Incorporating Animals & Us into teaching and learning

Values and the curriculum
One of the key benefits of the Animals & Us resources is the opportunity to develop and explore values. Learners can:

- Explore their connection with animals and the environment
- Develop respect, compassion and empathy towards other animals
- Consider the values of those who make compassionate lifestyle choices
- Discuss, analyse and express differences in values when it comes to the treatment of non-human animals.

Ethics
The Animals & Us resources pose important questions about how we treat non-human animals, such as:

- How does our treatment of animals define our society and nation?
- What defines our moral and ethical obligations towards other species?
- Should personal desires or economic considerations ever take priority over moral and ethical obligations?

Pedagogical advantages

Multi and interdisciplinary opportunities
The themes explored in Animals & Us cross a number of learning areas (English, Social Studies, Biology, and Science) and the ideas and themes often overlap.

- Interdisciplinary exploration fosters the development of deeper cognitive faculties and the ability to make critical connections between the different areas of learning.

Tapping into interests
Many young people have a keen interest in animals and nature.

- Resources focused on these themes will encourage learners to draw on existing enthusiasm and knowledge.

Critical thinking
Animal imagery and human-animal interactions are embedded in our everyday lives.

- The themes in Animals & Us provide an excellent opportunity to provoke learners into a more critical, less passive, relationship with unexamined ideas.
- The themes are intensified by daily encounters with the image-and-information-saturated culture in which we live.

School speakers

In some areas SAFE has speakers who are available for school talks. There are many advantages to inviting a speaker to your school:

Exploring values
A SAFE speaker can provide your students with a personal account of what inspires and motives people to speak out for animals.

Connecting with others
- SAFE speakers often have first-hand knowledge, understanding and experience of the issues surrounding animal exploitation.

Learning to learn
- Your students can practise their interview and information gathering techniques

Speakers are available for:
- classroom visits
- assembly presentations
- library talks
- lunchtime discussions

If you would like a SAFE speaker to visit your school, please contact the SAFE Education Officer for information and bookings:
Nichola Kriek, nichola@safe.org.nz

NOTE: SAFE speakers are only available in certain centres: safe.org.nz/speakers/

For more information about Animals & Us or any of SAFE’s educational services, please contact:
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ANIMALS&US
EXPLORING EMPATHY

Animal-focused teaching resources for secondary schools. Advancing knowledge and critical thinking about the relationship between human and non-human animals while fostering attitudes and values of compassion, respect and empathy.

Limited copies available to secondary schools in New Zealand.
Animals & Us teaching resources

**Issue 1**

*Battery Hen Farming in New Zealand: A Critical Evaluation*

Designed for the English curriculum, this topical resource explores an issue that has become one of New Zealand’s most recognised and hotly debated animal issues – the treatment of battery hens.

Three lesson plans for English
- What is a battery hen? (Formal writing)
- The egg beater (Visual & oral texts)
- The language of battery hen farming (Research)

Two units of study for English
- Song of the battery hen (Close reading poetry)
- Does the chicken need a reason? (Close reading transactional)

**Issue 2**

*Animal Rights, Human Values, Social Action*

Designed for the Social Studies curriculum, this thought-provoking resource invites students to look into a social justice movement with a long history of compassion and consideration – animal rights.

Six units of study for Social Studies
- Human and animals, rights and wrongs (Identity, culture and organisation)
- Making a difference: Animal rights and social action (Identity, culture and organisation)
- The company of animals: A social studies enquiry into ‘pet’-keeping (Identity, culture and organisation)
- “We owe it to the animals to help them”: Social action and social identity (Identity, culture and organisation)
- “Can they suffer?”: The history of animal rights (Continuity and change)
- Animal factories: Industrialisation and its effects on human-animal relations (Continuity and change)

**Issue 3**

*Animals on Show: A Critical Analysis of the Animal Entertainment Industry*

Designed for the English, Social Studies and Science curricula, this multidisciplinary resource analyses and critically considers the use of animals for entertainment purposes.

Three units of study for English
- “The eighth wonder of the world”: Visual language in King Kong (Visual and oral texts)
- “Don’t buy a ticket”: The captive animal business (Visual and oral texts)
- “Behind the bars, no world”: Analysing zoo stories (Visual and oral texts, formal writing)

Two units of study for Social Studies
- “Entertainers, teachers or slaves?”: Dolphins and whales in aquaria (Identity, culture and organisation)
- “Clowning chimps, dancing dolphins”: Exotic animal acts in New Zealand (Identity, culture and organisation)

One unit of study for Biology
- “Zoochotic animals”: Stereotypic behaviour in animals used for entertainment (Biology knowledge)

**Issue 4**

*Animals in Science: Ethical Arguments and Alternatives to Animal Experiments*

Designed for the Science and Biology curricula, this resource discusses the ethics and validity of animal experiments and provides options for learning about animals scientifically without causing them harm.

Three units of study for Biology
- “Rats have no gall bladder”: The validity and ethics of animal experimentation (Integrate biological knowledge)
- “Do animals play fair?” A non-invasive behavioural study (Practical investigation)
- “Sentience is the bedrock of ethics”: A study of sentience in non-human animals (Report on a biological issue)

One unit of study for Science
- Bodies apart: A non-invasive comparative anatomy study (Making sense of the living world)