

**Main Curriculum links:**

**KS 3 Citizenship:** 3a Consider other people's experiences and be able to think about, express and explain views that are not their own

**QCA Unit 05:** How the law protects animals - a local-to-global study

**QCA Unit 14:** Developing skills of democratic participation

**KS 3 English:** 1a-g, 2b-f, 3a-e, 4a Speaking, listening, group discussion and interaction

**Additional Curriculum links:**

**KS 3 RE:** 3k Global issues: what religions and beliefs say about animal rights and the environment, moral viewpoints

**KS 3 History:** 3, 4a, b Evaluating sources

**Learning objectives:**

- Pupils will examine the viewpoints of others to help shape their own viewpoint
- Pupils will explore the viewpoints of others to be able to think about, express and explain views that are not their own
- Pupils will question and debate topical issues in order to justify orally and then write up a personal opinion.

**Introduction:** This lesson has been designed to last approximately 50 minutes. It contains suggestions for activities, activity sheets and links to sources that enable pupils to explore the viewpoints of others to help shape their own views about whether the Hunting Act 2004 should have been enforced and the implications of the hunting ban.

Pupils are encouraged to think about why debates such as fox hunting are complex and understand that they can go beyond the factual. Please see the **virtual collection/supporting resources overview table** and **oral history overview table** in the 'supporting resources' area of the site for guidance to sources on *Foxhunting: past, present, future?* that can be used to provide evidence for the activities.

**Starter activity:** This starter activity will allow teachers to identify levels of awareness about the subject and introduce the Hunting Act 2004. Pupils should complete the *Hunting Act quiz*.

Follow the quiz by asking the pupils to demonstrate their feelings about the hunting ban. Create three different areas of the room to represent the pro-hunting ban viewpoint, anti-hunting ban viewpoint and neutral hunting ban viewpoint. Invite pupils to stand in the area that best represents their opinion. Record the figures on a white board.

**Main activity:** Using *Activity sheet: Different views*, pupils match a range of short quotations to different viewpoints, using prompts to categorise the reason behind the argument.

Pupils use *Activity sheet: Making choices* to explore different arguments. Pupils write a letter to their friend telling them whether or not they want to join the Liberty and Livelihood March and explaining the reasons why.

**Key questions:** The following questions can be used to stimulate debate.

- Show image of hunting – select an image from the website to show and ask questions about the image to find out what people feel about the Hunting Act.
  - What do you feel as you look at this picture?
  - How can he enjoy a sport that means killing something?
- OR
- Is he entitled to spend his time and money as he wishes?
  - Is he keeping up a centuries old tradition?
  
  - What is the difference between animal welfare and animal rights?
  - Are there conservation benefits from hunting?
  - Are there economic benefits from hunting?
  - Does hunting actually control foxes?
  - Can someone who is a vegetarian support hunting?
  - Does everyone have an opinion about hunting?

**Plenary activity:** Repeat the introductory exercise after different viewpoints have been examined and once again record the figures.

**Support activities:** Search the Internet for images that represent the arguments behind different viewpoints as featured in *Activity sheet: Different views Word bank*. Cut them out or draw pictures to represent the viewpoint.

Design a questionnaire to interview family and friends about their views on the subject. See *Activity sheet: Hunting ban survey* for guidance.

Simplify *Activity sheet: Making choices* by using alternative quotes about fox hunting and the hunting ban on the ICONS website [www.icons.org.uk/](http://www.icons.org.uk/)

**Extension activities:** Pupils take one of the arguments in *Activity sheet: Making choices* that they feel strongly about and research it further using the evidence in the oral history interviews and news articles to develop a debate in class. They can also cross reference the evidence by exploring entries in the 'schedule of evidence in Hunting Inquiry at Portcullis House'. (<http://www.huntinginquiry.gov.uk/mainsections/huntingframe.htm>)

**Homework activities:** Pupils could create graphs to present the findings of the plenary activity.

Pupils could also interview their family and friends about their views on the subject. Using *Activity sheet: Hunting ban survey* for guidance if necessary.

#### **Links to KS 2**

**Citizenship QCA Unit 08:** How do rules and laws affect me?

**QCA Unit 03:** Animals and us

**History QCA Unit 18:** What was it like to live here in the past?

**English:** 1a-f 2a-e, 3a-f, 4a Speaking, listening, group discussion and interaction, drama

**Activity:** Begin the lesson with a giant spidergram with the word FOX HUNTING in the middle. Work as a group or in pairs to identify associations with the word such as hunter, dogs, fox, horns, fur, foxhole, countryside, protests.

Arguments for and against a hunting ban should be printed on cards (see *Activity sheet: Different Views and Making Choices*) and randomly given to pupils. As a discussion, pupils would have to work out which group the argument belongs to.

Pupils evaluate the arguments used and whether they can be challenged factually or if they are ultimately based on beliefs or values.

Pupils present example arguments from both sides and create three different areas of the room to represent pro-hunting, anti-hunting and the neutral viewpoints. Before the lesson begins invite pupils to stand in the area that represents their opinion. Record the figures. Repeat the exercise after the evidence on the website has been examined and arguments explored through role play and once again record the figures. Pupils should create graphs to present the findings of the experiment.

#### **Links to KS 4**

**Citizenship Section 2:** How are laws made and changed?

**Citizenship:** 2a-c, 3a and c Research a topical political, moral or cultural issue by analysing information from different sources

**Science:** Moral debates about pest control, adaptations of animals to their environment, predators and genetics and how they affect the food chain

**Humanities** 'issues' requirement for coursework

**Activity:** Consider sections of the Hunting Act and consider the rights, responsibilities and restrictions and how they would affect different interest groups or examine conservation issues.

**Activity:** Explore national attitudes to animals and hunting that takes place in other countries. Explore how these countries may view Britain's stance on hunting.

**Reference to activity sheets:**

*Activity sheet: Hunting Act quiz*

*Activity sheet: Different views and Word bank*

*Activity sheet: Making choices*

*Activity sheet: Writing frame 1*

*Activity sheet: Writing frame 2 (support)*

*Activity sheet: Hunting Act 2004 survey*