



# Campaigning for animal welfare

In this lesson/lessons students plan and/or carry out a campaign on an animal welfare issue. Students will explore the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals. They'll also investigate the legal system in the UK, different sources of law and how the law helps society deal with complex problems.

Students will identify different ways in which public institutions, voluntary groups and citizens can contribute to the improvement of their community.

Through planning a campaign they'll consider the effectiveness of different types of media for different audiences. They'll also discuss the part people play in creating social pressure and the role of public opinion in influencing government agendas.

## ? Did you know?

- The Animal Welfare Act 2006 came about as a result of campaigning by animal welfare groups such as the RSPCA. It has changed the lives of millions of animals. Read more about it on the Defra website and in the [Animal Welfare Act 2006](#) teachers' notes.

## 1 Starter activity

### What makes a campaign?

- Show students a selection of [RSPCA campaign posters](#). Ask them what aspects of the posters they think are effective.
- Explain to students that they are going to develop their own animal welfare campaign. Discuss any campaigns they already know about. Explain that the [Animal Welfare Act 2006](#) came about as a result of campaigning groups such as the RSPCA.
- Give each group of students the worksheets [Campaign poster \(1–5\)](#) and ask them to create appropriate slogans or headings for each poster.
- Animals are not objects – watch this [short video clip](#) and discuss:
  - How does this campaign make you feel?
  - Do you agree or disagree?
  - What else could the RSPCA do to campaign this issue?

## 2 Main activity

### The campaign journey

- Groups decide on an issue for their campaign – [RSPCA campaigns website](#).
- The students need to decide on their target audience. They play [Who do we need to influence?](#) in groups of five and then decide which of those people they could try to influence with their campaign.
- Groups plan their campaign, using the first few steps on the worksheet [Campaign journey](#).
- Groups have some time to research and produce the materials for their campaign.
- At the end of the research and production period, groups practise presenting their campaigns in preparation for presenting to the class. (Further time could be given in class or for the school council to carry the campaigns into action.)

KEY STAGE:  
3 & 4/  
PROGRESSION  
STEP 3



### Supporting materials:

[RSPCA campaign posters](#)

[Campaign posters](#)

[Campaign journey](#)

[Who do we need to influence?](#)

[Campaign evaluation](#)

[Pets and the law: quiz](#)

Presentation – visual prompts (see downloads)

[Who do we need to influence?](#)

[The Animal Welfare Act 2006](#)

[Pets and the law quiz: answers](#)

## Plenary activities

### How did we do?

- The students could assess their classmates' presentations and campaigns using the [Campaign evaluation sheet](#).
- Conduct a class vote/discussion on which campaign was most effective.

Assessment: student presentations can be assessed by the teacher, alongside peer evaluation.

## What next?

### Test your knowledge

- Use the [Pets and the law: quiz](#) to test the groups' knowledge on how the law protects animals.

### Create a display

- Using the information that the groups have researched and presented, create a display to help raise awareness of animal welfare issues to the rest of the school.

### English version

Want to explore the topic of caring for pets further? Try these lessons:

- How do we care for animals?
- Campaigning for animal welfare
- Exotic animals as pets
- A nation of animal lovers

### Bilingual version

We have relevant resources for each Progression Stage on our website:

<https://education.rspca.org.uk/education/teachers/lessonplanswales>