

Topic **nine** FARM ANIMAL WELFARE SPECTRUM REVISITED

Key Topic Message

BE INFORMED - IT CAN CHANGE YOUR ATTITUDE!

Topic Objectives

The learner will:

- Determine their stance on the animal welfare spectrum
- Write a persuasion paper on animal rights vs animal welfare

Topic Resources Provided

- Topic Two, Student Activity 1 (complete and blank)

Topic Resources Required

- Internet access and/or library research time
- Pen/paper

Classroom Environment

- Conducive to group work and pair sharing



TOPIC OUTLINE

ENERGIZER

GROUP BRAINSTORM

Time: 10 minutes

Resources:

- *Blank Topic Two, Student Activity 1 (page 41)*
1. Distribute attitude surveys from the beginning of the study.
OR
 2. Have students complete the same survey without looking at the one they originally completed.

INTRODUCTORY ACTIVITY

DISCUSSION

Time: 10 minutes for Step 1

Resources:

- *Original Completed Topic Two, Student Activity 1*
 - *New completed Topic Two, Student Activity 1*
1. Ask students to refer back to their original survey from Topic Two and compare their answers.
 - Discuss what has changed? Why?

ACTIVITY ONE

PERSUASION PAPER

Time: *Library research and homework time*

Resources:

- *Internet access and/or homework time*

This lesson revisits Topics One and Two.

1. Tell students that they should now have a broadened perspective on animal welfare issues.
2. Tell students that they will look critically at their perceptions of animal welfare versus animal rights.
3. Tell students that they will write an essay of persuasion on animal rights versus animal welfare. (This can serve as the main form of evaluation for the whole topic package. Use a generic persuasion paper rubric and adapt it to evaluate the papers).

- Consider using the following points in the rubric:
 - a) Where did they get their information?
 - b) How is information slanted to persuade and provide impact?
 - c) What are their own animal practices — do they have pets, etc.?
 - d) Do they see a place of compromise for all concerned about animals?

ACTIVITY TWO

PAPER EVALUATION

Time: 30 minutes

Resources:

- *Completed persuasion papers*

1. Have students trade their completed papers and evaluate each other on the quality of their arguments.
2. Ask the students to consider two specific points:

Has a one-sided or two-sided message been presented?

Is emotion used primarily or is the paper factually balanced?

CONCLUDING ACTIVITY

INDIVIDUAL REFLECTION

Time: 5 minutes

Resources:

- *Pen/paper*

1. Get students to write a paragraph response on what they see as the **future** of animal agriculture.
2. Use their answers in your Teacher Reflection.

TEACHER REFLECTION

Please email your suggestions to info@afac.ab.ca or fax this page to (403) 932-8052.

What activities/resources worked well?

What activities/resources could be improved?

What curriculum did you fit these activities into?

What other curriculum(s) would you consider using these activities for?

Do you have any other activity ideas for this topic that you would like to share with AFAC?

Thank you!