

# CONSCIOUS CONSUMERS



Animal Welfare

## Teacher briefing sheet

**Resource age range:** Years 7-13

**Delivery style:** Perfect for students to work through independently or in pairs. Could be done within a class environment, and feedback taken from students at key points. Some activities could be developed into competitions or challenges across a year group or school to link into COP26.

### Key Outcomes

- To explore what animal welfare means
- To understand UK animal welfare legislations and standards
- To explore UK food labelling

### Materials and resources

- Provided:** Conscious Consumers Animal Welfare Workbook, Animal Welfare Presentation (PPT) - *includes videos with sound so will need speakers or access to headphones*, Animal Welfare Activity Sheets (within workbook)
- Required:** Access to the internet for some activities in this session (video materials)  
Students may need drawing resources for the 'Design a Welfare Label' activity



### Links to National Curriculum or key qualifications:

#### Key Stage 3:

- Science: 'Relationships in an ecosystem'
- Geography: 'Human and Physical Geography'

#### Key Stage 4:

- Science general NC links:** 'The development of scientific thinking', 'Analysis and Evaluation', 'Ecosystems',

#### Post-16 relevant qualifications

- This material could be used as part of delivery or extension on a range of Post-16 qualifications, including but not limited to: A Level Biology, A Level Environmental Sciences, A Level Geography Applied Science, Philosophy and Ethics Science T Level

#### Example Science and Geography Specification links:

##### AQA GCSE Combined Science: Synergy

- 4.4 Explaining Change (4.4.1.4, 4.4.1.5, 4.4.2.5, 4.4.2.6, 4.4.2.7)
- 4.8 Guiding Spaceship Earth towards a sustainable future (4.8.2.4)

##### OCR Gateway Combined Science A

- B6 Global Challenges (B6.1b, 6.1c, 6.2a, 6.2d)
- C6 Global Challenges (C6.2d, 6.2e, 6.2f)

##### Edexcel GCSE Combined Science

- Chemistry Topic 8 Earth and Atmospheric Science (8.7, 8.10, 8.14, 8.25, 8.26)

##### AQA GCSE Geography

- 3.1 Living in the physical environment (3.1.1.4, 3.1.2.1)
- 3.2 Challenges in the human environment (3.2.3.1, 3.2.3.2)



#### Additional links and resources:

##### Animal Welfare Act:

<https://bit.ly/3BZ0X2z>

##### World Animal Protection

**Index:** <https://bit.ly/3ISK185>

##### RSPCA Assured:

<https://bit.ly/3BYjjjT>



### Teacher notes:

The resources are well suited to students working through the activities on their own or in pairs. They could be delivered to a class and students could work independently. You could adapt some tasks for groups if you wished. Some younger students may need help in accessing and reviewing some of the materials. You may wish to adapt the resources or materials produced. It might be useful to have some examples of the FSA labelling of foods to show students. You may need to ask your IT department to unblock access to YouTube to enable students to watch the videos. The material is accessible and appropriate for students in years 7 to 13. Differentiation is by outcome in most cases. It would be straightforward to scaffold around the prompts and activities to extend into other content or to stretch and challenge older and more able students. The activities could be split up from the main resource and done as part of other sessions or within the main body of the content. You could print information regarding the World Animal Protection Index and pre-select 3 or 4 countries for students to review so that there are common themes in the feedback. You could extend the Food Labeling activity into students designing the actual label and producing it.

