

Animals, Attitudes and Actions

RSPCA VCAL

Personal Development Skills

*Unit 1 Foundation & Unit 1 Intermediate
Teachers' Guide*



For all creatures great and small.

Contents

1. Learning outcomes – PDS Foundation 1	1
Foundation Unit 1	1
Intermediate Unit 1	7
General Information.....	13
Helpful Hints	13
Lesson Plan—Week 1 Getting started	14
Project Planning and Management	19
2. Campaigns	21
Battery Hens.....	21
Cat desexing.....	28
Handle with Care	31
Stamp out Rodeos.....	35
Other useful Animal websites	37
VCAL PDS teacher feedback form.....	38

This resource has been prepared by the RSPCA Education Department (Victoria) utilising guidelines set by the Victorian Curriculum and Assessment Authority – Curriculum Planning Guide VALA.

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1. Learning outcomes – PDS Foundation 1

VCAL unit name: Personal Development Skills

VCAL unit level: Foundation Unit 1

Overview of the assessment task and the project/theme it is linked to

Students are required to research RSPCA campaigns and investigate their own views regarding animal welfare. They will develop a project to take action on a personal and community level to improve animal welfare.

Student roles and responsibilities in relation to the task

To complete the entire RSPCA workbook, including researching a campaign of interest and planning and executing a project to address this campaign. Students are required to maintain a project portfolio and produce a photo essay of their skills during the project. Students will be required to work in teams, establish contact with external parties to school and act within school policies and guidelines.

Level of teacher support

- Arranging introductory incursion or excursion with the RSPCA Education service (free service). *To download a book forming, visit:*
http://www.rspcavic.org/rspca_services/images/secondary_booking_form_230908.pdf
- Assistance in completion of workbook activities.
- Assistance in establishing contacts with external organisations.
- Assistance in project planning and execution.
- Monitoring student project progress.

Some learning activities included in workbook; however, may be supplemented from other sources

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Evidence of successful completion of the assessment task to be collected for the student portfolio includes:

- completion of RSPCA PDS workbook;
- project portfolio including meeting minutes, project plan, campaign research, contact list;
- image essay of new skills and knowledge used during project completion;
- completion of RSPCA PDS work book;
- project portfolio including meeting minutes, campaign research, contact lists, websites accessed; and
- image essay of skills and knowledge used during project completion.

Learning Outcome 1 | Plan and Organise a Simple Activity

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
1.1 Develop a goal plan for a simple activity involving a limited no. of steps within a defined period of time.	<ul style="list-style-type: none"> ▪ Workbook ▪ Class discussion ▪ Planning activities ▪ Project completion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
1.2 Select resources appropriate to carrying out the plan.	<ul style="list-style-type: none"> ▪ Workbook ▪ Resources required for project completion ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Project portfolio ▪ Teacher observations
1.3 Carry out the plan.	<ul style="list-style-type: none"> ▪ Workbook ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
1.4 Reflect upon the personal and/or community benefits of the plan.	<ul style="list-style-type: none"> ▪ Workbook – reflection section 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 2

Solve Problems Specific to an Established Goal

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
2.1 Identify an issue or social concern related to an established goal.	<ul style="list-style-type: none"> ▪ Workbook – introduction – campaign 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation ▪ Project portfolio
2.2 Explain possible solutions to the problem identified.	<ul style="list-style-type: none"> ▪ Workbook – introduction – campaign ▪ Project planning ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Project portfolio
2.3 Contribute to an activity that is aimed at resolving the issue or social concern.	<ul style="list-style-type: none"> ▪ Workbook – introduction – campaign ▪ Project planning ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
2.4 Reflect upon the effectiveness of the action taken to resolve the issue or social concern.	<ul style="list-style-type: none"> ▪ Workbook – reflection 	<ul style="list-style-type: none"> ▪ Booklet

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 3

Demonstrate Knowledge Specific to an Established Goal

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
3.1 Identify knowledge that will contribute to the achievement of a goal.	<ul style="list-style-type: none"> ▪ Workbook 	<ul style="list-style-type: none"> ▪ Booklet
3.2 Interpret information to predict steps required for completion of a goal.	<ul style="list-style-type: none"> ▪ Workbook ▪ Project planning 	<ul style="list-style-type: none"> ▪ Booklet ▪ Teacher observation ▪ Project portfolio
3.3 Access information required to complete a goal.	<ul style="list-style-type: none"> ▪ Project planning ▪ Workbook – campaign research 	<ul style="list-style-type: none"> ▪ Booklet ▪ Teacher observation o ▪ Project portfolio
3.4 Gather necessary resources using research skills.	<ul style="list-style-type: none"> ▪ Workbook ▪ Project planning 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
3.5 Reflect on own performance and outcomes achieved.	<ul style="list-style-type: none"> ▪ Work book reflection 	<ul style="list-style-type: none"> ▪ Booklet ▪ Teacher observation of project completion ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 4 Demonstrate Skills Specific to an Established Goal

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
4.1 Identify skills that will contribute to the achievement of an activity.	<ul style="list-style-type: none"> ▪ Workbook ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation ▪ Project portfolio
4.2 Demonstrate use of skills relevant to an established goal.	<ul style="list-style-type: none"> ▪ Workbook ▪ Project completion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
4.3 Use and comply with occupational health and safety guidelines.	<ul style="list-style-type: none"> ▪ Workbook OHS section 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation ▪ Project portfolio
4.4 Use specified technological equipment and materials proficiently to suit the conditions and the level of personal and physical ability.	<ul style="list-style-type: none"> ▪ Class presentations ▪ Project planning ▪ Project completion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 5 Demonstrate Teamwork Skills

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
5.1 Contribute to a collaborative activity involving a group/team.	<ul style="list-style-type: none"> ▪ Project ▪ Workbook 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
5.2 Describe factors that contribute to group/team work.	<ul style="list-style-type: none"> ▪ Workbook – teamwork section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
5.3 Reflect on factors that influence group/team behaviour.	<ul style="list-style-type: none"> ▪ Workbook – teamwork ▪ Workbook – reflection ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Booklet ▪ Teacher observation ▪ Project portfolio
5.4 Evaluate the effectiveness of group/team processes for achieving goals.	<ul style="list-style-type: none"> ▪ Workbook – reflection 	<ul style="list-style-type: none"> ▪ Booklet ▪ Teacher observation ▪ Project portfolio
5.5 Evaluate own contribution to group/team goals.	<ul style="list-style-type: none"> ▪ Workbook – reflection 	<ul style="list-style-type: none"> ▪ Booklet ▪ Photo essay ▪ Teacher observation ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

VCAL unit name: Personal Development Skills – RSPCA
Animals: attitudes and actions

VCAL unit level: Intermediate Unit 1

Overview of the assessment task and the project/theme it is linked to

Students are required to research RSPCA campaigns and investigate their own views regarding animal welfare. They will develop a project to take action on a personal and community level to improve animal welfare.

Student roles and responsibilities in relation to the task

To complete the entire RSPCA workbook, including researching a campaign of interest and planning and executing a project to address this campaign. Students are required to maintain a project portfolio and produce a photo essay of their skills during the project. Students will be required to work in teams, establish contact with external parties to school and act within school policies and guidelines.

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http://www.rspcavic.org/rspca_services/images/secondary_booking_form_230908.pdf
- Assistance in completion of workbook activities.
- Assistance in establishing contacts with external organisations.
- Monitoring student project progress.

Some learning activities included in workbook; however, may be supplemented from other sources

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Evidence of successful completion of the assessment task to be collected for the student portfolio includes:

- image essay of new skills;
- project portfolio;
- meeting minutes; and
- completed RSPCA student workbook.

Learning Outcome 1 | Plan and Organise a Complex Activity

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
1.1 Plan, organise and carry out a project/ activity involving a no. of steps & processes with 3 or more people.	<ul style="list-style-type: none"> ▪ Workbook ▪ Class discussion ▪ Planning activities ▪ Project completion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
1.2 Identify and use support systems related to an activity or project goal.	<ul style="list-style-type: none"> ▪ Workbook ▪ Resources required for project completion ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observations
1.3 Identify values that influence individual behaviour and motivation in group situations.	<ul style="list-style-type: none"> ▪ Workbook ▪ Team work topic ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
1.4 Carry out the activity or project to completion.		<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 2

Demonstrate Self-Management Skills for Goal Achievement

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
2.1 Use time management strategies to achieve goals.	<ul style="list-style-type: none"> ▪ Project planning/date setting 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
2.2 Facilitate processes and procedures for achieving a goal.	<ul style="list-style-type: none"> ▪ Project planning ▪ Teamwork ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
2.3 Identify sources, types and symptoms of stress.	<ul style="list-style-type: none"> ▪ Work book ▪ Stress topic ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
2.4 Utilise stress management strategies.	<ul style="list-style-type: none"> ▪ Work book ▪ Stress topic ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 3 Demonstrate Knowledge, Skills and Abilities in the Context of an Activity or Project

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
3.1 Identify the scope and requirements of the activity.	<ul style="list-style-type: none"> ▪ Project planning ▪ Workbook – Campaign research ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
3.2 Use observation to implement strategies to improve self-performance.	<ul style="list-style-type: none"> ▪ Workbook – teamwork ▪ Workbook – reflection ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
3.3 Establish a plan to achieve a learning goal involving a peer or adult mentor.	<ul style="list-style-type: none"> ▪ Leadership section ▪ Working with class teacher or person from external organisation to achieve project completion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
3.4 Contribute to the quality of outcomes within the activity or project.	<ul style="list-style-type: none"> ▪ Reflection, teamwork and leadership 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
3.5 Identify transferable knowledge and skills gained for future voluntary or paid work.	<ul style="list-style-type: none"> ▪ Photo essay ▪ Workbook – reflection ▪ Workbook – volunteering 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 4 Describe Leadership Skills and Responsibilities

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
4.1 Describe the characteristics of people in leadership roles.	<ul style="list-style-type: none"> ▪ Workbook – leadership section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation
4.2 Distinguish between different leadership styles.	<ul style="list-style-type: none"> ▪ Workbook – leadership section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation
4.3 Identify methods for motivating others.	<ul style="list-style-type: none"> ▪ Workbook – leadership section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation
4.4 Identify interpersonal skills that are used by people in leadership roles.	<ul style="list-style-type: none"> ▪ Workbook – leadership section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation ▪ Project portfolio
4.5 Identify the responsibilities of a group leader.	<ul style="list-style-type: none"> ▪ Workbook- leadership section ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation

1. Learning Outcomes – PDS Foundation 1 (cont'd)

Learning Outcome 5

Utilise interpersonal skills to communicate ideas and information

<i>assessment criteria</i>	<i>learning activity</i>	<i>assessment/evidence</i>
5.1 Apply communication skills in a range of social contexts.	<ul style="list-style-type: none"> ▪ Project planning and execution 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation of project completion ▪ Project portfolio
5.2 Use interpersonal communication skills to resolve a conflict.	<ul style="list-style-type: none"> ▪ Negotiations regarding project planning ▪ Class discussion 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation
5.3 Identify causes of communication breakdowns.	<ul style="list-style-type: none"> ▪ Workbook – teamwork section 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation
5.4 Participate in a public debate that requires expression of an opinion to others.	<ul style="list-style-type: none"> ▪ Workbook – campaign section 	<ul style="list-style-type: none"> ▪ Workbook ▪ Photo essay ▪ Teacher observation ▪ Project portfolio
5.5 Apply active listening skills to facilitate understanding.	<ul style="list-style-type: none"> ▪ Work book – taking notes during peer presentations 	<ul style="list-style-type: none"> ▪ Workbook ▪ Teacher observation

General Information

This unit provides a framework to meet all the Learning Outcomes for Personal Development Skills Unit 1 at Foundation and Intermediate Level. The unit has the potential to be extended to fulfill Senior Learning Outcomes.

Teachers will need to assist students with project planning and management, lead a number of class room discussions and investigations and ensure students complete and maintain both their project portfolio and image essay. Supplementary information will be required in some sections.

Before commencing the unit, we recommend contacting RSPCA Education to book a free incursion or excursion to the RSPCA as an introduction to the unit. Bookings require at least two weeks notice and are subject to staff availability so book early! *To download a booking form visit: http://www.rspcavic.org/rspca_services/images/secondary_booking_form_230908.pdf*

A recommended format commences the unit with an incursion and concludes with an excursion to present the results of group projects. Both incursion and excursions to the RSPCA are free.

The RSCPA PDS unit has been developed for use in conjunction with the RSPCA Victoria website www.rspcavic.org (see page 37 for a list of other useful websites).

Helpful Hints

Many of the RSPCA Victoria website pages have FAQ's (frequently asked questions) which can be a useful tool. Some basic campaign information is included in this guide. Remind students as they conduct research and begin their projects to record images for their image essays. This will save time and effort 'recreating' or 'staging' photos at the end of the project. Ensure students file all resources, fliers and print outs for there project portfolio

Using a Gantt chart (see page 20) and a calendar or diary for project planning and time management may assist students in creating and meeting deadlines

Lesson Plan—Week 1 | Getting started

1. Begin the topic with by administering the short survey provided. This will investigate students' awareness, attitudes and existing knowledge regarding animals and animal welfare. Students should perform this task individually.
2. As a group, and using the information from step 1, brainstorm all ideas/knowledge about animal welfare. If possible, record all ideas (transcribe or photograph). This activity can be repeated at the end of the unit to assess what new knowledge has been gained.
3. Optional: discussion on why animal welfare is important. Suggested topics include such as people's responsibility to animals, whether animals have feelings, it is acceptable to cage animals for food production.
4. Begin the RSPCA PDS workbook. Work through the Introduction pages with your class. Ensure students know whether to complete the entire workbook (Intermediate) or the Foundation level (marked 'F' only).
5. Discuss the Project Portfolio. This is a major part of assessment for this project. Students need to research, file documents, take photographs, produce presentations and record contact details, including phone call and emails. Getting organised at the start will save lots of time. A labeled expanding file or ring binder with plastic sleeves will get students off to a good start.

Lesson Plan—Week 1 | Getting Started (*cont'd*)

VCAL Student Checklist

Completed	Foundation section	Intermediate all of workbook
Workbook – Introduction		
– RSPCA information		
– Volunteering		
– Stress and strategies		
Initial campaign research – Topic 1		
– Topic 2		
5 min. presentation class – 1 topic		
Note-taking from other group's presentation		
Project planning		
Workbook – Teamwork		
– Leadership		
– Back to your campaign & brainstorm		
– team presentation (10 mins) to class		
– the other side of the coin		
Group presentation – the other side of the coin		
Project plan (workbook)		
Project completion		
Reflection (workbook)		

Note: Foundation students are not required to complete shaded areas under the column heading 'Foundation Section'.

Lesson Plan—Week 1 | Getting Started (cont'd)

Student survey RSPCA 2008

Year level Date

1. Write down anything you know about the RSPCA:

2. Think about your relationship with animals. Circle the ways animals are involved in your life from the list below:

pets	work	feathers
football	leather	security
friend	milk	research
wool	circus	food
meat	circus	eggs
fun	entertainment	exercise
medicine	riding	

Lesson Plan—Week 1 | Getting Started (*cont'd*)

Student survey RSPCA 2008

3a. Write down any animal welfare issues that you know about:

3b. Now circle the issues you feel strongly about.

3c. Then select the three (3) most important issues and label them 1, 2 and 3, in order of importance.

Lesson Plan—Week 1 | Getting Started (cont'd)

Student survey RSPCA 2008

4. Read the following statements and decide on how you feel about them by circling one of the responses next to the statement. An example is shown below:

<i>example</i> <i>I enjoy drinking coffee</i>	<i>strongly disagree</i>	<i>disagree</i>	<i>not sure</i>	<i>agree</i>	<i>strongly agree</i>
Animals are important in my life.	strongly disagree	disagree	not sure	agree	strongly agree
Hitting animals to make them behave is OK.	strongly disagree	disagree	not sure	agree	strongly agree
Farm animals don't have feelings.	strongly disagree	disagree	not sure	agree	strongly agree
Our society would be better off without pets.	strongly disagree	disagree	not sure	agree	strongly agree
It is OK to feed stray cats.	strongly disagree	disagree	not sure	agree	strongly agree
I rarely think about animals being hungry or thirsty.	strongly disagree	disagree	not sure	agree	strongly agree
Animals have rights, just like humans.	strongly disagree	disagree	not sure	agree	strongly agree
It is OK to use animals in circuses and rodeos.	strongly disagree	disagree	not sure	agree	strongly agree
Some dog breeds are dangerous and should be banned.	strongly disagree	disagree	not sure	agree	strongly agree
All pet cats should be desexed.	strongly disagree	disagree	not sure	agree	strongly agree
Exporting live animals to other countries is wrong.	strongly disagree	disagree	not sure	agree	strongly agree
There is nothing wrong with buying eggs laid by hens kept in cages.	strongly disagree	disagree	not sure	agree	strongly agree

Project Planning and Management

1. What is a project?

A project is anything that requires:

- an outcome (ie something to happen),
- resources (time, money, space, equipment, people etc)
- a timescale (ie needs to be done within a set amount of time)

2. What is project management?

Project management is combining and organising the all the resources to get the project done in a set amount of time.

Project definition: Be specific – if you don't know exactly what you want to get done, by when you won't get it done at all!

Objectives: Why are we doing this? What do we want to achieve?

Deliverables: What result must we get to complete the project?

3. Prepare a project plan

Now you know what you want to achieve, you need a plan to achieve it

Brainstorming: Have a team meeting to brainstorm all ideas that will help toward completing the project. Take notes! For example:

- | | | |
|--|--|--|
| ▪ RSPCA Sausage sizzle: | ▪ Health regulations | ▪ Foods –sausage/ bread, onions |
| ▪ Donated items ie. from butchers, bakeries, supermarkets? | ▪ Advertising (posters, newsletter, announcements) | ▪ Time for shopping, making posters, cooking |
| ▪ A working barbeque | ▪ Money to buy stuff | ▪ People to cook it |
| ▪ Gas | ▪ Napkins/sauce | ▪ Cash for change |
| ▪ Permission from the school/teacher | ▪ Tongs | ▪ A date/time |

Project Planning and Management (cont'd)

4. Gantt charts – managing project tasks!

Time permitting, Gantt charts are a useful tool for students managing a complex project. This chart allows you to plot out all the major tasks you need to achieve your project. Some tasks can occur at the same time. Other cannot occur until earlier tasks are completed – you can't cook sausages you haven't purchased! Many are time critical - you wouldn't want to buy the bread 3 weeks before the sausage sizzle! See the example below.

Task	Who	March				April		May		
		1	2	3	4	1	2	3	4	1
Team meetings	team	■	■	■	■	■	■	■	■	■
Meet with teacher	team	■				■				
Design advertising and RSPCA campaign posters	team		■	■						
Check health regulations	Jill				■					
Print posters and display	George					■				
Organise equipment	Amy						■			
Contact suppliers re: donations	Fred			■	■					
Get change and cash box	Amy									■
Purchase foods	Jill & Fred								■	
Conduct sausage sizzle	team									■
Clean up, return equipment and count money	George									■
Deliver donation to RSPCA	team									■
Put up poster to tell school how much money raised	Jill									■

2. Campaigns

For detailed RSPCA campaign information, please check the www.rspcavic.org or www.rspca.org.au

Battery Hens

In Australia, over 12.5 million hens producing more than 193 million eggs each year, live in battery cages. Not one of them ever being able to walk around, peck or bathe in the dust, stretch or flap their wings.

Q. What do the different terms, cage, barn and free-range mean?

Cage eggs come from hens housed in battery cages. A battery cage is made entirely of welded wire and will usually house 3-5 birds. The floor of the cage slopes down to the front so that the eggs roll away out of the cage. The hens have access to food troughs and water drinkers.

In newer systems, cages are stacked in several tiers, one above the other, inside a climate-controlled shed. The shed may contain as many as 100,000 birds. Older systems have cages in a single tier in sheds with natural ventilation. Modern sheds have automated egg and manure collection systems; in older sheds this is carried out manually.

The current minimum space allocation for caged birds (under 2.4kg) is 450cm² or 550cm² floor space (depending on when the cage was installed) and 40cm high. The small size of cages means that birds are unable to turn around easily, stretch out, flap their wings or exercise - each bird has less space than the size of a piece of A4 paper.

Barn eggs come from hens housed in a large barn or shed, which contains perches, litter, nest boxes, feeders and drinkers. Most barns have around one-third of the floor space covered with litter that allows for scratching and dust-bathing. Flocks may be small (500 birds) or large (5000 birds). RSPCA-accredited barn-housed hens are kept at a low stocking density of 7 birds/m², but non-accredited barns may stock as many as 12-15 birds/ m².

Barn-housed hens have the freedom to move around, stretch, flap their wings, socialise, perch and dust bathe. They are also able to lay their eggs in an enclosed nest, a behavioural priority for all hens.

2. Campaigns – Battery Hens (*cont'd*)

Free-range eggs come from hens that have access to an outdoor area during the day. At night, large flocks of free-range hens are kept in sheds or barns that have similar features to those for barn-housed hens. Smaller flocks may be housed in moveable sheds to allow rotational use of the range area.

Q. What are the problems with battery cages?

Scientific evidence indicates that battery hens suffer intensely and continuously throughout their confinement in cages. The restricted movement, lack of exercise in battery cages, constant exposure to a wire floor and lack of perches lead to serious bone and muscle weakness.

The problems with cages are locked into the system itself. Cages do not allow birds enough space to exercise, or to carry out behaviours such as wing flapping, flying, dust bathing, perching and foraging. Caged hens also lack the opportunity to maintain a normal 'personal space' and to escape from bullying. But the most serious deficiency is the lack of a suitable nesting area. Nesting before and during egg laying is a priority for layer hens and the lack of a suitable nesting place leaves hens severely frustrated.

A recent detailed report from the LayWel project in Europe, which involves the collaboration of all the major layer hen welfare researchers in the EU, puts the case against battery cages very clearly:

“Conventional cages do not allow hens to fulfil behaviour priorities, preferences and needs for nesting, perching, foraging and dustbathing in particular. We believe these disadvantages outweigh the advantages of reduced parasitism, good hygiene and simpler management. The advantages can be matched by other systems that also enable a much fuller expression of normal behaviour.”

Q. What are the advantages of alternative housing systems?

In non-cage systems, such as barn and free-range, hens have the opportunity to express their full range of behaviours. Hens have access to a private, enclosed area for laying, which is a priority for hens. They have the freedom to flap their wings, stretch, fly, dust bathe and forage. Hens can move around and explore their environment. The extra space also allows submissive birds to avoid dominant birds if they need to.

2. Campaigns- Battery Hens (*cont'd*)

As with any production system, there are some disadvantages with barn and free-range housing, but unlike cages, these problems are not locked into the system. Farmers need to ensure that barn and free-range birds are protected from feather pecking and cannibalism and that stocking densities are kept low to ensure all hens have access to nest boxes, foraging areas and perches as well as feeding and drinking areas. If these things are taken care of, then the overwhelming evidence is that non-cage systems can provide everything that layer hens need for their welfare.

Good welfare in alternative housing systems relies on setting high standards of bird management and housing design. This is one reason why the RSPCA Australia layer hen accreditation system was introduced to set welfare standards for barn and free-range hens. The RSPCA Australia standards ensure all birds have the opportunity to express their normal behaviours while protecting them from disease, predators and aggressive behaviours.

Q. Aren't there some advantages to battery cages?

There are advantages and disadvantages to every system of housing layer hens. Battery cages were originally designed to improve hygiene and reduce the risk of disease by keeping hens caged in small groups on a wire floor so they were separated from their faeces. Keeping hens in cages in climate-controlled sheds also allows farmers to closely control the temperature and humidity in the hen's environment to maximise egg production (however most older sheds are not climate controlled).

But this all comes at a great cost. The egg industry argues that the high laying rates in cages indicate healthy, productive hens, but the overwhelming evidence is that the welfare of hens is severely compromised in battery cages.

Q. What difference does the RSPCA accreditation scheme make?

Eggs labelled with the RSPCA logo are produced according to RSPCA accreditation standards. These are much higher standards than are legally required. RSPCA standards ensure that hens are housed in conditions where they have access to a nest in which to lay their eggs, litter in which to dust bathe, space to move around freely, flap their wings, stretch and socialise. They have constant access to food and water and are protected from predators and the elements.

2. Campaigns- Battery Hens (*cont'd*)

RSPCA standards set minimum stocking densities for birds in barn and free-range systems to avoid overcrowding and protect the welfare of the birds. RSPCA-accredited farms are inspected every 8-12 weeks by an experienced RSPCA egg inspector to ensure that standards are being met.

Q. How intelligent are chickens anyway?

Chickens are much more intelligent than you might think. For example, because they are social animals, they need to be able to communicate easily with each other. Chickens have over 20 different calls, including two distinct alarm calls to warn their flock about approaching predators. Aerial (flying) predators such as hawks and eagles will cause hens to give a different alarm call than ground predators, and the birds react differently to each call. When hens hear an aerial alarm call they run for cover, crouch down and look upwards; when they hear a ground alarm call they actively look around them for signs of danger. Chickens also use calls to communicate with each other about food. Studies of chickens have indicated that they can interpret the meaning of individual calls and can use calls to show their intention when communicating with each other.

Chickens have a complex nervous system that includes a prodigious memory and the ability to make complex decisions. Researchers who have studied the behaviour of chickens are clear that battery cages can in no way meet the demands of such remarkable animals. Caged chickens have little opportunity for decision making or control over their own lives. They have no access to materials for foraging, dust bathing or nesting. In the absence of these opportunities, chickens are forced to find abnormal ways of coping without them. What the science tells us is that layer hens deserve much better than to be forced to endure their lifetime in a barren battery cage.

Q. Can farmers afford to put alternatives in place?

We know that alternative systems work because many farmers are already using them. What is needed to increase the move from cage to non-cage eggs is for consumers to avoid buying cage eggs. Farmers and supermarkets will respond to the demands of consumers if the message is loud and clear.

Barn and free range eggs can be more expensive and switching from cage production requires a change in management and housing design, but these costs are not extreme. It has been estimated that switching to an alternative system results in an increase in production costs of 10-15%, much less than the current difference in price between cage and most free-range eggs.

2. Campaigns – Battery Hens (*cont'd*)

Q. What about enriched cages?

Enriched or furnished cages are a new development which originated in Europe. These cages are not yet in commercial use in Australia. They have been designed as a compromise between battery cage and barn systems by providing some of the facilities of a barn inside a cage. Furnished cages are larger than conventional cages, with more birds per cage, and contain a perch and nesting area (some types also include a dust bath).

Research into the welfare of hens in furnished cages is still ongoing, but there seem to be big differences between different types of hens and designs of cages, making it hard to draw firm conclusions. Whatever the design, what furnished cages can never provide is the freedom of movement that is available in a barn or free-range system.

Q. Does the RSPCA want people to stop eating eggs?

No. The RSPCA's aim is to ensure the welfare of layer hens. The evidence demonstrates that it is simply not possible to provide for the needs of a layer hen in a battery cage, but that well designed and managed alternative systems can provide for hens' needs. Our aim is to get hens out of cages and into humane alternative systems.

Q. What are the laws in each state/territory regarding battery cages?

All egg producers have to abide by State and Territory animal welfare legislation, but they are exempt from charges of cruelty as long as they abide by the current edition of the Model Code of Practice for the Welfare of Animals: Domestic Poultry or its State/Territory equivalent. This code permits the use of battery cages. The code is provided as a guidance document and consequently its standards are not enforceable in their own right unless they have been specifically regulated.

The current regulations controlling battery cages set a minimum floor space for each hen. For cages installed after 1995, this is currently 450cm² per hen for hens weighing less than 2.4kg. For cages installed since 2001, the Code states that the minimum size is 550cm² and this change has been regulated in all States and Territories.

2. Campaigns – Battery Hens (*cont'd*)

Stocking densities and other requirements for alternative systems have not been regulated, which means there can be much variation in the standard of free range or barn housing systems. This is why it is important to choose accredited eggs, such as those under the RSPCA accreditation scheme, which set high welfare standards.

Q. What is happening in the rest of the world?

There are moves to get hens out of cages across the developed world, but the leader in this area is the European Union (EU). From January 2003 in the EU no new battery cages are to be installed, and after 2012 all hens must have access to at least 750cm² space, a nest, a perch and litter for dust bathing and scratching. Switzerland has already banned battery cages (since 1992) as have several provinces in Austria. Germany will also be banning enriched cages.

Q. Why haven't cages been banned in Australia?

RSPCA Australia and other animal welfare groups have worked concertedly to try to bring an end to the use of battery cages in Australia. In 1999 the Australian Government began a review into the housing of layer hens. The issue was intensely debated by the RSPCA and other animal welfare groups and the egg production industry. RSPCA Australia argued strongly and at every opportunity to phase out the use of battery cages in Australia. Sadly, despite the overwhelming evidence that hens suffer in cages, in 2000 the Council of State and Territory Agriculture Ministers (ARMCANZ) decided that cages would continue to be used for the foreseeable future.

Some small improvements for caged hens came out of the 2000 ARMCANZ decision: to increase the floor space per hen from 450cm² to 550cm². This change applied to new cages installed after January 2001 and older cages that did not meet previous standards set in 1995. Many producers resisted even this tiny improvement but all States have now put this change into legislation.

Q. If battery hen farming is cruel, why can't the RSPCA prosecute?

The RSPCA can only prosecute egg producers if they are breaking the law or contravening regulations that set minimum standards for battery cages. Farmers who provide their hens with the minimum 450cm² or 550m² per bird cannot be prosecuted, even if we believe this is a cruel practice.

2. Campaigns – Battery Hens (*cont'd*)

The RSPCA works both to enforce existing laws and to change laws to improve the welfare of animals. Getting hens out of battery cages is one of the RSPCA's key campaign aims and includes putting our message across to politicians, farmers and other key decision makers, as well as raising public awareness of the issue.

Q. How you can help?

Don't buy cage eggs! If more humanely produced eggs aren't available in your local store, ask the store manager to start stocking the alternatives.

Watch out for our television and advertisements appearing all over Australia! Or view one at: <http://www.rspca.org.au/campaign/choosewiselytv.wmv>

Learn more about the lives of hens in battery cages. <http://www.rspca.org.au/campaign/battery.asp>

Send a battery hen awareness e-card! <http://www.rspca.org.au/ecards/cardlist.asp>

Sign our online 'Fair Go for Farm Animals' petition [http:// www.rspca.org.au/campaign/fairgo_petition.asp](http://www.rspca.org.au/campaign/fairgo_petition.asp) or contact us if you'd like a hard copy of the petition to obtain signatures in your community.

Lobby your local restaurants and cafes to only use certified free range or barn-laid eggs – RSPCA accredited eggs are a great choice because the RSPCA regularly inspects farms to ensure the high standards are maintained.

Make your voice heard! Express your anger and opposition to cruelty in the farming industries. Write to:

- The Australian (Federal) Minister of Agriculture, Fisheries and Forestry
The Hon. Tony Burke MP
PO Box 6022 House of Representatives
Parliament House Canberra ACT 2600
Email: Tony.Burke.MP@aph.gov.au
- Your State (Victorian) Agricultural Minister
The Hon Joe Helper MP, Minister for Agriculture
1 Spring Street, Melbourne 3000
email.joe.helper@parliament.vic.gov.au
- Your local MP – contact details can be found at:
<http://www.aph.gov.au/house/members/mi-elctr.asp>
- Local newspapers. Contact details can be found at: <http://www.rspca.org.au/campaign/fairgocontacts.pdf>

2. Campaigns (*cont'd*)

Cat desexing

The RSPCA received more than a quarter of a million unwanted or abandoned cats and kittens over the past five years and the problem is multiplying. Desexing your cat will help to stop this unacceptable problem and avoid adding to this shocking statistic. Every year animal shelters in Victoria are forced to euthanase 38,000 healthy cats for which we are unable to find homes.

In spite of numerous responsible pet ownership education programs, desexing voucher schemes and differential registration charges, the number of cats euthanased each year increases.

Q. Why you should desex your cat?

Animal shelters across Victoria have cared for more than 48,000 cats and kittens in the past year. Unfortunately only 1 in 4 of these animals found a new home.

Q. Why compulsory cat desexing is critical to cat welfare

Cat over-population is not just an issue for animal shelters - it is a community responsibility. The financial cost to society for managing excess cats (running shelters, euthanasia, stress on shelter workers, cat trapping exercises and answering complaint calls) far exceeds the cost of compulsory desexing. Also, there is the ethical duty of the community to manage animals responsibly and humanely.

The need to unnecessarily euthanase thousands of healthy cats is a practice that the RSPCA and our staff and volunteers find extremely distressing. The RSPCA has campaigned for years for the mandatory desexing of cats, but unfortunately the Victorian Government is currently unwilling to take a firm stand on this issue.

There are many owned cats in the community that are still not desexed. A recent study on cats admitted to Melbourne, found that only 41% of cats were registered (of which 82-90% were desexed). Of the 59% that were not registered, only 7.6% were desexed.

A vital component of compulsory desexing is early age desexing (EAD), as cats can become pregnant as young as five months old. There is no scientific evidence to indicate there are any welfare problems associated with this practice.

2. Campaigns – cat Desexing (*cont'd*)

Desexing your pet can be done as young as eight weeks old. The operation can only be carried out by a vet and is a reasonably straightforward procedure, causing minimal discomfort to the animal.

Q. What are the benefits of desexing?

Your cat benefits from being desexed because:

- they live longer, healthier lives.
- they are more affectionate better companions.
- they are less likely to suffer from anti-social behaviour.
- it eliminates "heat" cycles in female cats and their endless efforts to get outside and find a mate.
- it means male cats are less likely to spray and mark their territory.
- they are less inclined to wander, run away or get into fights, thereby reducing injuries such as: abscesses; accidental injury or death from cars, dogs etc; and Feline AIDS.
- It reduces or eliminates the incidence of some health problems that can be difficult to treat, such as uterine, ovarian and breast cancer in females, and prostate cancer/disorders and testicular cancer in males (less common).

Q. What needs to change?

Local governments currently have the ability to call for compulsory desexing of cats within their municipalities. As a member of the *Cat Crisis Coalition* (www.catcrisis.com a consortium of six of Victoria's largest animal shelters) the RSPCA has contributed to a pledge of \$30,000 that will be shared amongst the first 12 local governments that implement mandatory desexing. This means that the *Cat Crisis Coalition* will heavily subsidise residents desexing their cats in municipalities that practice compulsory desexing.

Some local governments have already shown strong leadership on this issue, and RSPCA Victoria commends the following councils who have approved compulsory de-sexing within their municipalities: Wangaratta, Greater Shepparton, Mornington Peninsula, Cardinia and Latrobe.

2. Campaigns – Cat Desexing (*cont'd*)

Councils that are considering implementing mandatory desexing are Banyule, Benalla, Brimbank, Casey, East Gippsland, Frankston, Glen Eira, Greater Dandenong, Hobsons Bay, Hume, Kingston, Knox, Mitchell, Monash, Moorabool, Nillumbik, Port Phillip, Wangaratta, Wellington and Whitehorse.

To address this serious issue of cat overpopulation, RSPCA Victoria has joined other animal welfare groups in a campaign to introduce compulsory desexing. This proposed amendment to legislation would ensure all cats offered for sale (aged over 12 weeks) are desexed unless the animal is purchased from a licensed breeder.

2. Campaigns (cont'd)

Handle with Care

The *Handle with Care* Coalition is an international alliance of 10 leading animal welfare organisations—led by the *World Society for the Protection of Animals*—which opposes the cruelty and suffering caused to millions of animals around the world by transporting them unnecessarily long distances just to be slaughtered.

The Coalition believes animals should be killed as close as possible to the point of rearing, and that animals for immediate or near immediate slaughter should not be transported beyond the nearest available abattoir.

As well as RSPCA Australia, some of the other welfare organisations in the coalition include:

- RSPCA UK;
- Compassion in World Farming;
- World Horse Welfare;
- Born Free USA;
- Eurogroup For Animals;
- Humane Society International; and
- Animals Australia.

There are two main livestock transport for slaughter scenarios in Australia:

- the land transport of animals by road, or occasionally rail, to an abattoir or export port within Australia;
- the export of livestock by sea from Australia for slaughter in other countries.

Q. What is the Handle with Care coalition calling for?

The Coalition is calling on the Australian Government to end the live export of animals for slaughter. The Coalition is also calling on the Government to work to expand the current trade in chilled and frozen meat from animals that have been humanely transported and slaughtered in Australia.

2. Campaigns- Handle with Care (cont'd)

Q. How many animals does Australia export for slaughter?

In 2006 Australia exported over 4,045,000 sheep, 618,645 cattle and 25,353 goats.

Q. Where does Australia export animals to?

Australian livestock are exported to 29 countries, primarily in the Middle East and Asia. Sheep are exported to the Middle Eastern countries of Saudi Arabia, Kuwait, Jordan, Bahrain, Oman, the United Arab Emirates and Qatar. The majority of cattle are sent to South East Asia, predominantly Indonesia, although significant numbers - more than 119,000 in 2006 - are sent to the Middle East. Live goats are sent to Malaysia, Singapore, Indonesia, Brunei and the Philippines.

Q. How long are the journeys?

Sheep exported to the Middle East can face a journey of up to 35 days from leaving the farm in Australia to arriving at their destination. Cattle exported from Australia to South East Asia undertake sea voyages that may last up to 10 days.

Q. How many animals die during transport?

Every year tens of thousands of sheep die on the ships before they reach the Middle East. In 2006, a total of 36,408 sheep died on sea voyages. Hundreds of cattle die each year on sea voyages and more succumb to illness and disease after arrival.

Q. How do these animals die?

The majority of deaths recorded in the live sheep trade occur during sea voyage and are caused by failure to eat the unfamiliar pellet diet which is their only source of food during the trip.

Salmonellosis caused by stress, overcrowding and increased excretion is another common cause of death, as is physical trauma. The 2004 Keniry Report¹ found the death of these animals was directly linked to the stress of transportation. Animals board ships in a highly stressed state, often having already travelled long distances to reach the port.

¹ Following the public outcry over the *Cormo Express* incident in August to October 2003 the Federal Minister for Agriculture, Fisheries and Forestry announced an enquiry into the live export industry headed by Dr John Keniry. *The Keniry Report* was released in January 2004 and contains eight recommendations on the conduct of the live export trade.

2. Campaigns- Handle with Care (cont'd)

Q. Why does Australia export live animals?

Australia exports live animals to meet a demand for live animals for Halal slaughter. Australia, however, also exports chilled and/or frozen meat to every country it exports live animals to and has Halal-certified export abattoirs currently supplying high quality Halal meat to the Middle East.

Q. What is Halal slaughter?

Halal slaughter is done in accordance with strict Muslim requirements and requires both the carotid artery and the jugular vein of the animal to be severed resulting in death from blood loss. In Australia, Islamic leaders have approved the use of electrical stunning to render the animal unconscious prior to slaughter, thereby reducing the suffering experienced by the animal such as the increased restraint of the animal, the injury caused by the slaughter method and the bleeding out.

Q. What are the benefits of ending live exports

Thousands of animals will be saved from death during a long export journey.

Upon arrival on foreign soil, hundreds of animals will be saved from abhorrent and cruel treatment.

Slaughtering of animals in Australia ensures it is done humanely, tragically many animals are killed without stunning.

Ending live exports offer opportunities to Australian industry – chilled and frozen meat.

Australia has the opportunity to set an international example by leading change and ending live exports.

2. Campaigns- Handle with Care (cont'd)

Q. How can the public support an end to live export?

Spread the word about the cruelty of live exports.

Write to:

- The Australian (Federal) Minister of Agriculture, Fisheries and Forestry
The Hon. Tony Burke MP
PO Box 6022 House of Representatives
Parliament House Canberra ACT 2600
Email: Tony.Burke.MP@aph.gov.au
- Your State (Victorian) Agricultural Minister
The Hon Joe Helper MP, Minister for Agriculture
1 Spring Street, Melbourne 3000
email joe.helper@parliament.vic.gov.au
- Your local MP – contact details can be found at:
<http://www.aph.gov.au/house/members/mi-elctr.asp>
- Local newspapers. Contact details can be found
at: <http://www.rspca.org.au/campaign/fairgocontacts.pdf>

2. Campaigns (*cont'd*)

Stamp out Rodeos

Vote with your feet to stamp out rodeos.

Do you think it is OK to abuse animals in the name of entertainment? The RSPCA does not think so . . .

Q. What are rodeo events?

Abuse of animals in the name of entertainment.

RSPCA Victoria disapproves of rodeo events since they serve no useful purpose for the animal as some events have a high potential for cruelty and subject animals to great stress and high risk all in the name of public entertainment.

Animal roping and bulldogging are considered to be cruel as they may cause terror and abuse to the animal, physical distress and the strong possibility of injury without any consequent benefit to the animal.

Q. Why does RSPCA disapprove of rodeo events?

RSPCA Victoria disapproves of rodeo events since they serve no useful purpose for the animal as some events have a high potential for cruelty and subject animals to great stress and high risk all in the name of public entertainment.

Events such as calf and steer roping and bulldogging bear no relationship to the Australian ethos or to existing Australian farming practice. Animal roping and bulldogging are considered to be cruel as they may cause terror and abuse to the animal, physical distress and the strong possibility of injury without any consequent benefit to the animal.

Q. Why do animals buck during rodeos?

All horses and bulls buck because of the flank strap that is pulled tightly around their flank. Animals don't buck because they are wild or mean. They buck because the flank strap irritates them, and they stop bucking as soon as it is taken off.

2. Campaigns – Stamp out Rodeos (*cont'd*)

In addition, bulls in particular are often given an electric shock as the gate of the chute is opened. A hand held prod is used to deliver a shock to the shoulder or rump. The APRA Code of Practice says that electric prods should not be routinely used, but observations at country rodeos show that they are.

The use of electric or sharp prodders and flank straps is unacceptable in that they inflict pain upon the animals, terrify them and cause them to react in a way likely to cause physical distress and injury.

Q. What are some of the injuries that can occur during rodeos?

Horses and bulls have broken their neck or back in bucking events. Cattle have broken a leg in roping events. Calf roping causes severe bruising around the throat.

Q. What are some of the things the RSPCA suggest you can do to help 'stamp out rodeos'?

Voice your concerns! Write to:

- The State (Victorian) Agricultural Minister
The Hon Joe Helper MP, Minister for Agriculture
1 Spring Street, Melbourne 3000
email joe.helper@parliament.vic.gov.au
- Your local MP – contact details can be found at:
<http://www.aph.gov.au/house/members/mi-elctr.asp>
- Local newspapers. Contact details can be found
at: <http://www.rspca.org.au/campaign/fairgocontacts.pdf>

Vote with your feet to stamp out rodeos. You can help put a stop to the mistreatment of animals by not attending and telling your friends not to attend these events.

Other useful Animal websites ²

RSPCA Victoria ► www.rspcavic.org

RSPCA Australia ► www.rspca.org.au

WSPA (World Society for the
Protection of Animals – Australia) ► www.wspa.org.au

Australian Farmers Federation ► www.nff.org.au

Victorian Farmers Federation ► www.vff.org.au

Animal Liberation Victoria ► www.alv.org.au

Animals Australia ► www.animalsaustralia.org

Department of Primary Industry ► www.dpi.vic.gov.au

Cat Protection Society ► www.catprotection.com.au

Lost Dog's and Cat's Home ► www.lostdogs.com.au

Handle with Care ► www.handlewithcare.org.au

Who's for Cats? ► www.whosforcats.com.au

PETA (People for the Ethical
Treatment of Animals) ► www.peta.org

Australian Association for
Humane Research ► www.aahr.asn.au

² These links are provided for convenience only and may not be current. Links to other sites should not be construed as any endorsement, approval, recommendation or preference by RSPCA Victoria, with the exception of the RSPCA Victoria and RSPCA Australia sites.

VCAL PDS teacher feedback form

1. Did the unit adequately address all learning outcomes?

2. Where the language and activities appropriate for your students: YES / NO
If no, please list areas needing improvement.

3. Was the unit easy for you and your students to use? YES / NO

4. Was the unit easy to deliver and administrate? YES / NO

If no, how could it be improved?

VCAL PDS Teacher Feedback Form (*cont'd*)

5. Please rate the following components of the workbook by ticking the description most appropriate to your opinion.

<i>unit/section</i>	<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
introduction					
leadership					
project planning					
teamwork					
campaign					
overall content					

6. Did your students benefit from completing this unit? YES / NO

If yes, how? (ie: increased knowledge/awareness, changed attitudes, news skills). If no, what changes would you make?

7. Other comments . . .
