CRITICAL THINKING CARDS





Voiceless Critical Thinking Cards are a great tool to get students analysing, debating and reflecting on interesting and complex animal protection issues.

voiceless.org.au

SUGGESTIONS FOR USE

DISCUSS 🗪

Give students 3-5 minutes per card to discuss with a partner – then swap. Keep rotating both cards and partners.

PERFORM 👓

Implore students to speak from the heart for 1 minute to a partner about the issue. Great as a drama warm-up game.

PERSUADE 27

Students pick a card, research the topic, and then plan and write a response which argues a point of view on the issue. Encourage students to access a variety of resources in order to provide evidence to support their claims.

RESEARCH 💷

Allocate ONE card per student as a research project. Students then investigate the different views on the issue and present their findings orally or in a written report. Encourage students to use a wide array of sources and to cite these correctly in a bibliography.

CREATE **%**

Students respond to the question/issue visually. This could be in the form of a collage, a poster, or an infographic.

EMPATHISE **S**

Students imagine they are the animal represented in the card and write a short response using 1st person narrative voice. Prompt students with questions to guide them. For example:

- How does it feel to be considered voiceless or emotionless?
- What is it like to be held in captivity?
- How does it feel to be viewed as someone's property?
- What is the impact of being treated differently from another animal?

If parents and students consent, teachers are welcome to share completed work from their class with Voiceless! Please email student work to education@voiceless.org.au



ARE ANIMALS REALLY VOICELESS?

IS IT FAIR to send animals on long journeys BY SHIP?

IS IT ETHICAL TO USE ANIMAL FUR AND SKIN FOR FASHION?

PROBING QUESTIONS

What makes you say that?

Have you thought about...?

How did you come to that conclusion?

What evidence do you have to support your claims?

Is this your opinion or fact?



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