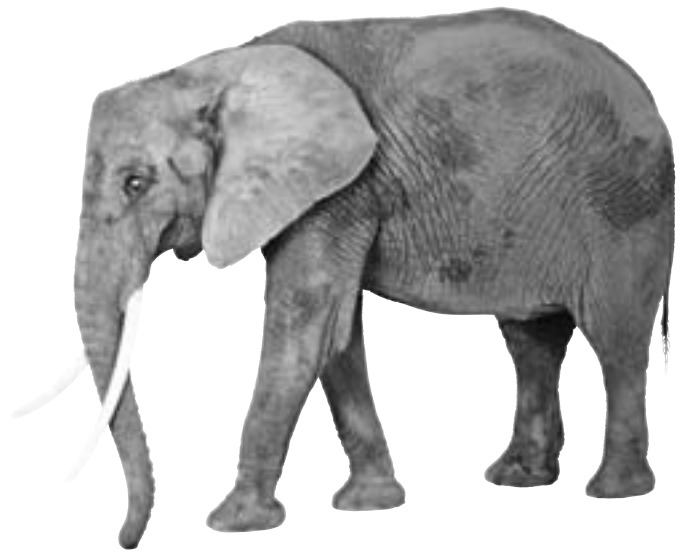


KEY STAGES 1 & 2

FREE HUMANE EDUCATION TEACHERS' PACK

# Citizenship, Animals and Us



PEOPLE FOR THE ETHICAL TREATMENT  
OF ANIMALS  
FOUNDATION

PO BOX 36678, LONDON SE1 1YE  
[INFO@PETA.F.ORG.UK](mailto:INFO@PETA.F.ORG.UK)

## Dear Teacher

### Lesson 1: Zoos: Prison or Paradise?

1a: Pupils should be taught to recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

### Lesson 2: Animals and Us

2a: Pupils should be taught to take part in discussions with one other person and with the whole class.

### Lesson 3: If I Were in That Situation, I Would ...

2c: Pupils should be taught to recognise choices they can make and recognise the difference between right and wrong.

### Lesson 4: Taking Care of Our Companion Animals

2e: Pupils should be taught to realise that people and other living beings have needs and that they should respect them.

### Lesson 5: Hunting vs Fishing

1a: Pupils should be taught to talk and write about their opinions and explain their views on issues that affect themselves and society.

### Lesson 6: Should We Keep Elephants in Captivity?

2a: Pupils should be taught to research, discuss and debate topical issues, problems and events.

### Lesson 7: Putting the Pressure on

2h: Pupils should be taught to recognise the role of volunteer, community and pressure groups.

### Lesson 8: Headliners

2k: Pupils should be taught to explore how the media present information.

### KEY STAGE 2

Pupils should gain knowledge, skills and understanding through opportunities to meet and talk with people (for example, people who contribute to society through environmental pressure groups). (5e)

Why not contact the organisations in Lesson 7? Many provide school speakers absolutely free!

Citizenship aims to give pupils the knowledge, skills and understanding they need to lead confident, independent lives and become informed, responsible and active citizens. They learn about rights and responsibilities; discuss and reflect upon moral, social, cultural and spiritual issues; and learn to respect the environment at a local and global level.

These free humane-education worksheets are designed to fit into the Framework for Citizenship at Key Stages 1 and 2. They cover issues that are relevant and of interest to that age group and relate to the use and misuse of animals in today's society.

Lessons 1 to 4 are designed for Key Stage 1, and Lessons 5 to 8 for Key Stage 2.

All lessons can be photocopied and work particularly well when enlarged to A3.

If you would like to order additional copies of this pack, you can do so by:

- Writing to PETA FOUNDATION, PO Box 36678, London SE1 1YE
- Phoning 0207 378 0363
- E-mailing [Info@peta.org.uk](mailto:Info@peta.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 knowledge over ignorance.

Yours for a more caring world,



Suzanne Barnard  
PETA Foundation

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

### Through these lessons, 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 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 do these materials compare? \_\_\_\_\_

Which lessons or ideas worked well with your pupils? \_\_\_\_\_

Which lessons 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 do so. How many of your students (please give figures):

Strongly agree \_\_\_\_\_ Slightly agree \_\_\_\_\_ Slightly disagree \_\_\_\_\_ Strongly disagree \_\_\_\_\_ 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

Look at the following statements. How do you feel about each of them? Do you



agree or

disagree?

# Zoos: Paradise or Prison?

Zoos are a good place for animals to live. They are well fed and cared for if they become ill and are given shelter and bedding.

Wild animals belong in the wild, not behind bars. They are often fed food they would never normally eat. In fact, their whole life is sad and unnatural.

Zoos are a great way to learn about wild animals. You can see them in the flesh, read about them, and sometimes even touch and help feed them.

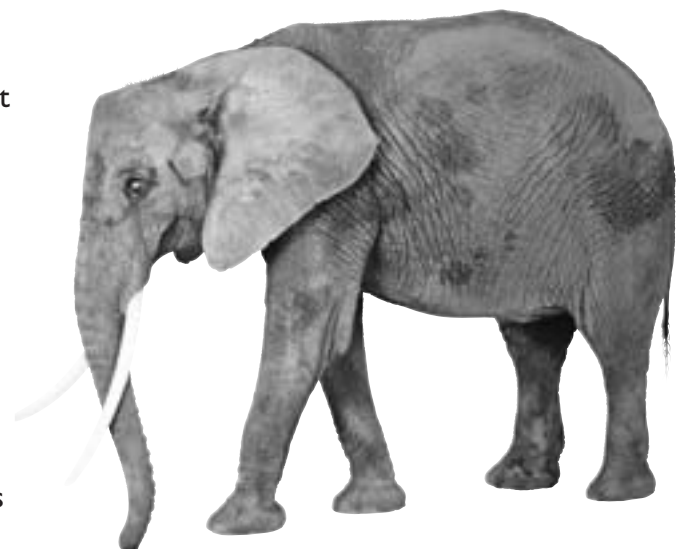
Zoos do not teach us much about animals. Zoos allow us to see animals outside of their natural groups and homelands. It is not the same as seeing animals where they belong.

Zoos have “captive breeding programmes” so that endangered species do not become extinct. This work is vital for conservation.

The vast majority of animals kept in zoos are not endangered. Conservation sounds important, but few captive-bred animals are ever released back into the wild.



Many scientists come to zoos to learn more about animals. This makes zoos an important tool for scientific research.



In zoos, scientists study *captive* animals, not *free-living* animals. Captive animals suffer many more diseases than their wild brothers and sisters because the way they are kept is stressful and unnatural.















  Zoos are a great day out. Zoos attract hundreds of thousands of visitors every year, and most people have a great time. There's nothing wrong with going to the zoo just for fun.

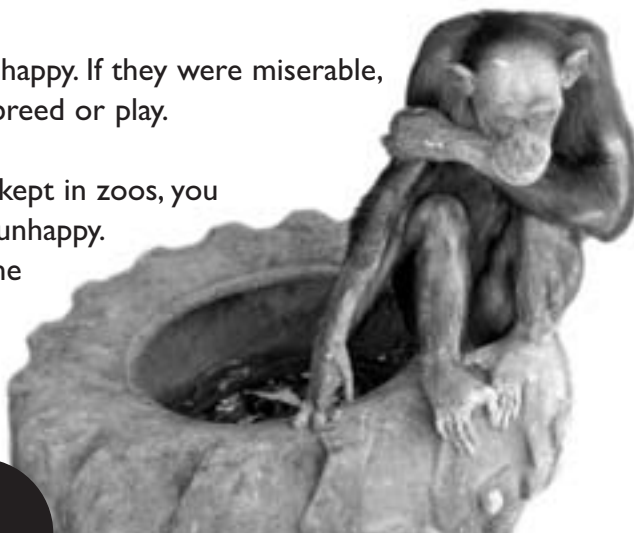
  People might have fun at zoos, but animals don't. They are kept behind bars as if they are in prison, but they have done nothing wrong. Wild animals need their freedom.

  Animals are safer in zoos. No one can shoot them, a vet is on call if they ever get sick, and there is no risk of dying of hunger or thirst.

  If an animal in a zoo has babies, the babies might be taken away and shipped to faraway zoos, or they might be killed. Many other animals in zoos die from stress. Animals are not safe in zoos.

  Animals in zoos are perfectly happy. If they were miserable, they wouldn't eat so well or breed or play.

  If you look closely at animals kept in zoos, you might see signs that they are unhappy. Animals who are unhappy often lick the cage bars, pace back and forth, twist their necks, roll their heads and stand on one leg and then the other.



## DISCUSSION

- Do you think it is a good thing that animals are kept in zoos?
- How would you feel if you were kept in a cage?
- Is it fair to the animals? Is it unfair?
- Is it right to keep animals confined in this way? Is it wrong?



# Animals and Us



## FIND SOMEONE WHO:

- 1 Has helped a stray dog or cat
- 2 Can identify five different wild birds
- 3 Is a vegetarian
- 4 Is frightened of a certain kind of animal
- 5 Has seen a badger
- 6 Has taken an animal to the vet recently
- 7 Has a special friendship with an animal
- 8 Does not agree with hunting
- 9 Stopped an animal or a human from being treated badly recently
- 10 Has a bird feeder or a bird table in his or her garden
- 11 Has heard an upsetting story about animals who were harmed
- 12 Has stroked a dog
- 13 Recycles rubbish at home
- 14 Uses soap and shampoo that have not been tested on animals
- 15 Thinks it is wrong to hurt any animal (including insects)
- 16 Has seen an unusual animal in the wild
- 17 Has cuddled a cat
- 18
- 19
- 20

## TEACHERS' NOTES

Please cover this section when photocopying for pupils.

Photocopy this sheet and give a copy to each member of the class. Pupils should move freely around the classroom searching for a person who can answer "yes" to any of the questions on the sheet. They should write that person's name next to the question. Pupils should gather additional information where appropriate and write it down. There are three spaces at the end for pupils to devise their own animal-related questions. You might need to explain some terms or words to the class as they progress. There are questions for discussion once the activity is over.

## CLASSROOM DISCUSSION

- 1 Did anyone fill in all 20 spaces?
- 2 Was there a question that no one could answer "yes" to?
- 3 Can anyone answer "yes" to all their own questions?
- 4 Did anyone learn something about a member of the class that surprised them?
- 5 Who in the class is a particularly good friend to animals?
- 6 Why would anyone be frightened of an animal?
- 7 Why is it good to leave water out for wild birds in the summer?
- 8 Why is it wrong to hurt an animal?



Here are three scenarios. Read them carefully, and below each one write down what action you would take in that situation.

Next, think what else you might have done. Why did you choose not to do this?

**If that  
were me,  
I would...**

## ONE

While out shopping, you find some cat toys – little fluffy mice – that you are sure your cat will love. You are about to buy one when you notice that the toy is made from real fur. You know that animals suffer distress and pain and are killed to get fur, but you want to buy the toy for your cat.

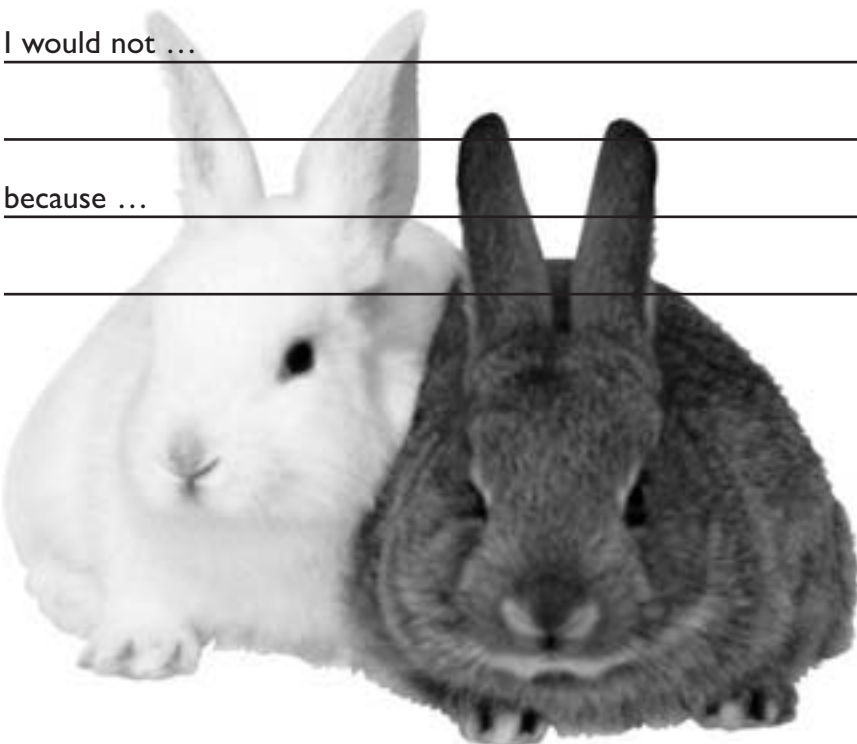
**What should you do?**

If I were in that situation, I would ...

because ...

I would not ...

because ...



You are invited to a Halloween party. Someone suggests that it would be fun to tie bangers to the cat's tail. You had hoped to get invited to this party for a long time and you really want to remain friends with everyone there. Someone hands you a banger.

**What should you do?**

If I were in that situation, I would ...

because ...

I would not ...

because ...

### THREE

You are walking your dog in the local park. You see a young person throwing stones at some swans who are trying to protect their babies. The swans are flapping their wings and hissing and obviously are not happy.

**What should you do?**

If I were in that situation, I would ...

because ...

I would not ...

because ...

**Please  
cover this  
section when  
photocopying  
for pupils.**

### TEACHERS' NOTES

Write on the board each course of action the pupils decided on. For each viewpoint listed, ask one person who expressed that viewpoint to explain to the class why his or her decision was a good one and why the other courses of action were not as appropriate. Next, ask the whole class to vote on which course of action is the best.



**Choose a companion animal from the list on the right and use the internet or go to the library to research exactly what that animal needs to be happy and healthy.**

Rescue centres are overflowing with abandoned and unwanted animals, especially dogs and cats. It is important that kind people take care of these animals, but it is just as important that the people know exactly what an animal needs to be healthy and happy – otherwise, the animal might suffer. Small animals have just as many needs as larger animals, and people need to know what to expect from an animal who will share their home. For example, rats, mice and chinchillas are nocturnal and might keep you awake at night! And rabbits are often quite grumpy and not at all cuddly! Some animals, such as reptiles, do not make good animal companions at all.

**RAT****DOG**

**or choose another ...**

## DESIGN & WRITE

**Once you have collected all the facts you need, design a leaflet that you could hand out to people who might be thinking of giving a home to that kind of animal.**

**RABBIT**

© iStockPhoto.com/Glen Jones

# Taking Care of Our Companions

## STUDY & SHARE

If you have an animal companion, make a study of what he or she does in a normal day. Watch to see if he or she washes, drinks water, gets excited, sleeps, plays, wants attention from you and exercises. What else does your companion animal do? Are there any times when you can tell what he or she is thinking?

Design a poster to share with the class showing how your animal companion spends his or her time and what the animal might be thinking!

If you do not have an animal companion, ask a friend, relative or neighbour if you can make a study of their animal companion.

**GOLDFISH  
CHINCHILLA  
FERRET  
HORSE  
HAMSTER  
MOUSE  
GERBIL  
BIRD**

**GUINEA PIG****CAT**

What do you think?



# Hunting VS Fishing

## DISCUSSION, PART 1

In 2002, hunting with hounds was banned in Scotland, and in February 2005, it was also banned in England and Wales. Hunters used dogs to help them track and kill animals such as foxes, deer and hares. Some animals were torn apart by the dogs, and others were shot. Parliament agrees that hunting with hounds is cruel, which is why the sport is now illegal throughout the United Kingdom.

**Campaigners** argued that hunting is cruel and unnecessary. They said that when animals are caught by the dogs, they do not die quickly and suffer horribly. They said that we should protect wild animals, not hurt them.

**Hunters** said that hunting should not be banned because it is a tradition and that it should be allowed to carry on. They said that some wild animals are pests and should be killed. They said that hunting was less painful than trapping or poisoning these animals.

**What do you think?** Is hunting cruel? Are you glad it is illegal to set dogs onto wild animals? Do you think that Parliament was wrong to ban hunting?



## DISCUSSION, PART 2

Thousands of people go fishing for pleasure every year. From a riverbank, a pier or a boat, they place bait on a hook and wait for a fish to take it. The fish becomes impaled on the hook, sometimes through the mouth, throat or even an eye, and is dragged out of the water.

**Anglers** say that fishing is a relaxing way to enjoy the countryside. Many say they are not convinced that fish feel pain, and some say that they handle the fish carefully and put them back into the water quickly. Fish who are taken home to be eaten are killed.

**Campaigners** say that it is a scientific fact that fish do feel pain and that being caught on a hook hurts. They say it is the same as a human biting into a tasty apple and suddenly being dragged off the ground and underwater where he or she can't breathe.

**What do you think?** Is fishing cruel? How would you feel if someone tricked a dog into taking a bite of food which had a hidden hook in it? Should fishing be banned?



## DISCUSSION, PART 3

Animal rights campaigners say that fishing is just hunting underwater. What do you think they mean by that? Do you agree with them?



## Elephants are the largest land animals alive today ...

There are two species of elephants: the African elephant and the smaller Asian elephant. African elephants live south of the Sahara Desert in Africa in countries including Ethiopia, Nigeria, Uganda and Zimbabwe. Asian elephants live in Asian countries such as China, India, Indonesia and Sri Lanka. Elephants are known to be extremely intelligent animals who live in family groups. Elephant mothers take very good care of their babies and pass on their knowledge and experience to them. Elephants truly “never forget”. In fact, when an elephant dies, those close to him or her grieve and mourn.

But not all elephants live in the wild. Thousands are kept in chains and used ...

### ... for work

In countries like Myanmar, elephants are put to work in the logging industry. They are often drugged and cruelly trained until the age of 18, and then they work out in the forests. Elephants are used because they can reach places that heavy machinery can't get to. Some people think it is sad that elephants are used to cut down the forests because they are helping people destroy a habitat that they, and other animals, so desperately need.



### ... to stare at

Around the world, elephants are kept in zoos. Some zoos are better than others, but none of them gives the animals a normal, natural life. Some of these magnificent animals are kept alone in empty concrete pens while people stare, point and laugh at them. Some might never even see another elephant, let alone share a friendship. Some go mad and have to be put down. For most, it is a depressing and distressing way to live. Zookeepers report many instances in which captive elephants die from “sudden death

syndrome” or “broken heart syndrome” when they are separated from their companions or put in a new enclosure by themselves.

### ... to ride on

In tourist areas of countries like India and Thailand, and even at some attractions in the United States, tourists can pay to take a ride on an elephant. The animals are dressed up, paraded around and hit with a sharp metal hook attached to a pole if they “misbehave”. When not working, they are usually chained by their legs, often alone and

# Should We Keep Elephants in Captivity?

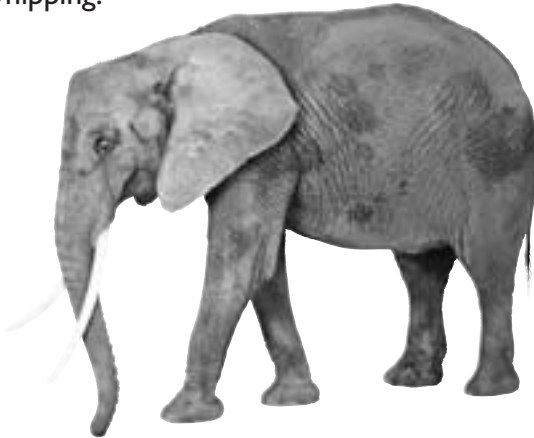




unable to move even two steps. They are never given space to roam and enjoy the company of other elephants.

... to laugh at

Some elephants are even still used in circuses, where they are prodded and forced to perform tricks. When they see the glamour of the show, people rarely think about the pain and torment elephants must suffer the rest of the time. They are locked up or chained by their legs when not performing. For the greater part of their lives, these intelligent, roaming animals must remain by themselves, unable to move, and are bored and frustrated. The methods circuses use to train elephants include shouting, beating and whipping.



RESEARCH

- How do elephants live in the wild?
- Do they live in groups or alone?
- Do they roam or prefer to stay in one area?
- What do they eat?
- How long can they live?
- What do they like to do?
- What threats to their safety do they face in the wild?
- What do elephants do with the bones of their dead relatives?
- How long do babies stay with their mothers?
- Imagine you are an elephant in a circus or zoo. Do you have everything you need? Is there anything you miss? Make a list of all the things you would miss if you were kept in a circus or zoo.

1	6
2	7
3	8
4	9
5	10

TEACHERS' NOTES

Please cover this section when photocopying for pupils.

The Born Free Foundation produce an education pack which contains a factsheet on elephants and many other useful worksheets. These materials can be ordered from Born Free's website, [www.bornfree.org.uk](http://www.bornfree.org.uk).

Choose one of the following groups to base your work on, and write an essay which answers the following questions.

## Putting the Pressure On

### QUESTIONS

**What issues does your chosen group focus on?**

**What are the group's aims?**

**What campaigns is your chosen group working on at the moment?**

**Do you think these campaigns are a good idea?**

**How do they get their message across?**

**Why does your group dedicate their time to these issues? What are their motives?**

**Is it a good thing that the group exists? Why or why not?**

#### **Animal Aid**

The Old Chapel, Bradford Street, Tonbridge, Kent TN9 1AW  
01732 364 546  
info@animalaid.org.uk • www.animalaid.org.uk

#### **Born Free Foundation**

3 Grove House, Foundry Lane, Horsham, West Sussex RH13 5PL  
01403 240170  
info@bornfree.org.uk • www.bornfree.org.uk

#### **BUAV** (British Union for the Abolition of Vivisection)

16a Crane Grove, London N7 8NN  
0207 700 4888  
info@buav.org • www.buav.org

#### **Captive Animal Protection Society**

PO Box 4186, Manchester M60 3ZA  
0845 330 3911  
info@captiveanimals.org • www.captiveanimals.org

#### **Cetacea Defence**

PO Box 11, SEDO, Manchester M18 8GU  
www.cetaceadefence.net

#### **Coalition to Abolish the Fur Trade**

PO Box 38, Manchester M60 1NX  
0845 330 7955  
caft@caft.org.uk • www.caft.org.uk

#### **Compassion in World Farming**

River Court, Mill Lane, Godalming, Surrey GU7 1EZ  
01483 521 950  
supporters@ciwf.org.uk • www.ciwf.org.uk

Pressure groups exist to make changes in society. They work by persuading individual people, communities and governments to see issues in a different way and then to make beneficial changes.

Many pressure groups are committed to making changes for animals. Some tackle just one issue such as hunting or

animal experimentation.

Others concentrate on just one type of animal such as whales or dolphins.

Some groups campaign for a wide variety of animals in a wide range of situations.

While some work at a local level – for example, to save a rare breed of newt in a local

park – others might work at an

international level to stop the trade in exotic animals such as turtles. Most groups are funded by donations and by selling books and other goods such as T-shirts and stationery.



**International Fund for Animal Welfare**

87-90 Embankment, London SE1 9UD  
 0207 587 6700  
[info-uk@ifaw.org](mailto:info-uk@ifaw.org) • [www.ifaw.org](http://www.ifaw.org)

**League Against Cruel Sports**

New Spalding House, Holloway Hill, Godalming, Surrey GU7 1QZ  
 0845 330 8486  
[www.league.org.uk](http://www.league.org.uk)

**NAVS** (National Anti-Vivisection Society)

Millbank Tower, Millbank, London SW1P 4QP  
 0207 630 3340  
[info@navs.org.uk](mailto:info@navs.org.uk) • [www.navs.org.uk](http://www.navs.org.uk)

**PETA** (People for the Ethical Treatment of Animals)

PO Box 36668, London SE1 1WA  
 0207 357 9229  
[Info@peta.org.uk](mailto:Info@peta.org.uk) • [www.PETA.org.uk](http://www.PETA.org.uk)

**Respect for Animals**

PO Box 6500, Nottingham NG4 3GB  
 0115 952 5440  
[info@respectforanimals.org](mailto:info@respectforanimals.org) • [www.respectforanimals.org](http://www.respectforanimals.org)

**RSPCA**

Wilberforce Way, Southwater, Horsham, West Sussex RH13 9RS  
 Advice Line 0300 1234 555 • Cruelty Line 0300 1234 999  
[www.rspca.org.uk](http://www.rspca.org.uk)

**Uncaged**

5th Floor, Alliance House, 9 Leopold Street, Sheffield S1 2GY  
 0114 272 2220  
[info@uncaged.co.uk](mailto:info@uncaged.co.uk) • [www.uncaged.co.uk](http://www.uncaged.co.uk)

**Vegan Society**

Donald Watson House, 21 Hylton Street, Hockley  
 Birmingham B18 6HJ  
 0121 523 1730  
[info@vegansociety.com](mailto:info@vegansociety.com) • [www.vegansociety.com](http://www.vegansociety.com)

**Vegetarian Society**

Parkdale, Dunham Road, Altrincham, Cheshire WA14 4QG  
 0161 925 2000  
[info@vegsoc.org](mailto:info@vegsoc.org) • [www.vegsoc.org](http://www.vegsoc.org)

**Viva!** (Vegetarians International Voice for Animals)

8 York Court, Wilder Street, Bristol BS2 8QH  
 0117 944 1000  
[info@viva.org.uk](mailto:info@viva.org.uk) • [www.viva.org.uk](http://www.viva.org.uk)

**Whale and Dolphin Conservation Society**

Brookfield House, 38 St Paul Street, Chippenham, Wiltshire SN15 1LJ  
 01249 449 500  
[info@wdcs.org](mailto:info@wdcs.org) • [www.wdcs.org.uk](http://www.wdcs.org.uk)

**WSPA** (World Society for the Protection of Animals)

89 Albert Embankment, London SE1 7TP  
 0207 587 5000  
[wspa@wspa.org.uk](mailto:wspa@wspa.org.uk) • [www.wspa.org.uk](http://www.wspa.org.uk)





Below is a series of headlines taken from real newspapers. From the headline alone, you must decide what the writer's views are. Is he or she sympathetic? Angry? Is he or she trying to influence what you think or just reporting facts?

# Headliners

## EXAMPLE:

**Abattoirs fail to stun animals before death**

The writer is angry that slaughterhouses allow animals to be killed while conscious. He or she condemns this practice.

**Live and Let Live**

*Sugar*

**Did you know you can't live without... meat**

*The Mirror*

**A Plague on all you veggies!**

*Daily Mail*

**Record rise in vegetarianism gives meat trade food for thought**

*The Times*

## ANIMAL EXPERIMENTS

**Protestors ask charity to have a heart over animal experiments**

*Whitstable Times*

**10,000 pigs killed in transplant labs**

*Daily Telegraph*

**Abolition of 'cruel' animal test welcomed**

*Staffordshire Newsletter*

**Tests are not just harmful to rats**

*The Daily Echo*





# HUNTING

Evidence of trauma after chase boosts campaigners  
**Fox's terror 'proof hunting is cruel'**

*The Guardian*

**GOOD RIDDANCE AS HUNTING IS BANNED**

*The Mirror*

**CROWDS BRAVE CHILL TO CHEER ON HUNTERS**

*The Daily Mail*

**The Unspeakable in Pursuit of the Uneatable**

*The Guardian*

## Now it's your turn ...

Here are five stories. Think of a headline to go with each story below that shows how YOU feel about the issue.

**Story 1:** After years of debating, voting and campaigning, hunting with hounds has been banned. While animal protection campaigners are celebrating, hunters say they will break the law and carry on hunting.

**Story 2:** The oceans are dying because of people's desire to eat fish. Trawling ships damage the environment beneath the waves, and waters that once teemed with whales, sharks, turtles and other animals are now "dead zones".

**Story 3:** A woman has been found guilty of cruelty to animals. Four dogs were found starving to death at her home. She said she didn't have enough money to feed them.

**Story 4:** There was an outbreak of disease onboard a ship that was carrying sheep from Australia to Saudi Arabia. Thousands of sheep died, and their bodies were thrown overboard.

**Story 5:** Two pigs escaped from a lorry which was taking them to a slaughterhouse, where they would be killed. The two pigs were on the run for a week before they were captured. The pigs were taken to a sanctuary, where they now live a very happy life.



# FISHING

**Anglers bite back**

*Evening Gazette*

**LET 'EM OFF THE HOOK**

*Bristol Evening Post*

**Now it's cruel to eat fish 'n' chips**

**'Foxes? Fish have feelings, too...**

*Daily Star*

*Daily Telegraph*

# FUR

**Return of the dead animal look**

*Daily Express*

**SICK**  
Royal sales' £3,000 bumper jackets

*Daily Mail*

**Why we're happy in real fur**  
After years of making do with fakes, we talk to

*Sunday Mirror*

**To die for**

*The Guardian*