

MAKING A DIFFERENCE: ANIMAL RIGHTS AND SOCIAL ACTION

YEAR 10-11 NCEA LEVELS 1 & 2
DURATION 2-3 WEEKS

IDENTITY, CULTURE AND ORGANISATION 5.2

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Students will investigate the motivations, methods and effectiveness of social organisations working for animal rights. They will then create their own plan for social action on this issue.

STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED

LEARNING OUTCOMES

SOCIAL ORGANISATION¹ 5.2:

How and why people seek to gain and maintain social justice and rights.

Students will:

- explain the ways people in New Zealand society press for changes in relation to the ethical treatment of animals.
- explain the causes of resistance to such changes.

SOCIAL ORGANISATION¹ 6.1:

How and why people organise themselves to review systems and institutions in society.

- study organisations that advocate for changes to treatment of animals in society.

- assess the most effective means for achieving such changes.

Inquiry

AS90217 Level 1.3

Students will:

- collect information about social organisations working for animal rights.
- assess and communicate their assessment of the various means used to advance this cause.

Values Exploration

AS90218 Level 1.4

Students will:

- demonstrate how and why different groups in society have different values about the treatment of animals.

Social Decision Making

AS90219 Level 1.5

AS90275 Level 2.5

Students will:

- identify a range of problems associated with the issue of animal welfare and rights.
- plan possible actions in relation to these problems and identify the likely consequences of these actions.
- identify and justify preferred action(s).

REQUIREMENTS

Settings:

New Zealand

Perspectives:

- Current Issues
- The Future

Essential Learning About New Zealand Society (ELANZS):

- characteristics, roles, and cultural expressions of the various groups living in New Zealand.
- changing patterns of resource and land use.
- changing patterns of economic activity and trade.
- current events and issues.

ASSESSMENT

Design your own assessment using the template provided at:
www.tki.org.nz/r/socialscience/curriculum/SSOL/assessment_template_e.php.

¹ Equivalent to the "Identity, Culture and Organisation" strand in *The New Zealand Curriculum* (2007), p. 30.



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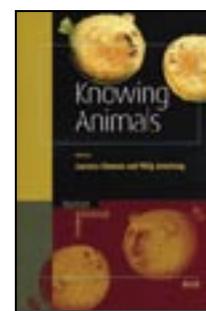
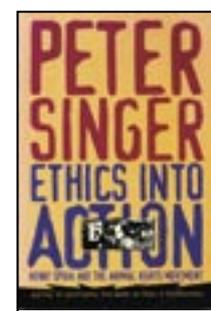
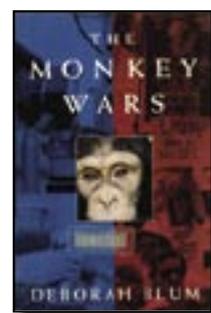
Select and adapt these learning activities to best meet the needs of your students, and to fit the time available:

Background

A wealthy person/corporation has decided to make a large fund available for any people/organisation involved in addressing an issue relating to animal rights by/through social action.

You will organise yourself with your classmates into groups of three or four. Your group will assume the role of a community group that wants money to fund their detailed plan of social action(s) in relation to the social issue.

You then, as an individual, will be asked to formulate a plan of social action in relation to the social issue of animal rights, and describe how the plan of social action will address animal rights in New Zealand.



I. UNDERSTANDING THE ISSUES

• Read three of the following texts:

- Deborah Blum, *The Monkey Wars*, pp. 49-53.
- Peter Singer, *Ethics into Action*, pp. 114-116.
- Philip Armstrong, "Farming Images", pp. 44-48.
- Kim Stallwood, *A Conversation with Peter Singer*, pp. 130-136.
- *SAFE in Action!*, pp. 146-147.
- *SAFE Profiles*, p. 144.
- Janet McAllister, *Animal Rights Fight Not Chicken Feed*, pp. 148-152.
- Catherine Masters, *A Tiger in the Court*, pp. 154-155.
- Kim Stallwood, *Animal Rights: The Changing Debate*, p. 117.

• Explore two of the websites recommended on page 15:

• Drawing information from these printed and online sources, fill in the "Issue-Belief-Action-Assessment" chart on page 16:

- in column one, state four issues that are the focus of animal rights social action today.
- in column two, identify in each case the belief that motivates those taking the social action.
- in column three, describe the action(s) being taken to address each issue.
- in column four, make an assessment of how successful you think the action(s) are. Try to consider both the strengths and weaknesses of each action you assess.

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2. SETTING THE SCENE

- Form a group of three or four people. Decide on a name (this may be the name of an existing group or a made-up one) and a logo.
- Using your work in 1. (Understanding the Issues), identify the social issue that you are looking at.
- Briefly outline the social issue.
- Fill in the Expression of Interest form from the funding organisation on page 17.
- Once an acceptance letter has been received, proceed to the next steps.
- As the Board, in your group discuss and decide on social actions that will best address your social issue.

Identify at least three possible actions that you could take in relation to the social issue. *Remember, a social action is a strategy or approach that may influence a desired outcome in relation to an identified social issue.*

Identify and evaluate the strengths and weaknesses of the possible courses of action.

Fill in the Social Action form on page 18.

FILL IN THE SOCIAL ACTION FORM ON PAGE 18.

FILL IN THE ACTION PLAN FORM ON PAGE 19.

3. FORMULATE A DETAILED PLAN OF SOCIAL ACTION IN RELATION TO ANIMAL RIGHTS IN NEW ZEALAND.

Decide on the **most appropriate course of action** in relation to the issue you have identified and described in 1. (Understanding the Issues) and 2. (Setting the Scene).

You must outline **at least THREE specific steps** that you could use in relation to this issue.

A detailed explanation of what is involved at each step of your action plan includes:

- specifics on who you will contact, who you will try to reach.
- how you will implement your plan.
- where your action will take place.
- why you use or do certain things.
- what things you will need to incorporate.

Fill in the Action Plan form on page 19.



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4. JUSTIFY HOW THE PLAN OF SOCIAL ACTION WILL ADDRESS THE ISSUE OF ANIMAL RIGHTS IN NEW ZEALAND.

Through the use of perspectives on current issues and using social studies **concepts, explain with reasons**, how your plan of social action will address the issue of animal rights in New Zealand. You must provide, at least, **two likely consequences** of your social action, and support your answer with accurate and detailed supporting evidence.

Likely consequences could include short term, long term, positive and negative.

Using the strengths and weaknesses you identified in 2. (Setting the Scene), provide accurate and detailed supporting evidence to **evaluate the alternatives** of your social action.



5. CONVINCING THE BOARD

Once you have developed your action plan and analysed the plans and the possible consequences, reconvene as a Board and plan your group presentation to the funding organisation in order to convince them to fund your plan of social action.

Prepare a 5-10 minute group presentation.

This could include visuals, audio etc. You are to come dressed in character to convince the funding organisation.



WEBSITE LINKS: MAKING A DIFFERENCE

UNDERSTANDING THE ISSUES

SAFE. Love Pigs Campaign.
www.lovepigs.org.nz/Love-Pigs-campaign/

SAFE. Battery Hens.
www.safe.org.nz/Campaigns/Battery-Hens/

CAFF. Campaign Against Factory Farming.
www.caff.bravehost.com

Meat Free Media.
www.meatfreemedia.com/menu.php



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ISSUE BELIEF ACTION ASSESSMENT



ISSUE	BELIEF	ACTION(S)	ASSESSMENT

EXPRESSION OF INTEREST FORM



1. NAME OF GROUP _____

2. BOARD MEMBERS

1. _____ 2. _____

3. _____ 4. _____

3. SOCIAL ISSUE WE WANT TO ADDRESS

4. EXPLANATION OF SOCIAL ISSUE

5. SETTING

6. PERSPECTIVES

CHAIRPERSON'S SIGNATURE

DATE

INSERT OFFICIAL LOGO HERE

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SOCIAL ACTION		
COURSE OF ACTION 1	STRENGTHS	WEAKNESSES
COURSE OF ACTION 2	STRENGTHS	WEAKNESSES
COURSE OF ACTION 3	STRENGTHS	WEAKNESSES

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ACTION PLAN



MOST APPROPRIATE COURSE OF ACTION

STEP ONE	DETAILED EXPLANATION OF WHAT IS INVOLVED: CONSIDER I-V (ON PAGE 14)
STEP TWO	DETAILED EXPLANATION OF WHAT IS INVOLVED: CONSIDER I-V (ON PAGE 14)
STEP THREE	DETAILED EXPLANATION OF WHAT IS INVOLVED: CONSIDER I-V (ON PAGE 14)