



# LIVE EXPORT



This guide has been designed to provide teachers with the information, tips and additional resources required to facilitate lessons on the topic of live animal export.

# Why teach your students about live export?

**The live exportation of animals is a global trade that has been under growing scrutiny for the past few decades. For some students, this issue may be close to home, and for others, it may be their first introduction.**

Students and teachers may already be aware of some of the disasters at sea or the alarming incidents that have occurred at overseas processing facilities. Australia, in particular, has a well-documented history of incidents that have raised concern. In 1996, 67,00 sheep perished en route to the Middle East. In 2003, close to 6000 sheep died on board the MV Cormo Express, and more recently, in 2020, just under 6000 cattle drowned when the ship they were loaded onto capsized. These cases alone are enough to raise questions and provoke discussion about the trade, and there are many more around the world which never make it to the headlines.



Whether you reside in Australia, or other parts of the globe, engaging students with the complexities of live animal export is **worthwhile** and **meaningful**.

Students may be interested in *why* countries import live animals and *how* the trade impacts the environment, climate change, economies, and of course the animals themselves. These important questions allow 21st century learners to become informed and responsible citizens by engaging in critical discourse, analysis and reflection on both local and global issues.

Voiceless aims to promote critical thinking on this issue by drawing on a range of sources from animal welfare and protection organisations, governmental departments and industry bodies.

The educational materials seek to provoke thought on the questions raised rather than provide concrete answers.

Whilst respecting the diverse range of views on this issue, we encourage teachers to foster healthy discussions with their students. We provide the factual and scientific information needed to help your students see the bigger picture by considering how the trade impacts economies, our environment, jobs, public opinion and animal welfare.

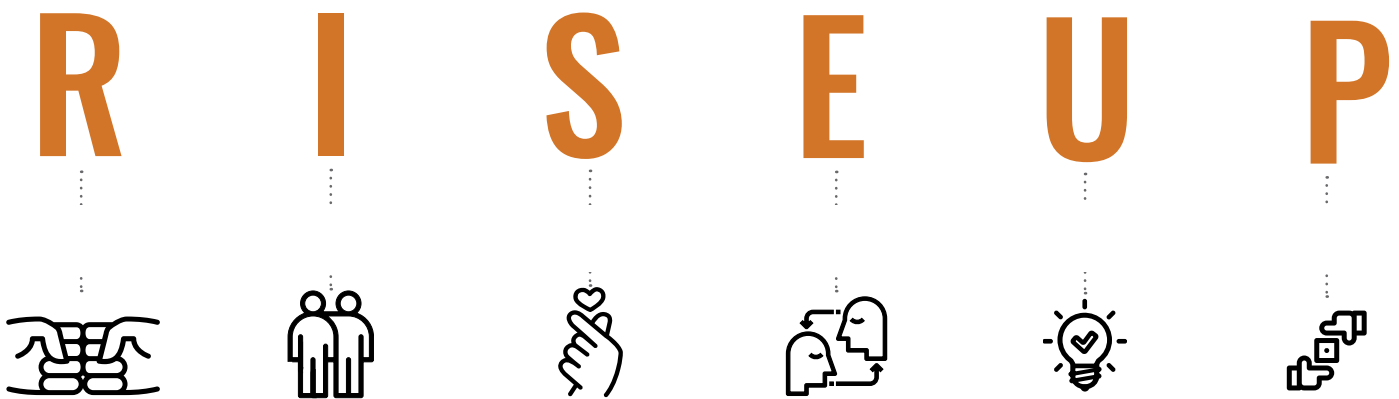
Whether you reside in Australia, or other parts of the globe, engaging students with the complexities of live animal export is worthwhile and meaningful.

# Considerations

Learning about the live export trade means delving into a number of complex areas including, economics, environmental sustainability, politics, human health, and animal welfare. Close examination of the welfare risks posed to animals involved in the live export trade can be confronting for both teachers and students alike.

Although there are no disturbing or graphic images used in Voiceless's resources, the same cannot be guaranteed for the many websites which either support or discourage the trade. Therefore, it is advised that teachers pay close attention to the activities of their students, particularly if/when students are allocated unsupervised web-based or research-related tasks.

Creating a culture of inclusivity and a safe classroom environment is essential when discussing topics with diverse or opposing perspectives. Discuss the following acronym with your students before beginning the live export lessons, or create a set of class rules which incorporate the essence of each word.



When the words of **RISE UP** are combined and put into action, students can rise above their differences to create a safe learning environment for all.

## Voiceless resources

- Fact Sheet - [\*Across Land and Sea: Live Export Explained\*](#)
- Video - [\*Live Animal Export Explained\*](#) (5 minutes)
- [5 cross-curricular lesson plans](#)
- [Student worksheets](#) and [teacher instruction sheets](#)
- [Teacher Guide](#)
- [Glossary](#) and [Quiz](#)
- [Voiceless Hot Topics: Live Export](#)
- [Animal Protection Encyclopedia](#).

Note: Secondary resources are also embedded within the individual lessons – we encourage teachers to read through these first to ensure they are appropriate for the needs of their students.





# How to use the resources



## CONSIDER

As with all Voiceless Animal Protection Education (APE) resources, we encourage educators to take the time to read and review the material before using or sharing with students. We encourage you to take into consideration the individual needs and personal situations of your students to ascertain whether the material is appropriate for them.

## ADAPT

APE resources have been designed to be flexible. Where lessons include a range of activities and resources, it is advised that teachers consider what will work best for their students and omit or adapt the activities and resources where necessary. Each lesson is given between 50 - 100 minutes completion time, although this too is only a guide.

## DISCUSS

Wherever possible, it is advised that teachers take the time to discuss the content with their students. Engaging students in critical and creative thinking and discourse in addition to encouraging reflection will assist students in better understanding their thoughts, values, and attitudes.

## COLLABORATE

To synchronise an interdisciplinary unit, team up with teachers from different faculties. This has the potential to create powerful learning experiences for students.

## LINK

These resources work well alongside other APEs which can be found on the Voiceless [Schools](#) page. The [Animal Protection Encyclopedia](#) is a great tool for both students and teachers, as you may come across new or unfamiliar terminology within the Live Export resources. We have also developed [Critical Thinking Cards](#) that can be used as lesson starters or, as writing prompts. Interested in reading more about Live Export? Access the Live Export Voiceless [Hot Topics](#) page and relevant articles on the [Voiceless Blog](#).



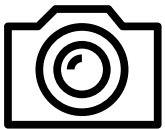
# Cross-curricular lessons available

## Year 10 English - Live Export: The Great Debate



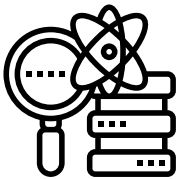
In this lesson, students will plan and deliver a formal class debate on the topic of live export. Firstly, students will spend some time discussing and reviewing what is required to deliver an effective debate. They will then apply these skills to an area of concern within the live export industry. Students will have opportunities to discuss and debate various perspectives and ethical questions relating to the live exportation of animals.

## Year 10 Visual Arts - The Power of the Picture



In this lesson, students will investigate the power of art to spark social discussion and enact change. Through an analysis of four prominent artworks, students will investigate how sheep have been portrayed and represented through the ages, from early religious Dutch works, to 21st century installations. Students will be asked to reflect on the treatment of sheep within the live export industry and consider how they have been represented visually within the Voiceless

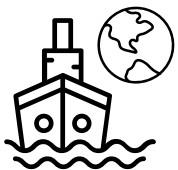
resources. This lesson involves visual and critical analysis in addition to a practical task.



## Year 10 Science - Ammonia: The Good, the Bad, and the Ugly

In this lesson, students will look at the ways that ammonia gas is produced and used in agriculture, pharmaceuticals and explosives. They will discover that ammonia is both naturally occurring and man-made and will consider the impact that it has on the natural environment. Drawing on the APE Live Export resources, the lesson investigates the dangers of ammonia build-up when it becomes a welfare problem for animals on board live export ships and in factory

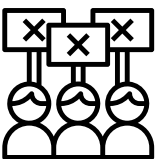
farms. Students have the opportunity to create a poster or infographic conveying the benefits, dangers and other considerations of ammonia use.



## Year 9 Geography - Live Export and Geographical Issues

In this lesson, students will investigate the economics of the Australian live animal export trade. They will delve into the impact this trade may have on the environment and will have

opportunities to evaluate the trade's contribution to the country's economy including critical thinking and discussion about its viability. Students will use a range of resources to create an infographic on a geographical issue of their choice.



## Year 9 Civics and Citizenship - Citizenship in Action

In this lesson, students will discuss the role of the citizen in matters which seem beyond their own influence, interest, or knowledge. Through exploration of the live export trade, students will question whose role it is to speak on behalf of animals in decision-making forums. Is it the role of animal protection advocates, animal-use industry representatives, the government or the public?

On a related note, students will investigate the ways in which people are able to engage in discussions about important

# More information

## Government

Department of Agriculture,  
Water and the Environment ([agriculture.gov.au](http://agriculture.gov.au))

- [Exporting Live Animals](#)
- [Live Animal Export Statistics](#)
- [Exporter Supply Chain Assurance System](#)

Parliament of Australia ([aph.gov.au](http://aph.gov.au))

- [Live Export – A Chronology](#)

## Industry

Live Corp ([livecorp.com.au](http://livecorp.com.au))

- [Overview and Statistics](#)
- [Animal Welfare](#)

Meat and Livestock Australia ([mla.com.au](http://mla.com.au))

- [Livestock Export Overview](#)

## Animal Welfare and Protection Organisations

Animals Australia ([animalsaustralia.org](http://animalsaustralia.org))

- [Live Export Investigations](#)

RSPCA Australia ([rspca.org.au](http://rspca.org.au))

- [Live Sheep Export](#)
- [Why is the RSPCA opposed to the live export trade?](#)
- [Meat Exports vs Live Exports](#)
- [A Timeline of Tragedy](#)
- [Live Export: why is it still happening?](#)

Voiceless, the animal protection institute  
([voiceless.org.au](http://voiceless.org.au))

- [Hot Topics: Live Export](#)
- [Live Export APE](#)

World Animal Protection  
([worldanimalprotection.org.au](http://worldanimalprotection.org.au))

- [End Live Animal Export](#)

- 'A chilled approach: a better option than live export'

## Australian and international news on live export

Keep up-to-date with live export related news from the following sources who regularly cover this topic.

- [The Guardian World News](#)
- [The Guardian Australia](#)
- [The Conversation](#)
- [ABC News](#)
- [Independent](#)
- [SBS News](#)
- [BBC](#)
- [Sydney Morning Herald](#)

**For more information**

Please visit the [Schools](#) page on the Voiceless website, read our [Education Philosophy](#), or have your



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**APE** ANIMAL PROTECTION  
EDUCATION

## Join

## Contact

To help us improve our materials, we would appreciate any feedback or thoughts you would like to share:

## Connect

Be part of our growing community of teachers on our teacher-only social media spaces:

- [Facebook](#)

## Share

Voiceless would be delighted to receive any completed student work to feature on the Voiceless website (student and parental consent required). Please email any work or

## Access

Access more APE resources from the Voiceless website: <http://voiceless.org.au/schools/>

Voiceless APE resources can also be accessed via Education Perfect: <https://epforlearning.com/>

