

Animal Rights

Lesson Plan












































“If bullfighting is culture, then cannibalism is gastronomy...”



LESSON PLAN HEADING

- **Age:** Adults
- **Level:** B-1
- **Context/topic:** Animal Rights
- **Situation:** The activists' opinions about the origins and incongruity between our actual attitudes to animals and the animal rights recommended since many years ago.
- **Input-**
 - **Listening:** An interview between an activist on animal rights and the local Daily.
 - **Reading:** The research about the links between violence against animals and violence against humans.
- **Lexical set/items:** Animal rights, commercial raising of animals, animal products (flesh and eggs), sensitive being (animal or human), animal suffering, animals confined indoors, poultry's beaks seared off, laboratory animals, animal cruelty.
- **Structure/Language items:** Subject + have or has (tense auxiliary) + past participle verb.
- **Function:** To express attitudes humans have had towards animals since many years ago.
- **Time:** 50 minutes.
- **Material:** audio to be listened, handouts, illustrations.
- **Background knowledge-**
 - **Linguistic:** Past participle form of the verbs (regular and irregular), simple present and simple past tenses and the meaning of since, ago and already.
 - **Content:** Learners are familiar with expressing their personal ideas.
- **Learning objective:** Learners get familiar with expressing their own experiences and opinions about animal rights they have had in their lives.

TASK AND MULTIPLE INTELLIGENCE CHART

	KINESTHETIC	INTRAPERSONAL	INTERPERSONAL	LINGUISTIC	LOGICAL-MATHEMATICAL	MUSICAL	NATURALISTIC	VISUAL-SPATIAL
WARM UP								
PRE-LISTENING 1 MEANING								
PRE-LISTENING 2 MESSAGE								
WHILE-LISTENING								
LANGUAGE AWARENESS								
POST-LISTENING								
PRE-READING								
WHILE READING								
POST-READING								

OPENING

-Hello everybody! How are you doing today?

-(*answer*)

-Before start, I would like to tell you that this classroom is a place not just for learning English, but to share your experiences and to let your feelings flow. Maybe we are going to need that place today.

WARM UP

Task type	Predicting
Procedure	Learners are given two pictures and in group try to guess what the topic of the lesson is.
Aim	To introduce the learners to the topic about animal rights.
Outcome	Learners have predicted the topic and are emotionally ready for it.
Learning style	Visual, kinesthetic.
Multiple intelligences	Interpersonal, intrapersonal, kinesthetic, visual-spatial.
Interaction	In two groups and then share with the other group.
Material	Illustrations.
Timing	2 minutes.

WARM UP

Salute. Watch two pictures in two groups, then share the pictures with the other group and predict what the topic of the lesson is.



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PRE-LISTENING TASK 1

Task type	Ranking
Procedure	Learners are provided with some illustrations and their corresponding description of lexical set. Then in pairs, they are asked to order the pictures from the best to the worst, according to their preferences.
Aim	To prepare learners for the vocabulary used in the listening.
Outcome	Descriptions of the illustrations understood and ordered according to the learners' preferences.
Learning style	Visual-spatial, reading.
Multiple intelligences	Intrapersonal, interpersonal, linguistic, naturalistic, visual-spatial.
Scaffolding	Visuals.
Interaction	Work in pairs.
Material	Handout.
Timing	4 minutes.

Transition: Let's begin watching some pictures about how many animals live today.

PRE-LISTENING TASK 1

TASK 1

Work in pairs. Look at the pictures and their corresponding description.

Are such human activities good or bad for animals? Order them in the corresponding boxes below from the best to the worst, as you consider.

<p>1) Animal rights</p>	<p>2) Commercial raising of animals</p>	<p>3) Animal products (flesh and eggs)</p>	<p>4) Sensitive being (animal or human)</p>	<p>5) Animal cruelty</p>
<p>6) Animal suffering</p>	<p>7) Animals confined indoors</p>	<p>8) Poultry's beaks seared off</p>	<p>9) Laboratory animals</p>	

Self generated

PRE-LISTENING TASK 2

Task type	Personalizing.
Procedure	Learners are provided with quotations illustrated about animal rights. Then in pairs, they share their own opinions crossing if they agree or not.
Aim	To prepare learners for the listening message.
Outcome	Quotations marked with the learners' opinions.
Learning style	Visual, reading.
Multiple intelligences	Intrapersonal, interpersonal, linguistic, naturalistic, visual-spatial.
Scaffolding	Visuals, illustrations.
Interaction	Work in pairs.
Material	Handouts, images.
Timing	4 minutes.






Transition: Maybe the lesson is going to be a sad thing today. So, now let's see what you think about some other pictures and about others' opinions.

PRE-LISTENING TASK 2

TASK 2

Work in pairs. Share your individual opinions, feelings and ideas about the following quotations by deciding if you agree or not with them and why.

Then cross the corresponding square to your opinion:

		AGREE	NOT AGREEE
<p>“The greatness of a nation and its moral progress can be judged by the way its animals are treated”.</p> <p><i>Mohandas Gandhi</i></p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>“Until one has loved an animal, a part of one's soul remains unawakened”.</p> <p><i>Anatole France</i></p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>“I am in favor of animal rights as well as human rights. That is the way of a whole human being”.</p> <p><i>Abraham Lincoln</i></p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>“People get offended by animal rights campaigns. It's stupid. It's not as bad as mass animal death in a factory”.</p> <p><i>Richard Gere</i></p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>“The love for all living creatures is the most noble attribute of man”.</p> <p><i>Charles Darwin</i></p>		<input type="checkbox"/>	<input type="checkbox"/>

Self generated

WHILE LISTENING TASK

Task type	Global listening
Procedure	Learners are asked to listen to an audio interview about animal rights. While listening they choose among some statements for the main idea.
Aim	To listen to the interview for the comprehension of the main idea.
Outcome	The main idea selected among three options given.
Learning style	Auditory.
Multiple intelligences	Interpersonal, linguistic, naturalistic.
Scaffolding	Handout with three statements as options for the main idea.
Interaction	Work in pairs.
Material	Audio and handout.
Timing	4 minutes

Transition: Now, let's try to listen to an audio.

LISTENING INPUT

Animal-Rights activist Patty Singer explains her views

An adaptation from the original interview [PETER SINGER](#) interviewed by JP LEIDER

The Minnesota Daily, March 23, 2006

<http://www.utilitarian.net/singer/interviews-debates/20060323.htm>

Earlier this week activist Patty Singer spoke with the local Daily about her views on animal rights. She has presented these views and others in the Concert Hall since the beginning of the year.

How has your idea been about animal rights?

My idea about animal rights has been very different from those in practice during many years.

Which have been those different ideas?

The largest has been, of course, that we have regarded animals as things to be used for our purposes.

Can you give some examples of such purposes?

Sure! The most important of those has been using those animals for food

Then, have we had no respect to animal rights for the fact of having used them for food?

We have had commercial raising of animals for food; basically, people trying to produce animal products more cheaply. I think that it has been incompatible with an ethical attitude to animals.

Why has that been?

Because it has regarded them as things. It has failed to take into account:

- Animals are sensitive beings,
- they can suffer,
- they can enjoy life.

What is important for us to know about commercial/factory farming?

Many facts, for example:

- There have been billions of chickens and pigs that are confined indoors and are deprived from leading any kind of normal life.
- They have lived just to produce the cheapest flesh or eggs.
- They can never walk or turn around.
- They're unable to stretch their wings.
- The poultry's beaks are seared off with a hot plate because the crowding they experience causes such aggressive behavior...

An adaptation from the original interview [PETER SINGER](#) interviewed by JP LEIDER

The Minnesota Daily, March 23, 2006

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WHILE LISTENING TASK

TASK 3

Work in pairs. Listen to the interview between the activist Patty Singer and the local Daily.

Which of the following statements corresponds to the interview? Fill in the circle.

a) Patty Singer thinks all the people respect the animal rights.

b) Patty Singer thinks our attitude to animals is incompatible with their rights, because we have used them just for our interests.

c) Patty Singer thinks we have the right to use animals because they don't have emotions.

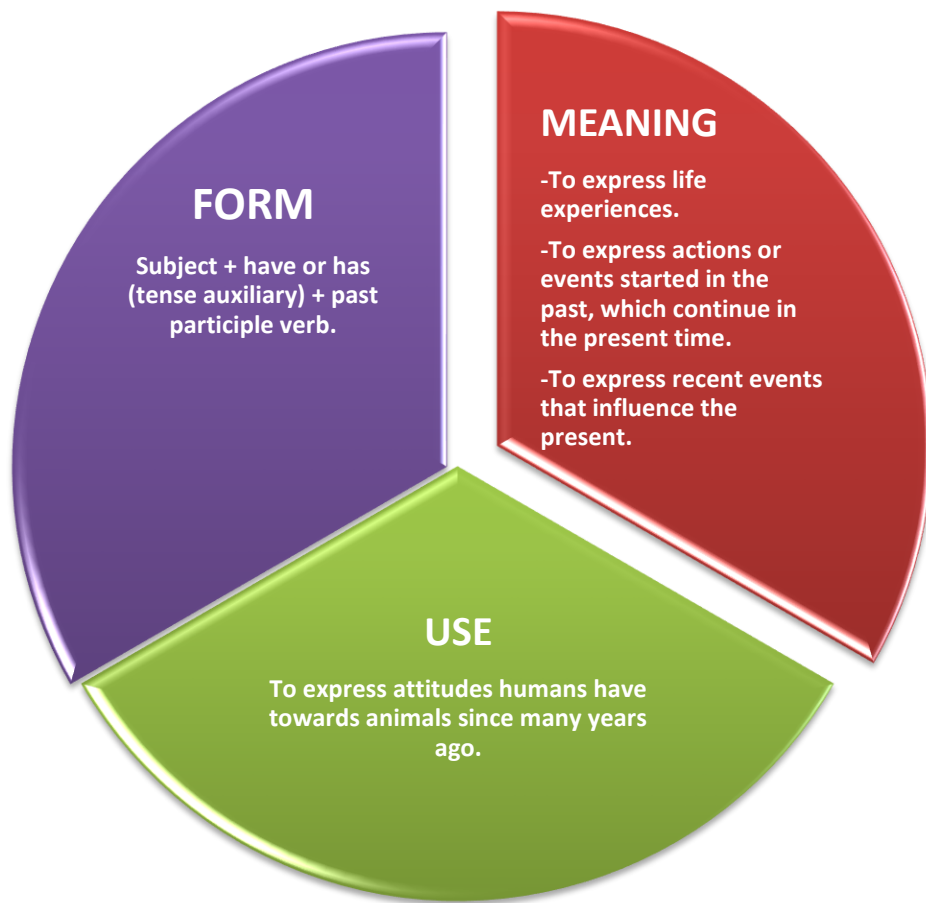
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LANGUAGE AWARENESS

EXPONENTS:

- My idea about animal rights has been very different.
- We have had commercial raising of animals for food.
- Animals have been regarded as things.
- Animals have lived just to produce the cheapest flesh or eggs.

PIE CHART:



CHALLENGE:

Form and meaning.

LANGUAGE AWARENESS

NOTICING	Aim	To focus attention in the structure.
	Procedure	Learners read an audio interview and fill in the blanks the missing words.
	Outcome	A new grammar structure noted while doing a listening task.
	Timing	3 minutes.
GUIDED DISCOVERY	Aim	To discover the form and meaning of the new grammar structure.
	Procedure	Learners are provided with a handout with timelines showing the form and meaning of the new structure.
	Outcome	A new grammar structure learned in its relation in form-meaning and when to use it.
	Timing	6 minutes meaning and form..
COMPREHENSION CHECK	Aim	To confirm that learners have understood the new structure and are able to apply it.
	Procedure	Learners are asked to choose one among some options the statement that best expresses a certain meaning and form.
	Outcome	Handout understood and answered.
	Timing	3 minutes
STRUCTURED PRACTICE	Aim	To scaffold for future practice of the new grammar structure.
	Procedure	Learners are asked to write the new grammar structure giving their opinions and they share with their partners.
	Outcome	A personal opinion using the new structure in written and spoken form.
	Timing	3 minutes.
STRUCTURED OUTPUT	Aim	To provide the learners with practice based on real situations.
	Procedure	Learners are asked to write a life experience on animal rights and then share it with their partners.
	Outcome	A written and spoken own life experience using the new learned grammar structure.
	Timing	3 minutes.

LANGUAGE AWARENESS – NOTICING

TASK 4

Work in pairs. Listen to the interview while you read its corresponding text and fill in the blanks with the set of words provided in the box below:

Set of words for choosing to fill in the blanks:			
commercial raising	suffer	beaks	
sensitive beings	animal rights	seared off	confined indoors

Animal-Rights activist Patty Singer explains her views

Earlier this week activist Patty Singer spoke with the local Daily about her views on animal rights. She has presented these views and others in the Concert Hall since the beginning of the year.

How has been your idea of animal rights?

My idea about _____ has been very different from those in practice during many years.

Which have been those different ideas?

The largest has been, of course, that we have regarded animals as things to use for our purposes.

Can you give some examples of our purposes?

Sure! The most important of those has been using those animals for food.

Then, have we had no respect to animal rights for the fact of having used them for food?

We have had _____ of animals for food; basically, people trying to produce animal products more cheaply. I think that it has been incompatible with an ethical attitude to animals.

Why has been that?

Because they have been regarded as things. It has failed to take into account:

- Animals are _____,
- they can _____,
- they can enjoy life.

What is important for us to know about commercial/factory farming?

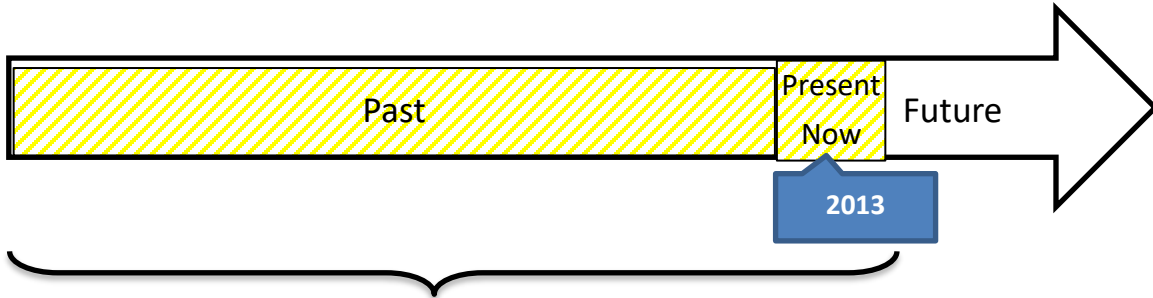
Many facts, for example:

- There have been billions of chickens and pigs that are _____ and are deprived from leading any kind of normal life.
- They have lived just to produce the cheapest flesh or eggs.
- They can never walk or turn around.
- They're unable to stretch their wings.
- The poultry's _____ are _____ with a hot plate because the crowding they experience causes such aggressive behavior...

An adaptation from the original interview PETER SINGER interviewed by JP LEIDER
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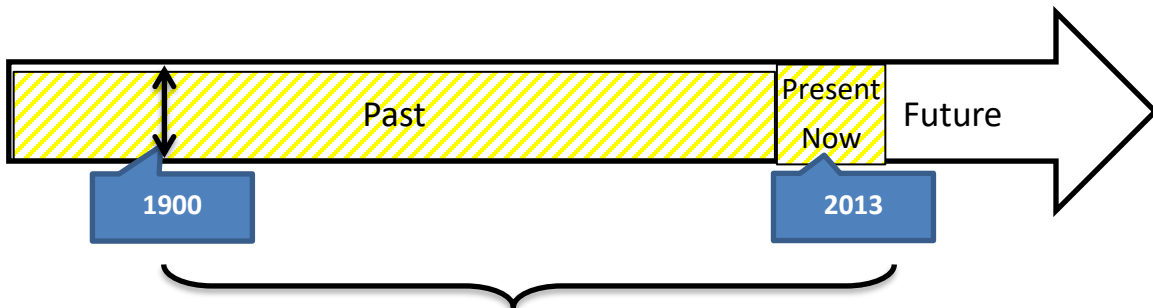
TASK 5

a) Work in pairs. Observe the following timelines:



A life experience:

Animals have lived just to produce the cheapest flesh or eggs (*lifelong*).



Past to present and recent events that influence the present:

Animals have lived just to produce the cheapest flesh or eggs *since 1900 (more than a Century ago)*.

Animals have lived just to produce the cheapest flesh or eggs *for the last Century*.

b) Then, answer the following question:

When do animals live just to produce the cheapest flesh or eggs?

_____.

Self generated

TASK 6

Work in pairs

1) Look at the following examples, pay attention to the underlined words and cursive ones:

- Animals/They *have lived* just to produce the cheapest flesh.
- A hen/It *has lived* just to produce the cheapest eggs.
- Animals/They *have not (haven't) lived* a normal life.
- The pig/It *has not (hasn't) been able* to walk and turn around.

2) Circle the correct words:

- We use *have* after:
I you he/she/it we they
- We use *has* after:
I you he/she/it we they
- We use *have not (haven't)* after:
I you he/she/it we they
- We use *has not (hasn't)* after:
I you he/she/it we they

3) Circle the correct words:

- Which form do we use after *They have/It has*?
Live lives living lived lived
Go goes going went gone
Give gives giving gave given

Self generated

LANGUAGE AWARENESS – COMPREHENSION CHECK

TASK 7

I. Work in pairs. Choose the sentence (a or b) that best expresses the meaning of the first sentence:

- a) Different ideas about animal rights have been in practice for the last two centuries.
 - a. We don't practice animal rights anymore.
 - b. Our different ideas about animal rights started two Centuries ago and continue until now.

- b) The worker has seared off the poultry's beaks with a hot plate.
 - a. The worker seared off the poultry's beaks recently.
 - b. The worker is searing off the poultry's beaks now.

- c) We have regarded animals as things.
 - a. We considered the animal as things in the past.
 - b. We have the continuing practice to consider animals as things.

II. Work in pairs. Underline the correct form of the sentences.

- 1) We (*have not had / has not have/has not had*) any consideration towards the animals' normal life.

- 2) Mexican Government (*has issue / have issue/ has issued*) a new law for animals' welfare.

- 3) There (*have be / has been / have been*) a lot of cruelty from humans to the animals.

Self generated

GROWING GRAMMAR - STRUCTURED PRACTICE

TASK 8

a) Work in pairs. First, individually complete these sentences so that they are true for you:

EXAMPLE:

I have agreed on using animals for experiments. (agree)

or

I haven't agreed on using animals for experiments.

- 1.- I _____ the bullfights as a genuine art. (consider)
- 2.- I _____ a pet at least once in my life. (adopt)
- 3.- I _____ animals deserve to live a normal life. (think)

b) Then express to your partner your own true on the statements above.

Self generated

STRUCTURED OUTPUT

TASK 9

Work in pairs:

- a) **Write a statement expressing your own true opinion you have had on an animal right throughout your life.**

EXAMPLE:

My best friend has been my pet.
I've never left my pet alone on the roof.

- b) **Share your opinion with your partner.**

Self generated

POST LISTENING TASK

Task type	Personalizing.
Procedure	Learners are given two statements which they have to develop and express their ideas and opinions on.
Aim	To be able to express personal ideas about human rights.
Outcome	Getting expressions about life experiences on animal rights.
Learning style	Kinesthetic, visual, auditory, reading.
Multiple intelligences	Interpersonal, linguistic, naturalistic, visual-spatial.
Scaffolding	Providing the learners with some statements and questions to develop.
Interaction	Work in pairs.
Material	Handouts.
Timing	4 minutes

Transition: Now, let's stand up and let's talk about your own opinion on animal rights.

POST LISTENING TASK

TASK 10

Work in pairs:

What does your partner think about the animal rights?

Guess your partner's thoughts!

Read the statements below. What do you think about them? Give your own ideas.

- 1) Humans have had no respect to animals for the last two centuries.
Why?
- 2) The greatest respect you have offered to animals in your life.
Which one?

Self generated

PRE-READING TASK

Task type	Predicting
Procedure	Learners are provided with some illustrated timelines. They are asked to complete the stories guessing the end.
Aim	To have some ideas about what they might read.
Outcome	Development of logical thinking by guessing the end.
Learning style	Visual, reading.
Multiple intelligences	Intrapersonal, interpersonal, linguistic, logical, naturalistic, visual-spatial.
Scaffolding	Illustrations showing the end of the story.
Interaction	Work in pairs.
Material	Handouts, timelines and illustrations.
Timing	3 minutes

Transition: What guess? Now you have to guess some stories...

PRE-READING TASK 1 –

TASK 11

Work in pairs. Observe the two following timelines and guess the end of both stories.

Choose each one of the following pictures and match them to complete the stories below.

Write the end with a complete sentence.



a) Animal cruelty



b) Respect towards animals

1)

A sequence of three panels connected by arrows. The first panel shows a woman holding a baby, with a caption: "Adults have loved their baby." The second panel shows a boy hugging a pig, with a caption: "The boy has loved his pet." The third panel is a light blue square with a caption: "He... ?"

2)

A sequence of three panels connected by arrows. The first panel shows a woman talking to a girl, with a speech bubble: "And tomorrow you're going hunting with Grandpa Cheney!" and a caption: "Mom hasn't loved her little daughter." The second panel shows a dog being hit with a whip, with a caption: "The girl's family has abused his pet." The third panel is a light blue square with a caption: "She... ?"

Self generated

WHILE READING TASK

Task type	Skimming / scanning.
Procedure	Learners read a text about the relations between animal abuse and children abuse. Then they have to complete a true or false chart and answer some questions.
Aim	To look for the main idea and specific information.
Outcome	Required information found.
Learning style	Reading, visual.
Multiple intelligences	Intrapersonal, interpersonal, linguistic, naturalistic, visual.
Scaffolding	Illustrations, looking for paragraphs.
Interaction	Work in pairs.
Material	Reading text, illustrations, handout.
Timing	5 minutes

Transition: Good work! Now you have guessed the end of the stories, let's read a real one.

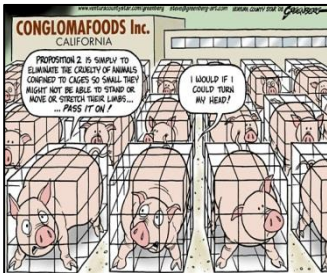
The links between violence against animals and against humans

1

Dr. Randall Lockwood is Senior Vice President for The American Society for the Prevention of Cruelty to Animals. He has worked with humane societies for more than 25 years, serving as an expert on the interactions between people and animals. He has written and co-authored several books on cruelty to animals.



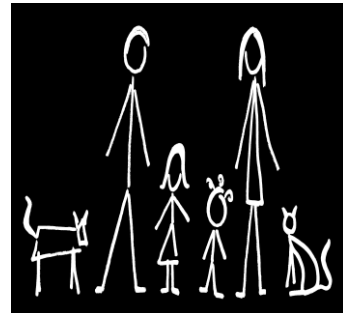
2



He has been interested in all the different human-animal interactions and in the origins of cruelty to animals. He thinks that one of those origins is the well-known human interest in commercial raising of animals, which has violated their own rights as animals, because they have been led to a restricted life and confined indoors. He considers we have exceeded our limits to respect their own bodies and freedom. He also thinks that we have enabled them a life of suffering.

3

In about 1980, Dr. Randall worked with a team of researchers who were interested in looking at the care of pets in families that had already been identified as having issues of child abuse or abandonment. They found that families with a history of child abuse had significantly more pets than other families in the same community, but few were older than two years old. There were many pets dying, living unloved, or running away. They found that more than 60% of these families had incidents of animal cruelty.



4

The most common pattern is that the abusive parent has used animal cruelty as a way of controlling the behavior of children and others at home.

Self generated and adapted.

Interview: Randall Lockwood of the ASPCA

March 26, 2007

Encyclopaedia Britannica's Advocacy for Animals

<http://advocacy.britannica.com/blog/advocacy/2007/03/randall-lockwood/>

WHILE READING TASK

TASK 12

I. Work in pairs. Read about *“The links between violence against animals and against humans”* and number:

1.- Which paragraph presents the ideas of Dr. Randall?	()
2.- Which paragraph presents the conclusions?	()
3.- Which paragraph presents his researches?	()

II. Read about *“The links between violence against animals and against humans”*.
Choose True or False

	True	False
1.- The pets of families with a history of child abuse have not lived more than two years.		
2.- The abusive parents have used animal cruelty as a way of controlling the behavior of children and others in the home.		
The pets of abusive family have lived very happy and loved.		

Self generated

POST READING TASK

Task type	Role playing
Procedure	Learners are asked to play the role of bullfighter or activist. They have to give their own arguments to justify their ideas.
Aim	To express arguments being for or against animal rights.
Outcome	Interplay using the animal rights topic.
Learning style	Kinesthetic, visual, auditory, reading.
Multiple intelligences	Kinesthetic, interpersonal, linguistic, naturalistic, visual-spatial.
Scaffolding	Statements to give arguments.
Interaction	Work in pairs.
Material	Handout.
Timing	4 minutes.

Transition: Let's play for a little while. Would you like to?

End: Time is over for today. Have a nice day and see you tomorrow.

POST READING TASK

TASK 13

Work in pairs:

Who would you like to be?

Imagine you are an activist and a bullfighter respectively. You are in a panel discussion before the TV show cameras being broadcast.

Give your own arguments to justify your ideas. You can use the following statements and others:



ACTIVIST

Many animals have suffered during their life.

Many pets have been victims of family abuse.

We have surpassed our limits violating the animal rights.



BULLFIGHTER

Humans have eaten animal flesh throughout the history.

Bullfighting has been our culture and lifestyle.

We have given fun to people in each one of our "fiesta brava".

Self generated