

Dear Teacher

Sheet 1: Whaling: A Global Issue

Pupils should be taught about the world as a global community, and the political, economic, environmental and social implications of this. (1i)

Sheet 2: A Matter of Culture

Pupils should be taught to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources. (2a)

Sheet 3: What's the Difference?

Pupils should be taught to justify orally and in writing a personal opinion about such issues, problems and events. (2b)

Sheet 4: Doing It For The Animals

Pupils should be taught to negotiate, decide and take part responsibly in both school and community-based activities. (3b)

Sheet 5: Profiling Compassion

Pupils should be taught about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally. (1f)

Sheet 6: Is Meat Murder?

Pupils should be taught about the importance of a free press, and the media's role in society in providing information and affecting opinion. (1g)

Sheet 7: Sustainable Development: Feeding the World

Pupils should be taught about the wider issues and challenges of global interdependence and responsibility, including sustainable development. (1j)

Sheet 8: Vivisection: Kill or Cure?

Pupils should be taught to research a topical political, spiritual, moral, social or cultural issue, problem or event, by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics. (2a)

I am pleased to enclose eight worksheets for Citizenship at key stages 3 (sheets 1 to 4) and 4 (sheets 5 to 8). Through these sheets, pupils will be taught new skills and will be encouraged to research, debate and analyse new information on subjects that are ethical, social, environmental and cultural. All pertain to the use and misuse of animals in today's society.

Covering issues such as whaling, animal experimentation and the meat industry, pupils will see how these often controversial subjects affect their lives, and once they have taken a balanced look at these issues, and analysed information from a variety of sources, they will be in a position to make educated, personal decisions.

From experience we know that animal issues inspire interesting, often passionate work from pupils. We hope that these worksheets will open up new information for your pupils and they will acquire new skills, knowledge and an understanding of these issues, that will enable them to lead confident, informed and compassionate lives.

These sheets can be photocopied and can be enlarged to A3. If you would like to order additional copies of this pack, you can do so by:

- writing to: PREF, PO Box 36678, London SE1 1YE
- phoning: 0207 378 0363
- e-mailing: info@petaref.org.uk

I hope you and your pupils enjoy using this free humane education resource and that together we can teach the next generation the importance of choosing compassion over cruelty and kindness over ignorance.

Yours for a more caring world,

Kate Fowler
PETA Research & Education Foundation

Please take a little time to fill out the questionnaire overleaf and return it to the address below. This will allow us to prepare and distribute further humane education resources to teachers free of charge in the future.

Through these sheets, pupils will:

- learn to work effectively in pairs and in groups
- conduct independent research
- explore their own feelings and views on a range of topical issues
- learn to clarify and express those views coherently
- make personal choices within a moral framework
- explore and evaluate opposing views
- explore and understand the nature of acting responsibly and with compassion towards other animals

Questionnaire

Teacher's Name: _____

Name of School: _____

Address of School: _____

Postcode: _____

Ages Taught: _____

Number of Pupils Taught: _____

Have you used humane education materials with your pupils in the past? Yes/No

If so, how does this compare? _____

Which sheets or ideas worked well with your pupils? _____

Which sheets or ideas would you change? How? _____

Some people say that animals' right to live free from suffering is just as important as people's right to live free from suffering. How many of your students (please give figures):

Agree strongly _____ Agree slightly _____ Disagree slightly _____ Disagree strongly _____ Don't care _____

How many of your students think it is:

acceptable to kill animals for food? _____ Unacceptable? _____

acceptable to exhibit animals in zoos? _____ Unacceptable? _____

acceptable to use animals' skins and furs for clothing and accessories? _____ Unacceptable? _____

acceptable to use hounds to hunt foxes, deer and hares? _____ Unacceptable? _____

acceptable to go fishing? _____ Unacceptable? _____

Would you like to receive additional teaching materials which bring animal issues into the classroom? Yes/No

The scenario: There is to be a meeting between the Japanese whaling community, the Norwegian whaling community, Greenpeace, Sea Shepherd and the International Whaling Commission.

The specific question is: After 16 years when there has been a ban on commercial whaling [although whaling for 'research' purposes has been allowed], should we allow the hunting and killing of whales to begin again?



Born Free Foundation

JAPAN

Japan has a long history of whaling and wishes to see the whaling industry develop and flourish. Whale meat is eaten in Japan, and they see nothing wrong with using these mammals for their meat. For further information, try www.whaling.jp.

Joji Morishita from Japan's Far Seas Fisheries Agency says: 'I do not think any country has the right to impose its values on other countries as long as those other countries are using that resource in a sustainable way. This is cultural imperialism. We are not hunting rare whales, only species that are abundant.'

Whaling: a Global Issue

The Issues

While some countries have a strong tradition of whaling and see it as harvesting nature's goods, other nations find the practice abhorrent and oppose it very strongly.

This issue goes beyond one nation trading in goods that another nation does not want. In fact, the subject of whaling stirs up powerful emotions on all sides, and this conflict has political and economic implications as well as social, cultural and environmental ones.

Born Free Foundation



The Meeting

Divide the class into five groups, with each taking on the views and responsibilities of one of the named groups. Each group must research their position, looking at:

1. how they feel about whaling
2. why whaling is important to them economically, historically and socially OR why whaling is abhorrent to them
3. who their allies ('friends') are at the meeting
4. what the ideal outcome of the meeting would be
5. the concessions they are willing to make at this meeting

Each group must nominate a spokesperson who will stand up and represent them. The aim of the meeting is for each group to state their positions, taking into account how their stance affects other nations and organisations, and draw up an agreement regarding the future of whaling globally. Each must consider their relationship with the others and decide how far to press their point, at the risk of upsetting other nations.

Useful information

Whales are warm-blooded, air-breathing mammals who spend their entire lives in water and inhabit every ocean on Earth. Most species live in social groups called pods. Some pods may consist of just three or four whales, others of several hundred or even, at times, thousands. During migration, for example, several Beluga whale pods will join together, forming groups of up to 10,000 whales!

Pod members protect their group, particularly the young, sick and injured. In some species, the social bonds last for life. Bonds remain strongest between mother and calves. Newborn whales instinctively swim to the surface within the first 10 seconds of life to take their first breath of air and are able to swim within 30 minutes of birth.

Whales may join together to hunt, and share the prey. Highly social and very intelligent, whales have a repertoire of sounds they use to communicate including clicks, squeals and whistles. The blue whale, the largest animal that has ever lived on Earth, is also the loudest, emitting sounds of up to 188 decibels.

Toothed whales use echolocation to hunt. They send out a high-pitched sound which bounces off objects and returns to the whale. He or she interprets this returning echo to determine the shape, size, direction, distance and texture of the object.

NORWAY

Norway, like Japan, has a tradition of whaling and say it is important to their economy. Whaling to them is no worse than fishing, and they wish to see a thriving industry. For further information, try the Norwegian Embassy Web site, www.norway.org (search for 'whaling').

Arthur Knutsen of the Royal Norwegian Embassy in London says: 'Norway is categorically opposed to the hunting of endangered species. While there are 80 different species of whale, Norway hunts just one; the minke, from its stocks in the north-east and central Atlantic. The International Whaling Commission (IWC) has several times stated that the minke whale is not endangered.'

GREENPEACE

Greenpeace is an international pressure group who is opposed to all whaling and who says that commercial whaling is responsible for the near-decimation of many species of whale. Its members take direct action, stage demonstrations, lobby governments, attend meetings and educate the public. For further information, visit www.greenpeace.org.

Greenpeace says: 'Today we are perilously close to witnessing a return of large scale commercial whaling. Norway continues its commercial whaling programme in the North Atlantic, openly flouting the IWC's moratorium. Japan hunts whales under the guise of "scientific" whaling, even though the whale meat is sold on the market for profit. Overturning a ban on whaling would be devastating to the world's whales.'

SEA SHEPHERD

Sea Shepherd is a nonprofit, nongovernmental organisation that investigates, documents and takes action against whalers whose operations are not sanctioned by the IWC or who violate any international agreements. Sometimes this takes the form of ramming whaling ships. For further information, try www.seashepherd.org.

Sea Shepherd states: '[U]nfortunately, illegal operations (especially whaling) have not only continued but have escalated in recent years. Sea Shepherd remains devoted to protecting the citizens of the oceans for as long as is necessary.'

IWC

The International Whaling Commission (IWC) was set up in 1946 'to provide for the proper orderly development of the whaling industry'. The IWC is currently made up of nations with very mixed views on whaling. For further information, try www.iwcoffice.org.

The IWC says: 'The main duty of the IWC is to review and revise as necessary the measures which, among other things, provide for the complete protection of certain species; the designation of specified areas as whale sanctuaries; [and] the setting of limits on the maximum number of whales which may be taken in any one season; ...'

TEACHERS' NOTES

Ask the class to research their designated organisation's standpoint before coming to class. Web site addresses are given as starting points. You will need to chair this meeting!

Please cover this section when photocopying for pupils.

Different cultures from around the world and from different eras vary greatly in the way they use or used animals for entertainment.

In modern Britain, we are appalled by bear-baiting, a popular, although illegal, pastime in rural Pakistan. But only a few hundred years ago, bear-baiting was a popular sport in this country too. Below are a series of activities that rely on the killing or harming of animals for entertainment and a suggested Web site where you will find further information about each one.

BULLFIGHTING

Spain and Mexico are famous for their bullfighting histories, attracting thousands of spectators—mainly tourists—every year. The bulls are injured first, often stabbed repeatedly, to ensure a ‘fair fight’ with a man or a woman, the matador. Armed with a cloak and a spear, the matador attempts to make a clean kill with a sword to the heart of the already-injured bull. Often, the death is anything but quick. On rare occasions, the matador may be hurt, but more frequently the bull dies slowly in the ring as a crowd of spectators look on. The bull may still be conscious when his ears and tail are cut off for trophies.
www.PETA.org



WSPA (World Society for the Protection of Animals) / Mark Rissi

COCKFIGHTING

This ‘sport’ was practised extensively in ancient Persia, Greece and Rome and achieved popularity right across the classes in England in the 1700s, before being banned in 1835. Today, cockfighting continues underground in Britain but is legal in a few American states and parts of Asia and Latin America. Two birds are placed beak to beak in a pit to fight. With razor-sharp spurs attached to their powerful legs, it is not surprising that one bird—and sometimes both—dies from injuries in fights that can last from a few minutes to half an hour.
www.idausa.org (Campaigns and Projects)

A Matter of Culture



BEAR-BAITING

Despite being banned worldwide, bear-baiting continues to this day in rural areas of Pakistan. The practice receives widespread condemnation from around the world and yet bear-baiting was popular in medieval Britain. Bears are chained by rings through their noses, and a series of dogs are set upon them. The dogs are bred to be savage, and the bear has no means of escape. Up to eight dogs may be set upon the same bear, one after another. Both bears and dogs receive serious injuries, but live to fight another day. Despite bear-baiting being illegal in Pakistan, large crowds, including politicians and senior police officers may attend the cruel events.
www.wspa-international.org



HARE HUNTING

There are more than 100 hare hunts in Britain, each of which may hunt two or three times a week during the season. Some take place on horseback, others on foot. While hares can easily outrun hounds over short distances, hounds are bred for stamina and can tire the hare over long distances. Brown hares are in serious decline in Britain, and at least one hare hunt has switched to hunting foxes due to hares' scarcity. Hares may be legally hunted between October and March, which means a hare with a young litter of leverets may be hunted and killed, leaving her young to die as well.

www.league.uk.com

BIG-GAME HUNTING

Big-game hunting is usually undertaken by tourists while on holiday abroad. They may hunt lions, leopards, elephants or white rhinos in Africa; moose, caribou or grizzly, brown and black bears in Alaska; or kangaroos, wild boar and water buffalo in Australia. The animals' bodies may be kept and transported home as trophies. Undercover investigations have shown that animals may be drugged to ensure the hunter is victorious and the hunt organiser's reputation is upheld.

www.hunting-safari.co.za

THE ROMAN GAMES

In ancient Rome's amphitheatres, animals were pitted against one another for the pleasure of the onlookers. The combats were often unequal, such as an elephant being pitted against a bull or a rhinoceros made to fight a lion. At the opening of the Colosseum in AD 80, 9,000 animals were reported to have been killed in a single day. Sometimes, starving tigers, panthers or lions were unleashed to be confronted by armed gladiators.

www.roman-empire.net (The Games)

FISHING

Fishing is seen as an acceptable pastime by many people the world over. Hooks are baited, and the angler then waits for a fish to take the bait, thus impaling himself or herself on the hidden hook. Fish may be hooked through their mouths, throats, eyes or stomachs. Some are killed by the angler and kept as a trophy; others are thrown back, although many of those will not survive due to the shock, the loss of their protective outer coating or prolonged exposure to air pressure. Fishing may be done at the water's edge, from a pier or boat.

www.pisces.demon.co.uk

Discussion Points

1. Why do some cultures allow certain forms of entertainment involving harming animals, while others find them abhorrent?
2. Are there any real ethical differences between the forms of entertainment listed above? If so, what are they?
3. Do you believe there is a trend away from the harmful use of animals in 'sport'?
4. Do you think there will come a time when all forms of entertainment that involve the killing of animals will be outlawed?
5. If so, will it follow that other forms of entertainment where animals are used but not killed outright, such as circuses and zoos, will also be banned?
6. Do you think killing animals for entertainment should ever be allowed?

Research

Choose one of the forms of entertainment listed above, and research it fully. You may like to use the given Web site as a starting point, but do run your own searches to obtain a variety of perspectives. You may use a variety of sources, such as the library or campaign organisations. Analyse the information and its sources, and come to a conclusion about the legitimacy and acceptability of that form of entertainment.



The subject for discussion centres on why we eat some animals but fight to protect others. Following today's classroom debate, choose one of the following essay titles.

ESSAY ONE: Do we have the right to condemn people for eating whale or dog meat?

ESSAY TWO: Where should we draw the line as to what we eat?

ESSAY THREE: Are we all guilty of hypocrisy?

What's the Difference?



DISCUSSION: PART ONE

In Korea and other countries, dogs are killed to be eaten. In China, monkeys may be on the menu; in Japan, you may be given whale meat; and in France and other European countries, horse meat is often eaten.

How do you feel about this? Is this right? Would you eat dog, monkey, whale or horse meat if it were served to you? Why or why not?



TEACHERS' NOTES

This discussion will need to be steered by the teacher.

Please cover this section when photocopying for pupils.

DISCUSSION: PART TWO

In Britain, we eat chickens, pigs, cows and sheep. These animals have a lot in common with the animals listed above. They can feel pain, they each have an individual personality and, given the choice, they would surely prefer not to be eaten! Pigs are at least as intelligent as domesticated dogs. Chickens make wonderful mothers. Sheep can have a very naughty streak, and cows are often said to be very gentle creatures.

Why do many people feel uncomfortable at the thought of eating dogs when they eat pigs? What's the difference? Is it as acceptable to eat swans as chickens? What's the difference? If you were served a koala bear burger, would you eat it as happily as you would eat a beefburger? What's the difference?

There are many ways to improve the lives of animals.

Below is a list of activities that your class could get involved in or organise. Take a vote on which of these you would like to do, or maybe you have ideas of your own. Make a list of things that need to be done, and assign tasks to class members.



ANIMAL AWARENESS DAY

Organise an animal awareness day in your school. You could invite animal protection organisations to come in and set up stalls. Some could give talks or show videos. They will be able to bring petitions, leaflets and further information for people who are interested. Maybe you could provide animal-friendly (vegetarian or vegan) food. This is just to get you started. Think up lots of ideas of your own!



CONSERVATION

Spend a day clearing the habitat of wild animals in your area. Litter such as broken glass, ring-pulls and plastic bags can be of great danger to wildlife. Organise a party to clear up an area near you OR get in touch with a group such as the British Trust for Conservation Volunteers (BTCV). They may take you to clear waterways of discarded rubbish, which will improve the quality of the water and therefore the quality of life for the animals, fish and birds who depend on it.

SANCTUARY

Contact your local animal sanctuary and ask if you can help out there one weekend. It may be that you are able to help walk animals, clean out their kennels or cages and feed or groom them. Maybe your skills will be tested putting up new fencing or by repairing sheds and stables.

RAISING FUNDS

Animal sanctuaries and protection groups always need funds to carry out their important work. Organise a fund-raising event such as a sponsored dog walk or a sponsored swim. Maybe you could put on a show or make and sell cakes and biscuits at school. Think up some suggestions of your own, and vote on which ideas you would like to put into action. Remember, you don't have to stop at just one event!

NEWSPAPER ARTICLE

Research an animal issue that concerns you. It may be the plight of the pandas in China, the horrors of bear-baiting in Pakistan or something closer to home, such as how animals in zoos must feel. Whatever is of concern to you, write an article about it and send it to your local newspaper, telling people why this issue is so important and what they can do about it. Maybe your class will come up with several ideas and will want to send several letters to the paper. That's fine!



It is easy to think, 'What difference can one person make?' But the answer is, 'A lot, if they put their mind to it!' Toni Vernelli is an animal rights campaigner. Here's her story ...

I have always loved animals but didn't connect the dog who cuddled up to me on the sofa to the burger on my plate, at least not until I was 10. At that age, I went to a farm on a school trip and saw the animals firsthand. Straightaway I knew I never wanted to eat them again. But when I told my mum, she wouldn't let me go vegetarian, so I had to wait. By the time I was 15, she had no choice. I was determined never to eat another animal! Two years later, my two sisters saw how healthy I was, and they both went vegetarian too. My dad was surprised—he's a butcher.

I was 16 when I first started to volunteer at my local animal sanctuary. I would walk the dogs, groom the cats and do whatever I could to make their lives a little better. But I didn't know how bad things were for animals all across the world until the Body Shop opened up in my town and I started working there. They had lots of leaflets about animal-testing. I couldn't believe how many animals die in pain and misery in laboratories, about one every three seconds in Europe alone.

At that stage, I found out about the fur industry. Wild animals were being caught in leg-hold traps and left to die of hunger or blood loss, just so someone could wear their fur. I started collecting signatures on petitions and telling other people about the cruelty of the trade. I realised that so many people agreed with me!

I joined my local animal rights group in Vancouver, and the first campaign I got involved with was to close down an aquarium that held whales captive. After lots of letter-writing, signature-collecting and meetings with the council, the aquarium did close! That was great.

At that time, there was a pet shop near the Body Shop. In the window was a beautiful blue and yellow macaw who was not for sale but had been stuck in that shop window for nine years. He had no other birds to socialise with and no way of stretching his wings, let alone flying. We swung into action, and within a few months, he was handed over to a sanctuary where he could be given a much more natural life. He had a huge aviary where he could fly, trees he could perch in and other macaws to socialise with.

Profiling Compassion





I worked at the Body Shop for four years and learnt so much about animals and the way they are used and abused that I decided I wanted to work to save them full-time, and not just in my spare time. I went to an animal rights organisation—People for the Ethical Treatment of Animals in the U.S.—as a volunteer and within six months had been offered a full-time job in London, as a campaigner.



At first, I worked to expose companies that tested their products on animals, and I also spent a lot of time promoting a meat-free diet. Not eating animals is the very best way to save them after all! In my job, I travelled all around the world. In South Africa, I campaigned for the release of 31 baby elephants who had been captured in the wild, their mothers shot. They were being treated extremely cruelly in the name of ‘training’ and were destined to be shipped to zoos across the world. It was too late for five of them, but after some pretty intensive campaigning at the embassies and local government offices, all the rest were released into a wildlife reserve in Africa.

In a British campaign, I helped rescue more than 1100 rabbits who were destined to be shipped to laboratories where all manner of experiments would be conducted on them. Anything could have happened to them, from having pesticides pumped into their stomachs until they died to having bleach or other household cleaners applied to their raw skin or their eyes. Watching those lucky rabbits hopping around in their new homes was wonderful, but you can’t help but think of the thousands who are not so lucky.

I spent a fortnight touring schools in Russia, talking about animal rights. I focused on the fur trade and circuses, as they were the most relevant subjects to the pupils there. There are lots of animals in circuses in Russia, and fur is, sadly, still quite popular. The talks got an amazing response, and many people came up to me afterwards to say they would never wear fur or visit an animal circus again. That gave me a real buzz.

In fact, school talks have always been rewarding. Every time I talk to a class, at least one person says they will never eat meat again. Given that the average meat-eater consumes hundreds, possibly thousands of animals in their lifetime, that’s an awful lot of lives saved. How many animals’ lives have I saved so far? I have no idea! Thousands, probably, and I’m not finished yet!



PROFILE

Write a profile about someone who has done a lot to help animals. You could contact any of the national animal protection organisations, a local sanctuary or a wildlife rescue centre. Maybe you could speak to your vet, local conservation volunteers or ‘grassroots’ activists such as hunt saboteurs. Perhaps you have a friend who is vegetarian or know someone who organises sponsored events to raise money for an animal charity.

You could:

- arrange to meet them and interview them face to face
- talk to them on the phone
- send them a questionnaire by e-mail or through the post

Once you have created your profile, create a display on your classroom wall to remind you of the power a single person has to make a difference!

The extract below is from an article that appeared in *The Washington Post* in April 2001. Read the article, and discuss the issues raised in the questions at the end.



The Washington Post

Modern Meat: A Brutal Harvest

by Joby Warrick

April 10 2001

It takes 25 minutes to turn a live steer into steak at the modern slaughterhouse where Ramon Moreno works. For 20 years, his post was “second legger,” a job that entails cutting hocks off carcasses as they whirl past at a rate of 309 an hour. The cattle were supposed to be dead before they got to Moreno. But too often they weren’t. “They blink. They make noises,” he said softly. “The head moves, the eyes are wide and looking around.” Still Moreno would cut. On bad days, he says, dozens of animals reached his station clearly alive and conscious. Some would survive as far as the tail cutter, the belly ripper, the hide puller. “They die,” said Moreno, “piece by piece.”

Under a 23-year-old federal law, slaughtered cattle and pigs must be “stunned”—rendered insensible to pain—with a blow to the head or an electric shock. But some plants don’t always stun properly, with cruel consequences for animals as well as workers. “In plants all over the United States, this happens on a daily basis,” said Lester Friedlander, a veterinarian. “I’ve seen it happen. And I’ve talked to other veterinarians. They feel it’s out of control.”

The U.S. Department of Agriculture oversees the treatment of animals in meat plants, but enforcement of the laws varies dramatically. While a few plants have been forced to halt production for a few hours because of alleged animal cruelty, such sanctions are rare.

For example, the government took no action against a Texas beef company that was cited 22 times in 1998 for violations that included chopping hooves off live cattle. In another case, agency supervisors failed to take action on multiple complaints of animal cruelty at a Florida beef plant and fired an animal health technician for reporting the problems to the Humane Society. The dismissal letter sent to the technician, Tim Walker, said his disclosure had “irreparably damaged” the agency’s relations with the packing plant.



"I complained to everyone—I said, 'Look, they're skinning live cows in there,'" Walker said. "Always it was the same answer: 'We know it's true. But there's nothing we can do about it.'"

Through the Freedom of Information Act, The Washington Post obtained enforcement documents from 28 plants that had high numbers of offenses or had drawn penalties for violating humane-handling laws. The Post also interviewed dozens of current and former federal meat inspectors and slaughterhouse workers. A reporter reviewed affidavits and secret video recordings made inside two plants.

Among the findings:

- One Texas plant had 22 violations in six months. During one inspection, federal officials found nine live cattle dangling from an overhead chain.
- Government inspectors halted production for a day at the Calhoun Packing Co. beef plant in Texas, after inspectors saw cattle being improperly stunned. "They were still conscious and had good reflexes," B.V. Swamy, a veterinarian, wrote. The shift supervisor "allowed the cattle to be hung anyway."
- At a processing plant in Hawaii, inspectors documented 14 humane slaughter violations in as many months. Records from 1997 and 1998 described pigs that were walking and squealing after being stunned as many as four times.
- At a beef plant in Colorado, production was halted for a day in 1998 after workers allegedly cut off the leg of a live cow whose limbs had become wedged in a piece of machinery.
- Pigs, unlike cattle, are dunked in tanks of hot water after they are stunned to soften the hides for skinning. As a result, a botched slaughter condemns some pigs to being scalded and drowned. Secret videotape from an Iowa pork plant shows pigs squealing and kicking as they are being lowered into the water.



QUESTIONS

1. Is there any information in this article that you did not know about before?
2. What impact did this article have on you? How did it make you feel?
3. What impact do you think this article had on the general public?
4. What impact do you think this article had on the meat industry?
5. What was the intention of the journalist when writing this article?
6. Why is it important that the public be made aware of this information, as distressing as it may be?
7. Who benefits from this information being released?
8. Who would benefit by its being suppressed?
9. If this information were suppressed, do you think the situation in slaughterhouses would change? If so, how?
10. Do you think this article might help improve the situation in slaughterhouses?

Explain in 500 words why having a free press is important for providing information and affecting opinion, using this article as a starting point.



With a global population currently in excess of 6 billion people, it is essential that we find out how the Earth's limited resources can best be used to ensure that everyone is fed and that the planet is taken care of for future generations.

While 15 million children die of starvation every year, mainly in Africa and parts of Asia, Westernised countries such as Britain and America record the highest levels of obesity ever. But many campaigners say that the problem isn't just about poor distribution of food—it goes much deeper.

Take a look at these 10 facts:

1. An area the size of five football pitches (10 hectares) can produce enough meat to feed two people, maize to feed 10 people, grain to feed 24 people or soya to feed 61 people.
2. If you take 10kg of vegetable protein and feed it to a cow, you end up with just 1kg of meat protein at the end.
3. Most of the grain produced in the UK is fed to animals. More grain is needed and so is imported from other countries, including those in the developing world, countries where hunger and starvation are commonplace.
4. A hundred million tonnes of methane (15 to 20 per cent of all emissions) are produced by the world's cattle burping and passing wind! Another 35 million tonnes are produced by animal manure. Methane is a greenhouse gas and is 25 times more effective at trapping heat than carbon dioxide.
5. Deforestation accounts for around 30 per cent of all greenhouse gases. In Latin America, rainforests are mainly destroyed to provide grazing land for cattle.



Viva!



6. Stored liquid manure (slurry) is 100 times more polluting than raw human sewage, and milk is 400 times worse. When these substances break down in water, so much oxygen is used up that fish and plants can be suffocated.

7. A 1986 study on ammonia in the atmosphere (which causes acid rain) found that 81 per cent of it came from cattle.

8. According to the United Nations, all 17 of the world's fishing zones are on the brink of environmental collapse as a result of overfishing. Between 0.5 and 1.5 million dolphins, porpoises and small whales die every year, along with millions of other sea creatures, most entangled in driftnets. The use of dynamite kills everything within range, destroying all sea creatures, coral beds and the seabed.

9. Overgrazing by the world's billions of animals destroys topsoil, soil which is essential for plant growth. Without topsoil, nothing will grow. Deserts are formed and spread by overgrazing.

10. Throughout their life, one person eats five cows, 20 pigs, 29 sheep, 760 chickens, 46 turkeys, 15 ducks, seven rabbits, one and a half geese and half a ton of fish.

USEFUL WEBSITES

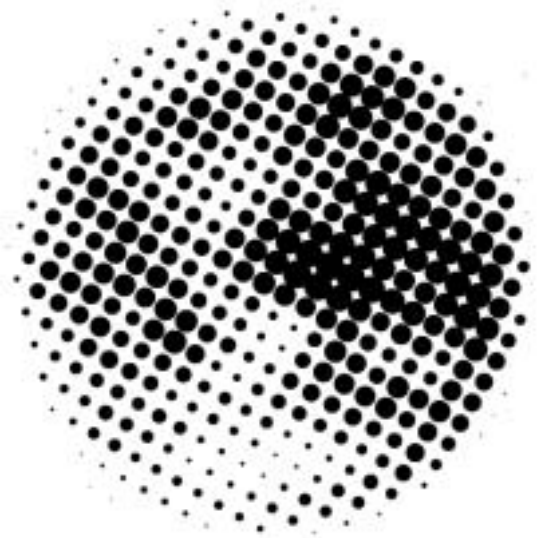
www.veganvillage.co.uk/vegfam

www.viva.org.uk

www.vegansociety.com

www.vegsoc.org

This list is not exclusive. Run your own searches for further information.



ACTIONS

RESEARCH

- Research the links between the consumption of animal products, world hunger and environmental destruction. The Web sites listed above may prove useful.

WRITE

- How does choosing what to eat affect
 - a) the planet?
 - b) the world's poorest people?

DISCUSS

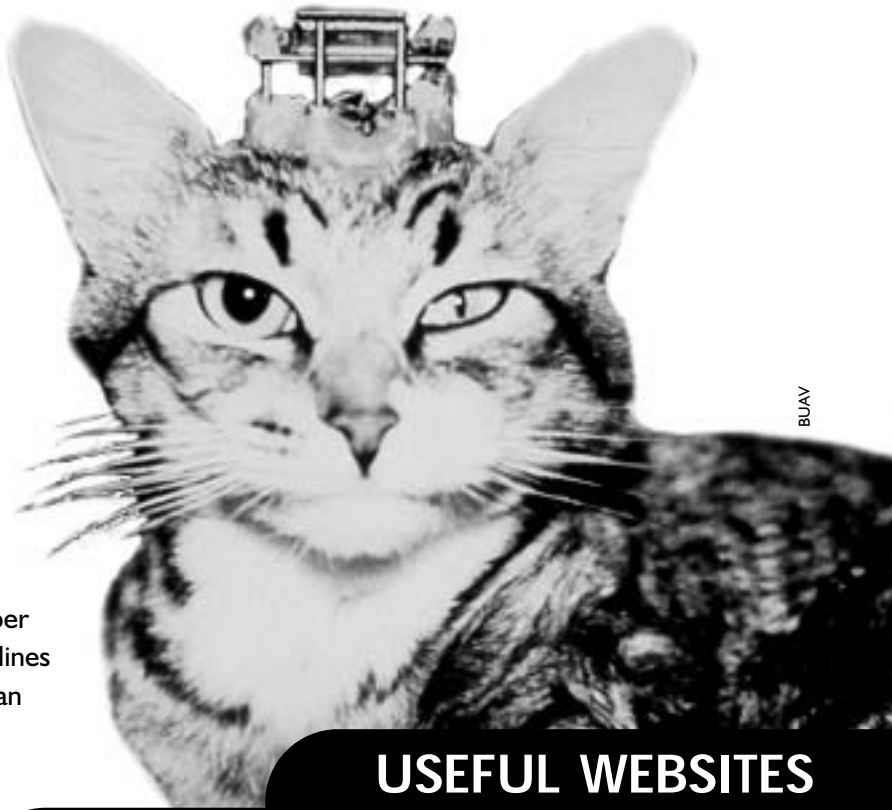
- Discussion One: 'Think global, act local.'
What does this phrase mean, and how does it apply to sustainable living?
- Discussion Two: 'You can't be a meat-eating environmentalist.'
What does this mean? Is it true?



Vivisection literally means the cutting up of live animals, but the term is currently used to describe any procedure in which a live animal is used. Animal experimentation remains an emotive and controversial subject.

Advocates of animal experiments say: Although it is regrettable, there are no alternatives to animal experiments at the moment. We need to test life-saving drugs on animals before we try them out in humans. The results may not always be 100 per cent predictable, but they give us pretty good guidelines as to how that drug will work when given to a human patient. Without animal experiments, we would be without many of today's important drugs and there would be no hope for a cure for diseases such as AIDS and cancer. No one actually enjoys inflicting pain and suffering on animals, but the end does justify the means. Using animals is morally acceptable if it saves humans. We are always working to reduce the numbers of animals used, but for now, science depends on them. Thousands of lives have been saved because of animal experiments, and there probably isn't anyone who would choose the life of a mouse over the life of their baby.

Vivisection: Kill or Cure?



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USEFUL WEBSITES

- Animal Aid
www.AnimalAid.org.uk (Search the Site/Animal Experiments FAQ)
- Physicians Committee for Responsible Medicine
www.pcrm.org
- British Union for the Abolition of Vivisection
www.buav.org
- Research Defence Society
www.rds-online.org.uk
- Seriously Ill for Medical Research
www.simr.org.uk

Use keyword searches to find additional useful sites!

Opponents of animal experiments say: You can never predict how a substance will work in a human based on how it works in an animal. If a rat dies from a procedure but a mouse lives, it's pure guesswork how a human will react. Studying contrived illnesses under laboratory conditions in another species will never tell you about a disease that arises spontaneously over many years in a human. There are many scientific methods that do not use animals, and they are more reliable, quicker and cheaper. Many procedures on animals test not life-saving drugs, but floor polish, toilet cleaner and other household products. Vivisection doesn't just kill animals, it kills people too. Thousands of people have died because scientists relied on the results of animal experiments. Just take a look at the case of thalidomide, a drug that was considered safe after rigorous tests in animals but still killed thousands of babies and maimed many more for life. For the sake of both animals and humans, we must stop testing on animals.



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ACTIONS

1. Research this issue further, and evaluate the arguments of both pro-vivisectionists and anti-vivisectionists. Use the Internet and your local library, or contact campaign groups and scientific bodies directly. Present a report on the issue, and come to a conclusion as to what you believe. Some useful Web sites are listed overleaf.
2. On the Web sites, look at the statistics divulged about the number of animals used in British laboratories. How do different groups present those statistics? Are the government statistics accurate? Do they tell the whole story? Using keyword searches and the Web sites listed overleaf, evaluate the figures given and work out your own figure for the number of animals that die in British laboratories and breeding centres for laboratories every year. If your figure differs from the official one, why?



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