



Facilitation guide

Feelings

FOCUS: Basic welfare needs and sentience

TYPE: Visual, auditory and kinaesthetic

NUMBER OF PARTICIPANTS: You can run this activity with just one person, or in a small group.

HOW LONG IT WILL TAKE: This activity will take approximately 5 to 10 minutes per picture.

WHAT YOU WILL NEED:

Activity sheets

Human feelings cards

Animal feelings cards

How do these animals feel?

Factsheets

The five freedoms

Video

RSPCA TV Advert – 'Voices'

Aims and objectives

- This activity is just one part of a range of resources addressing the needs of young people who have been involved, or who are at risk of being involved, in cruelty to animals. Our assessment tool [Developing a suitable intervention programme](#) (Word 17KB) will help you create individualised intervention programmes from these resources.
- In this activity, young people look at animals in different scenarios. They consider how they would feel in each situation and then consider how the animal might feel.
- They will begin to develop an understanding that:
 - animals and humans can experience a range of positive and negative emotions
 - animals can't always show their feelings in a way we can recognise, therefore they should always be given the benefit of the doubt in situations where they could be suffering.

It's essential to complete the activity **Smiley face** in this section beforehand.

What to do

1. Ask the young person to choose a few of the emotions that they have felt from the cards cut from the activity sheet Human feelings cards. Can they think of a time when they have felt like that? Is there a place or person that makes them feel that way?
2. Ask them to split the feelings cards into two groups – those feelings that are good to have and those that are not.
3. Use pre-selected pictures from the activity sheet How do these animals feel?. Note: take care about which photographs you use (see Useful information section).
4. Look at the pre-selected pictures in turn and talk about the picture together. Where is the animal? What do they notice about it? Which of the five freedoms is the animal enjoying? Which, if any, do they think might be missing from the animal's life? You can use the factsheet The five freedoms to help. What roles have people had in this scenario – are they providing for the animal's needs?
5. Ask the young person to consider the following questions.
 1. How would they feel in that situation? Ask them to place the appropriate feelings from the cut-up activity sheet Human feelings cards to the left of the picture.
 2. How do they think the animal feels in that situation? Ask them to place what they feel are the appropriate feelings from the activity sheet Animal feelings cards, to the right of the picture. There are some spare cards on the sheet for the young person to add some words of their own if they wish, or they can use a separate sheet of paper, cut into squares.
6. Discuss why they have chosen those words. Why do they think the animal might be feeling like that?
7. Look at the similarities between the two lists for each picture. If necessary, gently encourage the young person to realise that animals may feel just the same way as humans would in this situation. Just because an animal can't explain or may not be able to show how it is feeling in a way that we recognise – through facial expressions for example – that does not mean it does not feel anything.

Extension activities

- Watch fundraising campaign (see **RSPCA TV advert - Voices**)
- Discuss each animal in turn.
 1. How was that animal feeling?
 2. Why?
 3. Was it easier to understand how they were feeling when an actor's voice was saying what those animals could be thinking?
 4. Obviously animals can't really talk. However, if you watch an animal, it is possible in many cases to understand how they are feeling by looking at their 'body language'. What signs are these animals making that show how they are feeling? (This is easiest with the second clip, the dog about to be beaten.)
 5. How would the Young Person feel if they were put into that situation?
- Remind the Young People that essentially all of these animals are helpless. They need their owner to care for them and provide everything they need – very few pets can look after themselves. They

can't tell anyone how they are feeling or ask for help. It's really up to people to empathise, or imagine how the animal may be feeling, so that they don't end up suffering.

Important information

- Please note that some young people may find some of the pictures in the activity sheet *How do these animals feel?* distressing. You will need to select the pictures you think are appropriate for an individual to see in advance.
- There is no definitive right or wrong answer with this activity as the aim is to encourage the young person to empathise with the animals in each scenario. For more information about the RSPCA's views on performing animals, farming, wildlife issues and keeping pets healthy and happy, please visit the RSPCA website.
- The image of a caged hen in the activity sheet *How do these animals feel?* shows a conventional, un-enriched battery cage. From January 1st, 2012 these have become illegal under the EU directive 1999/74/EC (implemented in England and Wales by the Welfare of Farmed Animals (England) Regulations 2007 and the Welfare of Farmed Animals (Wales) Regulations 2007.) This now bans the use of barren (or 'conventional') battery cages for egg production in the European Union.
- Although conventional 'barren' battery cages are now banned throughout the EU, 'enriched' cages are still allowed. These are still battery cages. They provide just 50cm² of extra usable space per bird compared to the old conventional cages, with limited provisions for a scratching area, nesting area and perches. Perches allow for a very important behaviour and for roosting at night but the restricted height of the cage can make it difficult for birds to stretch upwards fully when sitting on one. These facilities still fail to cater properly for the hens' behavioural needs and impose severe restrictions on movement.
- The RSPCA is calling for all cage systems to be banned because they still severely restrict the birds' movement and do not cater for their behavioural or physical needs.
- As this activity encourages young people to have empathy with animals, it builds on a basic understanding of the five freedoms. It's therefore essential to do the activity Smiley face in this section beforehand.
- A central theme running through all these resources is the concept of the five freedoms. We hope that by introducing this to the young people in the Basic needs section and then reinforcing it in a number of other sections, we will provide them with a code of conduct to apply to every situation in which they encounter animals. The five freedoms are very similar to the duty of care criteria mentioned in the Animal Welfare Act.
- We have also developed three interactive activities - Was it cruel?, Consequences and Triggers - that help young people think through what happens when people are cruel to animals. However, before you attempt to use these, we suggest that you explore some of the activities in the other sections - What is animal cruelty?, What triggers animals cruelty and how it can be avoided, Consequences of cruelty to animals and The incident.

Useful websites

[RSPCA – All about animals](#)

[RSPCA – Laying hens](#)

[RSPCA TV advert - Voices](#)

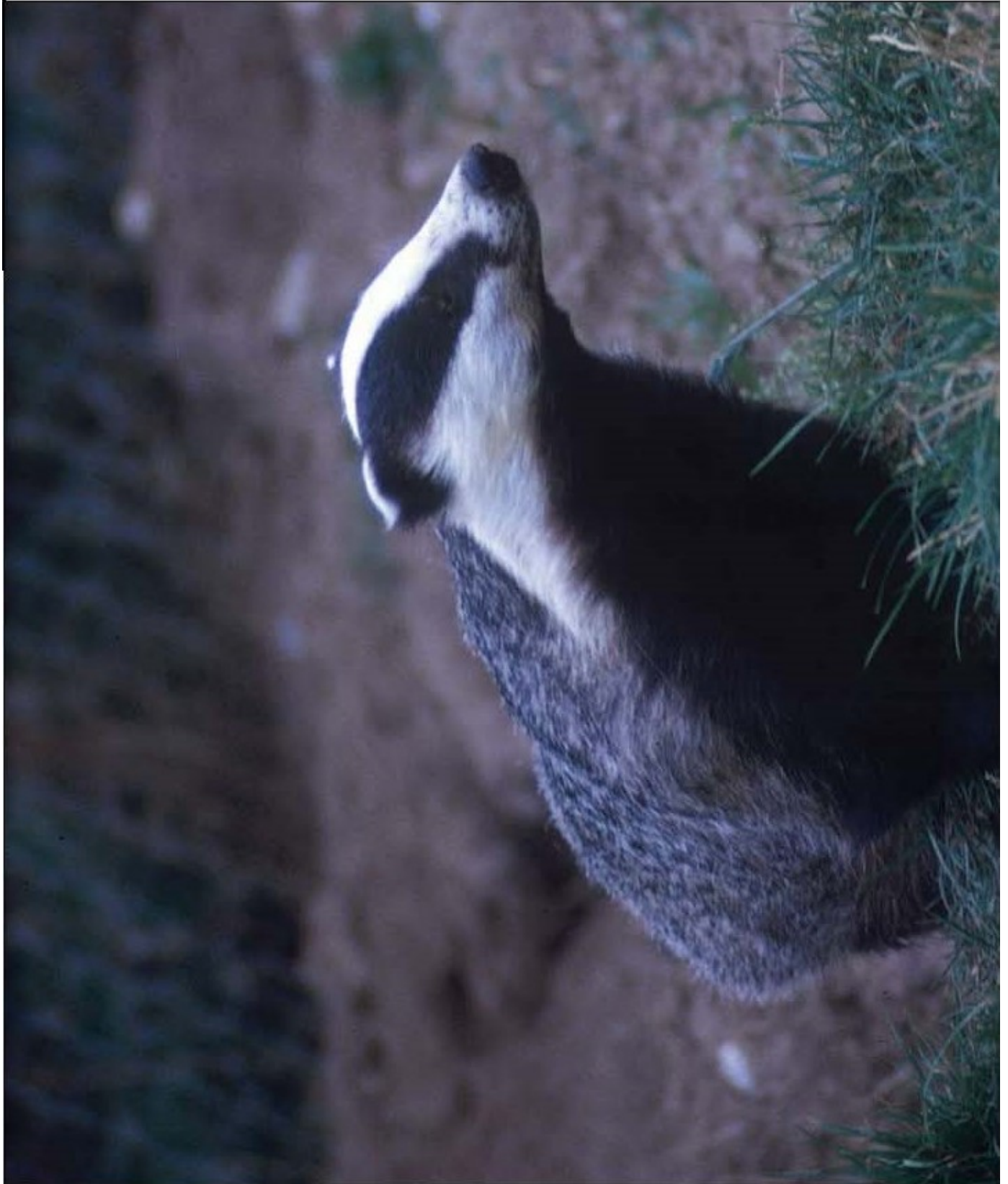
Activity sheet – Animal feelings cards

Happy	Comfortable	Content
Angry	Fed up	Annoyed
Aggressive	Nervous	Hurt
Sad	Scared	Threatened
Unsafe	Healthy	Unwell
Safe	Bored	Frustrated
Friendly	Uncertain	Confused
Helpless	Calm	Powerless
Distressed		

Activity sheet – How do these animals feel?

A badger in the wild at night

©Kevin Degenhard/RSPCA Photolibrary



Activity sheet – How do these animals feel?

Two pet rabbits

©Andrew Forsyth/RSPCA Photolibrary



Activity sheet – How do these animals feel?

Many dogs being kept in cages for most of the day

©Andrew Forsyth/RSPCA Photolibrary



Activity sheet – How do these animals feel?

Two dogs set on a captured fox at an illegal fox-baiting event

©RSPCA/RSPCA Photolibrary



Activity sheet – How do these animals feel?

An orang-utan in a cage

© Klaus-Peter Wolf/RSPCA



Activity sheet – How do these animals feel?

Caged hens

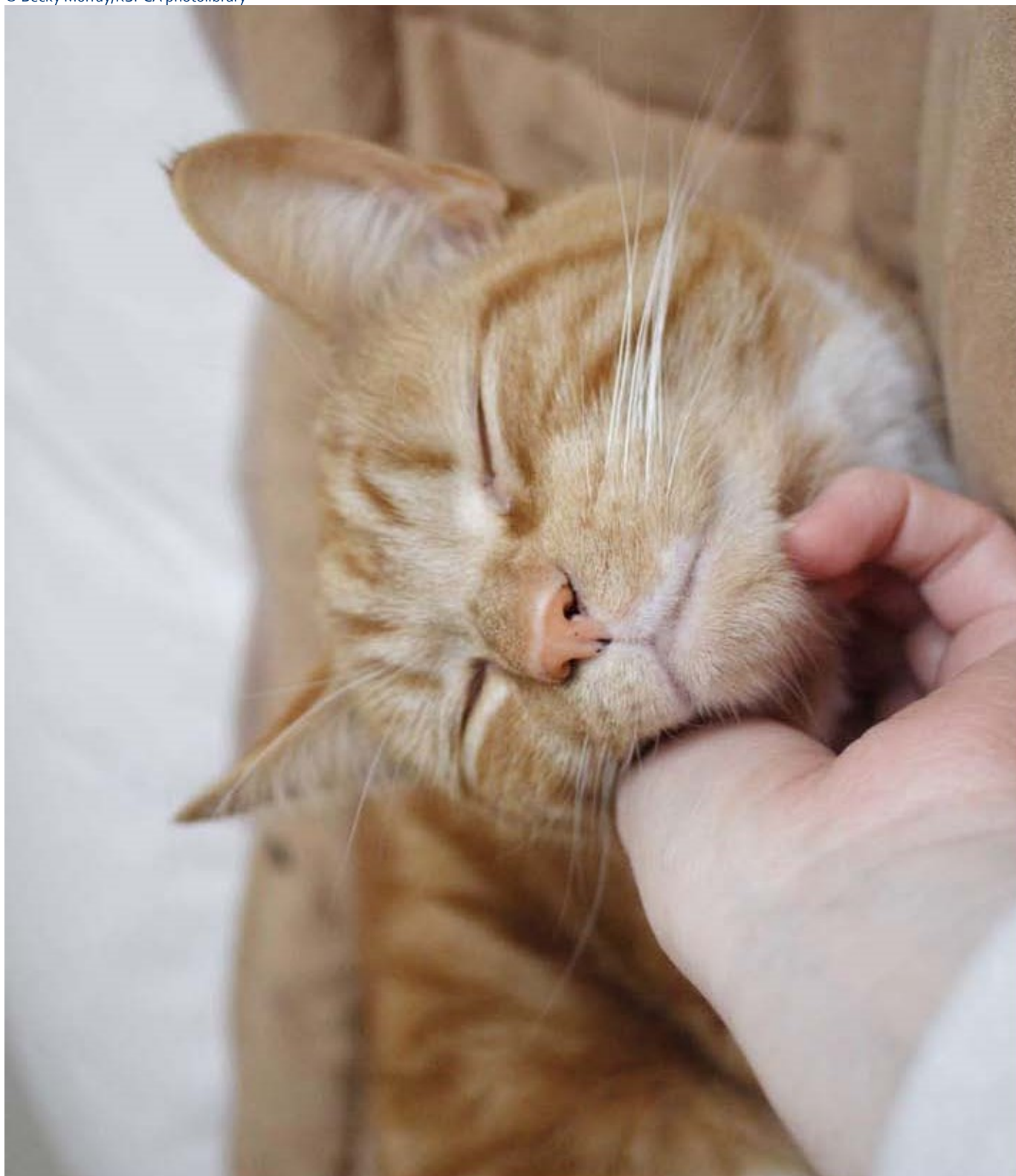
© Klaus-Peter Wolf/RSPCA



Activity sheet – How do these animals feel?

An owner stroking her cat

© Becky Murray/RSPCA photolibrary



Activity sheet – How do these animals feel?

A starving dog

© RSPCA/RSPCA photolibrary



Activity sheet – How do these animals feel?

A man playing with his dog

© Becky Murray/RSPCA photolibrary



Activity sheet – How do these animals feel?

A fox in the wild

© Andrew Forsyth/RSPCA photolibrary



Activity sheet – How do these animals feel?

A chimpanzee

© Mike Lawrence/RSPCA photolibrary



Activity sheet – How do these animals feel?

A pet rat

© Mike Lawrence/RSPCA photolibrary



Activity sheet – How do these animals feel?

Farm animals going to market

© RSPCA/RSPCA photolibrary



Activity sheet – How do these animals feel?

Cats in a house

© RSPCA/RSPCA photolibrary



Activity sheet – How do these animals feel?

Rabbits in hutches

© RSPCA/RSPCA photolibrary



Activity sheet – How do these animals feel?

Fox in a snare

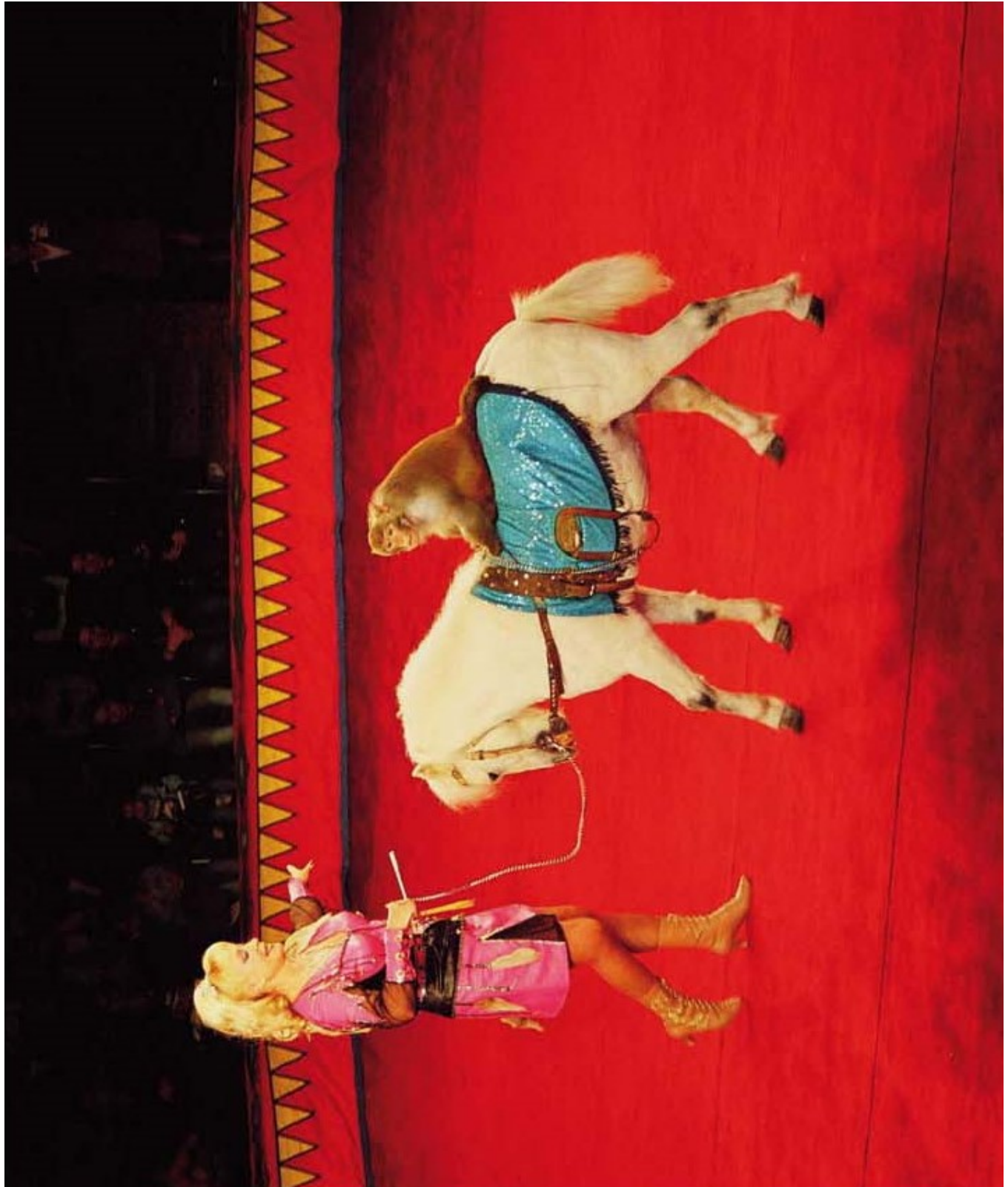
© RSPCA/RSPCA photolibrary



Activity sheet – How do these animals feel?

Performing animal

© David Bowles/RSPCA photolibrary



Activity sheet – How do these animals feel?

Horse racing

© Andrew Forsyth/RSPCA photolibrary



Activity sheet – How do these animals feel?

Free-range hens

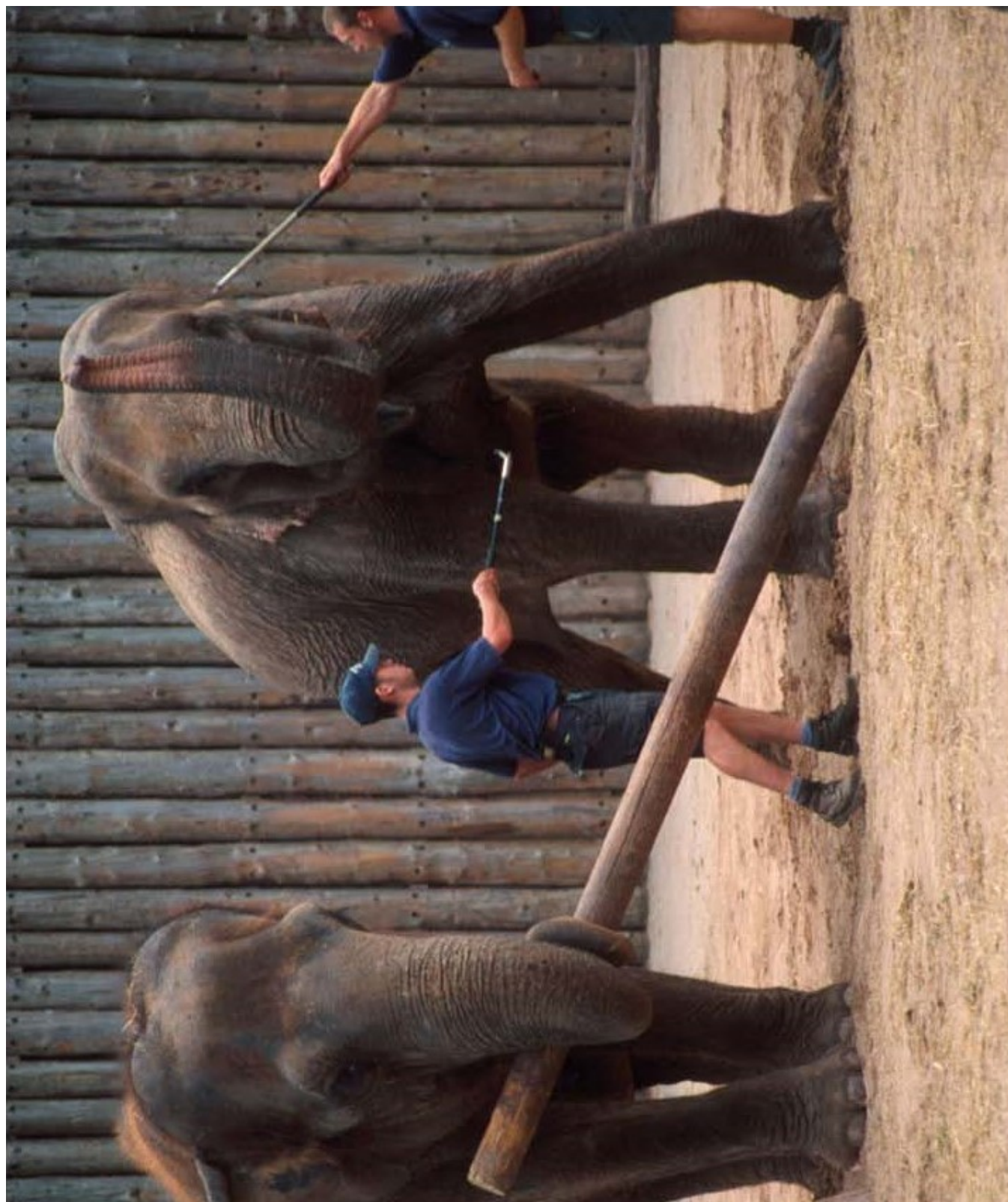
© Andrew Forsyth/RSPCA photolibrary



Activity sheet – How do these animals feel?

Zoo elephants

© Andrew Forsyth/RSPCA photolibrary



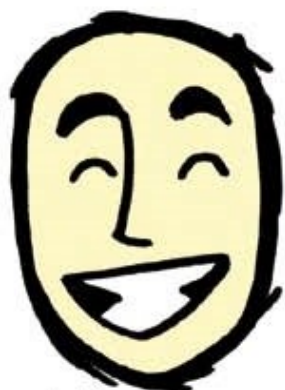
Activity sheet – How do these animals feel?

Caged parrot

© Andrew Forsyth/RSPCA photolibrary



Activity sheet – Human feelings cards



Happy



Sad



Content



Angry



Fed Up



Annoyed



Aggressive



Nervous



Hurt

Fact sheet – The five freedoms

The RSPCA believes that anyone responsible for looking after animals should try to give them the five freedoms. The five freedoms are considered aspirational, as they cannot always be achieved and maintained at all times. For example, an animal may need to feel hungry before it will eat. However, animal keepers should always aim to provide the five freedoms to their animals as far as possible.

For more information about animals' needs see:

www.rspca.org.uk/animalcare



Freedom from hunger and thirst –

by providing enough fresh water and the right type and amount of food to keep them fit.



Freedom from discomfort –

by making sure that animals have the right type of environment including shelter and somewhere comfortable to rest.



Freedom from pain, injury and disease –

by preventing them from getting ill or injured and by making sure animals are diagnosed and treated rapidly if they do.



Freedom to express normal behaviour –

by making sure animals have enough space, proper facilities and the company of other animals of their own kind.



Freedom from fear and distress –

by making sure their conditions and treatment avoid mental suffering.