COMPARING CRUELTY

Stage 5 - Years 9-10

Cross-curricular: Sustainability
Asia and Australia's Engagement with Asia

GEOGRAPHY - DESIGN AND TECHNOLOGIES - CIVICS AND CITIZENSHIP

The suggested activities within this booklet have been designed to provide students and teachers of design and technologies, geography, and civics and citizenship with the information they need to understand and discuss the ways in which farmed animal cruelty can be measured and compared across countries.

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Voiceless
2 Paddington Street
Paddington NSW 2021
T: +612 9357 0723
info@voiceless.org.au

ABOUT VOICELESS

The dedicated home of Animal Law and Animal Protection Education, Voiceless envisions a world in which animals are treated with respect and compassion. By harnessing the power of education, Voiceless works to inspire a new generation to think critically and make positive changes for animals.

ABOUT APE

Developed by teachers for teachers and aligned with the Year 7-10 Australian Curriculum, Voiceless Animal Protection Education (APE) resources encourage students to think critically about important animal protection issues. APEs provide teachers with the information and tools they need to deliver complete lessons in the classroom. Access our free online resources below and for more info, read our Philosophy and FAQs.

MAILING LIST

Sign up to our Education Mailing List here.

CONNECT

Join our growing network of teachers sharing and discussing animal protection education issues, ideas and resources.

Facebook Group – Teachers for Animal Protection

LinkedIn Group – Humane Education for Teachers

CONTACT

If you would like to get in touch with Voiceless about these lesson suggestions, or to find out more about our education work, please contact: education@voiceless.org.au

Voiceless APE resources can also be accessed via the Education Perfect learning platform.

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These activities refer to the Voiceless Animal Cruelty Index which was created and lasted updated in 2020.

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YEAR 9 GEOGRAPHY

Producing Cruelty: Considering the Impacts of Factory Farming

Australian Curriculum Alignment

Learning Area	Geography
Year Level	Year 9
General Capabilities	• Literacy • Numeracy • Critical and Creative Thinking • Ethical Understanding • Information and Communication Technology Capability
Strands	• Geographical Knowledge and Understanding – Biomes and Food Security • Geographical Inquiry and Skills – Observing, Questioning, Planning / Collecting, Recording, Evaluating and Representing / Interpreting, Analysing and Concluding / Communicating
Content Description	• Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) • Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) • Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) • Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)

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Elaborations	(ACHGK063) • Exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change • Evaluating whether some ways of increasing food production could threaten sustainability (ACHGS063) • Developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (for example, questions about the importance of food security or types of interconnections) (ACHGS064) • Collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media) (ACHGS070) • Presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions
Cross-Curricular Priority	**Sustainability** **Systems** OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **Futures** OI.8 – Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts OI.9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

Information to teachers

The suggested activities below have been developed for a Stage 5, Year 9 Geography class and ask students to evaluate the impacts of intensive animal agriculture (**factory farming**) on animals and the environment.

These activities refer to the Voiceless Animal Cruelty Index (VACI) as its primary resource. The VACI tracks the **animal welfare** performance of 50 countries selected among the largest producers of farmed animal products in the world.

The interactive Index evaluates and ranks the countries based on the nature, extent, and intensity of cruelty associated with farmed animal production. In addition, it also assesses and ranks the consumption of farmed animals and animal products and the regulatory frameworks put in place to protect farmed animals within each country.

In these activities, students are asked to critically examine the facts and figures of the VACI; questioning how **animal cruelty** can be measured and considering what countries could be doing to better protect animals from such cruelty.

Time Allocation

50-100 minutes

Target

Mixed ability class with extension tasks.

Unit Focus

Question - what do you think constitutes **animal cruelty**, and what do you think countries could be doing better to protect animals from cruelty?

Consider - the different views on this issue, and decide for yourself where you stand.

Discuss - with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

Voiceless Resources

- The Voiceless Animal Cruelty Index (VACI). Voiceless, the animal protection institute, 2020, vaci.voiceless.org.au.

- The Voiceless Animal Cruelty Index – *The Index Logic*. Voiceless, the animal protection institute, 2021, vaci.voiceless.org.au.

- Voiceless Video – Animal protection around the world - who ranks best and worst?

- Student Worksheet - Comparing Countries

- Hot Topics: Factory Farming. Voiceless, the animal protection institute, voiceless.org.au.

- Glossary (selected words appear in **bold**)

- Quizlet

- Animal Protection Encyclopedia. Voiceless, the animal protection institute, 2020, https://voiceless.org.au/encyclopedia_category/animal-protection-encyclopedia/.

Find all resources at www.voiceless.org.au

Other Resources

- API - Animal Protection Index. World Animal Protection, 2020, https://api.worldanimalprotection.org/#.

KEY INQUIRY QUESTIONS

- In what ways can producing animals in **factory farming** systems correlate with **animal cruelty**?

- What are the consequences of **factory farming** for animals, humans and the environment?

SUGGESTED LEARNING ACTIVITIES

1. PRE TEST

Students respond to the following questions:

1. What do you already know about **animal welfare** laws in Australia?

2. What is the difference between **animal rights** and **animal welfare**?

3. Write your own definition of the word 'cruel'. Now look up the definition and examples in the Cambridge dictionary online: https://dictionary.cambridge.org/.

4. What is your understanding of the word 'produce'?

5. What do you already know about how animals are produced for food in Australia?

TEACHER TIP

Refer to VACI **Glossary** for definitions of '**animal rights**' and '**animal welfare**'.

2. STARTER

Students watch the Voiceless video – *Animal protection around the world - who ranks best and worst?*

Use the questions below with your students.

Before Viewing

- For you, what does it mean to be cruel?
- Can you write your own definition of '**animal cruelty**'?

During Viewing

- What are the three different ways the Index measures cruelty?
- Note down three facts or statistics which you hear/see as you watch.

After Viewing

- Of the three case studies which were you most surprised about and why?
- What further questions would you like to have answered in relation to the Index?
- What do you think constitutes **animal cruelty**, and what do you think countries could be doing better to protect animals from cruelty?

3. EXPLORE

What does it mean to produce cruelty?

As a class, read the short explanation of the Producing Cruelty category. Access it here. Or, at vaci.voiceless.org.au

TEACHER TIP

Read the section as a class and then spend some time in discussion with your students. There may be some difficult/unfamiliar terminology – use the VACI **Glossary** for further clarification.

Group Comprehension Task

In pairs, students read the Voiceless Hot Topics page – Factory Farming. This could be printed off in advance, or students could be directed to the webpage.

Students work together to answer the following questions:

- In your own words, how would you describe a factory farm?
- How do you think this differs from 'traditional methods' of farming?
- In what ways does **factory farming** relate to **animal cruelty**?
- Which animals are not accounted for in the results provided by the VACI?
- What are some of the environmental impacts of **factory farming**?
- What drives the production of meat, dairy and eggs?

4. DISCUSS

Comparing Countries

The countries in the VACI are ranked as follows:

- Very Good (A)
- Good (B)
- Adequate (C)
- Marginal (D)
- Poor (E)
- Very Poor (F)
- Worst (G)

No countries were awarded a Very Good (A). Students continue to work in pairs and choose two countries (not already covered in the video) to compare.

They should select a Very Poor to Worst performer (between 40-50) and a Good to Adequate to performer (between 1-10).

Students will need access to the interactive VACI, the World Animal Protection Index (API), and Google to complete this task.

Complete the comparison table on the following page, 'Comparing Countries Worksheet'.

Producing Cruelty: Considering the Impacts of Factory Farming

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Country	Very Poor - Worst performer: (between 40-50).	Adequate - Good performer (between 1-10).
Country		
Population		
Overall ranking on the VACI		
Producing Cruelty Rating Include an explanation (in your own words) of the reasons behind this ranking.		
Statistics The number of land animals slaughtered each year for human consumption.		
Considerations What details need to be taken into consideration when weighing up this country's performance?		
Factory Farming What details can you find out about factory farming in this country? i.e. Are sow-stalls for pigs, or battery cages for hens still in use? Hint: On the API you will find some helpful information.		

5. SHARE

Students to present their research and findings from the task above in a short oral presentation (3-4 minutes).

In addition, students could transform their findings from the table above into an infographic. There are free tools to create infographics online, such as Canva.

6. REFLECT

'Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.'

(Sustainability outcome taken from:
https://www.australiancurriculum.edu.au/)

In light of what you have discussed in the previous activities, compose a visual or written response to the statement above.

Producing Cruelty: Considering the Impacts of Factory Farming

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7. EXTENSION

Read about the welfare issues experienced by layer hens confined to small cages for egg production. Click here to access the Voiceless Hot Topics page on Battery Hens.

- Give examples of natural behaviours which hens find difficult to perform when confined to small cages?
- List 5 physical or emotional impacts that battery hens can experience in this type of **factory farming**.
- Which is the only jurisdiction in Australia that has completely banned **battery cages** for egg production?

Voiceless would be delighted to receive completed student work to consider for publication on the Voiceless website. If you have student and parental consent, please email work or feedback to education@voiceless.org.au

We are always looking to improve our educational resources, please get in contact with us if you would like to provide some feedback on this APE, including how it was received by your students. education@voiceless.org.au

COMPARING CRUELTY

Comparing Countries Worksheet

The countries in the VACI are ranked as follows:

- Very Good (A)
- Good (B)
- Adequate (C)
- Marginal (D)
- Poor (E)
- Very Poor (F)
- Worst (G)

No countries were awarded a Very Good (A)

- Work with a partner to complete the following table.

- Choose two countries to profile. One must be a Very Poor to Worst performer (between 40-50) and the other a Good to Adequate performer (between 1-10). Note: You cannot choose the countries profiled in the video.

- You will need access to the interactive VACI, the World Animal Protection Index, and Google to complete this task.

	Very Poor - Worst performer (between 40-50).	Good to Adequate performer (between 1-10).
Country		
Population		
Overall rating on the VACI		
Producing Cruelty Ranking • Include an explanation (in your own words) of the reasons behind this ranking.		
Statistics • The number of land animals slaughtered each year for human consumption.		
Considerations • What details need to be taken into consideration when weighing up this country's performance? Wealth/culture/religion?		
Factory Farming • What details can you find out about factory farming in this country? • i.e. Are sow-stalls for pigs, or battery cages for hens still in use? • Hint: On the API you will find some helpful information.		

Note:

The VACI was published and last updated in 2020. You can access the VACI here: vaci.voiceless.org.au

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voiceless.org.au/schools/comparing-cruelty/

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YEAR 9-10 DESIGN AND TECHNOLOGIES

Consuming Cruelty: Analysing Animal Product Consumption and Designing Future Alternatives

Australian Curriculum Alignment

Learning Area	**Design and Technologies**
Year Level	Year 9 and 10
General Capabilities	• Literacy • Numeracy • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Information and Communication Technology Capability
Strands	• Design Technologies Knowledge and Understanding
Content Description	• Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040) • Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)
Elaborations	(ACTDEK040) • Critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product (ACTDEK041) • Explaining the consequences of social, ethical and sustainability decisions for products, services and environments, for example a managed public environment such as a theme park • Predicting the impact of emerging technologies for preferred futures • Recognising real-world problems and understanding basic needs when considering designed solutions, for example Engineers Without Borders High School Outreach Program allows students to design solutions to problems in a country in Asia

Cross-Curricular Priority	**Sustainability** **Systems** OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **Futures** OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments OI.8 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts OI. 9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

Information to teachers

The suggested activities below have been developed for a Stage 5, Year 9-10 Design and Technologies class and focus on innovation and creativity. The suggested activities ask students to critically examine the facts and figures used in the Voiceless Animal Cruelty Index (VACI); questioning how **animal cruelty** can be linked to the consumption of animal products. Students will then consider what countries could be doing better in order to protect animals from cruelty. Students will have the opportunity to design sustainable solutions to current and predicted future environmental problems to protect our world and the animals within it.

The Voiceless Animal Cruelty Index (VACI) tracks the **animal welfare** performance of fifty countries which were selected among the largest producers of farmed animal products in the world. The interactive Index evaluates and ranks the countries based on the nature, extent, and intensity of cruelty associated with farmed animal production. In addition, it also assesses and ranks the consumption of farmed animals and animal products and evaluates the regulatory frameworks put in place to protect animals within each country.

Time Allocation

50-100 minutes

Target

Mixed ability class with extension tasks.

Unit Focus

Question - what do you think constitutes **animal cruelty**, and what do you think countries could be doing better to protect animals from cruelty?

Consider - the different views on this issue, and decide for yourself where you stand.

Discuss - with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

Voiceless Resources

- The Voiceless Animal Cruelty Index (VACI). Voiceless, the animal protection institute, 2021, vaci.voiceless.org.au.
- Voiceless Video – *Animal protection around the world - who ranks best and worst?*
- The Voiceless Animal Cruelty Index – The Index Logic. Voiceless, the animal protection institute, 2021, vaci.voiceless.org.au.
- Glossary (selected words appear in **bold**)
- Quizlet
- Animal Protection Encyclopedia. Voiceless, the animal protection institute, 2020, https://voiceless.org.au/encyclopedia_category/animal-protection-encyclopedia/.

Find all resources at www.voiceless.org.au.

Other resources

Iyengar, Sridhar. *Synthetic Biology Might Feed Us: Beyond Meat*. Maize, 2019, https://www.maize.io/magazine/meat-food/.

KEY INQUIRY QUESTIONS

- How does consuming animal products relate to **animal cruelty**?
- How important is it to consider new technologies and solutions in order to combat climate change and improve the lives of animals?

SUGGESTED LEARNING ACTIVITIES

1. PRE TEST

Students watch the Voiceless Video '*Animal protection around the world - who ranks best and worst?*'

2. EXPLORE

In order for students to have a good understanding of the VACI, it is recommended they spend some time exploring the interactive Index and read the following pages:

- Consuming Cruelty: In-depth;

- About the VACI;

- The Voiceless Animal Cruelty Index – The Index Logic.

Students to use the Index to locate the following:

- Countries consuming the most animal products (choose up to 5);
- Countries consuming the least animal products (choose up to 5).

3. DISCUSS

As a class, hold a discussion on the benefits and consequences of a mass production system such as **factory farming**. Consider both the ethics and environmental sustainability of such a system.

Notes could be collated on the board in two columns (Pros/Cons).

From this initial discussion, students are then given a design brief and research task which would work well as a summative assessment or homework task.

Read: 'Synthetic Biology Might Feed Us: Beyond Meat' by Sridhar Iyengar. This will help students in the following task.

Design Task: Predicting Future Technologies and Solutions

Student Instructions

The world is becoming more aware of the impact that factory farming is having on both animal welfare and our environment. Imagine the world in 2050, 30 years from now.

How does the world look? What is environmentally sustainable and ethical – what isn't? What real-world problems are people, animals, and the environment facing?

In your research and response to the design brief you must include the following:

1. Identify a real-world problem/s faced by the world in 2050 – this must connect in some way to the VACI (Voiceless Animal Cruelty Index);

2. Design a solution for this problem (you must consider basic needs and human rights in your concept/s);

3. Explain the social, ethical, and environmental sustainability decisions for your design;

4. Choose ONE of the statements below and explain in 150 words how your design responds to the statement.
   - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
   - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
   - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

(Sustainability outcomes taken from: https://www.australiancurriculum.edu.au/)

4. SHARE

Students to share research/design concepts with one another.

5. REFLECT

Students write a 250-500-word reflection on a class member's product.

TAKING IT FURTHER

Voiceless would be delighted to receive completed student work to consider for publication on the Voiceless website. If you have student and parental consent, please email work or feedback to education@voiceless.org.au

We are always looking to improve our educational resources, please get in contact with us if you would like to provide some feedback on this APE, including how it was received by your students. education@voiceless.org.au

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YEAR 9 CIVICS AND CITIZENSHIP

Sanctioning Cruelty: Do Laws Protect or Facilitate Animal Cruelty?

Australian Curriculum Alignment

Learning Area	Civics and Citizenship
Year Level	Year 9
General Capabilities	• Literacy • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Intercultural Understanding
Strands	• Civics and Citizenship Knowledge and Understanding – Citizenship, Diversity and Identity • Civics and Citizenship Skills – Questioning and Research / Analysis, Synthesis and Interpretation / Problem-solving and Decision-making / Communication and Reflection
Content Description	• How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) • Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) • Account for different interpretations and points of view (ACHCS085) • Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) • Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)

Elaborations	(ACHCK079) • Investigating why a particular group advocates for change (for example, in relation to gender equity) (ACHCS082) • Selecting key questions to investigate an aspect of Australia's political and legal systems (for example, the role of juries) (ACHCS085) • Taking on roles for a discussion to explore various points of view about a contemporary political or social issue (ACHCS086) • Recognising that common issues may need to be seen through diverse cultural lenses • Recognising that people will not always agree and using strategies to accommodate difference and accept compromise (ACHCS089) • Considering Australian, regional and global futures and how students might contribute as active and informed citizens
Cross-Curricular Priority	**Sustainability** **World Views** OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability **Asia and Australia's Engagement with Asia** Asia and its Diversity OI.1 - The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions OI.2 - Interrelationships between humans and the diverse environments in Asia shape the region and have global implications

Information to teachers

The suggested activities have been developed for Stage 5, Year 9 Civics and Citizenship class and focus on investigating the laws and regulations set up to protect animals within a range of countries. Students will have the opportunity to conduct research, share findings and participate in class discussion.

The activities refer to the Voiceless Animal Cruelty Index (VACI) as its primary resource. The VACI tracks the **animal welfare** performance of fifty countries that were selected among the largest producers of farmed animal products in the world.

The interactive Index evaluates and ranks the countries based on the nature, extent, and intensity of cruelty associated with farmed animal production. In addition, it also assesses and ranks the consumption of farmed animals and animal products and evaluates the regulatory frameworks put in place to protect animals within each country.

Through these tasks, students are asked to critically examine the facts and figures of the VACI; questioning how **animal cruelty** can be measured and considering what countries could be doing better in order to protect animals from such cruelty.

Time Allocation

50-100 minutes

Target

Mixed ability class with extension tasks.

Unit Focus

Question - what do you think constitutes **animal cruelty**, and what do you think countries could be doing better to protect animals from cruelty?

Consider - the different views on this issue, and decide for yourself where you stand.

Discuss - with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

Voiceless Resources

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- Voiceless Video – Animal protection around the world - who ranks best and worst?

- Glossary (selected words appear in **bold**)

- Quizlet

- Animal Protection Encyclopedia. Voiceless, the animal protection institute, 2020, https://voiceless.org.au/encyclopedia_category/animal-protection-encyclopedia/.

    Find all resources at www.voiceless.org.au

Other resources

- API - Animal Protection Index. World Animal Protection, 2020, https://api.worldanimalprotection.org/#

- Evans, Jake. *Animal sentience recognised for the first time under new ACT laws*. ABC News, 2019, www.abc.net.au.

- *What is the Australian legislation governing animal welfare?* RSPCA Australia, 2020, https://kb.rspca.org.au/knowledge-base/what-is-the-australian-legislation-governing-animal-welfare/.

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KEY INQUIRY QUESTIONS

- How does a government's laws and regulations regarding animals contribute to, or minimise levels of **animal cruelty**?
- In what ways do the societal and cultural attitudes present within a country directly affect the welfare and protection of animals?

SUGGESTED LEARNING ACTIVITIES

1. PRE TEST

Ask students the following questions to ascertain what they already know about **animal welfare** laws in Australia.

Suggested Questions:

- **Animal Rights / Animal Welfare** – What is the difference? Refer to the VACI **Glossary** for definitions.
- What laws exist in Australia regarding **animal welfare**?

1. Give students 15-20 minutes to explore the **animal welfare** laws for their jurisdiction by using the RSPCA website.
2. Direct students to 'What is the Australian Legislation Governing Animal Welfare?'
3. From here, students can click into the Animal Welfare Acts for each jurisdiction.
4. Ask students to note down 5 laws of which they were previously unaware and/or are surprised by.

TEACHER TIP

- Direct students to 'Offences', 'Codes of Practice' or 'Cruelty' subcategories to locate laws.
- An interesting discussion could be had here regarding the different classifications of animals in addition to why certain laws pertain to some animals but not others. i.e. 'stock' animals vs. 'domestic' animals.

2. STARTER

Watch the Voiceless Video *'Animal protection around the world - who ranks best and worst?'*

Instruct students to complete the following 3.2.1 task after viewing.

Students write down:

- 3 – thoughts or ideas you had while watching;
- 2 – things you found interesting;
- 1 – question you still have.

3. EXPLORE

Sanctioning Cruelty? What does it all mean?

The Sanctioning Cruelty Sub Index assesses countries based on their societal and cultural attitudes to animals, as reflected in the quality of the legislative and regulatory frameworks that are in place to protect animals.

Read the short section from the VACI Sanctioning Cruelty webpage – access it here.

TEACHER TIP

Read as a class and spend some time in discussion with your students. Clarify 'societal' and 'cultural' attitudes. How/why might these differ from country to country for instance?

Group Work – Profiling Jigsaw

Students form groups of three and decide on three countries to profile. These should ideally include Australia and 1 country from the Asia region.

Groups use Google Docs as a collaborative tool in which to collate and share their findings. Each student within the group will profile 1 country.

Research should include the following:

- The VACI Sanctioning Cruelty Index (numerical and grade ranking) for the selected country.
- Reasoning for ranking – to be written in student's own words.
- Are there any defining social/cultural attitudes towards animals (within the selected country) that should be taken into consideration?
- The API includes the category: 'Protecting animals used in farming'. How did the selected country score in this category and why?
- The API includes the category: 'Government accountability for animal welfare'. How did the selected country score in this category? Does the country have animal welfare laws and policies? What general comments can you make about *how* the government is addressing the welfare/protection of animals in their country?

TEACHER TIP 💡

The VACI relied on the World Animal Protection's API (Animal Protection Index) in order to assess each of the 50 countries for the final category 'Sanctioning Cruelty'. Direct your students to this webpage as an additional and very useful resource.

4. SHARE

Students now reconvene into their groups of three and complete the jigsaw by spending some time discussing their research and findings with one another.

5. DISCUSS

Class Discussion

Project or give students a copy of the questions below – allow enough time for students to process and make some notes before entering a discussion.

- Who is responsible for the welfare of animals?
- Do you think some animals should have better legal protections than others? What about if they are **sentient,** and have the same ability to suffer?
- Is it fair that laws exist to protect animals in some countries but not others? What are some reasons as to why this might be the case?
- There are many varied points of view when it comes to **animal welfare** – who might have differing opinions on this issue, and why?
- How do you think governments should manage such varying points of view?

TEACHER TIP 💡

Students should discuss; farmers, industry, politicians, consumers, **animal rights** activists and so on.

6. REFLECT

Direct students back to the following unit focus questions and ask them to write a 250-word reflection which addresses the following:

- Consider the different views on **animal cruelty** and decide for yourself where you stand.
- What do you think constitutes **animal cruelty**, and what do you think countries could be doing better to protect animals from cruelty?

7. EXTENSION

Is change afoot in Australia?

Australia ranked 34 on the Sanctioning Cruelty category under the VACI and received a 'D' rating under the API. This was largely due to the country's limited national animal protection laws, and the fact that it continues to permit battery cages for layer hens, live export and painful husbandry procedures without the use of anaesthetic.

In 2019, the ACT became the first Australian jurisdiction to formally recognise animals as **sentient** under **animal welfare** legislation.

Read the article from the ABC to find out more about what this change may mean for animals.

Find it at: www.abc.net.au 'Animal sentience recognised for the first time under new ACT laws'.

Voiceless would be delighted to receive completed student work to consider for publication on the Voiceless website. If you have student and parental consent, please email work or feedback to education@voiceless.org.au

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ASSESSMENT IDEAS

See the range of assessment tasks below.

Oral Presentation – Year 9 Geography

A 3/4-minute discussion of how selected countries perform under the VACI 'Producing Cruelty' category.

Refer to *Producing Cruelty: Considering the Impact of Factory Farming on Animals*, for more information on this task.

Research and Design Task – Year 9/10 Design Technologies

Predicting Future Technologies and Solutions for World Problems in 2050.
Research and design concept.

Refer to *Consuming Cruelty: Analysing Animal Product Consumption and Designing Future Alternatives*, for more details on this task.

Reflection Task - Year 9 Civics and Citizenship

Students to submit a written reflection on animal cruelty and what they think citizens around the world could be doing to better protect animals.

Refer to *Sanctioning Cruelty: Do Laws Protect or Facilitate Animal Cruelty?* for more details on this task.

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Animal protection around the world - who ranks best and worst?

COMPARING CRUELTY

Worksheet to accompany video

Access the video here:
voiceless.org.au/schools/comparing-cruelty

1. What question does the narrator ask in the opening of the video?

2. Comment on the symbolism of the scales – what do you think they represent in this context?

3. How do you feel when you see these animals in cages?

4. What is ONE way to measure how a country contributes to animal cruelty?

5. What does the acronym 'VACI' represent?

6. Identify the three categories the VACI uses to rank countries.

7. How many farmed animals are slaughtered around the world for human consumption each year, according to the VACI?

8. What is the more common term that is used to describe intensive industrial animal farming systems? Why do you think this term is used?

9. How is the welfare of farmed animals impacted by intensive industrial animal farming systems?

10. Finish this sentence: The third category is the sanctioning of cruelty based on a country's _____ and _____ attitudes towards animals.

11. How do Australia, France, and India perform on the Index?

12. How many land animals are slaughtered per person each year in Australia?

13. What is the global average of land animals slaughtered per person each year?

14. Where does Australia rank in the 'Consuming Cruelty' category?

15. Some countries around the world have banned battery cages for hens. Has Australia banned this practice also?

16. Is France slaughtering more than the global average of land-based animals per person/per year?

17. Finish the sentence: The French diet contains a high proportion of…

18. India does not consume as much meat as Australia or France. Outline some of the reasons as to why this is the case.

19. Write short responses to the following questions

   - What do you think constitutes animal cruelty?

   - What do you think countries could be doing better to protect animals from cruelty?

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GLOSSARY

COMPARING CRUELTY

Vocabulary	Definition
Animal Cruelty	Causing an animal pain that, in the circumstances, is unjustifiable, unnecessary or unreasonable.
Animal Rights	Moral and legal entitlements of animals.
Animal Welfare	How an animal is coping with the conditions in which it lives.
Battery cages	Small cages used to house layer hens for egg production, which can be less than an A4 size of paper.
Ethical	Adhering to moral principles concerning beliefs on what is morally 'right' and 'wrong'.
Factory Farming	A system of large-scale intensive animal agriculture, where animals are generally confined indoors, and unable to perform most natural behaviours.
Sentience	The ability to perceive and feel things, such as pleasure and pain.
Sow Stalls	Small metal and concrete crates used to house mother pigs (sows) during pregnancy, which prevent them from turning around.

For more terms and definitions access the online Animal Protection Encyclopedia

voiceless.org.au/schools/comparing-cruelty/

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