

## “WE OWE IT TO THE ANIMALS TO HELP THEM”: SOCIAL ACTION AND SOCIAL IDENTITY

YEAR 11-12 NCEA LEVEL 1 & 2  
DURATION 2-3 WEEKS

### IDENTITY, CULTURE AND ORGANISATION 5.2

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Students will create a “Social Action Biography” of someone who carries out social action in regard to animal rights.

#### STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED

#### LEARNING OUTCOMES

##### SOCIAL ORGANISATION<sup>1</sup> 5.2:

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

Students will:

- describe what motivates people in New Zealand society to press for changes in relation to the ethical treatment of animals.
- describe how people engaged in social action go about achieving their goals.

##### SOCIAL ORGANISATION<sup>1</sup> 6.2:

The effect of changes in society on people’s rights, roles and responsibilities.

- explain how the decisions people make about their lives and their place in society are affected by current trends in the human treatment of animals, and by changing ideas about human-animal relations.

##### Inquiry

AS90217 Level 1.3  
AS90273 Level 2.3

Students will:

- collect information about social activists working for animal rights.
- communicate findings about how these forms of belief and social action relate to social identity and participation in society.

##### Values Exploration

AS90218 Level 1.4

Students will:

- give reasons why people hold particular beliefs and values about human-animal relations.

##### Social Decision Making

AS90219 Level 1.5  
AS90275 Level 2.5

Students will:

- identify the main problems associated with the issue of animal welfare and rights.
- develop ideas about how these problems and issues might be addressed.

#### 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.
- the development over time of New Zealand’s identity and the ways in which this identity is expressed.
- 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](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/assessment_template_e.php).

<sup>1</sup> Equivalent to the “Identity, Culture and Organisation” strand in *The New Zealand Curriculum* (2007), p. 30

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## TEACHING AND LEARNING ACTIVITIES



Hans Kriek

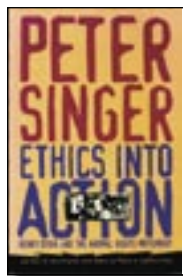
Select and adapt these learning activities to best meet the needs of your students, and to fit the time available:

### (i) ANIMAL ADVOCACY HEROES

Read/view three of the following resources to create biographical mind maps of three heroes of the animal advocacy movement:



- *SAFE Profiles*, an interview with Anthony Terry, *SAFE Magazine*, 1999, p. 144.
- *Thinking About Animals*, an interview with Peter Singer, *Safeguard*, 1995, pp. 141-143.
- the story of Henry Spira in Peter Singer, *Ethics into Action*, pp. 114-116.
- *A Tiger in the Court*, about Steven Wise, from the *Weekend Herald*, pp. 154-155.
- video clip of Howard Lyman from *Cow at My Table*, *Animals & Us DVD* (Films).
- video clip of Mark Eden from footage, *Animals & Us DVD* (Current Affairs and Activist Footage).



Draw a Concept Map (see sample below) for three of these figures that shows the following: their main influences; their main beliefs; their main challenges; their main actions.

### (ii) ANIMAL ADVOCACY AND SOCIAL IDENTITY

Read and view the following resources online:

- Annie Potts and Mandala White, “Cruelty-Free Consumption in New Zealand”.
- Lyle Munro, from *Compassionate Beasts*.

See Electronic Texts p. 167 for the website links to these resources.

Create a Concept Map (see sample below) about the relationship between a commitment to animal advocacy and at least four of these other areas of social identity: gender, ethnicity, cultural heritage, religious or spiritual beliefs, age, “Kiwi-ness”, educational background, occupation, upbringing.



### SAMPLE CONCEPT MAP





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## TEACHING AND LEARNING ACTIVITIES

### (iii) RESEARCH

Using the ideas generated from (i) and (ii) above, draw up a series of ten interview questions for the animal activist or advocate whose biography you wish to write. Use a combination of “closed” and “open” questions (for definitions and examples of these see *Changing Minds*, website links, page 26).

Locate a person to interview. You could do this by:

- asking around amongst family and friends to find someone you know who may have taken part in some form of animal advocacy (letter-writing, street campaigning, going on protests or marches, etc).
- looking online to find a good person to interview; here are some sites to get you started (*Research*, website links, page 26).



Write a letter or email to the person whose biography you would like to compile, explaining the following:

- what your project is about and what you hope to achieve.
- why you have chosen this person.
- what use you will make of any information they provide you with.

If the person you have chosen agrees to be interviewed, either send them your interview questions and ask them to write or email their responses, or arrange a time to interview them in person, whichever they prefer.

Conduct the interview. For ideas on face-to-face interviews see *TKI: Ideas for Class Interviews* (website links, page 26).

### (iv) FINDINGS

Write a biography of the person you have interviewed that focuses on their commitment to social action in regard to animal rights. Visit the *BSD. Biomaker* (website links, page 26) to get more ideas about how to organise your inquiry and your ideas.

## WEBSITE LINKS: “WE OWE IT TO THE ANIMALS TO HELP THEM”.

### TEACHING AND LEARNING

**English Online.** Concept Mapping.

<http://english.unitecnology.ac.nz/resources/units/insects/concept.html>

**Changing Minds.** Open and Closed Questions.

[http://changingminds.org/techniques/questioning/open\\_closed\\_questions.htm](http://changingminds.org/techniques/questioning/open_closed_questions.htm)

**TKI.** Ideas for Class Interviews. Social Studies Online.

[www.tki.org.nz/r/socialscience/curriculum/SSOL/olympics/interview\\_ideas\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/olympics/interview_ideas_e.php)

**BSD. Biomaker.** The Biography Maker.

[www.bham.wednet.edu/bio/biomak2.htm](http://www.bham.wednet.edu/bio/biomak2.htm)

### RESEARCH

**ARLAN.** About Us.

[www.arlan.org.nz/About\\_Us.html](http://www.arlan.org.nz/About_Us.html)

**Meat Free Media.**

[www.meatfreemedia.com/menu.php](http://www.meatfreemedia.com/menu.php)

**SAFE.** About SAFE.

[www.safe.org.nz/About-Safe/](http://www.safe.org.nz/About-Safe/)

