HOW SOCIETY USES AND MISUSES ANIMALS

3RS LEARNING SCENARIO

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Summary

In this learning scenario students will become aware of the different ways in which animals are "used and misused" in our societies. Examples include the use of animals to produce food and clothing, for religion and cultural traditions, in entertainment, pet-therapy, etc. The aim of this course if for students to enrich their knowledge and exercise different learning skills.

Key elements

Key elements	*Suggestions*
Subject	Biology, Math, Scientific culture, Ethics, Environmental Science
Topic	Animal welfare – Animals in society
Age of students	15-17 years
Preparation time	The estimated time allocated for the <u>preparation of teachers</u> by the creators of this Learning Scenario is 2 weeks.
Teaching time	The estimated time for the use of this Learning Scenario in the classroom is five periods of 55 minutes each. This Leaning Scenario can be implemented using the Project-Based Learning method, and instructors can dedicate
Online teaching material	- Google Documents (https://www.google.com/docs/about/), - Virtual classrooms - Moodle based (https://moodle.org), - Virtual clouds (Google drive, OneDrive, Owncloud), - Padlet, - Spreadsheets, - Word processors, - Authoring tools (eXelearning: https://exelearning.net), - Presentation tools
Offline teaching material	Laptop, mobile phone, tablets, projectors
Resources used	An essential part of this lesson is for students to be introduced in survey methods. For this reason, the use of **online tools** and forms providing the questions teachers can use in order to conduct a survey about uses of animals. Examples of such tools include: **Google Forms**: https://www.google.com/forms/about/ **EU Survey**: https://ec.europa.eu/eusurvey/home/welcome **Survey Monkey**: https://www.surveymonkey.com/

Key elements	Suggestions
	In order to conduct the survey, teachers can use the questions found in Annex 1.
	Other resources:
	European Food Safety Authority
	https://www.efsa.europa.eu/en/microstrategy/foodex2-level-2
	EU consumer habits regarding fishery and aquaculture products
	https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/ResultDoc/download/DocumentKy/76537 (online pdf)
	Food Safety in the EU
	https://www.efsa.europa.eu/sites/default/files/corporate_publications/files/Eurobarometer2019_Food-safety-in-the-EU_Full-report.pdf (online pdf)
	Students' Attitudes to Animal Welfare and Rights in Europe and Asia
	https://www.researchgate.net/publication/235720214_Students'_Attitudes_to_Animal_Welfare_and_Rights_in_Europe_and_Asia
	Attitudes of EU citizens towards Animal Welfare
	https://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_270_en.pdf
	Attitudes of Europeans towards Animal Welfare
	http://eurogrourb.cluster020.hosting.ovh.net/wp-content/uploads/Eurobarometer-2016-Animal-Welfare.pdf
	The Pet Report 2015
	http://petreport.petsathome.com/
	Sustainable Hunting and Natura 2020
	https://ec.europa.eu/environment/nature/info/pubs/docs/factsheets/hunting.pdf
	Creative Value Rubric (please see the Google Drive link)
	https://drive.google.com/drive/folders/1wDyWpnBQZJLykKxLSMUAyCTM6491YYGw

Aim of the lesson

- Identify common uses of animals in our society.
- Collect different opinions among students.
- Develop critical thinking on this topic.

Trends

- Project-Based Learning
- Collaborative Learning
- Flipped Classroom
- STEM Learning
- Outdoor Education
- Mobile Learning
- Open Source Learning
- BYOD
- Social Media Learning
- Learning Materials
- Peer Learning

21st century skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- ICT (Information, Communications, and Technology) Literacy
- Social and Cross-Cultural Skills

Lesson Plan

Name of activity	Procedure	Time
Survey	Teachers present and explain the aim of the survey. They might opt to use the questions found in Annex 1 and either create a survey using EU Survey, Google Forms or any other tool, or print and distribute the survey. Teachers may copy the questions found in this form (also found in Annex 1) https://docs.google.com/document/d/17y1FAadLanaANRcS0j7KTcKPnnXNJkKGYS_IQ4GkB_U/edit.	55'

Name of activity	Procedure	Time

Results and grouping	After the implementation of the surveys, teachers present the results and explain the different roles and grouping of the students in the different key areas in the activities that will follow. The topics that will be discussed are the use of animals like pets, in entertainment, for food, the use of animals in the process of finding environmental solutions, and the use of animals in religion and cultural traditions. (15´)
	
	The students will be divided in groups of four or five people (it depends on the total number of students) and each one of them will have a different role.
	
	The different roles are:
	
	• **Keeping a learning diary:** the assigned student is responsible for taking notes, pictures or videos and for registering the activity (in Google Docs, text editor or blogs); they will also be the representative of the group. In the last five-ten minutes of the lesson, he/she should ask these questions to his classmates:
	    o What did you do?
	    o Which tools have you used?
	    o Problems faced?
	    o How much time did you spent?
	• **Presenter:** the assigned student is responsible for the group's final presentation. All the students of the group need to contribute, and the presenter will collect all the materials and make the final presentation of the group.
	• **Investigator:** The assigned student is responsible for the information sources, licenses and copyright.
	• **Map Locator:** The assigned student will use a map (either a digital map or not, as long as it has labels or the option to pin a location) and place on it the spots where the information was found, linking the map to the resources used during the lesson. The students decide what role each one will have, and then they will distribute the investigation work (10´)
	
	When they finish, students will start with the investigation (85´)
		110'

Group task	Once students finish the investigation about the assigned topic, the preparation of the learning diary (15´) and discussion about it (15´) they focus on the preparation of the presentation and the map that will be shared with the main group. (25´)	55'
Main group	The different groups present to each other their presentations and conclusions. (15´) A debate follows about the different topics in the main group and students draw the conclusions to be published. (20´) The different people assigned for different tasks and responsibilities are grouped in order to make a common learning diary, presentation, map locator and ensure that the sources and copyrights are respected (10´).	55'

Name of activity	Procedure	Time
	The students will undertake again the survey and compare the results with the fist survey (10´).	

Assessment

Here we include as an example the image of a rubric teachers can use in order to assess their students:

Quality of the information	No answer *0 points*	The information has little or nothing to do with the questions posed. *1 points*	The information gives and answers the main questions, but does not give details and / or examples *2 points*	The information answers the main questions and 1-2 secondary ideas and / or examples *4 points*	The information is clearly related to the main topic and provides several secondary ideas and / or examples *6 points*
Quantity of the information	No answer *0 points*	One or more topics are not covered *1 points*	All the topics covered and most of the questions were answered in 1 sentence *2 points*	All the topics covered and most of the questions were answered in at least 2 sentences *4 points*	All the topics covered and all the questions were answered in at least 2 sentences *6 points*
Redaction	No answer *0 points*	Many errors in grammar, spelling or punctuation *1 points*	A few errors in grammar, spelling or punctuation *2 points*	Almost no errors in grammar, spelling or punctuation *3 points*	There are no grammar, spelling or punctuation errors *4 points*
Language	A mixture *0 points*		Castellano *2 points*		Inglés *4 points*

Students' and teachers' feedback after the implementation of the Learning Scenario during the Pilot phase of the project

Student feedback

- This Learning Scenario has been more challenging for students aged below 14, and less difficult for students in Secondary and High School but still challenging.
- It is preferable to introduce students in the reasoning of having a survey in class. Following, proceed with the creation of a survey.

Teacher's remarks

- Given the variety of discussion topics and activities in the Learning Scenario, but also the possibility to implement the scenario using the Project-Based Learning method, teachers can choose between spending hours during consequent days in one week, or allocate specific time for each activity during the semester. For example, the first session could be dedicated to the survey, its uses and testing different tools. Following, teachers can introduce their students in the various topics (animals in society, culture, entertainment) and improvise by adapting the content and activities (for example focus on ethics and following assign an activity about the ethics of hunting and the recent regulation).

- Please take into consideration that the materials of the Learning Scenario might be strong. Teachers are advised to adapt according to the age and previous knowledge of their students.
- In addition, kindly consider that the topics of this Learning Scenario might generate interesting but intense debate in class. Allocate specific time for each activity, including the debate so the implementation is complete and meaningful.
- This Learning Scenario can be implemented in an interdisciplinary way in the context of subjects like biology, anatomy, ethics, philosophy and environmental science.
- Teachers are strongly advised to prepare questions for all the topics discussed (materials found in Annex 2).
- Teachers can be proactive in finding and introducing more resources about the topic (e.g. The UNESCO Declaration of Animal Rights: http://www.esdaw.eu/unesco.html)

About 3Rs project

This Learning Scenario has been created in the framework of the 3Rs project. The 3Rs project is building learning activities for secondary schools to introduce the principles of the 3Rs - the Replacement, Reduction and Refinement of animal use in science. Students will develop their critical thinking and science literacy skills by exploring topics such as ethics in science, how the European Union is protecting the welfare of laboratory animals, and what high-tech non-animal tools are available as alternatives. The learning activities are available for teachers in a Massive Open Online Course (MOOC), organized by the European Schoolnet Academy.

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Survey about different topics regarding the use and misuse of animals in society

General information

*Write here your name and surname, please

……
……
………………………………………………………………………………………………………

*Write here your age, please

……
……
………………………………………………………………………………………………………...

* Your school

○ **IES Cervantes, Madrid (Spain**

○ **Colegio San Gregorio, Aguilar de Campoo (Palencia, Spain)**

*Your school level

○ **4º ESO**

○ **1º Bachillerato**

Other, specify

……
……
………………………………………………………………………………………………………

About pets

*Do you have any pets?

◯Yes

◯ No

What kind of pet do you have?

◯ Dog

◯ Cat

◯ Bird

◯ Horse

◯ Small animals

◯ Fish

◯ Other

Write here any other kind of pet

………
………
………

*In your opinion, are we humanizing pets?

◯ Yes

◯ No

* Do you think that people who have pets increase the risk to transmitting infectious diseases?

◯ Yes

◯ No

◯ I don't know

* How can pets improve your behaviour?

◯ Improve your responsibility

◯ Improve your marks

◯ Improve your emotional intelligence

◯ Improve your social skills

◯ Improve your sports skills

◯ Don´t improve anything

◉ **I don't know**

*Do you know any project that uses animals to help the disabled?

◉ **Yes**

◉ **No**

◉ **I'm not sure**

If your previous answer is "Yes", describe it here

………
………
……..
………

Animals and entertainment

* **Do you agree with the use of animals for entertainment?**

◉ **Yes**

◉ **No**

◉ **I'm not sure**

* **In your opinion, do the animals that are used for entertainment suffer?**

◉ **Yes**

◉ **No**

◉ **I'm not sure**

* **Is the current use of zoos a good way to protect or investigate about animals?**

◉ **Yes**

◉ **No**

◉ **Other**

Write here any other answer

………
………

………
………

* Is hunting a sport?

◉ **Yes**

◉ **No**

* Is hunting activity necessary?

◉ **Yes**

◉ **No**

If your answer is yes, explain why

……
……
……
……

* Do you think that animals in circuses suffer?

◉ **Yes, always**

◉ **Yes, but only the wild animals, like lions or elephants**

◉ **No, but sometimes they don't live in better conditions**

◉ **No**

* Are zoos or aquariums necessary? thinking about technologies as virtual reality?

◉ **Yes, it is not the same**

◉ **Yes, but only for protecting wild species in high risk or recover animals poaching**

◉ **No, with current technology, they are not necessary**

* Do you know any tradition of using animals in popular festivities or local celebrations?

◉ **Yes**

◉ **No**

   If your answer is yes, describe it here.

……
……

………
………

* Do you think that some animal species survive because are used in human activities?

🔘 **Yes**

🔘 **No**

Animals and environment

* Can animals change our environment?

🔘 **Yes**

🔘 **No**

* Is it possible that excessive use of farm animals can contribute to climate change?

🔘 **Yes**

🔘 **No**

🔘 **I don't know**

* Write here why

………
………
………
………

* Do you know any current energy source of animal origin?

🔘 **Yes**

🔘 **No**

Animals and religion

* Do you know any tradition regarding religions? Describe it.

………
………
………
………

If your answer is yes, describe it here.

………
………
………
………

Animals for food

* Is it necessary to eat animals?

◯ Yes

◯ No

* Are humans overusing animals for food?

◯ Yes

◯ No

◯ I don't know

* Are humans farming more animals than we need?

◯ Yes

◯ No

◯ I am not sure

Thank you for your collaboration!

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