

Subject Spotlight Lesson Plan

Title of Session	Subject Spotlight: Philosophy – Should Animals Have Human Rights?
Description:	In this workshop students will explore two questions. Firstly, what are human rights and why do we have them? We will pin down the notion of human rights and relate it to examples, such as the right to free speech and the right to freedom from hunger, as well as the concept of dignity. Secondly, we will discuss a question of debate in modern philosophy: should other animals (also) have human rights? Many human rights seem like they can be applied to animals. But, in the first place, why would we even think they should be, and what would the consequences be if they were?

Duration of session:	~45 mins	Target Audience:	Y10/11/12/13
-----------------------------	----------	-------------------------	--------------

Regional Progression Framework - Learning Outcomes:
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
Gatsby Benchmarks:
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0:00 – 5:32	<ul style="list-style-type: none"> • Introduction • Objectives: • What is Philosophy? 	Play video	
5:32 – 7:15	<p>Activity 1: Sketching Human Needs Imagine you're an alien who has just come into contact with human life. You are not sure how you ought to treat it though, and so you study it. After some time, you think that it would be best to provide a sketch of what a humans need to lead a good life to your fellow aliens, so that they can ensure that they treat these new, weird humans well! I want you to draw that out.</p>	<p>Pause video at 7:15 for 5 mins. Students should be allowed free reign to draw what they like. It might be useful to use some of the following prompt questions if students struggle to think about what to draw:</p> <ul style="list-style-type: none"> • What makes them happy? Would that make others happy? • What couldn't humans last without? • Do they care for younger siblings? What do they need? 	Students to use worksheet to draw.
7:15 – 14:12	<p>Activity 2: Fill in The Blanks</p> <ul style="list-style-type: none"> • Fill in the blanks to complete the human rights 	<p>Pause the video at 14:12 for 3 mins. Students are to fill in the blanks to complete the list of human rights. You can also ask students to compare these rights to the ones in their sketches.</p> <p>The answers to the fill in task are:</p> <ul style="list-style-type: none"> • Article 2: Right to life • Article 3: Freedom from torture and inhuman or degrading treatment • Article 4: Freedom from slavery and forced labour • Article 5: Right to liberty and security • Article 6: Right to a fair trial • Article 7: No punishment without law • Article 8: Respect for your private and family life, home and correspondence • Article 9: Freedom of thought, belief and religion • Article 10: Freedom of expression • Article 11: Freedom of assembly and association • Article 12: Right to marry and start a family • Article 14: Protection from discrimination in respect of these rights and freedoms • Protocol 1, Article 1: Right to peaceful enjoyment of your property • Protocol 1, Article 2: Right to education • Protocol 1, Article 3: Right to participate in free elections • Protocol 13, Article 1: Abolition of the death penalty 	Students to fill in blanks on worksheet.

14:12 – 20:17	Activity 3: Human/Animal comparisons <ul style="list-style-type: none"> In what ways are other animals similar to humans and how are humans different? 	<p>Pause video at 20:17 for 5 mins for students to discuss/think about differences/similarities between animals/humans. Anything and everything can be listed e.g. humans and animals both need to eat and feel pain, but animals can't read etc.</p> <p>If students feel stuck, then try to suggest some of the things that humans can do which other animals can't e.g. being able to read. In addition, you can suggest some things animals can do which humans can't e.g. dogs sensitive smell.</p>	Use table provided on worksheet
20:17 – 22:55	Activity 4: Creating a list of Animal Rights	<p>Pause video at 22:55 for 5min for students to come up with a list of Animal Rights. Here are some suggestions of animal rights: Right to life, Right to freedom of movement, Right against torture or degrading treatment, Recognition before the law, Right to freedom from slavery (forced animal labour), Right to wild spaces, Right to rest and leisure, Right to representation in political affairs (e.g. animal representatives in government), Right to own property, Right to start a family and to live in a family of their choosing.</p> <p>If students struggle with this task, or ask questions about what the rights would mean, then I would advise that you just let discussion take the place of the activity – there are a lot of questions the above raises which the students should not be discouraged from considering. For instance, a student might ask why an animal should have rights if they can't respect them e.g. some animals are predators. This is an interesting question to think about. You should try to ask the student what they think about these questions and ask other students if they have any input to encourage discussion over them.</p>	Fill in worksheet.
22:55 - end	Outro	Play video.	

Overview of all resources:	
Video of session	
Worksheet/Information sheet Please note answers for worksheet are in this lesson plan.	
Extra resources to be shared with learners: (all included on the worksheet too)	<p>The below will generally have opportunities/recommendations for exploring further so they act as good springboards.</p> <ul style="list-style-type: none"> • Jostein Gaarder, <i>Sophie's World</i>. This is a novel which introduces the reader to philosophy in an interesting way. Opens up and demystifies philosophy. • Julian Baggini, <i>The Pig That Wants to be Eaten</i>. A series of wacky thought experiments which are broken down and explained by the author. Gets you thinking! • Michael Sandel, <i>Justice: What's The Right Thing to Do?</i> This book is a primer on different ethical/political theories. • Peter and Charlotte Vardy, <i>Ethics Matters</i>. This book is aimed at Sixth Form students. It breaks down, explains, and criticises a variety of different ethical theories. • YouTube is, generally, a very good resource for philosophy videos. A good one is The School of Life's Crash Course Philosophy, an excellent animated starter. You can listen to them in order, or just whichever grab your attention: search "crash course philosophy school of life" on YouTube. • The podcast "Philosophy Bites", is also excellent. It is available on Spotify and Apple Music. • Nigel Warburton (from the Philosophy Bites podcast) also has a book, <i>Philosophy: The Basics</i>. It does what it says on the tin – goes over the basics! • Stanford Encyclopaedia of Philosophy: https://plato.stanford.edu/ This online catalogue features numerous simple articles designed to provide in-depth introductions to practically every area of philosophy. Search it based on your interest. Not sure what you're interested in? Have a browse of the contents page! • Dystopian fiction, films and TV series are a very good way to get you thinking about Philosophy and Politics too. Recommendations include: George Orwell's <i>1984</i> and Aldous Huxley's <i>Brave New World</i>, Black Mirror TV series (on Netflix)
	<ul style="list-style-type: none"> • Andrew Clapham, <i>Human Rights: A Very Short Introduction</i>. This short book summarises the debate on human rights and related issues. It acts as a great springboard into the discussion • David DeGrazia, <i>Animal Rights: A Very Short Introduction</i>. This book is in the same series as the previous! • Amnesty International is a great resource for understanding human rights more deeply and advocating for them: https://www.amnesty.org.uk/what-are-human-rights • The Stanford Encyclopaedia of Philosophy also has an entry on Human Rights https://plato.stanford.edu/entries/rights-human/ • Peter Singer, <i>Animal Liberation</i>. One of the most famous books advocating for ethical consideration of animals. • The following entry on the BBC is a very good summary article for the debate over animal rights http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml

- UCAS, University Explained:
<https://www.ucas.com/what-are-my-options/thinking-about-uni>
- You can go to the University of Manchester website for info on the university and its courses <https://www.manchester.ac.uk/> and to the Greater Manchester Higher website for information on the higher education institutions across Manchester and the options available to you <https://gmhigher.ac.uk/my-student-journey/my-higher-education-options/>
- There are lots of books which act as guides to what Higher Education is really like, and how it differs from sixth form/high school, including:
 - Jack Edwards, *The Ultimate University Survival Guide: The Uni-Verse*
 - The Times Good University Guide (published yearly)
 - Scallan et al., *Starting University: What to Expect, How to Prepare, Go and Enjoy*