

Demonstrating respect is an essential component of character and citizenship education. Respecting all living things is an attitude outcome throughout the science curriculum and showing respect for self and others is a component of the health curriculum. The concept that every one counts regardless of background, beliefs, appearance, and often for the case of animals, perceived value is at the heart this. Every living thing has intrinsic value that necessitates respect and compassion and discussing the notion that every one counts helps empower students to make choices that positively impact themselves and others.

Introduce this poster and discuss the following:

Discussion Questions

- What does “every one counts mean to you? Do you agree with the statement? Why or why not?
- What does it mean to respect someone or something?
- What may be some reasons people do not always show respect to others? Animals? The environment? (unfamiliar, fear, differences of opinion or beliefs)
- Do you think these reasons provide sound rationale to deny respect? Why or why not?
- How can we respectfully communicate with others?
- How can we respectfully communicate with pets? Livestock? (*being kind, gentle, being aware of personal space, using positive training techniques, being aware of flight zones, etc.*)
- How does a culture of respect positively impact your school, local and global communities?

Ethics and Views on Animals

Our perceptions towards animals are most often dictated by their **extrinsic** value (which is the value we place on them). For example, our feelings about a beloved pet dog, a beef cow, or magpie getting into the garbage are all very different. Even within species we treat and value the same animal differently depending on the context. We have differing attitudes and treatment towards a pet mouse, mouse used for scientific research and a mouse deemed as a pest.

Regardless of an animal’s value to us, we have a duty to respect their **intrinsic** value (this is their value outside of their perceived worth to us). As sentient beings capable of feeling pleasure and pain they all deserve to be treated humanely. The way we treat animals is a direct result of our attitudes towards them, as attitudes improve so does their welfare.



The Five Freedoms:

Recognizing the intrinsic value of animals, citizens from the United Kingdom (UK) were concerned about the way farm animals were being treated in the mid 1960s. Responding to these concerns, the UK government created a committee to look at the well-being of farm animals. The committee, led by professor Robert Brambell, created the Five Freedoms, now a core concept in animal welfare for all domestic animals. Internationally recognized, these freedoms are used as goals or ideals when thinking about meeting both the physical and behavioural needs of animals.

Introduce the [Five Freedoms for Animals](#):

Discussing the Five Freedoms

- Go through each of the Five Freedoms and ask: How is this freedom met for you? Do you rely on anyone to have this freedom met?
- Go through The Five Freedoms again, how are these freedoms met for pets? Farm animals?
- Is one freedom more important than another? Explain.
- Is it realistic to meet every freedom all the time? Why or why not?
- Is it possible for one freedom to conflict with another?
- Is there a freedom that you could improve upon with your own pet or farm animal? If so, how?

Activities

1. As a class brainstorm a list of animals along with their role and extrinsic value.

Example:

Animal	Role	Extrinsic Value
Cow	Beef	Meat
Cow	Dairy	Milk
Sheep	Wool	Textiles
Dog	Police	Safety for people
Dog	Pet	Companionship



Then select one of the animal on the list and research how their five freedoms can be addressed. Do the needs of an animal change depending on its role? Compare how the same species of animals with different roles have their freedoms met in different ways (ie: beef/dairy cow, or police/pet dog).

2. As a class discuss the animals on the poster. What are some similarities and differences? How are these animals valued by society? Have students create their own posters with different animals they feel need more respect or expand the poster to include animals, people and the environment.