A Nation of Animal Lovers

INDIVIDUALLY - Can you think about:

Animal Cruelty - What type of things do you think are cruel?

IN PAIRS - Can you think about:

Types of Cruelty - Make a list ensuring you provide examples.

Think about the difference between:

- **Deliberate Cruelty** - *intending to do something that hurts an animal*
- **Neglect** - *failing to do something, which means that an animal suffers*
- **Not Meeting Animal's Needs** - *not providing an animal with the things it really needs.*

The RSPCA helps animals in England and Wales. Registered charity no. 219099.

GENERATION KIND

Ask the pupils to think about cruelty to animals. What types of things do they think are cruel?
Pupils often focus on deliberate cruelty - hitting and beating.
Once they have been given a range of examples, ask them to think about the difference between:

1. Deliberate cruelty - intending to do something that hurts an animal
2. Neglect - failing to do something, which means that an animal suffers
3. Not meeting an animal's needs - not providing an animal with the things it really needs.

Which Cruelty is Worse?

In Groups:

In groups of 4 you must decide **which type of cruelty is worse** than the others.

- Is *malice* worse? Deliberately wanting to hurt something or someone?
- What about *neglecting* the animal and showing no care or compassion?
- How about not meeting some/all of the *animals needs?*

Join with another group who have decided a **different form of cruelty is worse** and debate your argument.

- *Can you justify your points?*
- *Are you taking into consideration the animals feelings?*
- *What about other reasons that may be out of the owners control?*
- *Do you think the owner understands they are being cruel?*

Remember - You must consider thinking from an animal's point of view.

All of these types of cruelty result in *unnecessary suffering.*

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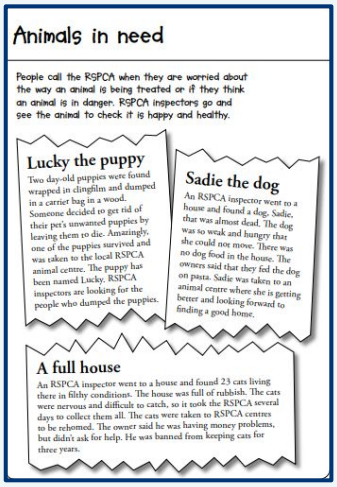
GENERATION KIND

Do the pupils think one type of cruelty is worse than the other?
Ask the pupils to think from an animal's point of view. All of these types of cruelty result in *unnecessary suffering*.

Case Studies



Animals in need

People call the RSPCA when they are worried about the way an animal is being treated or if they think an animal is in danger. RSPCA inspectors go and see the animal to check it is happy and healthy.

Lucky the puppy

Two day-old puppies were found wrapped in clingfilm and dumped in a carrier bag in a wood. Someone decided to get rid of their pet's unwanted puppies by leaving them to die. Amazingly, one of the puppies survived and was taken to the local RSPCA animal centre. The puppy has been named Lucky. RSPCA inspectors are looking for the people who dumped the puppies.

Sadie the dog

An RSPCA inspector went to a house and found a dog. Sadie, that was almost dead. The dog was so weak and hungry that she could not move. There was no dog food in the house. The owners said that they fed the dog on pasta. Sadie was taken to an animal centre where she is getting better and looking forward to finding a good home.

A full house

An RSPCA inspector went to a house and found 23 cats living there in filthy conditions. The house was full of rubbish. The cats were nervous and difficult to catch, so it took the RSPCA several days to collect them all. The cats were taken to RSPCA centres to be rehomed. The owner said he was having money problems, but didn't ask for help. He was banned from keeping cats for three years.

Read through the three *Animals in need* **case studies** which are based on real cases prosecuted by the **RSPCA.**

Each case involves deliberate **cruelty**, **neglect** and/or **not meeting the needs** of an animal.

Discuss **each case study** individually and decide whether you think it is deliberate cruelty, neglect or not meeting an animal's needs.

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GENERATION KIND

Use the factsheet *Animals in need* as a focus. The case studies are based on real cases prosecuted by the RSPCA. They involve deliberate cruelty, neglect and not meeting the needs of an animal (factsheet can be downloaded here).

- Ask the groups of pupils to read through the factsheet. Each group could appoint a reader and leader.
- Ask the pupils to discuss each case study in turn and decide whether they think it is deliberate cruelty, neglect or not meeting an animal's needs.

The answers are as follows:

1. *Lucky the puppy* - deliberate cruelty
2. *Sadie the dog* - neglect
3. *A full house* - not meeting an animal's needs

The Animal Welfare Act

Read through the **Animal Welfare Act (2006)** handout and highlight the most important aspects.

The Animal Welfare Act 2006 (1)

The Animal Welfare Act 2006 only applies to vertebrate, non-human animals (e.g. mammals, birds, reptiles, amphibians and fish).

The categories of animals protected by the Act depend on the offence in question.

Protected animals are those that are:

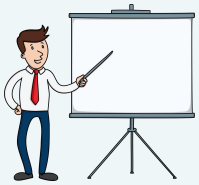
- commonly domesticated in the British Islands (e.g. dogs and cats, including feral cats and stray dogs), or
- under the control of man, whether on a permanent basis (e.g. wild animals in circuses and zoos) or a temporary basis (e.g. animals caught in traps), or
- not living in a wild state (e.g. animals that escape from captivity but cannot be described as living in a wild state because they are non-native to the British Islands).

The Act **does not apply** to invertebrates (e.g. insects, shellfish, octopuses and snails), foetal or embryonic animals, wild animals (that do not fall within the definition of protected animal) and research animals that are regulated by the Animals (Scientific Procedures) Act 1986.

The Act does not apply to the sea, only to inland waters (river, streams, lakes) and estuaries. The Act does not affect legal hunting (i.e. trail hunting), shooting and sea fishing, and does not apply to angling.

The offences in the Act are divided into two broad categories – the **promotion of animal welfare** and the **prevention of harm** to animals.

The owner of an animal is always considered to be legally 'responsible' for the animal's welfare. But legal responsibility may also include the person who is in charge of an animal, even temporarily. If an animal is looked after by a child under 16, the person who has the care and control of the child (e.g. parent/guardian) is treated as responsible for the animal.



Working in Pairs
Design a poster, leaflet or Presentation identifying the main aspects of the Act to teach others

Every 30 seconds, someone somewhere in England and Wales dials **0300 1234 999** - the **RSPCA's national cruelty and advice line** - for help.

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GENERATION KIND

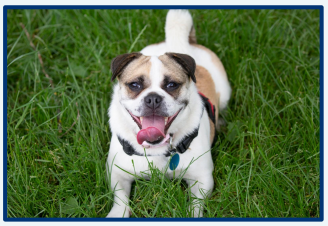
Provide a handout to each pupil (available to download here)
Read through the Animal Welfare Act 2006 in pairs and highlight the most important aspects
Can you design a poster / leaflet / Presentation identifying the main aspects of the Act?

Plenary - Helping Animals

Case Studies

Having read and thought about the previous case studies...

- What would you most like to **change** about the way some people **treat animals?**
- How would you like to **help** animals?



Did you Know

- A person commits an animal *welfare offence* if they do not ensure that the **needs of an animal** for which they are responsible **are met.**
- Most of the cases seen by RSPCA inspectors are neglect caused by people who **do not know how to look after animals properly**. Sadly, some people are also deliberately cruel to animals.

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GENERATION KIND

As the pupils have read and thought about the case studies ask them to think about

- What would they most like to change about the way some people treat animals?
- How would they like to help animals?

More 'Did you Know' facts are available on the lesson plan