

HUMANS AND ANIMALS, RIGHTS AND WRONGS

YEAR 10-11 NCEA LEVEL 1
DURATION 2-3 WEEKS

IDENTITY, CULTURE AND ORGANISATION 5.2

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Students investigate the concept of rights, think about the relationship between human rights and animal rights, and study and evaluate the kinds of social action that arise out of people's beliefs about rights.

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.

- explain how and why people campaign for the recognition of the rights of others.

Inquiry

AS90217 Level 1.3

Students will:

- conduct an inquiry into rights.

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

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.

ASSESSMENT

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

- changing patterns of economic activity and trade.
- current events and issues.

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

Save the Beagles Campaign



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TEACHING AND LEARNING ACTIVITIES

BACKGROUND MATERIAL

A Just World: Understanding Human Rights and Social Justice (website links, page 10) provides basic background material and useful Internet links on human rights for students. For lessons on animal rights, this can be combined with the following resources:

- The *Declaration on Great Apes* from the Great Ape Project (website links, page 10)
- The *Universal Declaration of Animal Rights* at Uncaged (website links, page 10)



STARTER: What do we Mean by “Rights”?
Brainstorm using Mindtools (website links, page 10) and respond to the following questions:

- What are rights? What is social justice?
- Should everyone have rights? Why?
- Should people expect to have social justice? Why?
- Who doesn't have them? Why?
- Who is excluded from social justice?



STARTER: Animal and Human Rights Comparison.
Look at the plain-language version of the *Universal Declaration of Human Rights* (website links, page 10) and *The Universal Declaration of Animal*

Rights (website links, page 10) and create a Comparison-Contrast chart (see sample on page 11) to show the similarities and differences between animal rights and human rights.



STARTER: Images to Make You Stop and Think.
Examine some of the following images in *Written and Visual Texts* (this resource, pp. 157-164).

- advertisements
- posters
- campaign material



STARTER: Rights Venn Diagram.

In groups of five or six, fill in a Rights Venn Diagram (sample on page 11) as fully as you can.

- What rights do animals have in common with humans? (in the middle, where the ovals overlap).
- What rights do humans have that animals do not? (on the left side of the left-hand oval).
- What rights do animals have that humans do not? (on the right side of the right-hand oval).

Use some of the techniques on picture interpretation provided at TKI. *Picture Interpretation Questions* (website links, page 10) to identify what each image is designed to achieve.



STARTER: Earthlings.

Watch the first seven minutes of *Earthlings*, *Animals & Us* DVD (Films). Then create a Comparison-Contrast chart (see sample on page 11) to show the similarities and differences between animal rights and human rights.



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INVESTIGATION: ANIMAL RIGHTS DETECTIVE

Your job as an animal rights detective is to uncover two cases of abuse or denial of animal rights and report back to the Chief of Detectives (your teacher). Your “Chief” may assign two or more detectives to work together on the cases. Here are some clues to work with:

(i) THE BIG PICTURE

Start by getting some background information on animal rights by looking at the following texts in the resource:

- Peter Singer, *Animal Liberation*, pp. 107-113.
- Richard Ryder, *Animal Revolution*, pp. 102-104, “Speciesism: The Battle of Ideas”.
- Gary Francione, *Introduction to Animal Rights*, pp. 64-67, “The Concept of Rights”, “The Basic Right Not to be Treated as a Thing”, “Animal Rights”.



(ii) ANIMAL RIGHTS POSTER

Choose one aspect of animal rights that you think is very important and make an A4 poster to show

why you think it is important. Include three suggestions of how you might protect that right (without breaking the law).

(iii) SEARCH the following websites and find two cases of ill treatment of animals:

- MAF media release archive (website links, page 10) and choose “animal welfare” in the keyword search box on the right.
- RSPCA news page (website links, page 10).
- SAFE campaigns page (website links, page 10).

(iv) CRIME SCENE:

What has happened and who is involved?

Find out:

- Who are the victims?
- Where did the incidents occur? Include diagram of the location.
- What happened to them, what were they doing, where, when?
- Why were they able to be victimised in this way?
- Who is guilty or accused?
- Were the perpetrators accused of breaking the law? If so, what law? If not, why not?
- Why did they do what they did?
- What rights have been violated?



(v) ACTION PLAN:

How can we help?

Suggest three things that could be done (without breaking the law) to stop such incidents occurring in the future.



- Peace Magazine: Methods of Non-violent Action (website links, page 10).
- the overview of animal advocacy actions given in “SAFE in Action”, *SAFE Magazine*, pp. 146-147.



You may want to draw some ideas from the following resources:

Choose your best idea, and give three reasons why it is the best action to take. Prepare a sample of your action.

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INVESTIGATION: ANIMAL RIGHTS DETECTIVE cont...

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(vi) WITNESS REPORT

- What organisations are involved in fighting this kind of abuse, neglect or exploitation?
- Who are they and what do they do?

- What are their reasons for getting involved?
 - *SAFE Profiles*, p.144.
 - see website links, page 10.

(vii) PREPARE YOUR FINAL REPORT for the Chief of Detectives (your teacher).

Your final report must contain:

- Animal Rights poster.
- Crime Scene Report for both cases (who, when, what, where, how, why).
- Your Action Plans (what could you do and what would you do).

- Witness Report
- Follow Up: take part in a letter writing campaign. You can use the guidelines of effective political letter-writing provided by Amnesty International (website links, page 10), the United Nations (website links, page 10) and/or Peta (website links, page 10).



WEBSITE LINKS: HUMAN AND ANIMALS, RIGHTS AND WRONGS

ANIMAL RIGHTS

Great Ape Project. Declaration on Great Apes.
www.greatapeproject.org/

Uncaged. The Universal Declaration of Animal Rights.
www.uncaged.co.uk/declarat.htm

HUMAN RIGHTS

TKI. A Just World: Understanding Human Rights. Social Studies Online.
www.tki.org.nz/r/socialscience/curriculum/SSOL/just_world/understanding_e.php

United Nations. Universal Declaration of Human Rights. CyberSchool Bus.
www.un.org/Pubs/CyberSchoolBus/humanrights/resources/plain.asp

CRUELTY TO ANIMALS

MAF. Media release archive. Keyword search: 'animal welfare'.
www.maf.govt.nz/mafnet/press/archive/index.htm

RNZSPCA. National press releases.
<http://rnzspca.org.nz/news/national-press-releases>

SAFE. Campaigns.
www.safe.org.nz/Campaigns/

NON-VIOLENT ACTION

Peace Magazine. 198 methods of non-violent action.
www.peacemagazine.org/198.htm

TEACHING AND LEARNING

Mindtools. Brainstorming.
www.mindtools.com/brainstm.html

Reading Quest. Comparison-Contrast Charts. Making Sense in Social Studies.
www.readingquest.org/strat/compare.html

TKI. Picture Interpretation Questions. Social Studies Online.
www.tki.org.nz/r/socialscience/curriculum/SSOL/egypt/picture_interpretation_e.php

ANIMAL RIGHTS AND WELFARE ORGANISATIONS (NZ)

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

NAVVC. National Anti Vivisection Campaign.
www.stopvivisection.org.nz

RNZSPCA. Royal New Zealand Society for the Prevention of Cruelty to Animals.
www.rnzspca.org.nz

SAFE. Save Animals From Exploitation Inc.
www.safe.org.nz

LETTER WRITING

TKI. A Just World: Writing a Letter. Social Studies Online.
www.tki.org.nz/r/socialscience/curriculum/SSOL/just_world/letter_e.php

Amnesty International
oldwww.amnesty.org/campaigns/letterguide.html

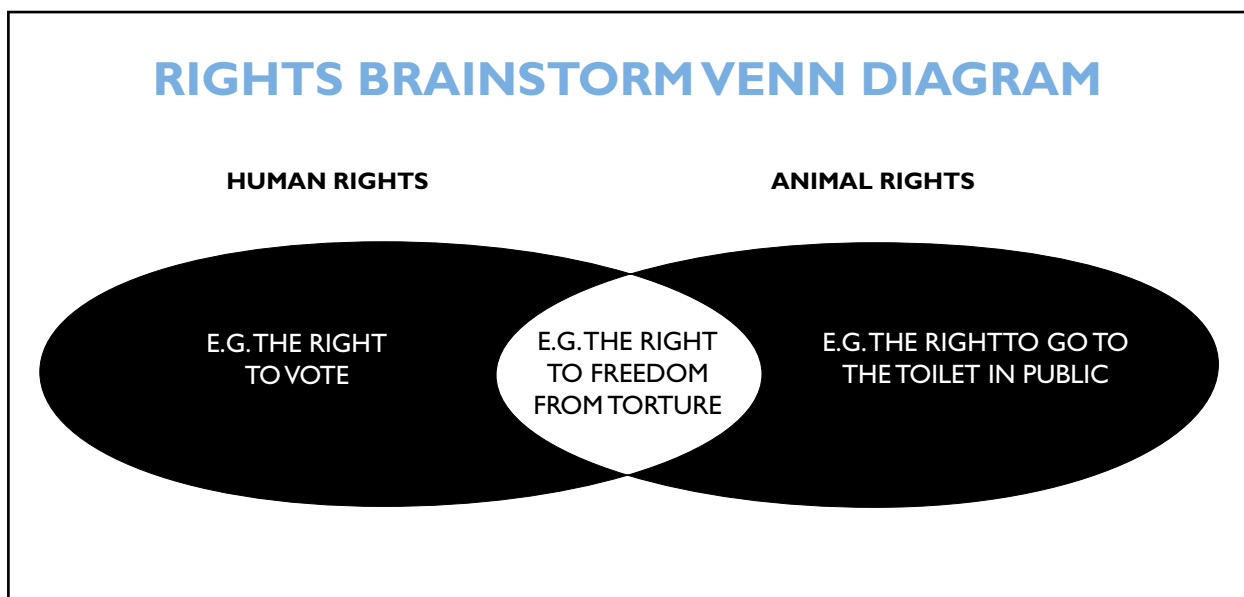
United Nations. Human Rights: The Right to Write. CyberSchool Bus.
www.un.org/Pubs/CyberSchoolBus/humanrights/resources/letter.asp

Peta. Peta's Get Active Center. Speak. Letter-writing guide.
www.peta.org/actioncenter/letter-writing-guide.asp

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SAMPLE VENN DIAGRAM

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SAMPLE COMPARISON CONTRAST CHART

