were produced using the evidence collected (including undercover film footage). These have shown that ill-treatment and neglect of animals remains common. They have formed the basis of Animal Aid's efforts to persuade market authorities and the government to introduce improvements.



### Example of local campaigning using non-violent direct action:

## Live exports



One of the most controversial animal welfare issues is the export of live animals for slaughter. This involves sending sheep and cattle on long journeys to the Continent. Often they travel for many hours on very overcrowded lorries without food or water. Many animals die en route.

In the mid-1990s people living in the shipping ports from where animals were exported became very upset at having the trade on their own doorstep. There were widespread protests at Dover and other ports, as people tried to stop the lorries getting through.

For a while it seemed that opposition to live exports would end the trade. Local councils responded to the strong feelings within their towns by trying to ban the trade from their area. But the High Court judges ruled that they could not do so because this would be 'to surrender to mob rule'.

The export of live animals for slaughter continues to this day, though on a far smaller scale than it did previously.

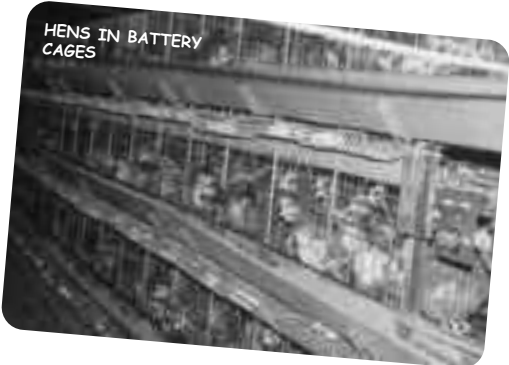


# Campaigning for change

**Example of an EU-wide campaign:**

## Battery cages

The keeping of egg-laying hens in small cages has long been a target for animal welfare campaigners. Yet even though there was strong support for the campaign to ban battery cages, progress was blocked by the UK government on the grounds that it would be impossible for them to act unless other countries in the EU also agreed to enforce a ban. It said that if the UK acted alone it would put our farmers at a disadvantage, because others in Europe would be able to produce eggs more cheaply. The only answer was to take the campaign to the European parliament. Coalitions were formed with animal welfare groups across the EU, so that leaflets and petitions could be distributed in many countries. European MPs (MEPs) were lobbied for their support.



This campaign led to a decision to phase out battery cages throughout the EU by 2012. This does not mean that hens reared for eggs will be free-range. It simply means intensively reared hens will have bigger cages.

**Example of an international campaign:**

## Whaling

Throughout the twentieth century, whales were hunted ruthlessly. As a result, many species were brought to the verge of extinction. Across the world a campaign to 'save the whales' gathered strength. People took part in demonstrations and boycotted products from whaling countries. A key part of the campaign was 'direct action' taken by groups such as Greenpeace and Sea Shepherd. Activists took to the seas in inflatable boats and placed themselves between the harpoon guns and the whales. Greenpeace filmed the slaughter of whales, so that the brutality of the kill was brought home to the public. Sea Shepherd also took more extreme measures such as sabotaging whaling vessels in port so they could not sail.



As pressure grew to ban whaling across the world, many governments - including the UK - decided to support the campaign. But the final decision rested with an organisation called the International Whaling Commission (IWC). For several years, thousands gathered to protest at the IWC's annual meetings, until, in 1986, it announced a moratorium (a suspension) on commercial whaling that has survived to this day. Japan and Norway, however, continue to kill whales using the excuse of 'scientific research' and are lobbying for an end to the moratorium.

**Glossary**

- Coalition:** A group of individuals or organisations with similar aims, who join together for a particular purpose.
- EU:** European Union.
- MEP:** Elected Member of Parliament for the European Union.



# Campaigning for change

Use the Campaign case studies on factsheets 1, 2 and 3, to answer the following questions:

- 1** Name one example of a campaign organised and/or run by:
  - a) an individual  
.....
  - b) people acting locally to change things in their own area  
.....
  - c) a national pressure group acting for change in the UK  
.....
  - d) a coalition of national pressure groups acting to bring about change in the EU  
.....
  - e) national and international pressure groups acting for change internationally  
.....
  
- 2**
  - a) When did people start campaigning against the sow stall? .....
  - b) When did the sow stall ban come into effect in the UK? .....
  
- 3** List two ways that animals were found to have been mistreated or neglected at livestock markets (by MarketWatch investigators):  
.....  
.....
  
- 4** Explain why it was necessary to campaign for an EU-wide ban on battery cages (rather than just a ban in the UK)?  
.....  
.....  
.....  
.....  
.....

# Campaigning for change

**5** What was the issue that motivated Sam McCreesh to start campaigning for animal rights?

.....

.....

.....

**6** a) What 'direct action' methods were used by people campaigning against whaling?

.....

.....

.....

b) Say whether or not you think they were justified:

.....

.....

.....

**7** Study the **Live Exports** case study on factsheet 2.

For a while, it seemed that opposition to live exports would end the trade. Local councils responded to the strong feelings within their towns by trying to ban the trade from their area. But the High Court judges ruled that they could not do so because this would be 'to surrender to mob rule'.

Here's how *The Independent* newspaper questioned the judge's remarks.  
*'Was Plymouth Council ordering its own port authority 'to surrender to mob rule'? Or was it responding to legitimate protest and local opinion? Is animal export not a case in which public sensibilities have been offended, resulting in considerable strength of feeling?'*

**In a few sentences, say whether or not you think the local councils were right to try to ban the live exports, or whether the High Court judges were right in their ruling?**

.....

.....

.....

.....

.....

.....

.....

## Pressure groups

### NC coverage:

Citizenship: 1 (c,d,f) 2 (a,b,c)  
 English: En1 Speaking and listening: 1, 2, 3, 8 (a), 9 (c), 10 (a)  
 En3 Writing 1 (l,j,k), 9 (c)

### Time:

60 minutes

### Resources:

**Pressure groups** factsheet\*  
**Pressure groups** worksheet – if possible enlarge the first page (question 1) to A3\*  
**Campaigning for change** factsheets 1, 2 and 3 (from unit 6)\*

\*Versions of these factsheets and worksheets suitable for use on IWB are available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) (go to -> Student Activities -> Eat This!)

### Aim:

- 1) To consider why individuals and organisations campaign for change
- 2) To appreciate how individuals can take an active role in helping to bring about change in local and national affairs
- 3) To understand what pressure groups are, to appreciate their role in society and know who they need to influence to bring about change
- 4) To understand how organisations campaign to bring about change locally, nationally, in Europe and internationally
- 5) To identify and describe the various methods used by pressure groups to change laws and attitudes
- 6) To evaluate the advantages and disadvantages of these different campaign methods

### Method:

#### Starter/brainstorm activity

Ask pupils to write down four pressure groups they know, or have heard about. Discuss what a pressure group is. (Definition: a **Pressure group** is an organisation, usually funded by public donations, that campaigns for political change.) **5 min**

#### Main activity

Provide pairs of students with copies of the **Pressure groups** factsheet. Read through the factsheet with the class, and/or ask students to read out sections. Stop after each of the three sections (covering aims, targets and methods) to ask students for examples used by campaigns or pressure groups. **15 min**

Provide pairs of students with copies of the **Pressure groups** worksheet and also **Campaigning for change** factsheets 1, 2 and 3 from the previous lesson.\*

Ask students to work through the questions on the worksheet.

- Suggested option for question 1: Ask each pair of students to complete an **AIMS->TARGETS->METHODS->OUTCOMES** diagram for a different case study (there are six case studies on **Campaigning for change** factsheets 1, 2 and 3). It is advisable to enlarge the first page of the worksheet to A3, so that students have more room to fill in the diagram.
- Suggested option for question 3: Provide students with scissors so that they can cut out the labels to complete the diagram. After the answers have been given (during the plenary session), students stick down the labels in the correct positions. **30 min**

**Total time:**  
**60 min**

#### Plenary

Summary session: ask pairs of students to report back and share their worksheet answers. Create a summary on the board - IWB versions of questions 1, 2 and 3 are available on the Animal Aid website. If there is time, discuss with students which campaign methods they think are most effective and why. **10 min**

# Pressure groups

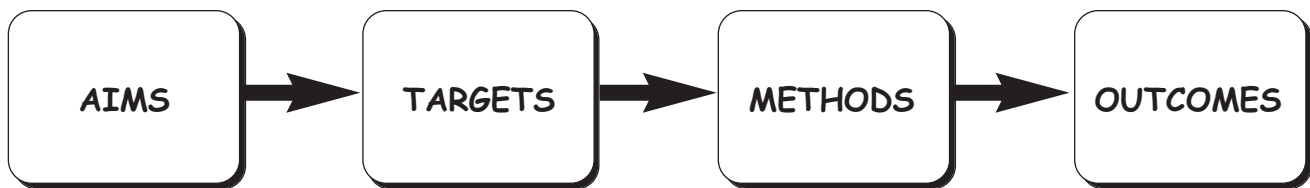
Pressure groups are organisations set up by people who want to campaign to bring about change. People who run pressure groups need to think about how they are going to plan or organise their campaign to make it effective. Important questions they need to ask are:

- What is the **aim** of the campaign? (or what are the aims?)
- Who do they need to **target**?
- What **methods** are they going to use?
- What are the **outcomes**? (or what have they actually achieved?)

Groups may want to assess the outcome or result of their campaign, and measure the progress they have made. This is known as 'evaluating' the campaign.



The diagram below shows the process involved.

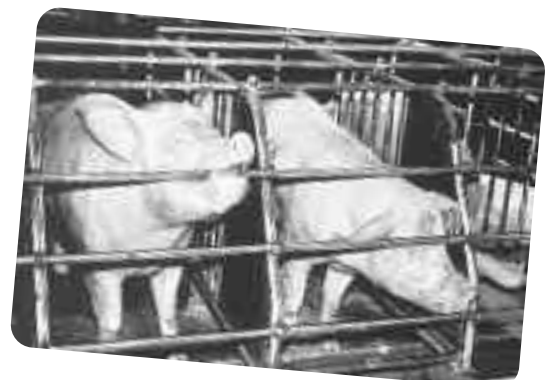


## Aims

Firstly, a pressure group needs to decide upon the aim of the campaign. What do they want to achieve?

The scale of the campaign needs to be considered. Is it concerned with a local, national or international issue? The bigger the scale, the more resources will be needed.

Campaigners need to consider what they can realistically hope to achieve. The aim might be to get a law introduced to ban the factory farming of pigs and chickens. The group may decide that a total ban is unlikely, so they may aim to seek to improve conditions and outlaw particularly cruel practices such as sow stalls or battery cages. Alternatively, they may decide to try to save animals by persuading people to go vegetarian.



The time scale of the campaign also needs to be considered. An education campaign to persuade more people to become vegetarian would obviously be long-term, but a campaign against the proposed building of a local slaughterhouse would be more immediate.

# Targets

Once the aims of a campaign have been decided upon, pressure groups must decide who to target with their message. The target groups could include:

- the **public** (as consumers, supporters and voters)
- **politicians** (such as councillors, MPs, ministers, MEPs, or even heads of state)
- the **media** (TV, radio, newspapers and magazines)
- **industries, companies and businesses** (such as farms, food manufacturers and supermarkets)



Usually, groups will seek publicity in the media to communicate their message to the public.

The public are important as consumers. Businesses may be persuaded that it is better to introduce more animal-friendly products (e.g. vegetarian or free-range product lines), particularly if they are worried that they might suffer from bad publicity if they refuse.

The public are important as voters. When political change is the ultimate goal, widespread public support will be vital in trying to persuade politicians to introduce new laws. As supporters, the public are vital to keep your campaign going, to lobby politicians and businesses and to raise vital funds.

.....

# Methods

Pressure groups need to decide upon the most effective **methods** to achieve their goals. Usually this involves generating **publicity** for their campaign.

**Leaflets and posters** are the standard 'tools' of most campaigns.

**Demonstrations** are a common way to attract publicity for a cause. Another tactic might be to do a **publicity stunt**, such as climbing onto a roof and unfurling a large banner.

The development of tiny 'spy' cameras has made **undercover investigations** increasingly popular. Someone might take a job with a company in order to film bad practices.

**Non-violent direct action** is another tactic that can be used for immediate action, or to attract publicity.

To exert political pressure, groups rely on members of the public to **write letters** to MPs and **sign petitions**. Some larger groups employ people to **lobby politicians** (i.e. try to persuade them to support their campaigns).

Groups may also try to find a **celebrity supporter** to support their campaign.

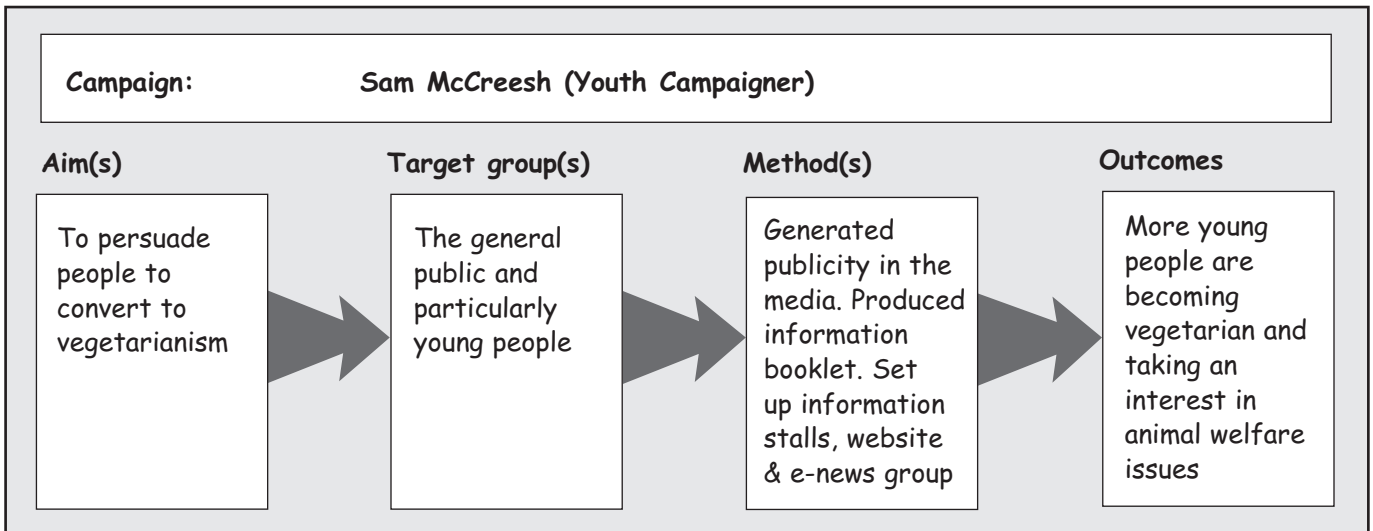


# Unit 7 – Worksheet

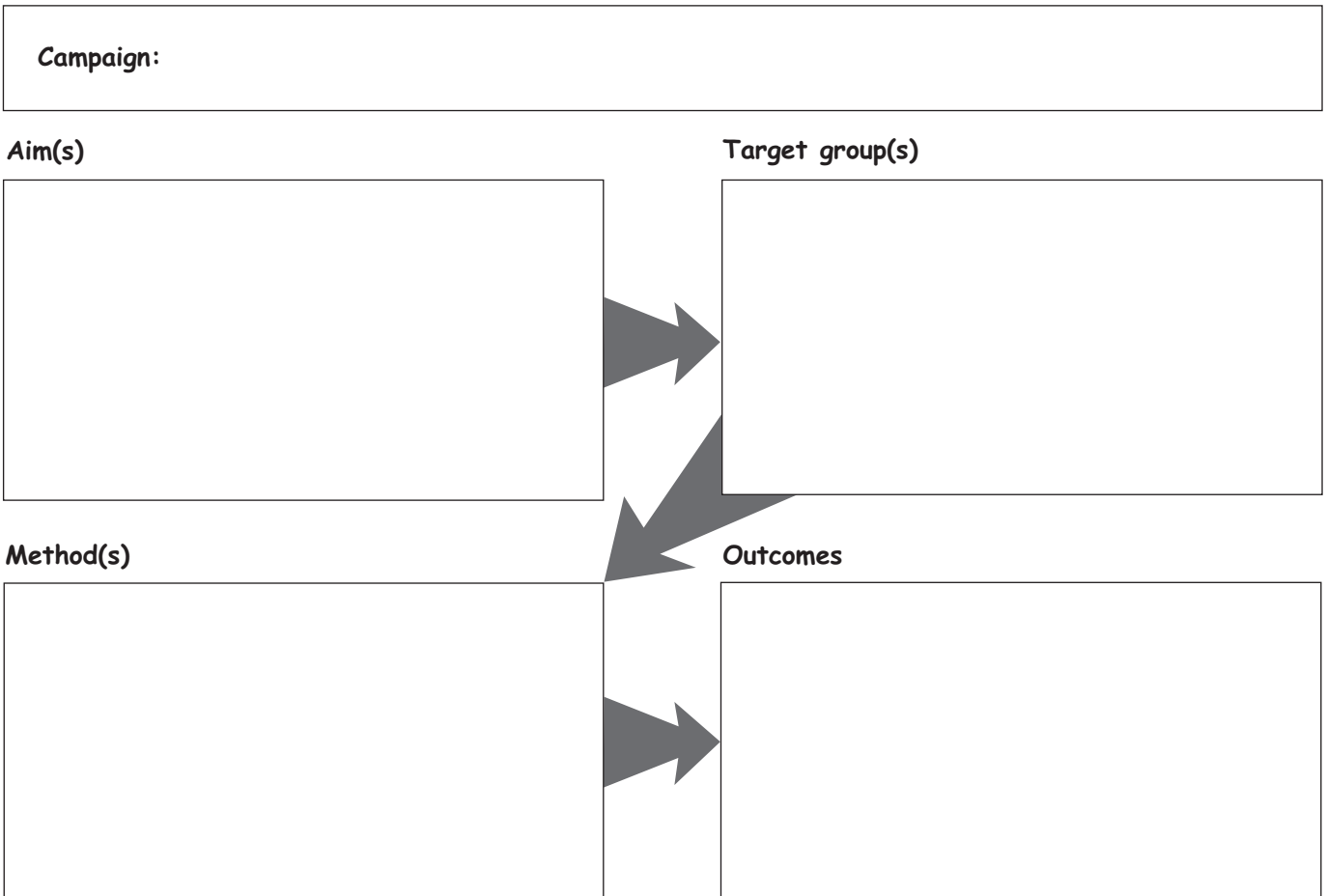
**1** Use information on the **Campaigning for change** and **Pressure groups** factsheets to answer the following questions:

Fill in the boxes in the diagram below to illustrate the **aims**, **targets**, and **methods** for one of the campaign case studies on the Campaigning for change factsheets. Add the **outcomes** if there are any.

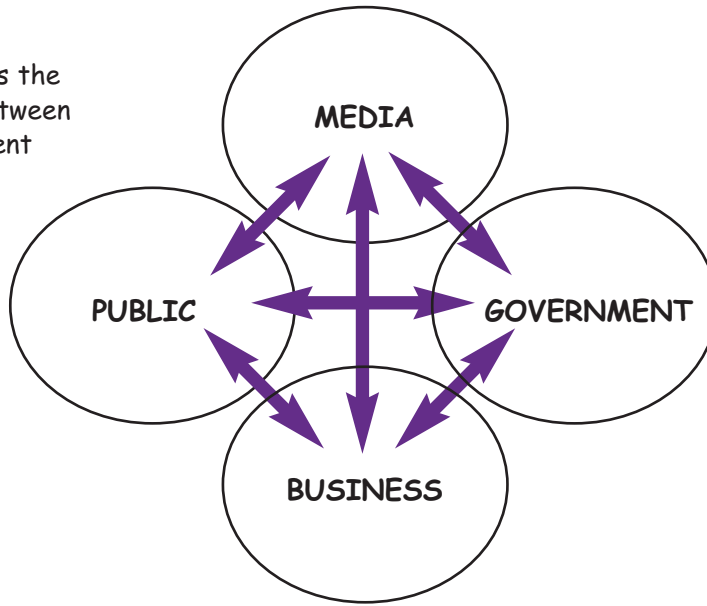
This one has been completed for you as an example:



Complete this blank diagram for another campaign:



This diagram illustrates the various interactions between public, media, government and business, which need to be considered by a pressure group when running a campaign.



**2** Using information contained in the **Campaigning for change** and **Pressure groups** factsheets, give two examples of how:

a) an individual may try to influence businesses or companies

.....  
.....  
.....

b) public opinion can influence politicians and the government

.....  
.....  
.....

c) businesses may try to influence the media

.....  
.....  
.....

d) the media (newspapers, TV and radio) can influence public opinion

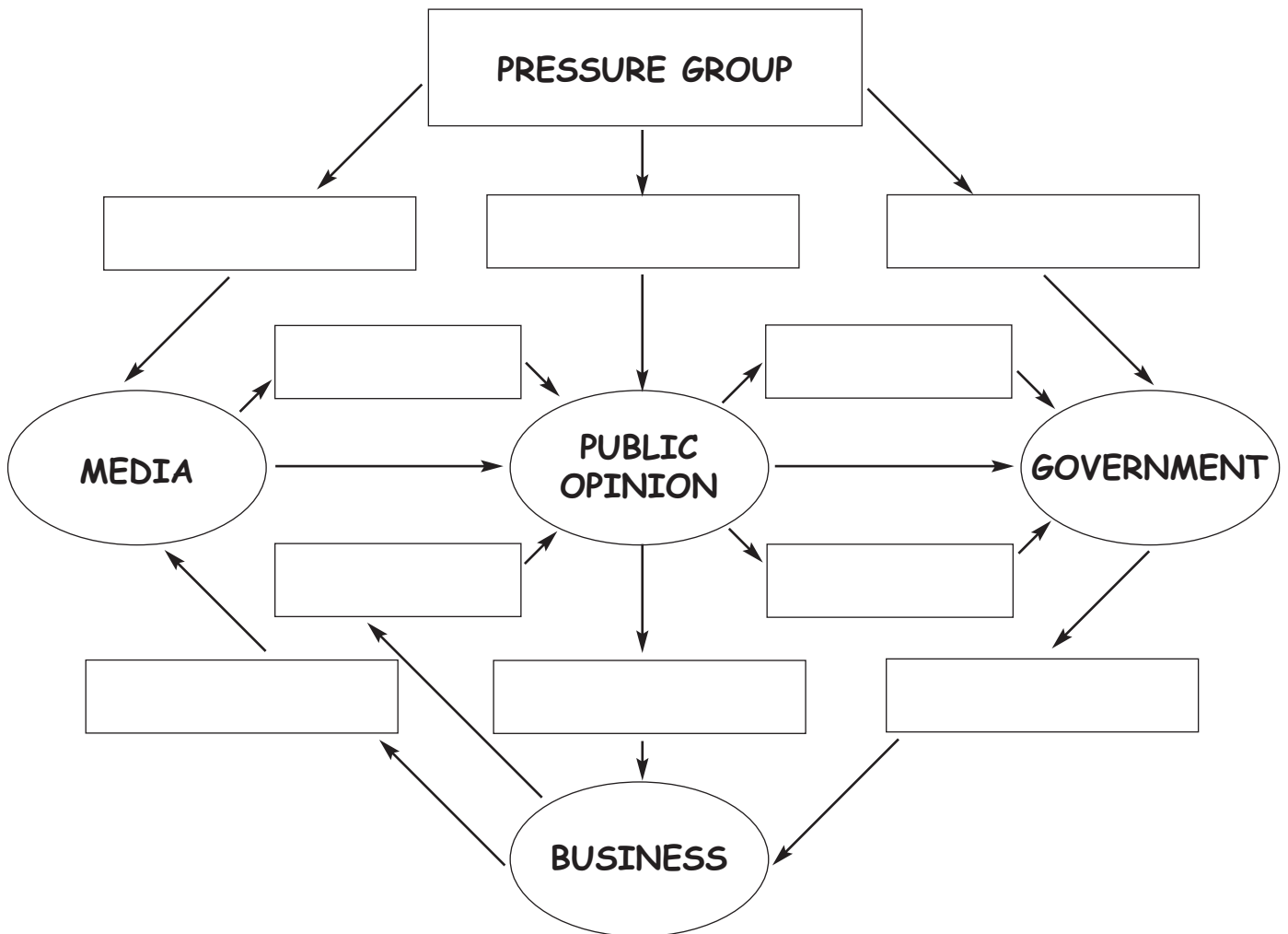
.....  
.....  
.....



**3** The diagram below shows how pressure groups try to influence the four target groups:

**Media, Business, Public and Government.**

Your task is to fill in the missing campaign methods and outcomes and complete the diagram. The missing campaign methods and outcomes are listed in the table at the bottom. (Suggestion: Write the labels in pencil to start with and then in pen when you have checked the answers. Alternatively, cut out the labels and arrange them on the diagram and then stick them down when you have checked the answers.)



Missing campaign methods and outcomes				
Demonstration	Report to ministers	Press release	Legislation/laws	Leafleting
Advertising	Voting	Product boycott	TV news report	Letters to MPs

## Unit 8 – Teachers’ notes

# Planning a campaign

**NC coverage:** Citizenship: 1 (d,f) 2 (a,b)

**Time:** 60 minutes

**Resources:** A selection of literature illustrating a range of different campaigns  
 Access to the web would be an advantage  
**Planning a campaign** guidance sheet\*  
**Planning a campaign** worksheet (enlarged to A3)\*  
 \*Versions of these sheets suitable for use on IWB are available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) (go to -> Student Activities -> Eat This!)

**Aim:** This exercise gives students the opportunity to utilise knowledge gained from previous lessons, work together in independent groups, research an issue in depth, plan their own campaign and present their project to the class.

**Method:** **Starter**  
 Ask students to write down on a piece of rough paper as many campaign methods as they can remember in one minute. **1 min**

### Main activity

Organise students into small groups. Ask them to imagine that they are working for an animal welfare group such as Animal Aid and that they have been given the task of planning a new hard-hitting campaign to tackle an aspect of animal cruelty.

Provide groups with copies of the **guidance sheet** and **worksheet**. **2 min**

- **Research the issue**

Ask them to choose an issue they would like to campaign against (1)\*\*

Set groups the task of researching issues and campaign methods by searching the internet and/or using campaign literature supplied by Animal Aid and other animal pressure groups. See the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) or contact Animal Aid for factsheets, leaflets, posters and other relevant website addresses. **10 min**

- **Plan the campaign**

Ask them to outline how they would organise their campaign for their chosen issue.

They will need to:

- Outline the **aim** of their campaign - what changes do you want to bring about? Why? (2)\*\*
- Identify the **target** groups - who are you going to target or try to influence? (3)\*\*
- Decide upon the **methods** or tactics you would adopt (4)\*\*

(\* see points on the Planning a campaign guidance sheet)

Ask groups to write a summary of their proposed campaign on the large worksheet provided. Alternatively, groups could write their campaign aims, target groups and methods – each on a different sheet of A3 paper. **20 min**

- **Presentation of campaign**

Ask each group to make a presentation to the rest of the class, explaining their proposed campaign. **20 min**

**Total time:**  
**60 min**

### Plenary

Hold a brief class discussion of the range of campaigns presented. Which do students think are best and why? **7 min**

## Planning a campaign

You work for an animal rights pressure group such as Animal Aid and you have been asked to plan a new campaign against animal cruelty.

**1** Choose an issue that you would like to campaign on, for example:

- Banning the factory farming of pigs
- Encouraging more people to become vegetarian
- Stopping the continuation of whaling
- Having more healthy, vegetarian meals in your school canteen
- Stopping the testing of household products and cosmetics on animals
- Stopping the building of a new primate medical experiments laboratory locally in your town
- Banning circuses that use animals from council land
- Stopping the shooting of pheasants and other birds for sport

Do some research, find out about these issues, or alternatively come up with your own idea for a hard-hitting campaign.

**2** Decide on what your aims will be, for example:

- To persuade the UK government to pass laws to ban factory farming
- To persuade the EU to pass laws to improve conditions for hens, such as cages of sufficient size to allow hens to open their wings
- To encourage people to buy free-range eggs instead of battery eggs
- To get your school to use free-range eggs in the canteen instead of battery ones

You will need to decide on the aim most suitable for your campaign.

What change do you want to bring about? Why? What are you most likely to be able to achieve?

**3** Identify who you need to target your campaign at, for example:

- The Government
- Your MP
- The European Parliament
- The local council
- The local community
- The general public

Who are you going to try to target, or try to influence?

**4** Decide on the methods and tactics you will use and explain what impact this will have, for example:

- Letters to papers and or MPs
- Undercover investigations
- Petitions
- Demonstrations
- Leaflets and posters
- Email campaigns

# Planning a campaign

**Issue:**

**Target groups:**

- 1
- 2
- 3

**Aims:**

- 1
- 2
- 3

**Method one:**

**Reason:**

**Method two:**

**Reason:**

**Method three:**

**Reason:**

# Unit 9 – Teachers’ notes

## Campaigning media

**NC coverage:** Citizenship: 1 (g)  
 English: En 2 Reading 4, 5, 9

**Time:** 60 minutes +

**Resources:** Resource sheet 1 (example of Vegetarian Society poster)\*  
 Resource sheets 2 and 3 (examples of Peta posters)\*  
 Resource sheets 4 and 5 (examples of Animal Aid posters)\* \*\*  
 Worksheet 1 (posters)  
 Campaign leaflets from Animal Aid\* \*\* and other groups  
 Worksheet 2 (leaflets)  
 Resource sheet 6 (newspaper cutting)\*  
 Worksheet 3 (newspaper article)

\*Versions of these resources suitable for displaying on IWB are available on the Animal Aid website

\*\*Note that class sets of Animal Aid leaflets and posters can be ordered free of charge from the Animal Aid Education Department - email: [education@animalaid.co.uk](mailto:education@animalaid.co.uk) or phone: 01732 364546 ext 221/230. They can also be downloaded from the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) (-> Student Activities -> Eat This!)

**Aim:** This unit involves students:

- recognising different types of non-fiction and media texts
- studying examples of such texts and identifying their target audience and intended purpose
- analysing how they are presented to maximise their impact and influence the target audience.

**Method:**

**Starter/brainstorm**  
 Ask students in pairs to write down as many examples of media as they can think of. **2 min**

Collect feedback and list on the board examples of media (texts such as newspapers, magazines, leaflets, posters and adverts, as well as the internet, radio and TV). Discuss what we mean by the media. **4 min**

Discuss why different groups produce material and use media to influence the reader or viewer, to inform, educate, advertise or persuade. The purpose may be to sell you something, to encourage you to support a campaign, to donate money to a cause, to change your lifestyle (e.g. give up smoking) or to vote for a political party. **4 min**

**Main activity**

**1) Posters**  
 Divide students into pairs, or groups of three.

Provide each group with one of the vegetarian campaign posters, (**resource sheets 1 to 5\***) plus **worksheet 1** (one copy per poster). Ask them to study the examples and to complete the questions on the worksheet. Note that these posters can be downloaded from the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm).

Gather feedback from the groups and discuss their answers. Did groups have the same responses or did they have differing views? **10 min**

\*Versions of these posters suitable for displaying on IWB are available on the Animal Aid website. These posters can also be downloaded from the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm). Animal Aid resources can be ordered free from Animal Aid.

## Campaigning media

### 2) Information leaflets

Provide each group with one of the following **campaign leaflets\*** (so that groups are studying different leaflets), plus copies of **worksheet 2** (one copy per leaflet).

**Dairy leaflet (This little calf or Sour taste farm)**

**Egg leaflet (Does this little chick or Death valley eggs)**

**Old MacDonald had a farm**

**Vegetarian**

**Love animals? (youth leaflet)**

**Fish - The forgotten victims**

**If you knew the truth . . . would it make a difference?**

\*Versions of these leaflets suitable for displaying on IWB are available on the Animal Aid website. These and other Animal Aid leaflets can be downloaded from the Animal Aid website [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm) or ordered free from Animal Aid.

Ask them to study the examples and to complete the questions on the worksheet.

Gather feedback from the groups and discuss the leaflets studied, covering questions on the worksheet. Did groups have the same responses or did they read them differently? Discuss the difference between fact and opinion in the text. What are the elements that go to make an effective leaflet?

**15 min**

### 3) Newspaper article

Provide groups of students with copies of **worksheet 3** and **resource sheet 6\*** featuring a *Sunday Mirror* newspaper feature article and editorial. Ask them to study the cutting and to complete the questions on the worksheet.

\*A version of this newspaper article suitable for displaying on IWB is available on the Animal Aid website. It can also be downloaded from the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm)

#### Feedback discussion

Gather feedback from the groups and discuss their answers to the questions on the worksheet. Did groups have the same response to the article or did they read it differently? Did students feel the content of the article was factual or opinion? Biased or objective?

Discussion could cover the following questions:

Discuss the importance of a **free press**. The information for the *Sunday Mirror* article was gathered during an undercover investigation. Should it be made easier for consumers to find out how their food is produced?

**20 min**

**Total time:  
60 min**

#### Plenary

Ask all students to think of three things that they have learnt in the lesson. Recap what students have covered, for example the different types of media and the various ways used to maximise the effectiveness and impact of different media texts.

**5 min**

Note that class sets of Animal Aid leaflets and posters can be ordered free of charge from the Animal Aid Education Department - email: [education@animalaid.co.uk](mailto:education@animalaid.co.uk) or phone: 01732 364546 ext 221/230

# Posters

**1** What is the main title of the poster?

.....

**2** Who produced the poster?

.....

**3** What is the purpose or main message conveyed?

.....

.....

.....

**4** What do the images used show? Why have they been used?

.....

.....

.....

**5** What is the message conveyed in the text?

.....

.....

**6** Do you think it is effective? (Why?/Why not?)

.....

.....

.....

.....

**7** Do you think it is biased or misleading? (If so, in what way?)

.....

.....

.....

.....



# Campaign leaflets

**1** What is the main title of the leaflet?  
.....  
.....

**2** What is the purpose or main message of the leaflet?  
.....  
.....  
.....

**3** Describe some of the images used:  
.....  
.....  
.....

**4** What effect do the images have? Are they effective? Why/why not?  
.....  
.....  
.....

**5** Give two examples of subheadings in the text:  
.....  
.....

**6** List one statement in the text giving a fact:  
.....  
.....

**7** And one statement giving an opinion:  
.....  
.....

**8** Identify any words or phrases that you feel have the greatest impact:  
.....  
.....

**9** Identify any examples of rhetorical questions:

.....

.....

.....

**10** List any statistics given to add weight to the text:

.....

.....

.....

**11** Do you think the leaflet is: biased  misleading  informative  (tick whichever are applicable)  
Comment on one of these aspects:

.....

.....

.....

**12** Comment on the designer's use of colour and layout.  
Is it eye-catching? Is it easy to read? Is there too much, or too little text?

.....

.....

.....

.....

.....

**13** Overall, do you think the leaflet is effective?  
What is good or bad about it?  
Say why you think it is, or is not, effective.  
(You can comment on text, pictures, layout or colour, etc.)

.....

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.....

.....

.....



# Newspaper article

**1** Which newspaper is the article from?  
.....  
.....

**2** What is the message or effect of the main headline?  
.....  
.....

**3** What is the significance of the small subheading above the first column at the beginning of the article?  
.....  
.....  
.....

**4** How do the pictures and captions add to the overall effect of the article?  
.....  
.....  
.....  
.....

**5** What was the aim of the journalist who wrote the article?  
.....  
.....  
.....  
.....

**6** How was the information for the article gathered? By whom?  
.....  
.....  
.....  
.....  
.....

**7** Do you think they were justified in using these methods to gather information?

.....

.....

.....

.....

**8** What was the name of the farm featured in the article?

.....

**9** Name two animal welfare groups quoted in the article:

.....

**10** What action do they want to see taken?

.....

.....

.....

.....

**11** Name one fast food outlet and two supermarkets who obtained their chickens from the farm:

.....

.....

**12** How do you think these companies felt about this article appearing in the newspaper?

.....

.....

.....

.....

**13** How do you think readers would react to the article?

.....

.....

.....

.....

## Unit 9 – Worksheet 3

**14** What action do you think should be taken (if any)?

.....

.....

.....

.....

.....

.....

**15** Write a few sentences to say why you think it is important to have a free press:

.....

.....

.....

.....

.....

.....

**16** What are the things that indicate that this is a 'news feature' article?  
Do you think it was an 'exclusive'?

.....

.....

.....

.....

.....

**17** What is the significance of the smaller 'editorial' article that appeared in the newspaper on the same day?

.....

.....

.....

.....

.....

## Campaigning media



**Why not, you eat other animals don't you?**

THE VEGETARIAN SOCIETY 

THE VEGETARIAN SOCIETY, PARKDALE, DUNDAM ROAD, KETTERINGHAM, CHESHIRE WA14 8QU. TELEPHONE 041 425 0791.

## Campaigning media

**Think you can be  
a meat-eating  
environmentalist?**



**Think again!**

**If you care about the planet, go vegetarian.**

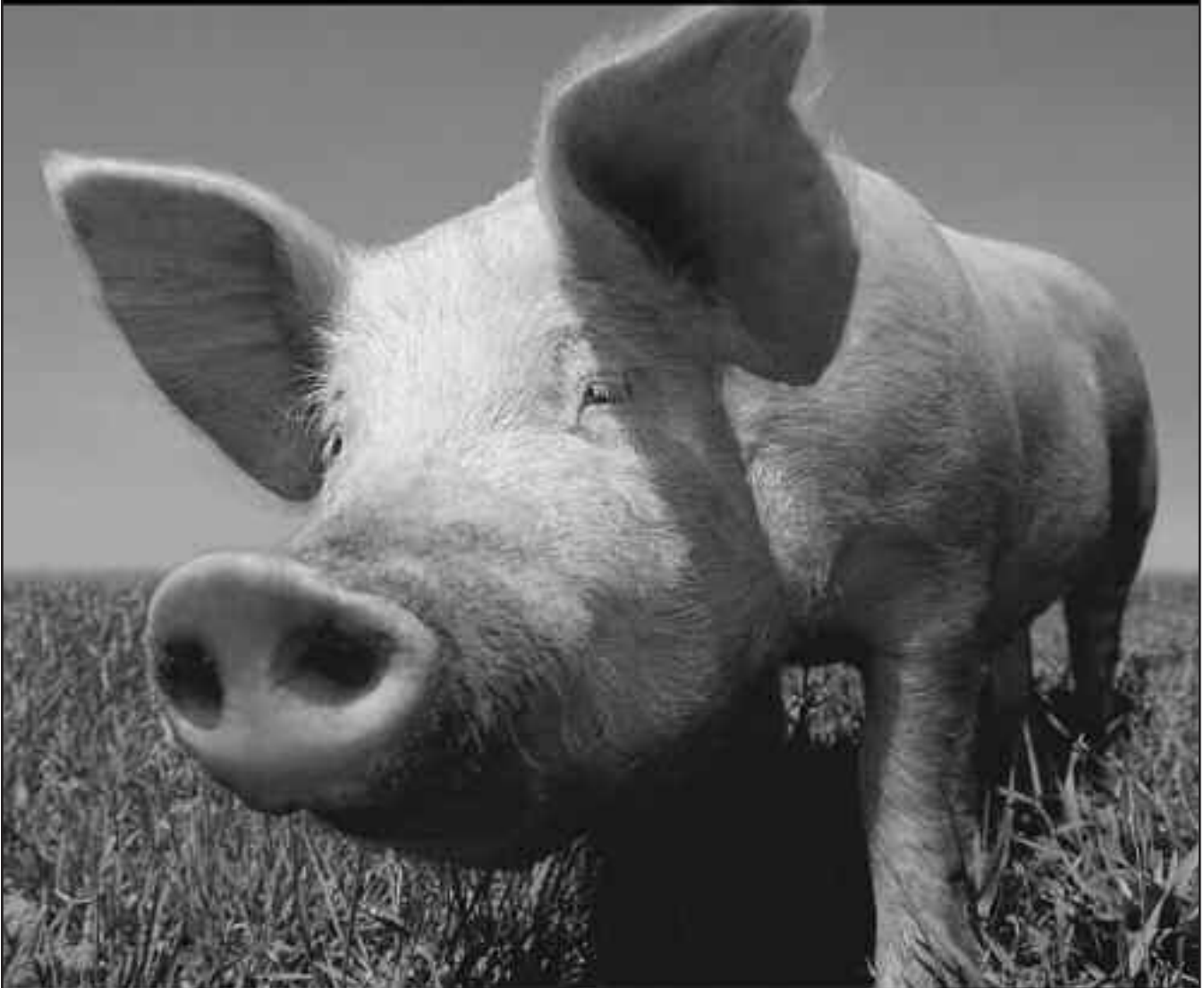
**PETA**

For a free vegetarian starter kit, call 1-888-VEG-FOOD • GoVeg.com



**Campaigning media**

**DID YOUR FOOD  
HAVE A FACE?**



**GO VEGETARIAN**  
888-VEG-FOOD • [GoVeg.com](http://GoVeg.com)

***PETA***  
PEOPLE FOR THE ETHICAL  
TREATMENT OF ANIMALS

**Campaigning media**

# HEALTHY EATING

## the veggie way

A VEGETARIAN DIET HAS EVERYTHING YOU NEED FOR GOOD HEALTH



**Protein**

Veggie burgers are an excellent source of protein. A veggie burger on sausage in a wholemeal bread roll is not only a yummy protein-rich meal at school, but also provides lots of iron, fibre and carbohydrates.



**Fibre**

Vegetarian shepherd's pie is rich in fibre. A shepherd's pie made with soya mince and vegetables topped with mashed potatoes makes a tasty, nutritious meal that is rich in fibre, protein, iron and carbohydrates.

There are no nutrients in meat that cannot be found in abundant quantities in a vegetarian diet - including protein, iron and calcium.



**Calcium**

Broccoli and tofu are rich sources of calcium. A stir-fry with vegetables and flavoured tofu - served with noodles or rice - not only makes a calcium-rich delicious meal at school, but also contains lots of protein, fibre, iron and zinc.



**Iron**

Baked beans are an excellent source of iron. Baked beans with a jacket potato make an ideal snack, and also supply heaps of protein, carbohydrates and fibre.

**A vegetarian diet is healthier for you, for the animals and for the planet**

A varied veggie diet contains an abundance of all the vitamins and minerals necessary to help you stay slim, fit and healthy. You can get all the nutrients needed, including protein, iron and calcium, from vegetarian foods - even if you do not eat dairy products or eggs.

- Protein:** Necessary for growth, healing and building new cells.
- Calcium:** Essential for strong teeth and bones.
- Fibre:** Important for healthy hearts, prevents ageing, cancer and also helps maintain blood cholesterol.
- Carbohydrates:** Our main and most important source of energy.
- Iron:** Important for healthy blood and to transport oxygen around the body.



For more information on vegetarianism, or to see if you qualify for free meat-free school lunches, visit [www.animalaid.org.uk](http://www.animalaid.org.uk)

Animal Aid  
The Old Chapel, Southwell Street  
Nottingham, NG4 5EP  
Tel: 0115 924 0000

Bank: [www.animalaid.org.uk](http://www.animalaid.org.uk)  
BANK OF SCOTLAND

**Campaigning media**

Could you  
**Murder**  
a Burger?



**Killing...it's all part of the package**

**(01732) 364546 / [www.animalaid.org.uk](http://www.animalaid.org.uk)**



# Campaigning media

SUNDAY MIRROR, August 31, 2003



## KFC's poor chicks leave a bad taste

**THE public image of KFC, the fast-food chain, is of a cheerful, family-friendly organisation.**

That isn't how the chickens must feel about it.

A Sunday Mirror investigation has revealed that some of the birds who end up there are treated in the most horrific way. They spend their lives in windowless sheds – cramped, dazed, sometimes lame and barely able to reach food or water.

In some cases the carcasses of birds already slaughtered are left on the floor to be picked over by other chickens. That is reminiscent of the animal cannibalism which led to mad cow disease.

The people who run KFC and other well-known firms taking chickens from Wrawby Farm in Lincolnshire will not be aware of the disgraceful conditions there. In fact, they believe them to be good.

But they have a responsibility to check the treatment of the birds they buy. And to prevent the worst examples of animal cruelty.

Most KFC customers will expect animals to be humanely treated, even if that adds a few pence to the price of a meal.

*Guaranteeing that all the chickens they use have been kept in decent conditions will do as much for KFC's image as any amount of cheerful advertising.*



HIDDEN HORROR: The windowless chicken factory at Wrawby Farm

## Mirror INVESTIGATES

By MARTIN COITTE

**SOME birds are so lame and deformed they can only drag themselves to the food and water troughs by their wings. Others stand motionless, too dazed or dying to move.**

There are miles that 31,000 chickens bawl in huge windowless sheds. The conditions they have to endure during their short, brutal lives are so horrific it defies belief.

Today the Sunday Mirror reveals the shocking reality of one factory farm which has hidden beneath the cheerful fronts of the KFC fast-food chain, with its slogans "Finger Lickin' Good" and "Nobody Does Chicken Like KFC".

Undiscovered investigations went behind the scenes at Wrawby Farm, near Scunthorpe, North Lincoln, the owners, F D Hook (Brothers) Ltd, are contracted by Premier Poultry Foods, part of the huge J Sainsbury Poultry Group, to supply chickens that end up at KFC outlets and stores such as Tesco and Hovis shops.

KFC were so impressed by J Sainsbury service that they made them their supplier of The Year in 2001 and 2002, and J Sainsbury, who have an annual turnover of \$100million, even boast of receiving ISO9000 awards for their "outstanding contribution to animal welfare".

But our investigation at Wrawby Farm depicts a different picture – one of cruelty and neglect.

In one shed where chickens had been taken away for slaughter there were dozens of carcasses littering the floor. In another – where scores of birds had died – their remains were being picked over by other chickens.

The findings will shock KFC, who have 300 outlets in Britain and supply 100m chickens. Originally called Kentucky Fried Chicken, they are the world's largest chicken fast-food chain with a worldwide turnover last year of \$10billion. Almost 800million birds were slaughtered to produce more than two billion chicken meals for the group last year.

We launched our probe with experts from animal welfare group the Institute Animal Sanctuary after a tip-off about conditions at Wrawby Farm.

One investigator who shot a secret film there said: "I have investigated animal welfare for many years, but this really ranks amongst some of the worst cruelty I have seen."

"When I went into the sheds I could barely believe how cramped the birds were. It was difficult to move among them and the heat was unbearable. There were lots of dead and dying birds and many were terribly injured."

"The conditions these birds were living in was inhumane – and if the public saw how they are treated before eating up on their table then they would be appalled."

Our findings came just weeks after animal rights group People For the Ethical Treatment of Animals (PETA) announced they would be suing KFC in the USA.

PETA claims the company's advertising shows "excessive abuse inflicted upon chickens by suppliers".

PETA's Director of European Campaigns Brian Ingham said: "KFC has said from the outset that they will not allow the animals to feel any pain... In fact every instance of those animals' lives is characterised by unmitigated misery."

"People need to understand that if they are eating chicken, they're supporting cruelty to animals and if they're eating at KFC, they're supporting a company that has done nothing to prevent the worst abuse of animals in the farm, during transport and at slaughter."

In the US, PETA researchers

**● HAVE YOU GOT A**

### THE LIFE OF A CHICKEN



**BROILER** chickens are hatched in giant incubators at hatcheries across Britain.

At a day old the chicks are stuffed into crates and taken to windowless rearing sheds.

Each chicken may have little more space than the size of an A4 sheet of paper...

For the first two weeks the chicks are kept warm using industrial heat lamps.

At these weeks they are half the size of an adult bird – growth that should take twice as long.

At 42 days old the birds are taken to a slaughterhouse.

They are being spacke down, then stunned with an electric shock and their throats cut.

Some are then put in boiling water to help remove feathers – and then the carcass is sent to restaurants.

### MACCA: STOP THE SUFFERING



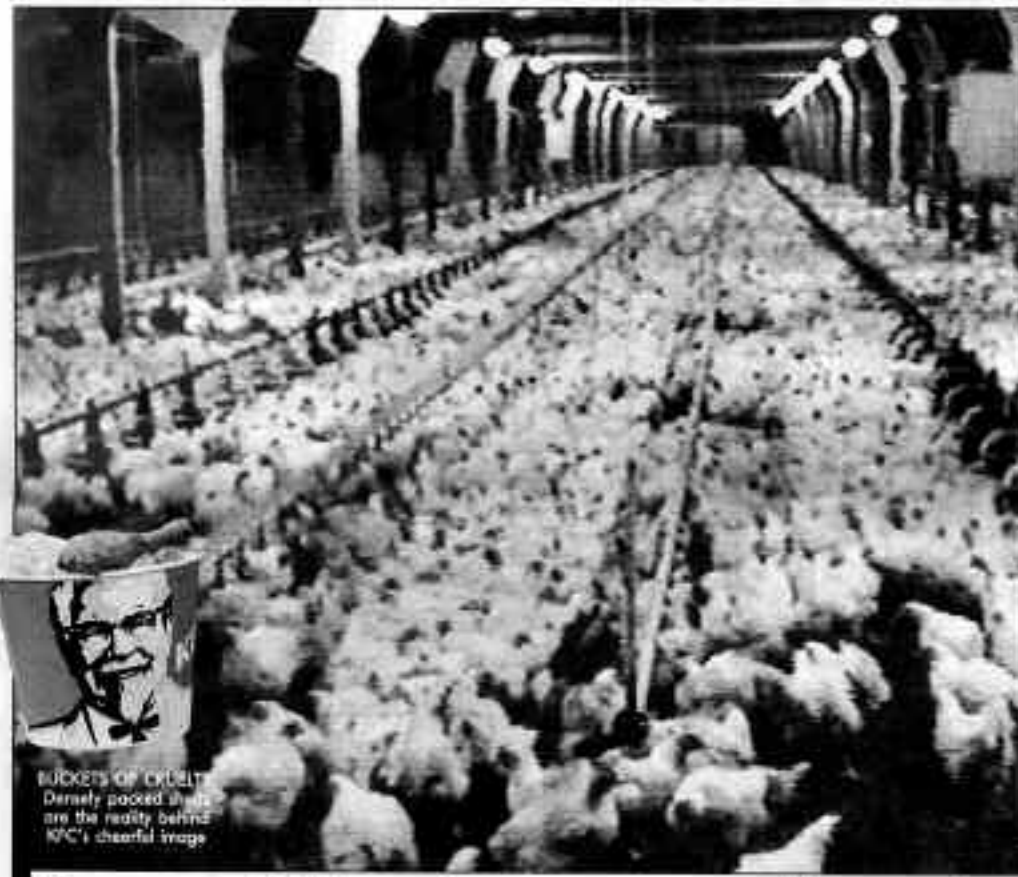
**KINDER** Veggie alternative BRATERS legend and veteran animal rights campaigner Sir Paul McCartney has called on KFC for an urgent shake-up of its farming practices.

"If KFC suppliers treated dogs as can the way they treat chickens, they could be charged with the crime of cruelty to animals," he said.

"I would like to see KFC stop allowing chickens to be drugged, end the starvation of birds, stop burning the beaks off parent birds and make sure slaughter methods do not permit animals to be scalded to death."

"I am a vegetarian because I realize that even fish chickens suffer pain and fear. These remarkable animals are deserving of at least a little kindness."

# DISTRESSED AND DYING IN A CRAMPED SHED.. NOBODY DOES CHICKEN LIKE **KFC**



SHOCKING: A bird pecks at a carcass



GRUESOME: Bloody remains on floor

**BUCKETS OF CRUELTY**  
Densely packed sheds are the reality behind KFC's cheerful image

## Desperate birds peck at carcasses as thousands struggle to survive

found birds destined for KFC usually grow to full weight - 2.5kg - in only 41 days instead of the natural five or six months.  
As a result, their heart and lungs strain under such pressure that many die from organ failure.  
These chickens are raised in huge sheds where there is initially plenty of room, but as their grow, conditions become crowded.  
PETA has also demanded that chickens should be killed by gassing rather than electric stunning.  
Last night, Hillside Animal Sanctuary accused KFC's chickens

were killed in the Government to take urgent action. A spokesman said: "The amount of appalling neglect we witnessed in these sheds were absolutely cruel."  
"As a supplier to such major supermarkets and food retailers you would expect these farms to be setting the highest welfare standards - but this farm is like something from the Dark Ages."  
"We would ask the relevant Government department to take immediate action to put an end to this cruelty. Factory farming is simply about producing the largest

amount of animals in the shortest amount of time with animal welfare unimportant."  
An RSPCA spokesman said: "We are extremely concerned at allegations of cruelty at this site. The RSPCA has for a long time campaigned for improvements to chicken farming and we would like to see this footage as a matter of urgency so we can assess it and, if necessary, investigate these allegations."  
Questioned about Wrasley Farm, a KFC spokesperson said: "Although we only represent a very small part of 2.5 billion Food Group production,

we take all welfare matters very seriously and would take any evidence of mistreatment as a breach of our contract."  
A spokesman for 2.5.5. stated: "We take animal welfare extremely seriously and if there is any evidence that the required standards have not been met then we will take immediate remedial action."  
A Tesco spokesman said: "We expect the highest standards from our suppliers and audit them regularly. We take allegations of this kind seriously and have already started to investigate them." And a

spokesman for EWH have said: "Our third third departments are run by independent retail organisations."  
"One such organisation has been using this farm to supply a very small amount of his weekly poultry requirements. He has now decided not to use the supplier in the future."  
A director of farm owners PD Hook, Mark Waggell, 37, of Bealton, Osheshire, said: "The company has no comment."  
● **HILL-SIDE** Animal Sanctuary campaign for the welfare of farm animals. Donations to Hill Top Farm, Hill Lane, Freetonham, Norwich, NR22 3LT.

**SCANDAL WE SHOULD INVESTIGATE? CALL OUR NEWSDESK FREE ON 0800 289 441**



## Unit 10 – Teachers’ notes

# Design a campaign leaflet

**NC coverage:**

English: En3 Writing: 1 (e, f, g, h, i, j, k, o) 9 (b, c)

**Time:**

60 minutes +

**Resources:**

**Design a campaign leaflet** guidance sheet (IWB version available on the Animal Aid website)  
**Design a campaign leaflet** planning sheet (IWB version available on the Animal Aid website)  
 Blank A4 sheets of paper  
 Examples of campaign literature (leaflets on various issues are available free from Anima Aid).  
 Access to the internet would be an advantage  
 A leaflet design template using PowerPoint which students can use to produce their own flyer is available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm)

**Aim:**

This unit involves students designing a leaflet for a campaign of their choice. It gives them the opportunity to use the knowledge and skills learnt in the previous unit. It involves students identifying a campaign about which they feel strongly, deciding on the intended purpose of the leaflet and designing it to maximise the impact and influence on their intended target audience.

**Method:**

**Suggested preparation**

Ask students to decide upon a campaign in preparation for this lesson.

**Starter**

Give pairs of students a sample campaign leaflet (preferably not used in the Campaigning media unit) and ask them to identify two good things and two bad things about the leaflets. Collect feedback from students and list the ideas on the board. **10 min**

**Main activity**

Provide each pair of students with copies of the **guidance** and **planning sheets**. Make A4 sheets of paper available. Place samples of different leaflets and other campaign literature on a spare table. Ask groups to study examples of campaign literature and to research the internet for ideas of a campaign for which they would like to design a leaflet.

Explain to students that their task is to design a leaflet to persuade people to support a campaign or take action about an issue that concerns them. They should produce a plan for the leaflet on the planning sheet supplied and sketch out on a sheet of A4 paper a draft layout for their design. This should include heading, sub-headings, text and suggestions for suitable images. If there is time and students have access to suitable software, they can produce draft designs for their leaflets on a computer. Students may wish to use the leaflet design template using PowerPoint, which is available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm)

Students will need to decide upon:

- the **issue** or **campaign** that is the aim or purpose of the leaflet
- the age of the **target audience** (this will influence the choice of images and text)
- **format** and size (two page A5, like the *Love Animals?* leaflet, four page A5, like the *Does this little chick* leaflet, or an unusual shape, like the *Death Valley Eggs* leaflet)
- **main heading**
- **subheadings** and **main body of text**
- use of effective **pictures** that will have impact (these can be described, taken from sample literature supplied, sketched (if they feel artistic), or downloaded from the internet)
- design and **layout** of pictures and text

They will need to make the leaflet attention-grabbing, clear, persuasive and effective. **40 min**

**Total time:**  
60 min+

**Plenary**

Ask groups to present to the class their ideas for their leaflet design. Have a vote to see which one the class thinks is most effective. **10 min**

**Follow up/extension activity**

This activity could be carried over to another lesson or assigned as homework to allow students to produce finished versions of their leaflet either on paper or on computer. Students may wish to use the leaflet design template using PowerPoint, which is available on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm)

## Design a campaign leaflet

Your task is to design a hard-hitting leaflet for a campaign of your choice. It will need to be planned out carefully. Once you have decided upon a campaign, use the planning sheet supplied to sketch out the elements of your design. Here's a guide to the sorts of things you will need to think about.

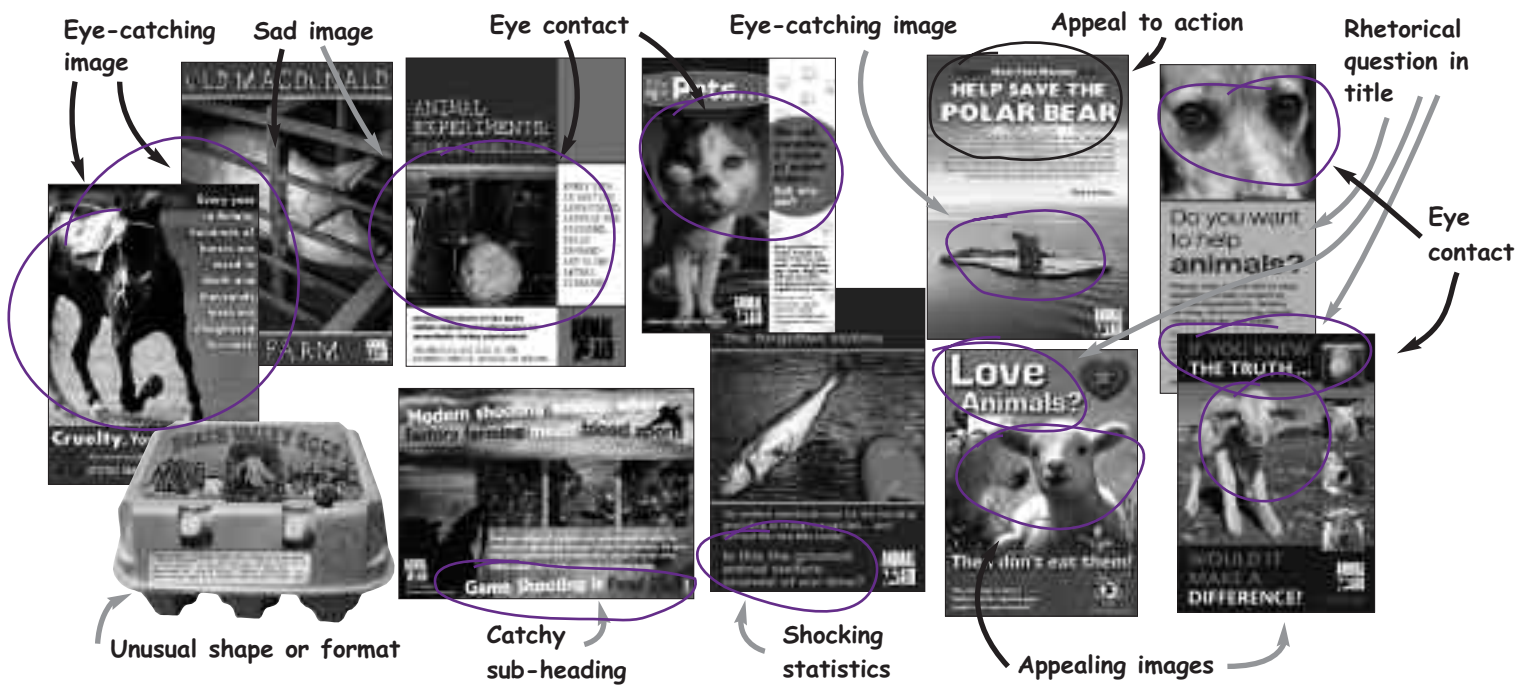
- 1** Choose an **issue** or **campaign** for which you would like to produce a leaflet. Search the internet for ideas.
- 2** **Research** your issue thoroughly so you know what you need to say. Use the internet to gather information and look at other leaflets to get ideas for design and layout.
- 3** Decide on the **aim** or **purpose** of your leaflet. What do you want people reading it to do?
- 4** Identify the age of your intended target **audience**. (This will influence your choice of images and reading age of the text.)
- 5** Decide upon the **format** and size of your leaflet (for example, two page A5, like the *Love Animals?* leaflet, four page A5, like the *Does this little chick* leaflet, or two page A4).
- 6** Decide upon the **main heading** for the leaflet.
- 7** Plan the **layout** on a blank piece of A4 paper. Decide where sub-headings, **main body of text** and **pictures** will go. Think about the different points you want to make in the leaflet.
- 8** Write the **text**, dividing it up using **subheadings**. Keep it clear, punchy, succinct, persuasive and effective. Don't be too emotive. Use some statistics but not too many. Don't write too much text - often it's a case of 'less is more'. Look to see how the sample leaflets use sub-headings and statistics. Analyse the sort of language that they use
- 9** Choose **pictures** for your leaflet that will have impact. These can be cut out from sample literature supplied, sketched (if you feel artistic) or downloaded from the internet. Think about how many you need and what you want them to show. You will probably want a large image for the cover (to grab people's attention), and other smaller images to accompany the text on the back or inside. Check to see how the sample leaflets that you have been supplied with use images.
- 10** If there is time, use your rough draft design or plan to produce a finished version on computer.



# Design a campaign leaflet

## Checklist (tick when completed)

- Issue or campaign: \_\_\_\_\_
- Aim or purpose of leaflet: \_\_\_\_\_
- Age of target readership: \_\_\_\_\_
- Format of leaflet: \_\_\_\_\_
- Main heading for front page: \_\_\_\_\_
- Subheadings (write on separate sheet) \_\_\_\_\_
- Main text (write on separate sheet) \_\_\_\_\_
- Pictures (list ideas on separate sheet) \_\_\_\_\_
- Rough sketch layout on a sheet of paper \_\_\_\_\_
- Presentation to class \_\_\_\_\_
- Production of finished leaflet in colour \_\_\_\_\_



# Unit 11 – Teachers’ notes

## Sustainable development

**NC coverage:** Citizenship: 1 (f, j), 2 (a)  
 PSHE: 4 (g)

**Time:** 60 min

**Resources:** **Saving Planet Earth** factsheet  
 Worksheet 1 (question sheet)\*  
 Worksheet 2 (blank web diagram for use with question 3 on worksheet 1)\*  
 \* IWB versions of questions 1, 2c and 3 from worksheet 1 are available on the Animal Aid website

**Aim:** Students should know:

- The meaning of global interdependence and sustainable development
- The purpose of Agenda 21
- What is meant by the phrase ‘think globally, act locally’
- How individuals can help promote sustainable development

**Method:** **Starter**  
 Write the phrase ‘think globally, act locally’ on the board and ask students in pairs to decide and write down what they think it means. Follow with class discussion prior to giving an explanation of the term. **5 min**

**Main activity**  
 Provide pairs of students with copies of the **factsheet and accompanying worksheets**.  
 Go through the information on the factsheets with the class. Ask students to read out different passages, discuss points raised, answer any questions and explain the issues covered. **10 min**

Set students the task of completing the questions on the worksheet. **40 min**

The web diagram (worksheet 2) for use with question 3 on worksheet 1 is quite complex, so some of the labels have been filled in to help students. You could also discuss possible links with the class (e.g. causes and consequences of an increase in livestock farming) to help them along. An alternative version of worksheet 2 without background images can also be downloaded from the Animal Aid website. See the IWB version of this activity on the Animal Aid website at [www.animalaid.org.uk/education/resources.htm](http://www.animalaid.org.uk/education/resources.htm)

**Total time:**  
**60 min**

**Plenary**  
 Go through the answers to the questions on the worksheet with the class and discuss.

Ask students to think of one thing that they have learnt from this lesson and/or one thing that they can do to promote sustainable development. **5 min**

# Saving Planet Earth



As far as we know, Earth is the only planet in the universe that can support life. Yet we humans are busy wrecking it and making it less fit to live on. The impact of our ever-growing human population is beginning damage to the Earth's ecosystems. Important habitats such as tropical rainforests are being destroyed, species are becoming extinct and the world's climate is being changed. Finite resources like oil are being used up and otherwise renewable resources such as forests and soils are being exploited beyond recovery as the rate at which we consume them outstrips the rate at which nature can replenish them.

## Environmental movement

In the 1960s and '70s, the environmental, or green, movement took off as people became concerned about the damage we were doing to the planet. Groups such as Greenpeace and Friends of the Earth appeared on the scene, using direct action tactics to defend the environment. They organised campaigns and demonstrated against things like pollution, nuclear power and whaling. Seeing that we needed to take action for the future, governments started to come on board.



www.smilingunicorn.org

## Sustainable development

At the 1992 United Nations Rio Earth Summit, world leaders agreed to a global action plan called Agenda 21. They set out what needed to be done to promote sustainable development. Sustainable development means ensuring that economic and industrial growth takes place in such a way that it can be sustained without damaging the planet for future generations. It means taking care of the planet and reducing our impact on the environment by reducing pollution and conserving resources.

## Think globally, act locally

The Rio Earth Summit action plan called on everyone to get involved - not just governments. It coined the phrase *think globally, act locally*, which means everyone thinking about the global impact of what they do in their everyday lives - acting locally to help protect the global environment.



## Case Study: Meat consumption and livestock farming

### What's happening?

- Globally, meat consumption is growing. Five times more meat is produced now than fifty years ago.
- The world's population is growing at the rate of 3,500 every 20 minutes.\*
- Increasingly, as people become better off, they are adopting a Western-style meat-based diet.
- Today's 6.8 billion people currently share the planet and its resources with nearly 1 billion pigs, 1.3 billion cattle, 1.8 billion sheep and goats and 15.4 billion chickens.

(\*UN statistics)

# Case Study: Meat consumption and livestock farming

## So, what's the problem?

You might think that more farm animals would mean more food for people to eat. Actually, the opposite is true. This is because animals are inefficient converters of food. They have to be fed and fattened on grain or other products, but the trouble is they burn up most of this in their digestive systems. So, for example, if you feed 10 kg of grain to a cow, you will end up with just 1 kg of meat for people to eat. Put another way, one hectare of land will produce enough beef to feed two people in a year, whereas it could produce enough crops (rice, potatoes, and other vegetables) to feed 20 directly.

## World hunger

In the world today, 380 million people go hungry\* and 6 million children under the age of 5 die of malnutrition every year\*. Meanwhile, we are busy feeding 40% of the world's grain to animals destined for slaughter. Remember we could feed up to 10 times as many people if this grain was eaten by people rather than cattle.

## Global warming

A recent report by the United Nations' Food and Agricultural Organisation (FAO) stated that animal farming is responsible for 18% of all global greenhouse gas emissions and that this impact is greater than that of air, sea and land transport combined. Farmed animals are one of the main sources of methane. This is produced by bacteria in the stomachs of sheep, cattle and goats, and is released by the animals through flatulence and belching. Cattle grazing is also responsible for large scale rainforest destruction - a major cause of CO<sub>2</sub> emissions.

## Deforestation

Vast areas of tropical rainforest are disappearing because of beef farming. As well as being cleared to create pasture for cattle to graze, the forest is being felled for land to grow cattle feed. An area of Amazonian forest the size of Belgium was destroyed in 2002 alone for soya bean crops. Almost all of this was for animal feed and much of it was exported to Europe.

## Overgrazing and desertification

Overgrazing happens when too many animals are put on the land, so it is overused and the natural vegetation cannot survive. Together with drought and climate change, this can lead to desertification - when the topsoil disappears and the land becomes desert.

## Water scarcity

Rearing animals for food uses more water than growing crops. Like soil, water is a renewable resource that is only replenished at a certain natural rate (as rainfall). The world's fresh water supply is already becoming increasingly scarce. The more fresh water we use for livestock farming, the less there will be available for people to drink and use for growing food crops.

## Waste and pollution

Livestock farming produces lots of waste - globally, it is estimated at 13 billion tonnes per year. The high levels of ammonia that the manure contains causes pollution to land, water and air. Liquid slurry oozes into waterways, polluting rivers and lakes with nitrates and phosphates.



(\*UN statistics)

# Saving Planet Earth

Study the factsheet and use the information to answer the following questions:

**1** a) Write the resources listed below under the correct headings in the table below.

*Oil, Solar energy, Soil, Wave energy, Sea fish stocks, Coal, Wind power, Natural gas, Forests*

Finite resource	Renewable resource (slow replenishing)	Renewable resource (unlimited)

b) In two sentences, explain the difference between **finite** and **renewable** resources.

.....

.....

.....

.....

c) In a few words, explain how some resources are in theory renewable, but can still become scarce.

.....

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.....

**2** a) In your own words, explain what **sustainable development** means.

.....

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.....

.....

.....





b) Sum up in a sentence what the phrase *'Think globally, act locally'* means.

.....

.....

.....

c) Suggest four ways that individuals can take action locally to promote sustainable development globally. List the local action and global effect in the table below.

Local action	Global effect
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

**3** Complete the web diagram on worksheet 2, which illustrates the impacts of livestock farming on the global environment.

Fill in the statements listed below in the blank spaces. You can either cut the labels out and stick them on the diagram or write them in rough to start with, using a pencil.

Helpful hint: Start on the left hand side of the diagram and find the other cause of **Increase in livestock farming**. Then find the missing environmental impacts caused by the growing number of farm animals.

Increased demand for animal pasture	Increased water consumption	Increase in global warming	Growth in meat-based diet
More food crops fed to livestock	Loss of wildlife habitats	Increase in production of animal waste	Increase in water pollution

# Unit 11 – Worksheet 1

**4** Explain in your own words why an increase in meat consumption may mean that there will be less food for people to eat.

.....

.....

.....

.....

.....

**Extension activities:**

**5** Write a letter or email to your MP or MEP  
a) making the case for the government adopting the target of a 15% reduction in meat consumption by 2020  
or, b) arguing against the government adopting such a target

Or write a letter or email to your local newspaper  
a) explaining the reasons why you think people ought to reduce their meat consumption to help the planet  
or, b) arguing against people reducing their meat consumption

**6** Design a poster to encourage people to go vegetarian, or to reduce their meat consumption to help the environment.

**Glossary**

**Deforestation:** Clearing of large areas of trees, usually to provide timber or to create farmland (for crops or pasture)

**Soil erosion:** When topsoil is lost, either by being washed away by the rain or blown away by wind. Often caused by overgrazing or deforestation.

**Finite resource:** A resource such as coal, oil or natural gas, of which there is only a certain amount and which will one day run out.

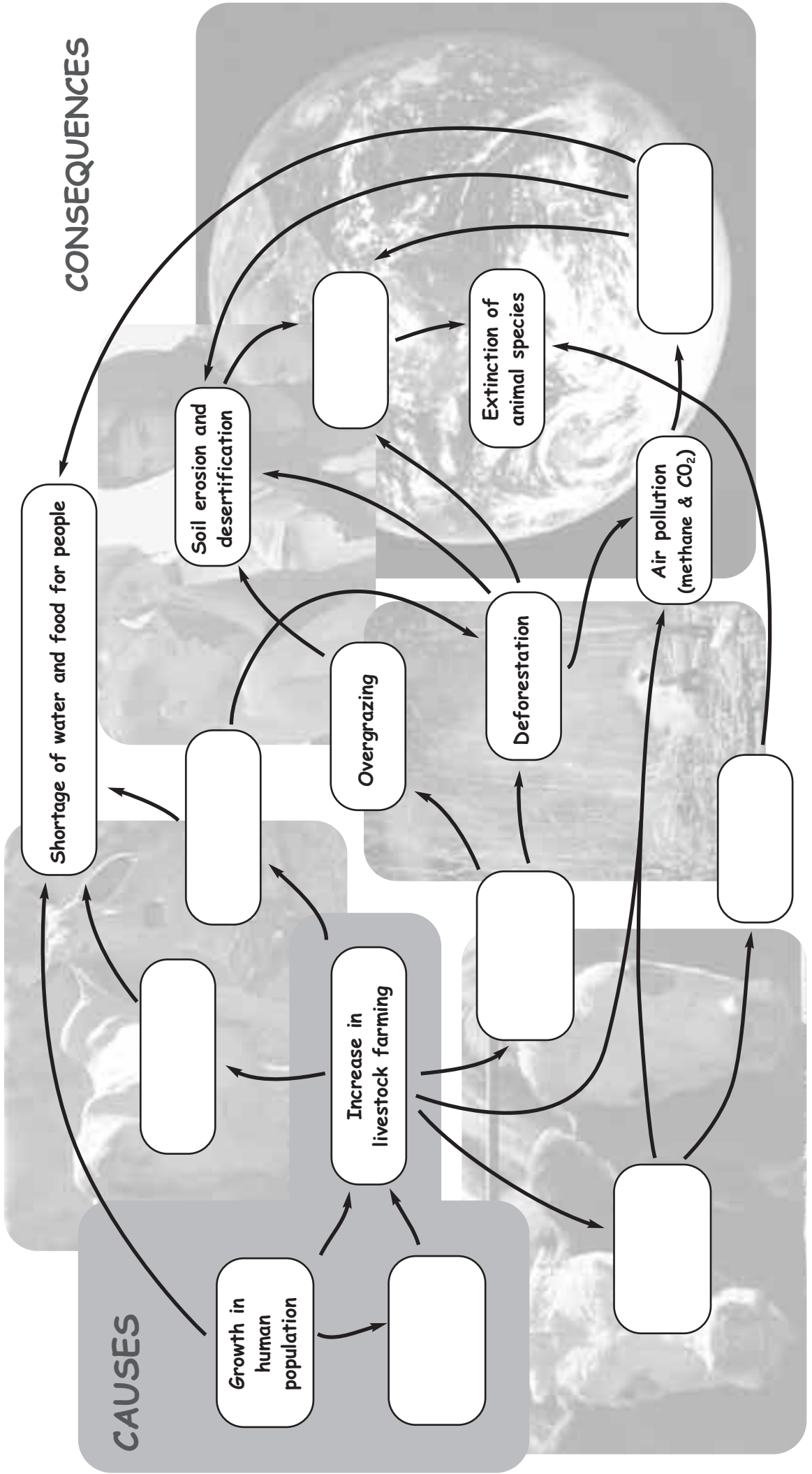
**Overgrazing:** When too many animals are grazed on an area of land so that the protective natural vegetation cover is lost.

**Desertification:** The spreading of desert due to loss of soil and natural vegetation. Often caused by overgrazing and made worse by drought and climate change.

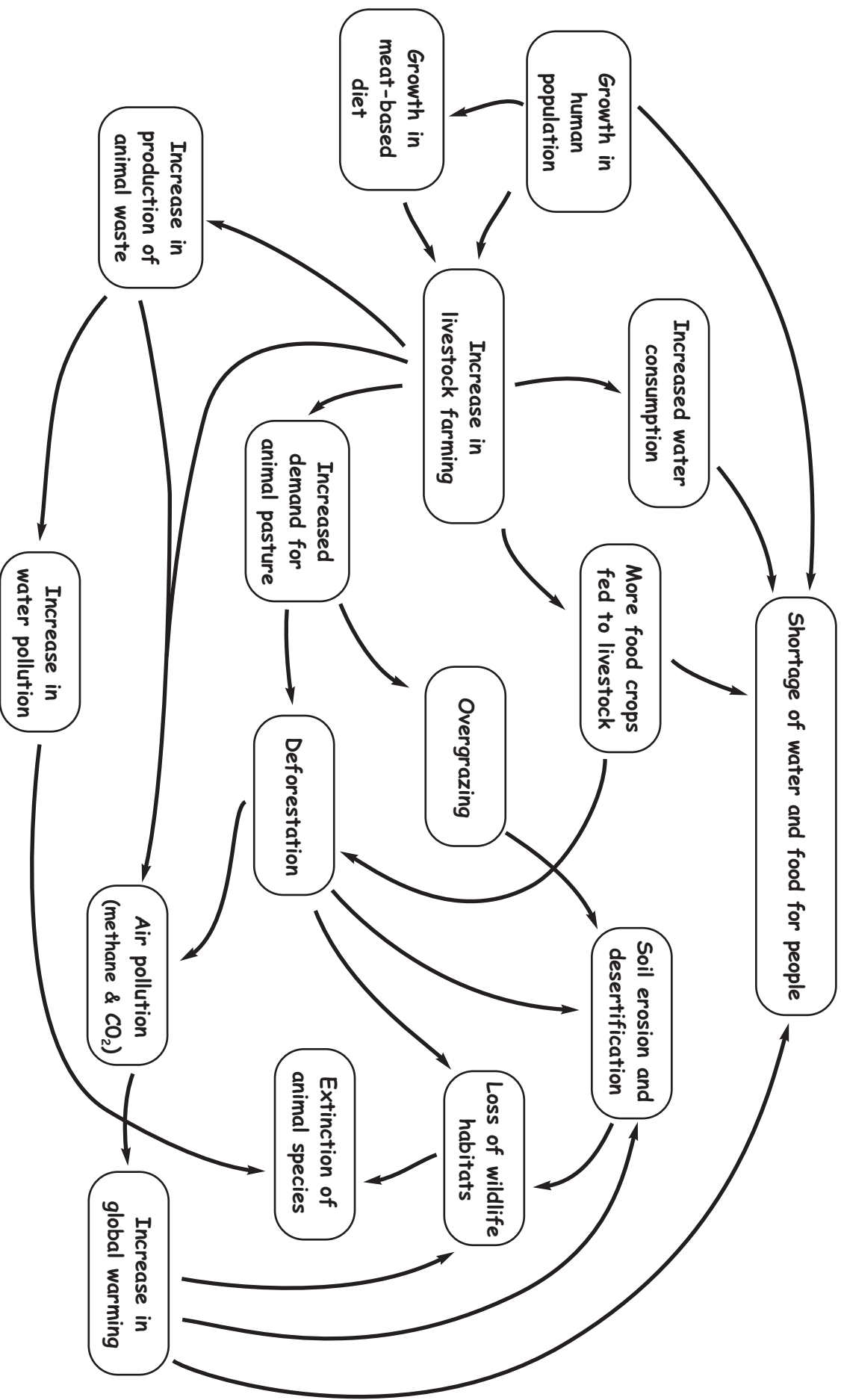
An IWB version of the activity on worksheet 2 is available on the Animal Aid website



# Web of life - Impact of livestock farming on the global environment



# Web of life - Impact of farming on the global environment



## Ideas for citizenship coursework/practical activity



### NC coverage:

Citizenship: 3 (b, c)

### School based activities:

**Take part in a debate or role-play.** This could be combined with follow-up action such as writing a letter or sending an email to lobby a local MP or MEP regarding issues covered in the debate/role-play.

**Research an issue or campaign** and give a summary presentation to the class, or produce an information display for the school library or classroom notice board.

**Analyse the news media coverage** of a topical animal welfare or environmental issue (or of animal rights issues in general), produce a report, or give a presentation to the class.

**Arrange for a visiting guest speaker** from a pressure group such as Animal Aid to give a talk to the class about animal issues and campaign methods. To book a speaker from Animal Aid, call us on 01732 364546 ext 234, see our website or email [schooltalks@animalaid.co.uk](mailto:schooltalks@animalaid.co.uk).

**Set up and run a campaign stall** in school at lunch time. Animal Aid can supply a free stall campaign pack containing resources such as petitions, leaflets, posters and factsheets.

**Conduct a campaign within the school** for the provision of healthier school meals. This could include improved vegetarian options and the use of free-range eggs in canteen meals.

**Organise a Meat-Free Day** (or Week) in the school canteen to promote healthy eating and to reduce the school's carbon footprint. Arrange for the caterers to provide a special range of healthy dishes, and produce an information display to put up in the canteen. (Contact Animal Aid for information and advice.)

**Set up an animal welfare or environmental club** or society at school.

### School/community-based activities:

**Conduct an opinion poll** on an issue covered in class (e.g. should factory farming be banned?). Produce a report or present results back to the class.

**Produce a newsletter** on current animal and/or environmental issues.

### Community based activities:

**Participate in an activity** connected with membership of a pressure group or campaign group. (Contact Animal Aid or see [www.animalaid.org.uk](http://www.animalaid.org.uk) for ways that young people can get involved in campaigning.)

**Organise a fundraising event** for a pressure group or charity. (Contact Animal Aid for a list of fundraising ideas.)

# EAT THIS!

I am what you see  
I've got no bodies inside me  
All of me is me  
I will not eat nobody else  
So I am what you see  
I do not plan to eat dead sheep  
I will not eat a hen  
I'm so proud of what I am  
So I will say again  
I've got no bodies inside me  
All of me is me  
I will not eat nobody else  
So I am what you see

Benjamin Zephaniah

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