In this lesson students plan and/or carry out a campaign on an animal welfare issue. This lesson only applies to legislation in Wales.

**Curriculum objectives**

**Students should learn:**

* to consider different ways of trying to achieve changes in the law
* to consider the part people play in creating social pressure, both individually and by joining together
* about the role of public opinion in politics and in influencing government agendas.

**Animal welfare objectives**

**Students should learn:**

* to understand who influences the way animals are treated
* to have researched and understood an animal welfare issue.

**Learning outcomes**

**At the end of this session:**

* most students: evaluate how media sources both inform and affect our understanding of the issue, and appreciate that differing viewpoints can lead to conflicting demands for action. They recognise the need to consider the balance of the competing rights and responsibilities involved. They consider other people's experiences and explain views that are not necessarily their own. They know of the work of relevant community-based, national and/or international public services and voluntary groups
* some students have not made so much progress and: use some media sources to find out about a contemporary issue, problem or event. They understand that other people have different points of view
* some students have progressed further and: demonstrate the ability to evaluate and use a wide range of media sources, and recognise how media presentation affects our understanding and opinions of the issue. They make correct, detailed links between scientific insights and the issue.

**Starter activity**

**Campaign preparation**

* Students complete the *Pets and the law* quiz.
* Explain to the students that they are going to be running their own animal welfare campaign. Discuss any campaigns that they already know about. Explain that the Animal Welfare Act 2006 came about as a result of campaigning groups such as the RSPCA.
* The students will need to decide on their target audience. They play *Who do we need to influence?* in groups of five to find out who they will need to influence in their campaign.

Learning styles: auditory, kinaesthetic.

**Main activity**

**The campaign journey**

* Show students a selection of RSPCA campaign posters . Then give them the worksheets *Campaign poster (1 to 5)* and ask them to create appropriate slogans or headings for each of the campaign posters. Ask students to compare with the originals. Which do they prefer? Why?
* Groups decide on an issue for their campaign - they can use the RSPCA campaigns website (see Useful websites). They explore a range of campaigns and decide on the focus for their own.
* Students may add some difficult ideas to their plan, e.g. liberating captive animals, violent protest, obstruction or harassing the people involved. Explain that these are illegal. What are the consequences of illegal activity? (The RSPCA strongly condemns illegal activities and pursues its animal welfare aims through exclusively lawful means.)
* Groups plan their campaign using the worksheet *Campaign journey*.
* At the end of the planning period, groups present their campaigns. Conduct a class vote on which campaign to support.

Learning styles: visual, auditory, kinaesthetic.

**Plenary activity**

**Was it a success?**

* Students share their campaign choices and explain why they chose this issue to support.
* Students carry out the campaign, and then present ideas about the success of their campaign and which techniques were most effective.

Learning styles: auditory, kinaesthetic.

**Assessment**

* Assessment questions: Can I change the way things work?

**Extension activities**

* Students become active campaigners (see The Den section of the RSPCA website).
* For tips and advice on writing to politicians, you can order the leaflet *Make every word count!* from the Publications section of the RSPCA website (see Useful websites).

**Display**

* Information on the different pressure groups.

**What you need**

**Equipment**

* Internet access

**Worksheets**

* Pets and the law quiz
* Who do we need to influence?
* Campaign journey
* Images
* Campaign posters
* RSPCA campaign posters
* Animals and the law image collection

**Factsheets**

* The Animal Welfare Act 2006
* Pets and the law quiz and answers
* Teachers' notes (see Downloads tab)
* Who do we need to influence?
* The Animal Welfare Act 2006

**Did you know?**

The Animal Welfare Act 2006 came about as a result of campaigning by animal welfare groups such as the RSPCA. It will change the lives of millions of animals. Read more about it on the Welsh Govermnent website and in the Animal Welfare Act 2006 teachers' notes.

**Vocabulary**

ymgyrch / campaign

carfan bwyso / pressure group

delwedd / image

defnyddiwr / consumer

dylanwad / influence

deiseb / petition

**Useful websites**  
[RSPCA - Publications](http://www.rspca.org.uk/in-action/aboutus/stayinformed/leaflets)

[RSPCA - The Den](http://www.rspca.org.uk/getinvolved/theden)

[RSPCA - Campaigns](http://www.rspca.org.uk/getinvolved/campaigns/chickens)

[Animal Aid](http://www.animalaid.org.uk)

[Animal Concerns - Community](http://www.animalconcerns.org)

[BUAV - The British Union for the Abolition of Vivisection](http://www.buav.org)

[Compassion in World Farming - Education](http://www.ciwf.org.uk/resources/education/default.aspx)

[IFAW - International Fund for Animal Welfare](http://www.ifaw.org)

[PETA UK - People for the Ethical Treatment of Animals](http://www.peta.org.uk)

[WWF - The World Wide Fund for Nature](http://www.wwf.org)

[WSPA - World Society for the Protection of Animals](http://www.wspa.org.uk)

[Write To Them](http://www.writetothem.com)

[Welsh Government - Animal Welfare Act 2006](http://new.wales.gov.uk/topics/environmentcountryside/ahw/animalwelfare/animalwelfareact2006/?lang=en)

[Welsh Government - codes of practice for pets](http://wales.gov.uk/topics/environmentcountryside/ahw/animalwelfare/pets/codesofpractice/?lang=en)

