

 **Activity 3.1.4 Recognizing Differences****Purpose**

Activity 3.1.1 Animal Value and *Activity 3.1.2 Understanding My Beliefs* have helped you begin to understand your beliefs and opinions pertaining to animal use. Does everyone believe the same as you?

Animal welfare and animal rights opinions vary from person to person. Some groups and organizations spend a great deal of time and money promoting and educating the public about their philosophy. What forms of media are used to persuade people? How do you know the accuracy of what you see in public relations materials?

Per class:

- Videos and public relations flyers

Per student:

- Pencil
- *Agriscience Notebook*

Procedure

You will view a variety of propaganda materials from animal rights, animal welfare, and agricultural groups. As you watch the video or review the flyer, study each carefully and determine what message is being portrayed. Consider each of the following.

- Philosophy presented – Is it animal welfare or animal rights?
- Purpose – What were the main points?
- Things I learned – What are four new ideas, facts, or opinions you learned?
- Shock value rating – Was the public relations material devised to inflame a strong reaction or to provide information without invoking strong emotion? A rating of 1 is informative and has a low emotional response. A rating of 5 is inflammatory and causes a strong emotional response.
- My reaction – Do you agree or disagree with the material presented? Why or why not?
- Reflections – How has this material affected your beliefs and opinions and how might it affect others?

After each media piece is presented, your teacher will initiate a discussion about the intended audience, purpose, and validity of the material. Record your thoughts and reactions on *Activity 3.1.3 Student Worksheet*.

Conclusion

1. Based on what you have learned so far, why do farmers have an interest in protecting the welfare of animals?
2. Why are some animal rightists opposed to animal agriculture?
3. How do you determine if public relations materials are accurate and valid?

Name: _____

4. How can inaccurate materials help or harm the image of an animal welfare or an animal rights group?





Activity 3.1.4 Student Worksheet

Directions: Complete a review of each media piece your teacher presents. In your review, include the following information:

Table 1. Media Review

Title: NORTH CARALINA PUPPY MILL	
Philosophy Presented: welfare	Shock Value Rating: 4
Purpose: help and save the puppies from the nasty mill	My Reaction: I was sad for the puppies.
Things I learned:	Reflections:
Title: never be silent	
Philosophy Presented: animal rights	Shock Value Rating: 4
Purpose: to stop animal abuse	My Reaction: I wanted to hit the person hitting the animal.
Things I learned:	Reflections:
Title: peta kills animals	
Philosophy Presented: animal welfare	Shock Value Rating: 5
Purpose:	My Reaction: I hate peta
Things I learned: peta killed 34,000 years in the last 20 years	Reflections:
Title: American meat	
Philosophy Presented: animal welfare	Shock Value Rating: 1
Purpose: shows both sides	My Reaction: I had no emotion with this video I didn't know what was happening.
Things I learned:	Reflections:

