

The goal of this lesson plan and accompanying video is to encourage students to use analytical skills to explore new ideas and re-evaluate old ones while developing a strong understanding and appreciation of historical and contemporary social justice movements.

Students will learn how their everyday choices affect others in society and will be inspired to take on issues with passionate civic engagement.

The accompanying video and British factsheets can be requested at [JustChoices.com](http://JustChoices.com).

*"This innovative and up-to-date programme, produced in the tradition of Morgan Spurlock's Super Size Me, introduces secondary students to the idea that it is 'cool' to be concerned. Use the video for KS4 Citizenship, Religious Studies and Philosophy and Ethics as a way of giving pupils an insight into the idea that in a world which cries out for change, they, too, can make a difference."*

– Helen Prochera, religious education teacher, Taverham High School, Norwich

# JUST CHOICES

exploring social justice today

TEACHER'S GUIDE

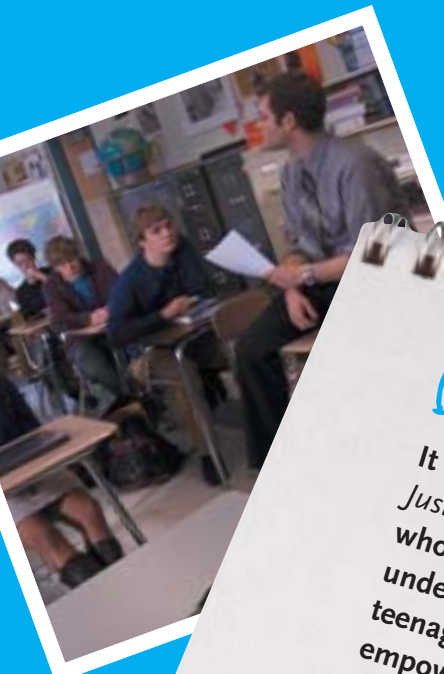
Programme created by Just Choices in conjunction with Lifetime Learning Systems® Inc.

**JUST CHOICES**  
exploring social justice today

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[justchoices.com](http://justchoices.com)





## Dear Educators,

It is with pleasure that we send you the enclosed educational programme *Just Choices: Exploring Social Justice Today*. As a secondary school teacher who is watching your students grow, learn and change every day, you understand the importance of nurturing the development of today's teenagers. You want your students to become well-rounded citizens who feel empowered to help make the world a better place. This unique teaching tool, which includes a video, poster and student activities, is designed to help you educate your students about a crucial aspect of world history – social justice movements. By examining a number of movements and causes, both past and present, students will gain a greater understanding of the role of the individual in creating social change. Ultimately, it is the goal of the programme to aid you in helping students become productive, contributing members of their own communities.

The programme is cross-curricular and designed to strengthen students' skills in critical thinking and research, history and citizenship. The starting point is the video, which depicts high-school students in the United States researching a modern-day issue – the treatment of animals. As these students begin to understand what they can do to educate themselves and effect change, your students will come to see that they, too, can take an active role in social affairs.

We hope that *Just Choices* will be useful to you and exciting and inspiring to your students.

Sincerely,

**JUST CHOICES**  
exploring social justice today

### OBJECTIVES

- To educate students about past and present social justice movements
- To help students understand how their everyday choices affect others in society
- To raise students' awareness of community issues and to encourage involvement

### TARGET AUDIENCE

This programme is designed for middle and secondary school students. It reinforces analytical thinking and reasoning, reading comprehension skills and social responsibility.

It meets the National Curriculum for the following:

#### English

Students will ...

- Analyse techniques used to convey views or impressions
- Use discussion with peers as a way of understanding information
- Use a variety of criteria to evaluate the clarity and accuracy of information

#### Citizenship

Students will ...

- Engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation
- Learn the nature and role of cultural development on different social groups
- Understand the decisions that lead citizens to become informed, responsible and active members of society

#### History

Students will ...

- Learn about significant individuals and events in British and world history
- Understand the evolution of socially, culturally and ethnically diverse aspects of society
- Investigate and analyse the reasons for historical events, situations and changes

### COMPONENTS

The following components are included with this educational programme:

- This eight-page teacher's guide
- Four reproducible student-activity masters
- One "Recommended Resources" page
- One "Just Choices" video
- One "Just Choices" wall poster
- One teacher-response card

### PROGRAMME OVERVIEW

*Just Choices* is designed to educate students about social justice movements and their effects on society. The goal of the programme is to motivate students to use analytical thinking skills to become involved in a cause that they care about and to empower students to realise that they can make a positive difference in their communities if they choose to.

### JUST CHOICES: EXPLORING SOCIAL JUSTICE TODAY

#### Video

This video complements the *Just Choices* programme in that it teaches students about a modern-day social justice movement.

The video documents the journeys of four American secondary school students, Apryl, Angela, Richard and Zach, as they investigate the roles and treatment of animals in society for a class project on social justice. As the students learn about the movement, its victories and struggles and the role of animals in society, they realise that they can make a difference through the choices that they make.

#### Video Extension Activities

- Lead a group discussion with your class about the students in the video and the social justice topic that they researched. Prompt discussions with the following questions, and remind students that there are no "right" or "wrong" answers – they are discussion starters that are designed to encourage students to share opinions and listen respectfully to the views of their classmates:
  - How did the video affect you? What did you learn from the video?
  - If Apryl, Angela, Richard and Zach presented their project in your class, what follow-up questions would you ask them? What else would you like to learn about their research project?
  - Do you think that the students were respectful of each other's opinions when deciding which social justice movement to work on? Why or why not? (Ask students to give specific examples.)
  - Is tolerance important when discussing social issues? Why or why not?
  - Which fact or issue mentioned in the video affected you the most? Why?
  - What was your reaction to the factory-farm footage that depicted how animals were raised for food?
  - The video touched on a variety of subjects relating to the treatment of animals. What information is needed to generate informed opinions on the following questions? How could you learn more about these issues?
    - Do you agree or disagree that animals have complex emotions?
    - What do you think is meant by "animal rights"? Should animals have rights?



- Do you agree or disagree that animals are killed humanely for their flesh and fur?
- Do you think that it is necessary to use animals for research and experimentation?
- Do you think that animals should be used for entertainment purposes, such as in circuses?
- Do you think that people who have pets should be considered the animals' "owners"? If so, should owners have the right to treat pets in any manner they choose? Should pets be considered property?
- What are your thoughts on vegetarianism?
- Which of these topics would you choose to research and learn more about?
- Do you think that the treatment of animals is a viable and relevant social justice topic? Why or why not?
- What are your opinions about the four animal issues that were brought up on the video – animals used for food, clothing, entertainment and experimentation? Do you think that the treatment of animals in these situations should be improved?
- How do you think the students' topic compares to other social justice movements such as civil rights, women's rights, environmentalism and others?
- Ask students to analyse each character in the video – Apryl, Angela, Richard and Zach – and the changes that they exhibited throughout the video. How did each character change? What influenced the changes that they made? Who made the biggest change? Who was most affected by the facts that they uncovered? Which character do students identify most with (if any)? Why?
- Direct students to research the environmental impact of the meat industry. Students can visit [GoVeg.co.uk](http://GoVeg.co.uk) and click on "Free Vegetarian Starter Kit" for more information. Have students answer the following questions:
  - How does the meat industry affect the environment?
  - What happens to waste from factory farms?

- Why should we worry about fresh water shortages?
- How could these issues be addressed?
- Are there solutions to solving the waste problems?

### 'JUST CHOICES' WALL POSTER

The "Just Choices" wall poster encourages students to think about the ways in which their actions either perpetuate or help end discrimination. Hang the poster in a high-traffic area such as the front of the classroom, a hall, a busy corridor or the library.

Encourage students to visit the Web site on the poster ([JustChoices.com](http://JustChoices.com)) to learn more about becoming an empathic and respectful student who can make a difference.

### STUDENT ACTIVITIES

These four reproducible activities provide students with an overview of social justice movements and their leaders, their effects on society, the changes that they have inspired and why it is important to be a socially active and responsible citizen.

Before beginning the activities, ask students to name as many social justice movements as they can, and list them on the board. How many movements are still going? Which issues directly affect your students? Are students currently involved in movements for change? How did they become involved? How does being involved make them feel? Do students feel that they can make a difference as part of a group for social change?

### RECOMMENDED RESOURCES

This reproducible sheet contains a recommended reading list plus other resources and Web sites that your students may find interesting and useful. Please photocopy and hand it out to your class.

## Activity 1: The Road to Social Justice

**Objective: To gauge students' knowledge of social justice movements**

Social justice movements have made positive changes in society for women; people of certain races, colours, nationalities and ethnic origins; the environment and animals. Activity 1 is designed to assess students' knowledge of these movements and the effects that they have had on society. Use the quiz before beginning the lesson to gauge your students' knowledge of these issues, then instruct students to take the quiz at the end of the lesson to measure what they have learned, or set it as homework.

After students have completed and corrected Activity 1, ask them what they learned from the quiz and whether they were surprised by any of the information. Use the information on the quiz to engage students in a discussion about social justice movements and their importance to society. Ask students to discuss what society would be like today if there had not been any social justice movements – what would that mean for women, animals, the environment and people of certain ethnic origins? Which current issues are students interested in learning more about? **Answers are on pages 6 and 7.**

## Activity 2: Read Between the Lines: Fact vs. Opinion

**Objective: To strengthen students' analytical and critical thinking skills while educating them on social justice issues in the media**

Advocates may use persuasive writing to garner support for their causes, but journalists are supposed to be neutral when writing about news and social justice issues and should always use attributed sources and facts to explain their stories. However, they don't always do this. Activity 2 focuses on presenting two sides of a fictional story. Ask students to determine which article uses multiple sources and facts and which uses personal observations and opinions. Discuss with students why it may be difficult for reporters to be impartial when writing a news story.

Answers are on page 6.

## Activity 3: Changing Minds, Changing Times

**Objective: To educate students about the legal progress of social justice issues and the individuals who have had an impact on society through social causes**

The rights of women have increased over the years because advocates have worked to pass laws recognising their status in society. Activity 3 focuses on the legal progress that social justice movements have made throughout the years and the people who have led or influenced those movements.

Although changing local, national or European laws in order to help improve society may seem like a daunting challenge to students, it is important for them to realise that all it takes is just one person to make a difference. Activity 3 lists several advocates who each contributed their time and efforts to social justice movements. The activity directs students to research and write about a person from the list or a person of their choice, such as an activist in their area. After the activity is completed, ask students to present oral summaries of the advocates and then lead a class discussion about the ways in which one person can make a difference.

## Activity 4: What You Can Do

**Objective: To motivate students to think about what they learned from the video and to empower them to make a difference for animals and society**

Social advocates can be involved in their causes on every level – personally, locally, nationally and internationally – from the eco-minded neighbour who recycles and rides a bicycle to work to the vegetarian who volunteers at a local animal sanctuary. Activity 4 asks students to think about being "everyday" advocates whose personal choices reflect their social beliefs and to contemplate broadening the scope of their activism.

In this activity, students are encouraged to think about what they have learned from the video and are asked to write a personal commitment statement that reflects what they will do to become empathic and concerned citizens for animals and society. Whether it's buying cruelty-free products or starting a peer counselling group at school, students can use the statement to better understand how they can make a difference if they choose to become involved.



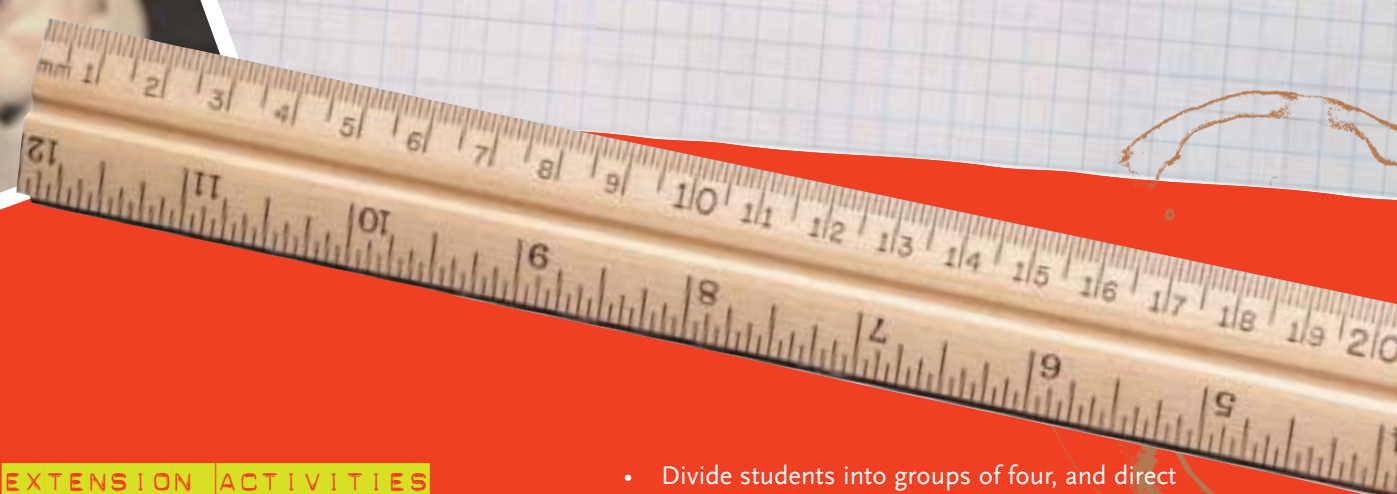
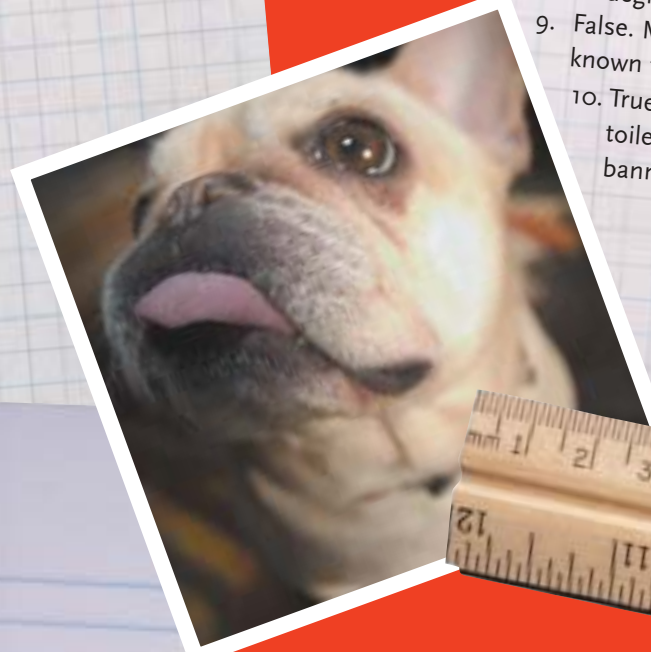
## ANSWERS

### Activity 1: The Road to Social Justice

1. c. The Abolition of the Slave Trade Act was passed in 1807, although slavery didn't end there. Captains of British ships found with slaves on board were fined £100 per slave. To get round this, when in danger of being caught, captains ordered the slaves to be thrown into the sea. Next to be passed were animal protection laws in 1822, then child protection laws in 1889. A law giving rights to women – the Representation of the People Act – wasn't passed until 1918.
2. b. Nuclear testing. A group of anti-war protesters wanted to end nuclear testing by America on Amchitka Island, off Alaska. They chartered a boat and sailed to the region to bear witness to the trials. The high-profile campaign led the United States to abandon nuclear testing on Amchitka.
3. d. None of the above. Researchers using animals must apply to the Home Office for a license before conducting any experiments, but poisoning dogs, blinding cats and infecting monkeys with terminal diseases are commonplace.
4. c. The Race Relations Act was passed in 1976 and made it unlawful for an employer to discriminate against a person on the grounds of his or her race.
5. c. Leonardo da Vinci, Pythagoras, Gandhi and Albert Einstein all advocated for protection of animals. Gandhi said, "The greatness of a nation can be judged by the way its animals are treated".

### Activity 1: continued

6. True. Speciesism is defined in the dictionary as "human intolerance or discrimination on the basis of species, especially manifested by cruelty to or exploitation of animals".
7. False. The women's rights movement continues today. Since the 1970s, women's rights advocates have worked for equal pay for women.
8. False. The Convention on the Rights of the Child is the most widely ratified treaty in the world. Every country aside from the United States and Somalia has signed. Adopted by the United Nations General Assembly on 20 November 1989, the Convention promises children around the world the right to life, liberty, education and health care. It provides protection to children in armed conflict, protection from discrimination, protection within the justice system, protection from economic exploitation and protection from torture and cruel, inhumane or degrading treatment or punishment as well as many other fundamental protections.
9. False. Millicent Fawcett, Emmeline Pankhurst, Annie Kenney and Emily Wilding Davison are best known for working for women's rights, although Fawcett also campaigned against the slave trade.
10. True. A Europe-wide ban on testing cosmetics and hygiene products, such as toothpaste and toiletries, on animals will come into force in 2009. The testing of cosmetics on animals is already banned in the UK, but household products continue to be tested on animals.

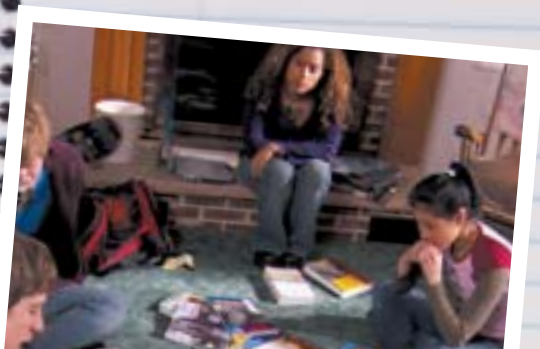


## ANSWERS

### Activity 2: Read Between the Lines: Fact vs. Opinion

Answers will vary.

1. Article B
2. Article A
3. Article B contains statements from veterinarians, facts from a sanctuary owner and eyewitness accounts.
4. No. Article A describes the evening as "wonderful" and the stadium as "glittering" and gives the opinion that the dogs looked "happy and healthy". The animal protection paragraph is low in the story. The animal protection group is described as being "rowdy". The article gives the opinion that the closure of the track would be a tragedy for local people. There is a quote from the track manager but no quote from the animal protection group. The story does not express both sides of the issue. Article B uses attributed facts, but the focus of the story is on the animal protection protest (lead paragraph).



### EXTENSION ACTIVITIES

- Direct students to read a newspaper, specifically the opinion/editorial pages, and identify a social justice issue covered by it. Ask students to report on the stance that the paper took on the movement or cause and the facts that were used to support the article.
- People use different media to communicate messages to others. For hundreds of years, art, music and literature have been used to educate society about social justice issues – Harriet Beecher Stowe brought the issue of slavery to light in her book *Uncle Tom's Cabin*; singer Paul McCartney has voiced his opinions through songs; and poet Benjamin Zephaniah discusses many social issues in his poetry. Encourage students to voice their opinions about an issue that is relevant to them through a poem, drawing or song. Ask students to share their work and explain its meaning and what influences it.
- Divide students into groups of four, and direct them to choose a social justice topic to debate. Split the groups of four in half, and ask two students to discuss one side of the chosen issue and the other two to discuss the opposite point of view. After students have debated their issue for several minutes, stop them and ask them to switch sides in the debate and begin debating the opposite point of view. What did they learn by having to debate both sides of the issue? How did it affect their thoughts on the issues? Emphasise the importance of being respectful and tolerant when listening to others' opinions.
- Ask students to research the treatment of animals in our society (for clothing, food, entertainment, research, etc.). Ask: "Do animals deserve more protection than they currently receive? Should they share any of the same rights that humans have?" Then instruct them to write a persuasive paragraph to support their answer.

ACTIVITY ONE  
THE ROAD TO SOCIAL JUSTICE

Can you imagine a time when it was legal not to hire women because of their gender? Or when children were not legally protected from abusive parents? It may be hard to believe, but both were acceptable until advocates stepped in and stopped these injustices. Social justice movements are born out of people's courage to stand up for those who are being oppressed in society. The history of social justice movements, such as the women's rights and the civil rights movements, has been well documented, but how is your knowledge of social issues? Try answering the questions below to test yourself.

1. Which laws were first enacted in Britain?
  - a. Animal protection laws
  - b. Child protection laws
  - c. Anti-slavery laws
  - d. Women's rights laws
2. The environmental group Greenpeace began in 1971 when members chartered a boat and took to the seas. What were they campaigning about?
  - a. Overfishing
  - b. Nuclear testing
  - c. Whaling
  - d. Oil spills
3. Under the 1986 Animal (Scientific Procedures) Act, which of the following are illegal?
  - a. Poisoning dogs
  - b. Blinding cats
  - c. Infecting monkeys with terminal diseases
  - d. None of the above
4. In what year did racial equality in the workplace become law in the UK?
  - a. 1936
  - b. 1957
  - c. 1976
  - d. 1987
5. Leonardo da Vinci, Pythagoras, Gandhi and Albert Einstein were all advocates of which of the following?
  - a. Universal vaccinations
  - b. Technology in the classroom
  - c. Animal protection
  - d. The implementation of daylight-saving time
6. Speciesism is discrimination against animals.  
True      False
7. Once women were given the right to vote in 1918, they were treated equally in the workplace.  
True      False
8. The Convention on the Rights of the Child was adopted by the United Nations and ratified by all countries in 1989. The treaty promised kids around the world various rights, such as the right to liberty, education and health care, protection in armed conflict, protection within the justice system and protection from economic exploitation.  
True      False
9. Millicent Fawcett, Emmeline Pankhurst, Annie Kenney and Emily Wilding Davison were known for their environmental advocacy.  
True      False
10. As a result of many years of campaigning, cosmetics testing will be banned across Europe in 2009.  
True      False

**TAKE  
A STAND**

Name ..... Date .....

When writing news, it is the reporter’s responsibility to present both sides of a story, using facts to back up the information that is being given. Facts and opinions should be “attributed” in news stories, meaning that the sources of the facts and opinions are provided. Reporters are supposed to remain neutral when writing an article and should omit their own opinions from the story, but that is not always what happens. If the writer’s opinions can be detected in the story or if vital information has purposely been omitted, the reporter has failed to remain impartial.

The “news stories” below were written about a fictitious greyhound track. One article presents facts to back up its story; the other uses opinions – but is either one impartial? Read the articles below and then answer the questions that follow.

A. A Great Night Out

The glittering new greyhound stadium at Park Fields was open for racing last night and attended by a sell-out crowd. Couples, families, parties and individuals all came to lap up the exciting atmosphere. And they weren’t disappointed! A wonderful time was had by all.

A choice of top-class meals in the restaurant or simply a few drinks in one of the four bars was just a precursor to the evening’s events. At 7:30 sharp, the opening race began and had the crowd on its feet, cheering the winning dog, Rising Star, to the line.

Race after race kept the atmosphere electric, and a photo-finish in the third race was the highlight of the evening, keeping punters and trainers in suspense. When Electric Night was pronounced the winner, a huge roar went up from the crowd as winners celebrated and losers gave vent to their frustration.

“This has been an incredible night”, said 16-year-old Jack Barnett of St James High School. “I came with my family, and we have all had a brilliant evening. The races were really exciting. I’ll definitely be back.”

Unfortunately, a rowdy animal rights group nearly ruined the event by picketing in a futile attempt to stop race-goers from entering the stadium. The group even tried to prevent the stadium from opening at all and has vowed to pressure the council into closing it as soon as possible. This would be a tragedy for all those involved, including the children, who had the night of their lives.

The group hounded attendees by handing them fliers and insisting that greyhounds are “mistreated”. But they certainly looked healthy and happy, and track manager Dave Gibbons disputed the group’s accusations.

“We make sure that all dogs are treated well here”, said Gibbons. “They are healthy and happy and love to race. You can see their excitement just by looking at them. We have a vet at the track at all times to treat any injuries. We couldn’t do more for them. The animal rights group should find more productive ways to spend their time and money.”

**TAKE  
A STAND**

Name ..... Date .....

## B. Animal Rights Group Campaigns Against Greyhound Racing

The opening of the new greyhound stadium last night met with a mixed response. An animal protection group attended to educate citizens about the plight of racing dogs. The organised group handed out informative fliers about the mistreatment of greyhounds bred for racing and included reports from several local veterinarians.

According to these veterinarians, racing greyhounds routinely suffer from injured toes, torn muscles, strained tendons and arthritic joints. In order to keep dogs racing, injuries are often masked with painkillers, and then the dogs are dumped or killed when they can no longer run.

But it's what happens at the end of the dogs' racing careers that causes the largest concern among animal protection groups. According to animal sanctuary owner Dave Walton, an estimated 20,000 greyhounds are "retired" from racing every year. Homes will be found for some, and others will be shipped abroad to race, but many will be killed, often by their owners.

Jenny Mason of Save Our Greyhounds says: "Favourite methods of dispatching financially worthless dogs include battering, poisoning, drowning, shooting or simply leaving them to starve to death in a locked shed. The end for these beautiful, gentle animals is violent and terrifying".

"I didn't realise how inhumanely the dogs were treated", said Mark Davidson, a 17-year-old from St James High School. "I saw the dogs race and thought they were having fun. I had no idea that their lives are really miserable and that thousands are killed every year. I won't come again."

Davidson's girlfriend, Donna Prescott, agreed. "I am glad I know the truth now. I have taken some leaflets and will come to the next race meeting, but I won't go in – I'll give out leaflets to educate more people about the horrors of greyhound racing."

A racetrack spokesperson said: "The dogs are well looked after while they are at our track. We make sure they are fit to race, and accidents at the track are kept to a minimum. We encourage all owners and trainers to home any retired greyhounds, but we know that some are euthanised".

Despite the controversy outside the stadium, race-goers inside loved the thrill of the races, and many vowed to return again and again. "It's a great night out for families, for groups of friends – for anyone, really", said 16-year-old Sara Bishop, who attended with her parents. "I can highly recommend a night at the dogs."

Several parties, upon reading the leaflets, however, did turn back and chose to boycott the track.

### Questions

1. Which article cites multiple sources and attributes information?
2. Which article consists of mostly personal observation?
3. List the facts used in the articles.
4. Is either article impartial? Why or why not?

On another piece of paper, write an impartial, factual article about greyhound racing that presents both sides of the story.

When you have finished writing your story, reread it. Were you able to remain neutral, or did your feelings toward greyhound racing show through in your writing?

**ACTIVITY THREE**  
**CHANGING MINDS, CHANGING TIMES**



Because of the efforts of social activists, laws have been changed to help end discrimination and protect the environment. Advocates work on educating society about issues, drawing attention to them, and changing the laws to reflect their cause.

Read about the recent legal changes that have occurred as a result of social justice movements.

**Animal Protection Movement**

**Then**

In 1824, 22 reformers founded the Society for the Prevention of Cruelty to Animals (SPCA). One member, William Wilberforce, was already famous by then for his commitment to abolishing the slave trade. But it was Richard Martin MP who steered an Act through Parliament to prevent cruelty to cattle. The SPCA was set up to monitor cattle markets and to enforce this new law, which was the first legislation to protect animals in the world.

**Now**

The 1911 Protection of Animals Act currently gives protection to animals in Britain and has been amended nine times. It covers domestic and farmed animals and makes it an offence to cause "unnecessary suffering". It is currently an offence to "cruelly beat, kick, ill-treat, overdrive, overload, torture, infuriate, or terrify any animal; cause unnecessary suffering through transportation; take part in the fighting or baiting of an animal; administer poisonous or injurious substances without good reason; permit operations to be carried out without due care and humanity; cause unnecessary suffering to an animal that is being destroyed to provide food for mankind" and more.

Dozens of other laws and European regulations to protect animals have been passed, including the 1960 Abandonment of Animals Act and the 2000 Fur Farming (Prohibition) Act.

**Future**

Existing laws do not cover animals who are kept in such conditions that they are likely to suffer as a result, but a draft bill is expected to remedy this loophole.

Groups are also trying to ban snares, the keeping of wild animals in circuses and zoos and other cruel practices.

**Environmental Movement**

**Then**

The Industrial Revolution, beginning in the 18th century in Britain, led to a huge increase in energy consumption through the burning of fossil fuels and a massive decline in air quality in some cities. Air pollution has long been a cause for concern, with a prohibition on the burning of coal in London enacted as early as 1273, but it has been since the birth of industrialised agriculture and trade that legislation has tried to prevent widespread environmental damage.

**Now**

The 1990 Environmental Protection Act regulates waste disposal and air, land and water pollution. The 1993 Clean Air Act regulates smoke emissions from private dwellings and industry and other forms of airborne pollutants. And the 1995 Environment Act set up the Environment Agency, the Scottish Environment Protection Agency and the National Parks Authority. It also required the secretary of state to prepare a strategy for air and waste and gave powers to protect certain hedgerows.

**Future**

Environmentalists continue to press for stricter laws to help stop climate change, to protect oceans and ancient forests and to eliminate toxic chemicals.

**Women's Rights Movement**

**Then**

During the 19th century, women had no political rights, but some laws were passed that allowed them certain rights, including the 1870 law that allowed them to keep money that they had earned. The right to vote came for women over 30 in 1918. In 1928, women were given the same political rights as men. In 1967, women were granted the right to have an abortion. In 1991, it became illegal for a man to rape his wife.

**Now**

Women have the same political, educational and physical rights as men. They cannot be refused work or dismissed from their work on the grounds of their gender. They have free control of their bodies, sexuality and reproduction, can earn and keep their own money and can live alone, marry or divorce as they choose.

**Future**

Women's rights advocates are still working toward equal pay opportunities for women and encourage industry and political and other institutions to employ more women.

**TAKE A STAND**

Name ..... Date .....



Laws in favour of social justice movements are often the result of group efforts. But it takes only one person to start a movement for a cause and make a positive difference in society. The following people are some of the advocates who have made major contributions to social justice movements.

**Environmental Protection:** Rachel Carson, Paul Watson, George Monbiot

**Animal Protection:** Peter Singer, Jane Goodall, Ingrid E. Newkirk

**Women's Rights:** Mary Wollstonecraft, Annie Besant, Emmeline Pankhurst

**Racial Equality:** Mahatma Gandhi, Rosa Parks, Benjamin Zephaniah

Learn more about a person who has changed society for the better and write about him or her. Choose a person from the list above or an advocate you are interested in learning more about, such as an activist in your area.

When researching, think about and answer the following questions:

What was the major focus of the person's cause? What motivated him or her to become involved?

How did he or she affect society and make a positive difference? What can you do to help sustain his or her progress?

*"The animals of the world exist for their own reasons. They were not made for humans any more than black people were made for whites or women for men." – Alice Walker*

*"Millions of hectares of rainforests are destroyed every year, displacing indigenous people and contributing to global warming and soil erosion." – The Rainforest Foundation*

*"You must be the change you wish to see in the world." – Mahatma Gandhi*

*"British women still get paid only 80 per cent of the average hourly male earnings." – The Equal Opportunities Commission*

*"Nothing will benefit human health and increase the chances for survival of life on Earth as much as the evolution to a vegetarian diet." – Albert Einstein*

**ACTIVITY FOUR**  
**WHAT YOU CAN DO**

There are a number of ways to get involved in society and show that you care about the world and its citizens. There are also a number of ways that you can make a difference. Not only can you choose to be involved, you can also choose how involved you will be in a cause. You might already be making a difference in society – if you recycle or use recycled products, you are helping the environment; if you donate time to your local animal sanctuary, you are helping animals; if you volunteer for a candidate or vote, you are participating in the democratic process; and if you donate clothing, food or toys to charity shops or to a direct humanitarian crisis appeal, you are helping people in your locality or around the world.

In the video, Apryl, Angela, Richard and Zach were empowered by their research to do something to help animals. Richard volunteered at a local animal rights group and actively educated his peers; Apryl chose to become a vegetarian; Zach helped stop animal neglect in his neighbourhood; and Angela realised that every little decision that she makes in her life can make a difference.

Think about what you learned in the video and then use the lines below to write a personal commitment statement that reflects what you want to do to help make a positive difference for animals and your community. Remember, the level of involvement (if any) is your choice.

My personal commitment statement is ...

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To fulfil my commitment, I will ...

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**TAKE  
A STAND**

**Video Recap**

What You Can Do to Help Animals

- Buy cruelty-free products
- Buy animal-free clothing
- Eat vegetarian foods
- Support animal-free circuses
- Report animal abuse

Name ..... Date .....

Think About This:

What do you think motivates people to become involved in social justice movements?

What motivated the students in the video to make changes and choices that reflect their beliefs?

Write your answers on a separate piece of paper.

*"I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do." – Helen Keller*

In Britain, 8 billion plastic bags are used each year, and one supermarket has said that they may take up to a million years to degrade. With landfill sites now close to capacity, campaigners are calling for a lasting solution to Britain's waste problem.

*"I expect to pass through the world but once. Any good therefore that I can do, or any kindness I can show to any creature, let me do it now. Let me not defer it, for I shall not pass this way again." – Stephen Grellet*

In the UK alone, 850 million animals and hundreds of millions of fish are killed every year to feed people meat.

*"Injustice anywhere is a threat to justice everywhere." – Martin Luther King Jr.*

## RESOURCES/WEB SITES

### [JustChoices.com](http://JustChoices.com)

This site offers free classroom resources for teachers and students, project ideas and ways to get involved in social justice issues.

### [AllAboutAnimals.org.uk](http://AllAboutAnimals.org.uk)

Find age-sensitive information about animal protection issues for students and teachers, plus lesson plans and a comprehensive list of free resources for teachers.

### [TeachKind.org](http://TeachKind.org)

This American Web site offers free classroom materials on humane education, resources from various nonprofit organisations and great ideas on how to implement humane education in the classroom.

### [HumaneTeen.org](http://HumaneTeen.org)

This Humane Society of the United States Web site encourages teens to get involved and make a difference in the world.

### [Foe.co.uk](http://Foe.co.uk)

The Web site for Friends of the Earth, the world's largest network of environmental groups, includes up-to-date information on environmental issues around the world.

### [Amnesty.org](http://Amnesty.org)

The Amnesty International Web site, which advocates for the humane treatment of all people, highlights current information on human rights violations around the world and helps people get involved in ending those violations.

### [MakePovertyHistory.org](http://MakePovertyHistory.org)

The Web site for the international movement to end poverty around the world offers information on many current social issues.

### [Blink.org.uk](http://Blink.org.uk)

The Black Information Link Web site contains information about campaigns to end discrimination on the grounds of colour and race.

### [WomenAndEqualityUnit.gov.uk](http://WomenAndEqualityUnit.gov.uk)

This government Web site details the efforts made to give women the same opportunities as men and to encourage women to seek influential positions in society.

### [EthicalConsumer.org](http://EthicalConsumer.org)

The Ethical Consumer Research Association gives information about how daily consumer choices can have a big impact on the environment and the world's people and animals.

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**A Long Walk to Freedom** by Nelson Mandela

The story of Mandela's inspirations and struggles to free South Africa from apartheid

**An Autobiography: The Story of My Experiments With Truth** by Mahatma Gandhi

The renowned pacifist's story of how he led India in its struggle for independence from the British

**Animal Liberation** by Peter Singer

A look at the abuse of animals in society and some possible solutions

**Animals in Society** by Zoe Weil

An examination of the importance of animals in society and the need to protect them

**Conserving the Environment** by Laura K. Egen Dorf

An in-depth look at how to be eco-friendly

**Drawing the Line: Science and the Case for Animal Rights** by Steven M. Wise

A legal perspective on the debate for animal rights

**Freedom's Cause: The Lives of Suffragettes** by Fran Abrams

A portrait of 12 of the leaders of the suffrage movement

**Making Kind Choices: Everyday Ways to Enhance Your Life Through Earth- and Animal-Friendly Living**

by Ingrid E. Newkirk

How the little decisions we make can have a big impact on animals and the planet

**One Makes the Difference** by Julia Butterfly Hill

Motivating ideas on how to make a difference, written by the woman who spent more than two years living in a redwood tree to save it from being cut down

**Rosa Parks: My Story** by Rosa Parks, with Jim Haskins

The story of the civil rights pioneer who jumpstarted the Montgomery bus boycott in 1960s Alabama

**Save Cash and Save the Planet** by Andrea Smith and Nicola Baird

Practical money-saving ways to help the environment

**Silent Spring** by Rachel Carson

An environmentalist's warnings of the danger of pesticides and their effects on nature and humans

**Sojourner Truth: Ain't I a Woman?** by Patricia C. McKissack, with Frederick L. McKissack

Biography of the former slave who became an abolitionist and advocate for civil and women's rights

**Staying Power: Black People in Britain Since 1504** by Peter Fryer

A history of the movements against slavery and racism in Britain

**The Food Revolution** by John Robbins

A look at how food choices can affect our health, the environment and animals

**The Little Book of Great Women: Thoughts From Women Who Changed the World** by Troth Wells, ed.

The words of women who challenged and changed the world

**Uncle Tom's Cabin** by Harriet Beecher Stowe

Famous story about the lives of slaves and their inhumane treatment