



animals,
climate and
civic education

Didactic Guide

To Graphic Novel “Animals: Utopia and Reality”

Imprint

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MENSCH TIER Workshops und Impulse
Bildung e.V. zum gesellschaftlichen
Mensch-Tier-Verhältnis



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1. Introduction

Dear teacher,

In recent decades, behavioural research has provided us with astonishing insights into the feeling, thinking, consciousness and capacity for suffering of mammals, birds, fishes and other animals. Not least because of this, the social discourse about the ethical consideration we owe these animals is becoming louder and louder. Added to this are ecological crises that are both human-made and interrelated: global warming, the sixth major species extinction in Earth's history, and the pollution of oceans and other habitats.

One possible outcome of current developments is a world in which the rights of humans and animals are given equal consideration. *Animals: Utopia and Reality* is set in such a utopia, where above all stories remind us that things were once very different. The graphic novel tells eleven of these stories, in which members of different animal species look back at the lives of their ancestors. It also provides factual information about the often little-known abilities and characteristics of these species, as well as the conditions under which they often live in our current reality.

The graphic novel *Animals: Utopia and Reality* is part of the Erasmus+ project ALICE, which includes various materials on animal ethics for use in different teaching subjects and lesson formats. The graphic novel is designed to be accessible. All that is required is an openness to engage with new ideas and information, but no prior knowledge of the content. The stories are short and independent of each other, so that they can be worked on together with the corresponding factual information without reference to the main story.

The original German version of the graphic novel was printed in a small edition. It is also available online, as are the English and French translations.

The purpose of this guide is to provide you with relevant information and didactic tips to help you prepare your lessons and use the graphic novel in class.



2. Target audience

The primary target audience for the graphic novel are students aged 10-12, although some of the stories and all of the factual information will also be of interest to older teenagers and adults. Therefore, older teenagers are also part of the target audience, and you as the teacher are best placed to judge which texts are most appropriate for your learning group. The graphic novel has not been designed exclusively for use in the classroom. However, we are convinced that learners will benefit from pedagogically guided contextualisation, processing and discussion of the content. Therefore, teachers are the secondary target audience of the graphic novel.

Note: “Teachers” and “students” in this guide include educational professionals and students in other educational contexts.

3. Learning goals and measuring success

3.1. Learning goals

- ✓ Both teachers and students will learn more about the abilities and characteristics of the animal species in the graphic novel and the conditions in which they often live today.
- ✓ More knowledge leads to a greater awareness of the needs of animals.
- ✓ There is a greater openness to addressing the suffering inflicted on animals by humans in a variety of contexts. There is also an increased interest in addressing other issues related to the use of animals by humans, such as the significant contribution of animal agriculture to the climate crisis.
- ✓ A sense of empowerment is fostered and an active and, above all, sustainable engagement with the following questions beyond the classroom is stimulated: What can, should and must change? What can and should we contribute as individuals and as a society? What alternative ways of living and consuming are conceivable, desirable and feasible?
- ✓ Awareness is raised about the urgency to take action to maintain the environmental and climatic conditions under which humans and animals can live on this planet.

3.2. Measuring success

It is difficult to empirically measure skills such as empathy and critical thinking. Therefore, we recommend that you consider variables or questions that can be used to define learning success. Here are some possible questions: Do students seem interested? Do they cooperate in class? Do they ask follow-up questions? Are there discussions in class? Are there any signs (statements, etc.) that they want to continue with the topics discussed?

If you want to take a more structured approach, you could ask students to fill in a questionnaire about their attitudes and knowledge before and after reading the graphic novel and compare the answers in a final evaluation.

4. Educational approach

The field of animal ethics raises important moral questions about human interactions with other animals, questions which are gaining increased attention in society. Teaching about these issues requires a great deal of sensitivity as well as an awareness amongst teachers that they too need to develop their own understanding of the issues involved.

Teachers should avoid offering opinions to students, but support them in coming to their own conclusions. Critical-emancipatory political education and the *Beutelsbacher Konsens* play a crucial role in this context. We discuss both in the ALICE podcast *Animal ethics in civic education*.

5. Synopsis and overview of topics

The graphic novel tells stories about animals that act as representatives of their species, but at the same time illustrate the uniqueness of all living beings. Some of these animals live or have lived in the real world, others are made up. The stories are set in a utopia: a world where the needs of humans and animals are taken into account equally and where, apart from the isolated ruins of slaughterhouses, zoos and animal testing laboratories, only stories remind us of the past. In this world, two people meet a group of animals by a river who share stories about their ancestors who had lived in a very different world - our current reality.

The graphic novel covers many topics, such as the use of animals for entertainment and living with animals in the city. Farmed animals, which are at the heart of the ALICE project, also feature prominently in the graphic novel. In our society, farmed animals are usually defined solely by the benefits they bring to us humans, and their use has a massive impact on the climate, biodiversity as well as soil, air and water.

We provide six points of factual information for each story:

- The first three points illustrate some of the abilities and characteristics of each featured species, focussing on facts that are often not well-known to the general public. Some of these abilities are astonishing to us because they go far beyond what humans can do in the same area. For example, pigs have a much better sense of smell and dogs have much better hearing than we do. We also list some behaviours that you might be surprised to learn about, for example that bumblebees play, rats are empathetic, and bovines as well as horses form close friendships with other individuals of their species.
- The last three points describe the current reality of the species in question, highlighting the stark contrast with the utopia.

The following table provides an overview of the topics covered by each story and the main characters in it. This should enable you to see at a glance which stories fit in with certain main topics or cover subtopics that you may wish to discuss in class.

Note: The information in the *Subtopics* and *Main topics* columns refers only to the stories themselves. The **factual information, which should always be studied in conjunction with the story**, may cover other aspects.

Table 1: Overview of topics and main characters covered in each story

Names (only main characters)	Species	Subtopics (a selection)	Main topics
Harry	Bovines	<ul style="list-style-type: none"> • Slaughter transports • Will to live • Relationship between mother and child • Animal sanctuary 	<ul style="list-style-type: none"> • Animals as food (producers)
Black Beauty, Rosalie, Zora and their 37 children	Pigs	<ul style="list-style-type: none"> • Group and individual behaviour in semi-natural conditions 	<ul style="list-style-type: none"> • Animals as food (producers)
Otto	Octopuses	<ul style="list-style-type: none"> • Lack of challenge and boredom in captivity 	<ul style="list-style-type: none"> • Animals as entertainment objects • Zoos
Rosa	Rats	<ul style="list-style-type: none"> • Prosocial behaviours 	<ul style="list-style-type: none"> • Animals in the city
Erwin	Pigeons	<ul style="list-style-type: none"> • Struggle for survival in the city 	<ul style="list-style-type: none"> • Animals in the city
Harriet	Bumblebees	<ul style="list-style-type: none"> • Struggle for survival due to changing environmental and climatic conditions 	<ul style="list-style-type: none"> • Animals in the city
Bubbi	Horses	<ul style="list-style-type: none"> • Typical stress factors for animals in circuses such as transport, training and performances • Animal sanctuaries 	<ul style="list-style-type: none"> • Animals as entertainment objects • Circuses
Acono and Lucy	Dogs	<ul style="list-style-type: none"> • Breeding / harmful breeding practices • Animals kept as “pets” versus farmed animals 	<ul style="list-style-type: none"> • Animals as part of the family • Animals as food (producers)
Shujaa	Carps	<ul style="list-style-type: none"> • Fishing as a hobby 	<ul style="list-style-type: none"> • Animals as a hobby / entertainment objects
Ludmilla	Chickens	<ul style="list-style-type: none"> • Killing of male chicks • Animal sanctuaries 	<ul style="list-style-type: none"> • Animals as food (producers)
Caron and Shanti	Humans	<ul style="list-style-type: none"> • Path from reality to utopia 	<ul style="list-style-type: none"> • A different way of living together for humans and animals

6. Suitable subjects and teaching formats

6.1. Suitable subjects

The following is a list of school subjects (in alphabetical order) in which the graphic novel could be used. The topics assigned to each subject are based on the topics that are normally covered or could be covered in the particular subject. Some aspects are not directly mentioned in the graphic novel, but directly related to its content and are therefore also mentioned.

The list is not exhaustive and is intended only as a guide. It should be noted that some subjects have different names in different countries.

Table 2: Suitable subjects and topics

Biology	Biological and ethological knowledge of animals Resistance to antibiotics (More than 70% of the antibiotics used worldwide are not used to treat sick people, but are used in animal farming. ⁱ⁾ Zoonotic diseases such as COVID-19 (About 75 % of all new infectious diseases are zoonotic diseases, i.e. diseases that can be transmitted between animals and humans. ⁱⁱ⁾ Biodiversity and climate
Languages	Study of opinion pieces, debates and news articles related to animal ethics issues Portfolios of texts on animal rights and climate change Thematic essays and presentations
Geography	The Anthropocene and its characteristics Climate disasters of recent years Environmental interventions such as deforestation, peat drainage, etc. and their impact on biodiversity and climate Human geography: climate change, livelihoods and economies
History	Human-animal relationships from the past to the present Animal farming in human history / history of factory farming
Home Economics	Nutrition / different diets Nutrition and health (personal and planetary)
Art, Visual Education	Kunstprojekte zum Thema Mensch-Tier-Beziehung

	<p>Art projects on human-animal relationships</p> <p>Note: The graphic novel was created by students from the ALICE project partner Ésad (École supérieure d'art et de design) Amiens, who are keen for their illustrations to serve as inspiration for students' own artistic work.</p>
<p>Philosophy, Ethics, Humanities, Religion</p>	<p>Animal ethics in general</p> <p>The ethics of compassion / the moral philosophy of Arthur Schopenhauer</p> <p>The place of animals in different religions and religious concepts of the treatment of animals (for example: Ahimsa in Jainism, the Bishnoi religious community, the Vedic scriptures)</p> <p>The animal ethics of individual philosophers from different periods and cultures, such as Abū l-‘Alā’ al-Ma‘arrī, Jeremy Bentham, Tom Regan and Hilal Sezgin</p>
<p>Politics, Social Studies, Citizenship Education</p>	<p>Animal welfare legislation</p> <p>Social movements such as animal rights and climate change movements and related social discourses</p> <p>Concepts of coexistence with animals and how their voices can be represented in democracy (e.g. Zoopolisⁱⁱⁱ)</p> <p>Note: The ALICE podcast <i>Animal ethics in civic education</i> focuses on political education.</p>
<p>Wirtschaft</p>	<p>Animals as economic objects</p> <p>Importance and power of lobbying organisations</p> <p>Global supply chains and related problems, especially in the Global South (human rights violations in rainforests that are cleared for animal products, etc.)</p>

6.2. Teaching formats

Suitable teaching formats include one-to-one lessons, project days or weeks, as well as lessons taught by supply teachers, where these are able to design their own lessons independently.

7. Useful concepts

The following two concepts from animal ethics and psychology, speciesism and carnism, are closely related. We cover them ahead of the teaching methods and specific exercises as they provide valuable background knowledge for teachers and can be integrated into different teaching formats, depending on the group of students.

7.1. Speciesism

This term was introduced in the early 1970s by the British psychologist Richard Ryder and became known worldwide through the work "Animal Liberation" by the Australian philosopher Peter Singer in 1975.^{iv} The term speciesism is used to describe the view that humans deserve a different moral valuation from other species simply because they belong to a particular species. Anti-speciesists, people who criticise the denial of basic rights to animals simply because they belong to a particular species, draw parallels with racism and sexism, i. e. the devaluation of people on the basis of their ethnic origin or ascribed 'race' or gender. The fact that people treat animals species differently based on the categories they assign to them ("farmed animals", "pets", etc.) is also considered a form of speciesism.

7.2. Carnism

This term, alluded to in the epilogue of the graphic novel, was coined by US psychologist Dr. Melanie Joy. It describes the dominant ideology of meat consumption, which uses the "3 Ns of justification": the myths that eating meat or animal products is normal, natural and necessary. According to Joy, which animals we eat and consider edible depends largely on the culture we live in and what we were taught as normal in our childhood.

A link to a more detailed explanation of the concept of carnism can be found in the section *Further educational materials and other useful content*.

8. Teaching approaches and exercises

The following section sets out how the graphic novel can be used in the classroom and presents approaches and exercises that are suitable for teaching its contents. The exact approach and exercise chosen will depend on the group of students, the setting and the subject matter linked to the graphic novel.

8.1. Types of approach

8.1.1. Story based approach

In this approach a single story is chosen and its facets are discussed in detail. As there is only one text to work on, this type of approach does not require much preparation. In addition, a single lesson is sufficient to convey the theme(s) of the chosen story in a way that stimulates students' reflection and interest. However, students will always benefit if more time is available to allow for more intensive discussions.

Here is an example of a story based approach:



Example story: Acono and Lucy (dogs)

This story covers several issues. It is primarily about harmful breeding, but the issues of breeding and keeping animals are explored more fundamentally. There are many starting points for discussions in class: What is breeding and why do people breed animals? How did the domestication of different animal species take place? What are the motives for cruelty in breeding, and do these motives justify the consequences for the animals? And what does cruelty to animals actually mean in agriculture?

The story of Acono and Lucy also ties in with the theme of farmed animals and shows very clearly how we categorise animals. The two dogs live on the farm in relative freedom, but they know that other animals on the farm lead very different lives. Many of us keep some animals as "pets" and eat other animals. Why is this? How can this separation be justified? In this context, the issues of plant-based diets and veganism in practice, as well as as the underpinning ethical attitudes, can also be addressed.

8.1.2. Topic based approach

The idea here is to discuss different stories about a topic in one teaching unit. As the teacher has to deal with more than one text during the preparation, the preparation effort is slightly higher than for the story-based approach. However, if the content is prepared properly, a single lesson is enough to cover the chosen topic in a way that stimulates students' thinking and interest. Of course, students always benefit from more time and therefore more intensive engagement on the part of both teachers and students.

Here are two examples of theme-based activities:



Example topic: animals as food (producers)

In the graphic novel, the stories about calf Harry, pigs Black Beauty, Rosalie, Zora and their 37 children and hen Ludmilla are about typical “farm animals”. When working on these stories, for example, life on different types of farms could be highlighted and compared with life in the Clever Pig Lab and in animal sanctuaries. The Clever Pig Lab is introduced in the story about pigs and animal sanctuaries play a role in several stories (see also the section *Visit to an animal sanctuary* below).

An important aspect here is that perception and reality are often far removed from each other when it comes to the differences between organic and conventional animal farming. Many people are unaware of the conditions in which organic animals actually live and the impact of organic farming on the climate.

Very often the organic share of the total market is also greatly overestimated. Take meat, for example. Well over 90 % of the meat consumed in Germany today comes from conventional farming (i.e. from factory farming, although this is a vague term that does not lend itself to a differentiated view and should therefore be avoided). In the case of pork, for example, the organic share is less than 1 %. But even in organic farming, pigs have far fewer opportunities for exercise, activity and retreat than the animals in our story about life in the Clever Pig Lab.

Especially for younger students (10-12 years), the “pets as a bridge” method is a good way to make them aware of the needs of animals like pigs. Comparisons and analogies can be used to build bridges between the needs of animals the students are familiar with (i.e. the family dog) and the needs of farmed animals covered in the graphic novel.

Older students can be split up into small groups to study the differences between conventional and organic animal agriculture in terms of breeding, fattening and slaughter, as well as the impact on the climate. Helpful background information can be found in the ALICE project's *Animals* and *Climate* podcasts, which are available in audio and script form. Due to the complexity of the content, we recommend that the podcasts are only used with older students.



Example topic: animals as entertainment

The graphic novel contains several stories on this topic. The story about Otto the octopus, is about keeping animals in zoos, Bubbi the pony has to perform in the circus and Shujaa the carp is almost killed by a fishing hook. All of this raises many questions and provides plenty of material for discussion: What does it mean for animals to live in zoos and circuses? Why do people keep animals in zoos and circuses? Fishing as a hobby, for example, could be discussed in the light of scientific evidence that fishes are also capable of suffering and sensitive to pain. The lecture by the behavioural scientist Jonathan Balcombe, linked to in the section *Further educational materials and other helpful content*, could be of interest here for preparing lessons and perhaps also for teaching.

The topic of zoos is particularly suitable for younger students, as trips to the zoo are often part of the standard repertoire. For example, students could be given the task of researching the natural habitat of an animal species of their choice and then compare it with the habitat typically assigned to that species in zoos. In this way, students will learn new things about the animals they are studying and can get a concrete idea of the differences between the lives of these animals in freedom and in captivity. In addition, it might be interesting to talk about the history of zoos and 'human shows' (also known as 'human zoos') as part of the history of zoos. This history can be looked at on different levels depending on age and interest - from the essentialisation and construction of 'nature', the construction of one's own 'civilisation' vis-à-vis the 'savages' in zoos and domination over others, to social change and the question of what is considered acceptable and what is not.

8.2. Exercises

8.2.1. Personal experience: movement tasks

Interactive, playful tasks can be a powerful way to bring certain aspects of animal use to life for students.

The following tasks focus on animal agriculture and can also be used as an introduction to the corresponding texts in the graphic novel.



Movement exercise on the space available to pigs in fattening pens

Preparation: In the classroom, tape off a rectangle (preferably in a corner) the size of a pig pen in a conventional fattening unit. Pigs weighing 30 to 50 kg (at the start of fattening) are entitled to 0.5 m² of space, so multiply the number of children by 0.5 (for example: 5 children = 2.5 m², i.e. 2 m x 1.25 m). This should be adjusted for older students (pigs from 50 to 110 kg in the later stages of fattening are entitled to 0.75 m²).^{vi}

Delivery: Ask the appropriate number of children / young people to enter the rectangle and try to move around each other. After a few minutes, the next group moves in. The students can then talk about their experiences in the "pen". This provides many opportunities for discussion the needs of pigs and other aspects of animal agriculture.

If you have a large group, you could tape off several "pens" so that no one has to wait too long.



Movement exercise on the life expectancy of farmed animals

Preparation: Research the natural life expectancy of different animal species compared to the age they typically reach in livestock farming. Some of these figures can be taken from the facts in the graphic novel.

Delivery: This activity requires some space, so it should be carried out outdoors (e. g. schoolyard). Divide the students into different types of animals as follows:

- a) a non-farmed chicken
 - b) a conventionally farmed chicken
 - c) an organically farmed chicken

 - a) a non-farmed cow
 - b) a conventionally farmed cow
 - c) an organically farmed cow
- etc.

Then everyone lines up and the three students representing the same animal species take one big step forward per year of life. Comparing the differences between the distances covered by each species, it is clear that virtually all farmed animals are killed long before they reach adulthood, regardless of the type of farming. Many are slaughtered in their first year of life. Many other aspects of animal agriculture can be linked to these findings.

As the teacher, you are in the best position to judge whether these tasks are suitable for your group. Many other similar tasks are possible and we invite you to be creative.

8.2.2. Personal experience: visiting an animal sanctuary

Some of the stories in the graphic novel have a happy ending for the animals who end up living in animal sanctuaries. Animal sanctuaries are places where animals are not used, but can live a largely self-determined life. The utopia described in the graphic novel is already a reality there. Many of the inhabitants of these sanctuaries are animals that have come from the farming industry, such as cows rescued from slaughter or chickens from the egg industry. However, most sanctuaries also provide a new home for animals that have had a sad existence as “pets” or wild animals in need of help. One of the hallmarks of sanctuaries is their approach to animals. Here the needs of the animals are taken into account and the animals are not defined by their usefulness to humans. Chicken and cows are not considered food (producers) any more than cats and dogs.

A visit to an animal sanctuary is a valuable experience at any age. In a school context, it makes a welcome change from the classroom, but above all it serves educational purposes. The direct contact with animals leaves a much greater and more lasting impression than mere descriptions, and dealing with their individual stories allows for a very special way of approaching the subject. Last but not least, a visit to an animal

sanctuary has a very inclusive character, as it appeals to all the senses and thus also works for students who are more difficult to reach with theoretical learning content alone.

Animal sanctuaries are excellent out of school places for teaching animal ethics. In an ideal scenario the study of a story relating to animal sanctuaries can be combined with a visit to such a place. Perhaps there is one near you or it is possible to organise a trip to one further away?

8.2.3. Thought experiments

The following thought experiments require a certain level of abstraction and reflection and are therefore more suitable for older students aged 12 and above. Depending on prior knowledge and interest, they can be carried out with younger children, but should be less complex.

These thought experiments are generally about the interaction between humans and animals, so they can be linked to different stories in the graphic novel.



Alien invasion

The aim of this exercise is to encourage students to change their perspective. The task is to imagine that aliens come to Earth who are intellectually superior to humans. They keep humans as slaves, breed them, imprison them, eat them and drink the milk produced by humans after their babies are born. Some aliens feel sorry for humans and think that the small rooms they are locked up in should at least have some colour, and that they should not be served the same food every day. A small group even think it is wrong to eat humans or drink their milk. But don't the aliens, because of their great intelligence, have the right to treat the less intelligent humans in this way? Can't the rights of an individual be derived from their intelligence? And if not intelligence, then what?

The philosophical thought experiment "Human meat" (see the section *Further educational materials and other useful content*) can be helpful in preparing a lesson and, depending on the age of the group, can be used directly in class.



Utopian scenarios

Depending on which stories in the graphic novel have been studied and whether alternative human-animal relationships have been covered previously, students could be asked to create utopian scenarios for how to end the exploitation of animals and what a world without animal use would look like. Documentaries such as *The End of Meat* and *Butenland* with their accompanying educational material, as well as the documentary *Who can we eat?* can be helpful in preparing lessons and, depending on the age of the students, can also be used directly in class. The pictures of the artist Hartmut Kiewert can also be used as visual aids. Information on all these materials can be found under *Further educational materials and other useful content*.

9. 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 the graphic novel 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.

10. Further educational materials and other helpful content

ALICE materials

Including podcasts in German on our relationship with animals using the example of farmed animals, the impact of animal agriculture on the climate and animal ethics in political education: <https://www.idd.uni-hannover.de/de/forschung/projekte/ALICE>

Educational material by the ALICE-Project partner Mensch Tier Bildung e.V.

Educational films on animal agriculture for children and young people from 10 years onward, as well as educational material to accompany the documentary “Butenland” (2019) about an animal sanctuary that used to be a dairy farm (from age 12): <https://mensch-tier-bildung.de/lehmaterial/>

The film “Butenland” is available here: <https://butenland-film.de/#dvd>

Educational material and workshops from Aktion Pflanzen-Power by ProVeg (health promotion project for schools)

Including teaching material from the age of 8-9 years, days of action with lectures and cooking workshops as well as webinars on nutrition and environmental education for (prospective) teachers and educators:

<https://aktion-pflanzenpower.de/>

Teaching material, worksheets and exercises by the Leibniz-Institut für Bildungsforschung und Bildungsinformation

https://www.bildungsserver.de/elixier/elixier2_list.php?feldinhalt1=Tierethik&bool1=and

Texts and videos on animal ethics by Bundeszentrale für politische Bildung

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

Texts on animal ethics by the Schweizer Portal für Philosophie

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

Book on Human-Animal Studies im Literaturunterricht und in anderen Fächern (2022)

<https://www.uibk.ac.at/projects/has/aktuelles/artgerechtes-leben-lehren-oa.pdf>

Explanation of the concept of carnism (2012)

<https://albert-schweitzer-stiftung.de/aktuell/karnismus-die-psychologie-des-fleischkonsums>

Lecture on fishes by behavioural scientist Jonathan Balcombe (2017)

<https://albert-schweitzer-stiftung.de/aktuell/videovortrag-zum-buch-was-fische-wissen>

The philosophical thought experiment “Human Meat” (2017)

<https://www.youtube.com/watch?v=QBBY04zTaXI>

“The End of Meat” (2017)

Educational material to accompany the documentary film “The End of Meat” about the vision of a world without meat (from age 14):

https://www.theendofmeat.com/fileadmin/user_upload/TheEndofMeat_Schulmaterial.pdf

The film “The End of Meat” is available here: <https://mindjazz-pictures.de/filme/the-end-of-meat-eine-welt-ohne-fleisch/>

“Who we eat?” (2022)

5-part Arte documentary on the history, ethics and future of meat consumption. Available here until 31.07.2023, after that possibly available on YouTube: <https://www.arte.tv/de/videos/104802-004-A/wen-duerfen-wir-essen/>

Here as a 6-part podcast: <https://www.bremenzwei.de/sendungen/feature-670.html>

Hartmut Kiewert

Works of art (paintings, graphics etc.) by the artist Hartmut Kiewert on the human-animal relationship, especially our relationship to farmed animals: <https://hartmutkiewert.de>

- i Ritchie, H. (2017). How do we reduce antibiotic resistance from livestock?
<https://ourworldindata.org/antibiotic-resistance-from-livestock>
- ii Statista Research Department (2022). Zoonosen: Anteil an allen Infektionskrankheiten weltweit.
<https://de.statista.com/statistik/daten/studie/1295309/umfrage/zoonosen-anteil-an-allen-infektionskrankheiten/>
- iii Donaldson, S. (2018). Standpunkt: Zoopolis – Grundzüge einer Theorie der Tierrechte.
<https://www.bpb.de/themen/umwelt/bioethik/265542/standpunkt-zoopolis-grundzuege-einer-theorie-der-tierrechte/>
- iv Philosophie Magazin. Antispeziesismus.
<https://www.philomag.de/lexikon/antispeziesismus>
- v Statistisches Bundesamt (2021). Zahl der Betriebe mit ökologischer Tierhaltung um 41% gestiegen.
https://www.destatis.de/DE/Presse/Pressemitteilungen/2021/07/PD21_N046_41.html
- vi Bundesamt für Justiz. Verordnung zum Schutz landwirtschaftlicher Nutztiere und anderer zur Erzeugung tierischer Produkte gehaltener Tiere bei ihrer Haltung (Tierschutz-Nutztierhaltungsverordnung – TierSchNutztV). § 29 Besondere Anforderungen an das Halten von Zuchtläufem und Mastschweinen.
https://www.gesetze-im-internet.de/tierschnutztv/_29.html

All links were last checked on 10.03.2023.