



animals,  
climate and  
civic education

**Blended learning training for  
teachers**  
Curriculum

# Imprint

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# 1. Introduction

The Animals, Climate and Civic Education (ALICE) project is funded by the European Commission and focusses on the relationship between humans and animals and related issues. The aim of the project is to bring the topics of animal welfare, animal rights and the climate crisis into the classroom and to equip teachers with the necessary expertise and skills to teach these controversial topics in a way that enables students to form their own opinions. All ALICE materials, including this blended learning training for teachers, have been developed by experts from different disciplines belonging to six organisations from Germany, France and Austria. For more information on ALICE, please visit our project website:

<https://www.idd.uni-hannover.de/en/research/projekte/alice>

In this curriculum, we explain the target group, the objectives, the didactic principles, the content and the structure of the ALICE blended learning training. You will find everything you need to design and organise your own training. The material provided also serves as a modular toolbox from which you can select what is useful for your project or your lessons/seminar.

The blended learning training programme consists of a face-to-face part with three training modules, two teaching units that teachers can use to design their own lessons, online materials for self-study and an accompanying padlet.

On the padlet, you will find the detailed session plans and all materials (including instructions and worksheets, presentations and films) that are needed to implement the modules and teaching units. The other materials - the graphic novel including the didactic guide, the podcasts, the guidelines for participatory projects and the learning videos - are also provided here for self-study and for use in lessons. The padlet is also used for online communication with participants before, during and after the training. It is available at the following link:

<https://tinyurl.com/alice-training-for-teachers>

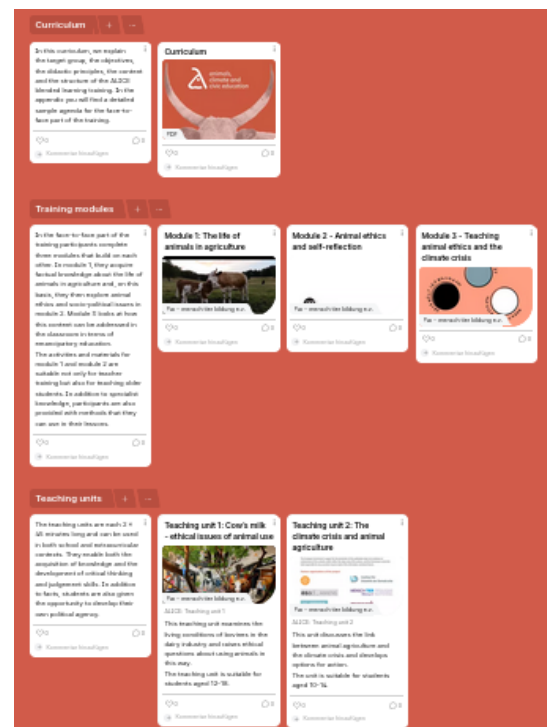


Image: Padlet for the blended learning training programme

## 2. Relevance

ALICE focuses on the ethical, political and economic aspects concerning animal rights and explores the needs, characteristics and abilities of animals based on the latest findings and insights from animal behaviour research. The main goal of ALICE is to ensure that animal ethics and related issues receive more attention in the classroom.

Information about the conditions in the animal industry is easily accessible today. Extensive footage from factory farms, live animal transports and slaughterhouses show that the existing laws and regulations for the protection of animals are often poorly implemented. Despite this, many people still find it difficult to develop a willingness to change their own consumption behaviour. At the same time, society is increasingly demanding improvements in animal welfare and corresponding changes to political and economic frameworks. In addition, an increasing number of people are campaigning for the abolition of the animal industry instead of animal welfare reforms.

There are many contradictions and ambivalences in the field of animal ethics on an individual, social and political level. Over the past 20 years or so, philosophers, sociologists and psychologists have increasingly been exploring the question of how these arise, how they are internalised and how they are culturally sustained and reproduced. This has led to the relatively recent emergence of the field of human–animal studies, which plays an important role in the ALICE project. This field of studies explores, among other things, the tension between the concept of ‘animals as subject’ and ‘animals as object’. Many of us enjoy very close relationships with our ‘pets’ (dogs, for example, are popularly known as ‘man’s best friend’) but have only very vague notions of the lives and needs of typical ‘farm animals’.

This is exactly where ALICE comes in, putting the spotlight on not only animal agriculture but also other areas of animal use, such as animal testing, zoos and circuses. The latest findings in animal intelligence and behavioural research are also addressed.

The use of animals for human purposes and the associated suffering, precarious working conditions in the animal industry and the climate impact of animal agriculture are increasingly becoming the focus of social attention. More and more people no longer want to accept the status quo and are campaigning for change. This increasing social reflection must also be reflected in the school environment.

ALICE would like to contribute to the discussion on what power and domination relations look like in the human-animal relationship and how changes could be brought about here. Where are the boundaries between humans and animals? What benefits do we as humans derive from assigning or denying animals a moral status? Why is animal suffering commonplace despite legal regulations? And why are changes slow to materialise?

## 3. Target group and objectives of the training for teachers

### 3.1. Target group of the training for teachers

The blended learning training is aimed at teachers, multipliers in the field of teacher training, university lecturers (training students) and educators working in extracurricular education. Ideally, participants will already have prior knowledge in the field of critical-emancipatory and participatory education, so that a detailed introduction to the basics is not necessary. The third podcast episode of the ALICE project provides an introduction to this topic in the context of the human-animal relationship.

### 3.2. Aims of the training for teachers

The ALICE training programme aims to ensure that the topics of animal ethics, animal rights and the climate crisis are discussed more frequently in the classroom. Teachers and students should be encouraged to critically examine these issues and to develop ways of getting involved in school, society and politics to bring about social change in their interests.

#### 3.2.1. Concrete learning objectives

The participants of the training for teachers:

- are open to the topics of animal ethics, animal rights and the climate crisis and recognise the importance of addressing these topics in the classroom
- have the necessary specialised knowledge and thus greater confidence in how they approach these topics in the classroom
- develop didactic skills to deal with these topics in class in such a way that students develop their own well-informed opinions and their ability to act
- recognise the challenges that teachers often face when dealing with such sensitive and complex issues and develop solutions
- are familiar with the teaching units developed by the consortium and the other project materials and know how they can be used in the classroom
- reflect on their own point of view and their own behaviour and understand its effects (without a moral judgement by the training team!)
- reflect on background conditions and causes for the current treatment of animals, develop solutions and think about what social changes are necessary for this
- develop opportunities for participation on an individual and structural level (economic interests, political decisions, etc.) and understand how teachers (as well as students) can become "agents of change"

## 4. Overview of the training for teachers

The blended learning training Animals, Climate and Civic Education consists of a three-day face-to-face training and an online part. The face-to-face training was piloted in February 2024 by staff of the partner institutions and then finalised based on their feedback.

The face-to-face training is designed to last three days. However, the duration of the training can be shortened by separating the presentation and discussion of the teaching units. The material could then either be studied independently by the participants or presented in an online seminar.

The following table gives a brief overview of the content. The modules are described in more detail in section 7.1 and the teaching units in section 7.2. All session plans and materials can be viewed and downloaded from this padlet: <https://tinyurl.com/alice-training-for-teachers>

Day 1 and 2	<p>In three consecutive modules, participants will acquire factual knowledge, explore animal ethics and socio-political issues, and learn how this content can be taught in the classroom within the framework of emancipatory education.</p> <p>In all three modules, participants will also learn methods for teaching the content.</p> <ul style="list-style-type: none"><li>• Module 1: The life of animals in agriculture</li><li>• Module 2: Animal ethics and self-reflection</li><li>• Module 3: Teaching animal ethics and the climate crisis</li></ul>
Day 3	<p>Participants will familiarise themselves with the two ALICE teaching units for use in the classroom</p> <ul style="list-style-type: none"><li>• Teaching unit 1: Cow's milk - ethical issues of animal use</li><li>• Teaching unit 2: Climate crisis and animal agriculture</li></ul> <p>The units are presented and some of the activities are tried out together. Questions about the content and methodology are then answered and participants can discuss how to use and adapt them for their own teaching. The content of the modules will also be applied and developed further. Finally, feedback on the teaching units will be collected.</p>

The face-to-face part of the training is complemented by an online platform and self-study materials. These are described in more detail in section 9. Here is a brief overview:

- A graphic novel with information about the needs, characteristics and abilities of animals of different species and the conditions in which they often live today - including a didactic guide

- Three podcasts for teachers on the following topics:
  - "Animals - Our relationship with animals"
  - "Climate - the impact of animal agriculture on the climate"
  - "Civic education - animal ethics in political education"
- Four podcasts by students for students on the following topics:
  - "Climate crisis and animal agriculture"
  - "Animal agriculture"
  - "Animal testing"
  - "Vegan diet"
- Guidelines for participatory projects with tips and suggestions on how teachers can run participatory projects with children and young people
- Two learning videos on the latest findings in animal intelligence and behaviour research:
  - Learning video 1: "Forms and colours of intelligence"
  - Learning video 2: "Emotions and personality in animals"

The online platform with the materials can also serve as a place for participants to meet and exchange ideas. Webinars and online meetings can be offered to prepare and follow up on content and to share experiences.

## 5. Didactic principles - critical-emancipatory education

The training is based on the approach of critical emancipatory political education, which should also be taken into account in the methodology and implementation. The principles of critical emancipatory political education can only be briefly discussed here, so please refer to ALICE Podcast 3: "Civic education - animal ethics in political education" (link to podcast in German: <https://tinyurl.com/alice-podcast-3>, link to abstract in English: <https://tinyurl.com/alice-podcast-3-en>).

Emancipatory education aims to enable learners to develop their own positions, independent of social norms and supposedly self-evident facts, and thus to initiate processes of change towards a just society. It aims to enable people to act in a self-determined way and to actively shape social development.

In concrete terms, this means presenting facts and different points of view to learners in an appropriately complex way and encouraging them to think for themselves. The aim is to enable them to develop and justify their own positions based on knowledge. Learners are supported in developing and critically analysing options for action.



When designing the ALICE training programme and materials, we were guided by the Beutelsbach Consensus, the three central principles of which are described in detail in Podcast 3.

**The prohibition of overwhelming** means that learners must not be manipulated towards desired opinions and thus prevented from forming their own point of view. This is relevant in training, for example, when selecting images and facts about animal agriculture and the climate crisis.

**The requirement of controversy** means that issues on which there are differing opinions and attitudes in public discourse, science and politics must also be controversially presented and discussed in the educational context. Points of view may not be ignored simply because they do not correspond to the convictions of the person responsible for teaching. However, the requirement of controversy is not a requirement of neutrality. Of course, the teacher can and should be transparent about their own beliefs. However, care must be taken to ensure that one's own views are not presented as the only truth, but are placed in a wider context in which other points of view and other fact-based conclusions are considered. The material presented here is intended to serve as a basis on which different opinions can be formed.

**The principle of learner and action orientation** means that learners should be enabled to analyse a political situation and their own interests, and to look for ways and means to influence the political situation in their interests. With this in mind, many participatory methods have been incorporated to strengthen the participants' capacity for action and judgement, to involve their own experiences and opinions, and to encourage them to reflect on and develop their own point of view.

## 6. Preparation, implementation and follow-up

Here you will find a list that you can use as a guide if you would like to offer ALICE-supported blended learning training.

Preparation for the training course starts 3-4 months before the event:

- Booking rooms, planning the agenda, organising catering that is as inclusive as possible in terms of allergies and value-based dietary choices, as well as a social programme.
- Invitations to potential participants, registration procedures
- Procure all materials, media and equipment required for the course
- Provide all relevant files on the online platform (e.g. a padlet)
- Invite participants to the online platform and ask them to create short profiles, familiarise themselves with the information provided and get in touch with each other.
- Online briefing for participants
- Online consultation to discuss questions about the training if necessary

- Provision of self-study materials on the online platform (graphic novel including didactic guide, podcasts, guidelines, learning videos)
- Communication via the chosen communication channel

Face-to-face training:

- Delivery of the face-to-face training (see Appendix I - Agenda)

After the meeting / online phase:

- Analysis of the evaluation and processing of the results
- Contact via the padlet
- Follow-up on content (webinars and online conferences if necessary)
- Disseminate training results via mailing lists
- Modify materials based on participant feedback, if necessary

## 7. Face-to-face part of the training

### 7.1. Description of the modules

In the face-to-face part of the training participants complete three modules that build on each other. In module 1, they acquire factual knowledge about the life of animals in agriculture and, on this basis, they then explore animal ethics and socio-political issues in module 2. Module 3 looks at how this content can be addressed in the classroom in terms of emancipatory education.

The activities and materials for module 1 and module 2 are suitable not only for teacher training but also for teaching older students. In addition to specialist knowledge, participants are also provided with methods that they can use in their lessons.

The online learning materials of the ALICE project offer a wealth of additional, in-depth information. These should be referred to at appropriate points during the face-to-face sessions.

#### 7.1.1. Module 1 - The life of animals in agriculture

In this module, the focus is on providing knowledge about the living conditions of animals in agriculture, using bovines as an example. At the same time, there is space to reflect on one's own attitudes based on the knowledge acquired. The participants also learn methods that they can use in the classroom to teach the knowledge they have acquired.

The introduction uses the short film "La Table Suisse" to arouse the participants' interest in the topic and to create an emotional connection. Why do we eat some animals and not others? In this context, reference is also made to the explanation of the concepts of "carnism" and "speciesism" in the didactic guide to the graphic novel. The next part provides knowledge about the needs and characteristics of bovines and offers space for reflection on which of these needs and

characteristics we share and which we do not. The focus is then on how bovines live in agriculture. Participants acquire factual knowledge through a lecture on the life cycle of bovines in the dairy industry, a short film with discussion and station work. A quiz about chickens in agriculture provides knowledge about another animal species. At the same time, participants are encouraged to reflect on the information and share their opinions. Does their own perception and attitude towards the use of animals in agriculture change as a result of studying the topic in depth? This is followed by a discussion on how the methods and content of the module can be used in lessons.

### **7.1.2. Module 2 - Animal ethics and self-reflection**

This module explores ethical issues and social contexts related to the use of animals. What ethical responsibilities do we have as a society and as individuals towards animals? Should we change the way we treat animals? If so, how? What are the causes of the current treatment of animals and what are the solutions? What societal changes are needed and what can we do to help?

The first step is to clarify what ethics and animal ethics actually are. Participants collect areas of human behaviour that have an impact on animals, and the terms ethics and animal ethics are explained through a presentation. This is followed by a historical and ethical consideration of the relationship between humans and animals. Building on this, participants will learn about and analyse different positions in animal ethics (anthropocentrism, animal welfare, animal rights and animal liberation). The following methods will be used: a spectrum of animal ethics positions, explanation of animal ethics positions and assignment of statements, in-depth text work in small groups with subsequent presentations and discussion. Participants then reflect in pairs on the extent to which they recognise themselves in the positions and whether/how their opinions have changed over the course of the module.

In the next part of the session, the participants will role-play the background and possible solutions to the situation of animals in agriculture. The participants are divided into seven groups (farmer, dairy company, supermarket, consumer, government, animal welfare organisation and animal rights group) and discuss the causes of the poor conditions on animal farms and which actors have a duty to take responsibility. The focus is on the complexity of the issue and the responsibility of society as a whole. The role play is followed by in-depth discussions in small groups. Participants consider the following questions, first for themselves and then in the group: Should something change? If so, what? What social changes are needed? What can I/we contribute to these changes (on a personal, professional and social level)?

This is followed by a discussion on how the methods and content of the module can be used in lessons.

### **7.1.3. Module 3 - Teaching animal ethics and the climate crisis**

Module 3 aims to address teachers' uncertainties about teaching animal ethics and the climate crisis. It begins by collecting, categorising and briefly discussing teachers' hopes, concerns and experiences in dealing with these issues. Experience has shown that these include possible reactions from parents/teachers, dealing with emotional responses from students, aspects of

avoiding overwhelming and indoctrination, choosing material that neither trivialises nor discourages and, above all, how to keep students interested.

This is followed by an introduction to the basics of emancipatory education as a didactic approach to the subject. After a short presentation, the principles of emancipatory education are elaborated and it is explained why this provides a solid foundation for teaching controversial topics such as animal ethics and the climate crisis.

The next part deals with the practical implementation of the principles of emancipatory education in this subject area. Using various methods (group work, presentation, text work), the participants deal with strategies for

- avoiding undue influence of the teacher on the students
- avoiding being overwhelmed by images (the focus here can be on different topics, e.g. the living conditions of animals in agriculture or the animal testing industry)
- dealing with problematic comparisons (Holocaust, rape, etc.) and discriminatory statements
- dealing with emotions (e.g. powerlessness and anger) and strengthening self-efficacy and empowerment

Finally, any remaining questions are answered.

## 7.2. Description of the teaching units

The teaching units are each 2 x 45 minutes long and can be used in both school and extracurricular contexts. They are based on the latest research findings (as of 2023) and have been carefully compiled by our experts in the fields of animal ethics, political education and ecology. They enable both the acquisition of knowledge and the development of critical thinking and judgement skills. In addition to facts, students are also given the opportunity to develop their own political agency.

In a school context, the units are suitable for use in subjects such as biology, social studies and ethics. However, they can also be used in other subjects such as general studies, politics, humanities and religion, as well as economics and environmental education.

### 7.2.1. Cow's milk - ethical issues of animal use

This teaching unit examines the living conditions of bovines in the dairy industry and raises ethical questions about using animals in this way.

The teaching unit is suitable for students aged 12-18.

First, the ethical problem of consuming cow's milk is visualised in a picture discussion. A short film is then shown to provide information about the living conditions of bovines in Germany. The next step is to work in small groups to identify the life stages of a "dairy cow" and then to draw a "dairy cow cycle" on the blackboard. Reasons for consuming cow's milk are collected and compared with

the dairy cow cycle. The moral dimensions are discussed in a class discussion and finally, possible courses of action are developed and reflected upon.

The teaching unit can be extended beyond two 45-minute lessons. Several options available, which are explained in the session plan of the teaching unit.

### 7.2.2. The climate crisis and animal agriculture

This unit discusses the link between animal agriculture and the climate crisis and develops options for action.

The unit is suitable for students aged 10-14.

It starts with a picture to illustrate the link between the consumption of animal products and the climate crisis. This is followed by a presentation explaining the greenhouse effect and the climate crisis. Expert groups work on how animal agriculture contributes to the climate crisis. Students are given worksheets on 1) methane emissions from bovines, 2) animal agriculture and land use, 3) slurry and fertiliser, and 4) animal agriculture and energy use. The results are shared either through presentations in front of the class or through discussions in mixed groups. The knowledge acquired is either consolidated or extended by means of a quiz. Finally, possible courses of action are developed and reflected upon.

## 8. Online part of the training

### 8.1. Online platform and materials

In the run-up to the face-to-face part of the training, an online platform will be set up where all the materials for the training will be made available. This will include all session plans and materials for the face-to-face modules and teaching units, as well as materials for self-study. These materials complement the face-to-face part of the training and include the graphic novel and didactic guide, podcasts, guidelines for participatory projects and learning videos. Each material is briefly described in section 9.

The online platform also serves as a meeting place for participants. They can create short profiles with information about themselves and share experiences, questions and suggestions with the organisers and each other. After the event, the online platform can be used to keep in touch.

You can use the ALICE project padlet, which we used for our blended learning training, as inspiration for your own padlet. Our padlet is available at this link and can be copied for your own use: <https://tinyurl.com/alice-training-for-teachers>

All the information about the training programme is available or linked in this padlet. Its structure and content should be self-explanatory. By opening the comment function, you can give participants the opportunity to comment on the padlet, ask questions and share suggestions and experiences.

## 8.2. Webinars and online conferences

In addition, webinars and online conferences can be offered to prepare and follow up on content and to share experiences.

A two-hour online meeting can be organised in advance. This will give participants the opportunity to get to know each other, ask questions about organisational and content issues, and exchange ideas. The aim is to get participants in the right mood for the course and to reduce any uncertainties they may have.

An online meeting after the course can be used to share initial experiences in applying the learning content and to discuss any questions. Such a meeting can also lead to peer-to-peer mentoring.

## 9. Description of the ALICE materials

These materials include a graphic novel with an accompanying didactic guide, podcasts, guidelines for participatory projects and learning videos. They are briefly described here and are available on the Padlet: <https://tinyurl.com/alice-training-for-teachers>

All materials can also be found on the project website:

<https://www.idd.uni-hannover.de/en/research/projekte/alice>

### 9.1. Graphic novel and didactic guide

The graphic novel is aimed at children and young people aged 10 and over, but will also be of interest to older teenagers and adults. It provides age-appropriate and engaging information about the needs, characteristics and abilities of animals and the conditions in which they often live today. The focus is on animals in agriculture, but it also covers the lives of animals in zoos and circuses, pigeons in the city, etc.

The accompanying didactic guide for teachers explains how the graphic novel can be used in the classroom.

The graphic novel and the guide are recommended by the animal welfare commissioner of the state of Berlin.

### 9.2. Podcasts for teachers

Our podcasts for teachers are designed to open up a discourse, highlighting areas of tension and allowing for a comprehensive approach to the topic. The main themes are animal suffering and climate change as well as options for action at an individual and societal level. Podcasts 1 and 2 are also suitable for students aged 12 and older.

The podcasts are only available in German, however, the corresponding abstracts provide a summary of the content in English.

### **Podcast 1: Animals - Our relationship with animals**

This episode is about our relationship with animals in agriculture. We talk about the conditions in animal agriculture and shed light on ethical questions and viewpoints.

(Length: 29:17 minutes)

### **Podcast 2: Climate – the impact of animal agriculture on the climate**

This episode looks at the various links between animal agriculture and the worsening climate crisis.

(Length: 31:27 minutes)

### **Podcast 3: Civic education - animal ethics in political education**

This episode is explicitly aimed at teachers in schools and other educational contexts. It looks at how animal ethics can be taught in the classroom in terms of democracy education and features a teacher who is raising awareness of animal ethics and related issues in the classroom and in the wider school context.

(Length: 35:44 minutes)

## **9.3. Podcasts by students for students**

As part of the project, students aged 12-14 from a Berlin school created and recorded four podcasts on the following topics: Climate crisis and animal agriculture, factory farming, animal testing, vegan diet.

The podcasts are only available in German, however, the abstract provides a summary of the content in English.

## **9.4. Guidelines for participatory projects**

Participation is central to both civic education and education for sustainable development. These guidelines provide teachers with tips and suggestions on how to implement participatory projects with children and young people.

It begins with a brief analysis of the concept of participation and its importance for (political) education. Best practice examples are then presented to show the variety of participatory projects that can be carried out in schools. Finally, there is a set of basic guidelines that teachers can use as a guide when organising a working group or projects on (animal) ethics, environmental protection and sustainability.

## **9.5. Learning videos**

The learning videos, based on the latest findings in animal intelligence and behaviour research, are designed to deepen teachers' knowledge in this area and help them find a sound way of dealing with ethical issues. The aim is to enable teachers to present the relevant content in a way that allows their students to make their own judgements. The learning videos or sequences from them can also be used directly in lessons with older students.

The learning videos are available in German with English subtitles. The full scripts for both videos are available in English.

### **Learning video 1: Forms and colours of intelligence**

How do we know what animals think? Do they think at all? And how is this comparable to our thinking? This learning video explores these and related questions. We look at intelligence research and discuss what intelligence actually means and how it develops. We look at different forms of intelligence and describe them using examples from the animal world and studies from science and research.

(Length: 18:35 minutes)

### **Learning video 2: Emotions and personality in animals**

In the second learning video, we look at two other important areas of behavioural biology. The first is the sentience of animals and the resulting emotions and feelings, and the second is individual differences in how they deal with certain situations - also known as personality. Examples from science and research should also help us to better understand the inner lives of our animal co-inhabitants on this planet.

(Length: 20:52 minutes)

## **10. Evaluation**

Participants will receive a pre- and post-training questionnaire (see Appendices II and III).

The pre-training questionnaire assesses the teachers' knowledge and attitudes towards the topics of the training course. This makes it possible to adapt the learning content to the level of knowledge of the participants. It also ensures that participants reflect honestly on their attitudes towards human-animal relationships and animal agriculture.

At the end of the course, participants complete a second questionnaire. This provides qualitative and quantitative data on the impact of the training.

Such a before and after survey is used for quality control and provides an opportunity to tailor the training.

## **11. Linguistic aspects**

Our language is shaped by our view of the world and conditions this view in a complex interaction. Hence it is important to use language consciously. Many established terms used to talk about animals imply a fundamental otherness of animals. Mammals like bovines and pigs for example are talked about as "livestock" rather than as animals. From biological and ethological perspectives, these distinctions in language cannot be justified. They suggest fundamental differences where



there are none, and are often meant to be derogatory. Therefore, we recommend that these distinctions be avoided and, if necessary, discussed during lessons.

In ALICE materials we avoid linguistic differentiations between humans and animals where not appropriate, and use less common terms when the usual terms seem problematic. For example we use the term “fishes” instead of “fish”, to emphasise the fact that fishes are also individuals. Terms such as “farm animals” and “pets” are written in quotation marks or replaced with other terms such as farmed animals. Terms such as “honey bees” and “dairy cows” reduce animals to their current use by humans and are avoided. “Dairy cows”, for example, are not bovines that simply “supply milk” to humans, but female bovines that, like other mammals, produce milk for their offspring after birth.

The original German text contains a section on gender conscious language, this has been left out as it is not relevant to the English language.

## 12. Further reading

### Beutelsbach Consensus

<https://www.bpb.de/die-bpb/ueber-uns/auftrag/51310/beutelsbacher-konsens/>

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### Frankfurt Declaration for a critical-emancipatory political education

[https://uol.de/f/1/inst/sowi/ag/politische\\_bildung/Frankfurter\\_Erklaerung\\_aktualisiert27.07.15.pdf](https://uol.de/f/1/inst/sowi/ag/politische_bildung/Frankfurter_Erklaerung_aktualisiert27.07.15.pdf)

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### Texts and videos from the German Federal Agency for Civic Education on the topic of animal ethics

<https://www.bpb.de/themen/umwelt/bioethik/175477/schwerpunkt-tierethik/>

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### Texts from the Swiss Portal for Philosophy on animal ethics

<https://www.philosophie.ch/tierethik>

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### Teaching materials, worksheets and exercises from the Leibniz Institute for Research and Information in Education

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All links were last checked on 30/05/2024.

# Appendix I - Agenda for the face-to-face part of the training course (sample session plan)

## Day 1 - 9:00 to 17:00

Time	Activity	Materials
9:00 45 minutes	<p><b>Welcome and introduction</b></p> <p>(1) Welcome</p> <p>(2) Presentation of the Alice project: Aims and project partners</p> <p>(3) Round of introductions: name, pronouns, organisation, expectations, needs</p> <p>(4) Presentation of the agenda</p> <p>(5) Brief outline of the educational approach of the training programme</p> <p>(6) Organisational matters</p>	Agenda
<b>Module 1: The life of animals in agriculture</b>		
9:45 20 minutes	<p><b>1. Introduction to the module</b></p> <p>(1) Show and discuss the film "La Table Suisse"</p>	<p>Document on linguistic aspects</p> <p>Film "La Table Suisse"</p> <p>Background information</p> <p>Projector, screen and loudspeakers</p>
10:05 30 minutes	<p><b>2. Needs and characteristics of bovines</b></p> <p>(1) Assign needs: humans, bovines, both</p> <p>(2) Short films with information on bovines</p> <p>(3) Q&amp;A session: What happens when needs are not met?</p> <p>(4) If there is time, show excerpts from the ALICE learning videos (alternatively, the learning videos can be watched independently by the participants as an online part of the training)</p>	<p>Background information</p> <p>Needs cards</p> <p>Blackboard, flipchart or wall</p> <p>Magnets or adhesive tape</p> <p>Short films</p> <p>Projector, screen and loudspeakers</p>
10:35 20 minutes	Break	

10:55 105 minutes	<b>3. Learning about the life of animals in agriculture</b> (1) Presentation: Life cycle of a female bovine in the dairy industry (15 minutes)	Input lecture with presentation Projector, loudspeakers and screen
	(2) Film and reflection "How bovines live in our society" (20 minutes) (a) Show film (b) Discuss film	Film "How bovines live in our society" Projector, loudspeakers and screen
	(3) Working groups (40 minutes) (a) In four small groups, the participants look at different aspects of the use of bovines in the dairy industry and write down their findings (b) The results are presented to the whole group	Material for the group work (four stations) Instructions - 1 per group 1 flipchart paper and several pens per group
	(4) Chicken quiz (30 minutes)	Quiz presentation Background information One set of 1/2/3 cards per group Projector, loudspeakers and screen
12:40 20 minutes	<b>4. Application in the classroom</b> (1) Small group sharing (15 minutes) (2) Whole group discussion (5 minutes)	Instructions - 1 per group
13:00 60 minutes	Lunch break	
<b>Module 2: Animal ethics and self-reflection</b>		
14:00 20 minutes	<b>1. What do we mean by ethics and animal ethics?</b> (1) Collect areas of human activity with an impact on animals (10 minutes) (2) Question and answer session followed by a short presentation on ethics and animal ethics (5 minutes) (3) Short presentation on the historical-ethical consideration	Presentation "What do we mean by ethics and animal ethics?" with script Presentation "Historical-ethical consideration of human-animal relationships" with script notes

	of human-animal relationships (5 minutes)	
14:20 30 minutes	<p><b>2. Spectrum lines on different animal ethics positions</b></p> <p>(1) Participants position themselves along a spectrum line to various statements and explain their position (20 minutes)</p> <p>(2) After an introduction to different animal ethics positions (anthropocentrism, animal welfare, animal rights and animal liberation), the participants allocate the statements from the spectrum line to the four positions (10 minutes)</p>	<p>Presentation with statements</p> <p>Statements printed out on DIN A4 sheets</p> <p>1 slip of paper labelled "I agree" and 1 slip of paper labelled "I disagree"</p> <p>Handout with positions on animal ethics - 1 per person</p>
14:50 60 minutes	<p><b>3. Text work on different animal ethics positions</b></p> <p>(1) The participants are divided into three groups and start by reading a text by themselves (10 minutes)</p> <p>(2) The key points are worked out and discussed together in small groups (20 minutes)</p> <p>(3) The groups present the key points to each other (20 minutes)</p> <p>(4) Discussion: Which approach is particularly convincing? (10 minutes)</p>	<p>Flipchart paper and pens for the small groups</p> <p>Instructions - 1 per group</p> <p>Three texts on animal welfare, animal rights and animal liberation</p>
15:50 20 minutes	Break	
16:10 20 minutes	<p><b>4. Reflection</b></p> <p>(1) In groups of two, the participants consider to what extent they recognise themselves in the three approaches (10 minutes)</p> <p>(2) Go-round: What was new? What made me think? (10 minutes)</p>	
16:30 15 minutes	<p><b>Brief presentation of the ALICE materials</b></p> <ul style="list-style-type: none"> <li>➤ Graphic novel and didactic guide</li> <li>➤ Podcasts for teachers, podcasts by students for students, guidelines for participatory projects</li> <li>➤ Learning videos</li> </ul>	<p>Printed material</p> <p>Links to the Padlet</p>
16:45	<b>Conclusion</b>	

15 minutes	<p>(1) Individual work: What are the five most important thoughts or ideas that I take away from today? What did I like, what didn't I like?</p> <p>(2) Go-round: one thing I take away; something I liked; something that could be better</p> <p>(3) Thank you for your participation and farewell</p>	
17:00	End of the day	

## Day 2 - 9:00 to 17:00

Time	Activity	Materials
9:00 30 minutes	<p><b>Welcome and introduction</b></p> <p>(1) Welcome</p> <p>(2) Go-round: Name, how everyone is doing this morning</p> <p>(3) Activate what you have learnt from the previous day with the help of a sticky note race</p> <p>(a) A centre line and two starting lines for the teams are marked with adhesive tape. The participants are then divided into two groups and write terms from the previous day (e.g. content, words, methods, facts) on sticky notes, which they then stick on the floor one after the other, from their starting line to the centre line</p> <p>(b) The winner is the group that reaches the centre line between the two groups with sticky notes first</p> <p>(c) The groups take it in turns to read out their slips of paper</p> <p>(4) Organisational matters and overview of the agenda</p>	<p>Sticky label</p> <p>Pens</p> <p>Adhesive tape</p> <p>Agenda</p>
	<p><b>Module 2: Animal ethics and positioning</b></p> <p><b>(continued from day 1)</b></p>	
9:30 60 minutes	<p><b>5. Role play</b></p> <p>(1) Seven groups are formed: farmer, dairy company, supermarket, consumer, government, animal welfare organisation, animal rights group. The groups prepare for their role using the role cards (20 minutes)</p>	<p>Instructions - 1 per group</p> <p>Role cards for the different groups</p> <p>Signs with role names</p>

	<p>(2) Role play focussing on the following questions: What are the causes of the poor conditions in the farming of bovines? Who is responsible? Who can change the situation? (25 minutes)</p> <p>(3) Debrief (15 minutes)</p>	Optional: Juggling ball
10:30 20 minutes	Break	
10:50 35 minutes	<p><b>6. Ideas for action</b></p> <p>(1) Individual work: Should something change? If so, what? What social changes are needed? What can I/we contribute to these changes (on a personal, professional and social level)? (10 minutes)</p> <p>(2) Sharing in small groups (15 minutes)</p> <p>(3) Whole group discussion (10 minutes)</p>	<p>instructions - 1 per group</p> <p>Flipchart paper</p> <p>Pens</p>
11:25 20 minutes	<p><b>7. Application in the classroom</b></p> <p>(1) Sharing in small groups (15 minutes)</p> <p>(2) Whole group discussion (5 minutes)</p>	Instructions - 1 per group
11:45 15 minutes	Break	
<b>Module 3: Teaching animal ethics and the climate crisis</b>		
12:00 30 minutes	<p><b>1. Introduction</b></p> <p>(1) In pairs, participants share their hopes, concerns and experiences of teaching animal ethics and the climate crisis (10 minutes)</p> <p>(2) Whole group: collecting and categorising hopes, concerns and experiences (20 minutes)</p>	Whiteboard and pens
12:30 30 minutes	<p><b>2. Brief introduction to the fundamenta; principles of emancipatory education</b></p> <p>(1) Presentation "Emancipatory education" (5 minutes)</p> <p>(2) Working out the principles of emancipatory education (25 minutes)</p>	<p>Presentation</p> <p>Facilitation cards and pens</p>
13:00	Lunch break	

60 minutes		
14:00 30 minutes	<p><b>Part 3: Putting the principles of emancipatory education into practice</b></p> <p>(1) Influencing opinions: the following questions are discussed using examples, first in small groups and then in the whole group:</p> <ul style="list-style-type: none"> <li>○ How can students be consciously or unconsciously influenced by the teacher when the topic is discussed in class?</li> <li>○ What strategies can be used to prevent the teacher from unduly influencing the opinions of their students?</li> </ul>	<p>Flipchart paper and pens</p> <p>Instructions - 1 per group</p>
14:30 30 minutes	<p>(2) Overwhelming images: What do we need to be aware of in the context of emancipatory education?</p> <ul style="list-style-type: none"> <li>(a) Criteria for image selection are developed in small groups using the visual material provided</li> <li>(b) The criteria are shared and discussed in the whole group</li> </ul>	<p>Selection of visual material</p> <p>Flipchart paper and Pens</p> <p>Instructions - 1 per group</p>
15:00 30 minutes	<p>(3) Dealing with comparisons: How can we deal with inappropriate comparisons and discriminatory comments?</p> <ul style="list-style-type: none"> <li>(a) Presentation</li> <li>(b) Working individually, read the text provided and write down questions</li> <li>(c) Answering questions in whole group</li> </ul>	<p>Instructions and text - 1 per person</p> <p>Notes for presentation</p>
15:30 20 minutes	Break	
15:50 30 minutes	<p>(4) Agency: How can we strengthen a sense of agency in relation to animal ethics and the climate crisis?</p> <ul style="list-style-type: none"> <li>(a) Short talk with examples</li> <li>(b) Further ideas and examples of methods and activities are developed in groups of three and written on facilitation cards</li> <li>(c) Ideas are shared with the whole group</li> </ul>	<p>Facilitation cards and pens</p> <p>Instructions - 1 per group</p>
16:20	<b>4. Reflection</b>	None



30 minutes	<p>(1) Silent work: What points/ideas do I take away from the module, where is there a need for clarification?</p> <p>(2) In the whole group, any outstanding questions are clarified. Then each person shares a thought or idea that they take away with them</p>	
16:50 10 minutes	<b>Final Go-round</b>	
17:00	End of the day	

## Day 3 - 9:00 to 16:00

Time	Activity	Materials
9:00 30 minutes	<p><b>Welcome and introduction</b></p> <p>(1) Welcome</p> <p>(2) Go-round: Name, how everyone is doing this morning</p> <p>(3) Organisational matters and overview of the agenda</p>	Agenda
	<b>Teaching unit 1: Cow's milk - ethical issues of animal use</b>	
9:30 90 minutes	<p><b>1. Introduction of the teaching unit</b></p> <p>(1) Topic, target group, prior knowledge, subject reference, learning objectives and differentiation (10 minutes)</p> <p>(2) Overview of the teaching unit (5 minutes)</p> <p>(3) Explanation: <i>Introduction</i> and <i>film</i> (15 minutes)</p> <p>(4) Run through with the participants: <i>Life stages of a "dairy cow" and moral discussion</i> (55 minutes)</p> <p>(5) Explanation: <i>Transfer</i> (5 minutes)</p>	<p>Lesson plan of the teaching unit for all participants</p> <p>All materials of the teaching unit</p>
11:00 45 minutes	<p><b>2. Discussion of the teaching unit</b></p> <p>(1) Clarify questions about content and methodology in whole group (15 minutes)</p> <p>(2) Exchange ideas in small groups on application in and adaptation for your own lessons (20 minutes)</p> <p>(3) Collect concrete feedback on the teaching unit (10 minutes)</p>	

11:45 60 minutes	Lunch break	
	<b>Teaching unit 2: Climate crisis and animal agriculture</b>	
12:45 90 minutes	<p><b>1. Introduction of the teaching unit</b></p> <p>(1) Topic, target group, prior knowledge, subject reference, learning objectives and differentiation (10 minutes)</p> <p>(2) Overview of the teaching unit (5 minutes)</p> <p>(3) Explanation: <i>Introduction and explanation of the climate crisis and greenhouse effect</i> (15 minutes)</p> <p>(4) Run through with the participants: <i>Expert groups on connections between animal agriculture and the climate crisis and presentation</i> (35 minutes)</p> <p>(5) Run through with the participants: <i>Quiz</i> (20 minutes)</p> <p>(6) Explanation: <i>Transfer</i> (5 minutes)</p>	<p>Lesson plan of the teaching unit for all participants</p> <p>All materials of the teaching unit</p>
14:15 45 minutes	<p><b>2. Discussion of the teaching unit</b></p> <p>(1) Clarify questions about content and methodology in whole group (15 minutes)</p> <p>(2) Exchange ideas in small groups on application in and adaptation for your own lessons (20 minutes)</p> <p>(3) Collect concrete feedback on the teaching unit (10 minutes)</p>	
15:00 30 minutes	<p><b>Open questions, reflection and final round</b></p> <p>(1) Discuss open questions</p> <p>(2) Individual reflection: What do I take away and how will I implement what I have learnt?</p> <p>(3) Round: Everyone shares their impression of the training and one thought/idea that they take with them</p>	
15:30 30 minutes	<p><b>Evaluation and closing</b></p> <p>(1) Have questionnaires and evaluation forms filled out</p> <p>(2) Perform visual feedback activity</p> <p>(3) Thank you for your participation and farewell</p>	<p>Evaluation form - 1 per participant</p> <p>Flipchart</p> <p>Pens</p>
16:00	End of the training course	

## Appendix II - Pre-training questionnaire

Please create a customised signature in the following way:

First two letters of your favourite song + first two letters of your favourite drink

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School form/organisation: \_\_\_\_\_

Which age groups do you work with as an educator/teacher? \_\_\_\_\_

In the run-up to the ALICE project, I had already been working on the topics of human-animal relationship and animal agriculture.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

I am very well informed about the connections between human-animal relation and animal agriculture and the corresponding theoretical approaches.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

I also deal with topics such as human-animal relationship and animal agriculture in my private life.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

In dealing with human-animal relationship and animal agriculture in the teaching setting, I feel ...

secure  somewhat secure  neither secure or insecure  somewhat insecure  insecure

In my personal life, I am often confronted with the issues of human-animal relationship and animal agriculture.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

How did you hear about the ALICE project?

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What do you hope to gain from your participation in the training?

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What wishes do you have with regard to the preparation of the training?

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What would you like to see from the training in order to be able to better address the topics of human-animal relationship and animal agriculture in the teaching setting?

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## Appendix III - Post-training questionnaire

Please enter the signature you created for the questionnaire you filled out before the training (first two letters of your favourite song + first two letters of your favourite drink):

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Over the course of the training, I studied the human-animal relationship and agricultural animal agriculture in depth.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

After the training, I know more about the connections between human-animal relationship and animal agriculture and the corresponding theoretical approaches.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

In the future, I would also like to deal with topics such as human-animal relationship and animal agriculture in my private life.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

In dealing with the human-animal relationship and animal agriculture in the teaching setting, I now feel ...

secure  somewhat secure  neither secure or insecure  somewhat insecure  insecure

The training has made me rethink some of my attitudes and opinions in the context of the human-animal relationship and animal agriculture.

strongly agree  somewhat agree  neither agree or disagree  somewhat disagree  disagree

My expectations of the training were ...

exceeded  fulfilled  partially fulfilled  not fulfilled

What did you particularly like about the training?

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What did you like less about the training? Where do you see room for improvement?

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What comments do you have on the organisation of the training?

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Do you have any comments on the materials?

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Were you able to follow up the training well?

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What do you need to stay informed about human-animal relationship and animal agriculture?

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