



Grade 8 and High School: Cosmetic Testing on Animals

In-Class Lesson Plan

Introduction

Humane education examines the relationship between animals and people, recognizing that we share many of the same physical and emotional needs. Concepts learned through humane education promote and encourage further development of important character and life-building skills including empathy, sensitivity, responsibility, respect, compassion and kindness to all living beings. Knowledge of humane education concepts allow individuals to develop responsible and humane decision making, creating a kinder community.

Learning Objectives

The purpose of this three-part lesson plan is to help students understand the life of animals used for cosmetic testing and how they can make a difference by raising awareness in their community. By the end of the lesson, students will:

- Understand the various ways in which animals are mistreated in the cosmetic industry.
- Become aware of the consequences of their own choices in supporting various industries.
- Learn about Canadian animal-related laws and legislation.
- Be empowered to act and help change the lives of animals being exploited for the cosmetic industry and provided with an opportunity to take real action.

Curriculum Link

All OHS humane education topics are available by grade level and linked directly with the Ontario Curriculum. The *Cosmetic Testing on Animals* lesson aligns with the **Understanding Structures and Mechanisms Systems in Action: Relating Science and Technology to Society and the Environment** component of the grade eight curriculum and the **Social Sciences and Humanities: Equity and Social Justice: From Theory to Practice** component of the high school curriculum.

According to the overall expectations identified in the grade eight curriculum, by the end the course students should be able to:

- Assess the impact on individuals, society and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration.

According to the overall expectations identified in the high school curriculum, by the end the course students should be able to:

- Explore topics related to equity and social justice and formulate questions to guide their research;
- Assess, record, analyze and synthesize information gathered through research and inquiry;
- Communicate the results of their research and inquiry clearly and effectively and reflect on and evaluate their research, inquiry and communication skills;
- Demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;
- Design, implement, and evaluate an initiative to address an equity or social justice issue.

Lesson Plan Summary

Day One: *Cosmetic Testing on Animals* Lesson (Appendix 1)

- Begin teaching the lesson by facilitating the *Cosmetic Testing on Animals* presentation. Teachers can book an OHS humane educator to facilitate the presentation, using the online booking form at <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>.
- The presentation is also available for distribution if teachers would like to facilitate the presentation independently. We update our content regularly to ensure that it is always up-to-date and accurate. To ensure teachers have access to the updated content, the PowerPoint presentation is available electronically, by emailing humaneeducation@ottawahumane.ca.
- Leave time for a question and answer period at the end of the lesson. Students love to share their own stories about pets and animals – if time permits, allow them to share stories and help them draw conclusions about their experiences that relate to the lesson.

Day Two: *Email Writing Activity* (Appendix 2)

- Follow the instructions provided on the *Email Writing* instruction sheet.
- Students will be challenged to think of ways that a current cosmetic company can change their testing methods to become more ethical towards animals. Students will have the opportunity to work collaboratively in groups.
- Once the groups have had a chance to discuss and brainstorm, they will craft an email addressing the issue they have identified and how the company could improve their operations.
- Classmates will have an opportunity to share their email with the rest of the class.

Day Three: *Awareness Flyer Activity* (Appendix 3)

- Follow the instructions provided on the *Awareness Flyer* instruction sheet. This activity is designed to engage students creatively while encouraging them to share their project with the rest of the school.

Appendix 1: *Cosmetic Testing on Animals* Lesson

Introduction

This presentation is one hour in duration and links directly to the grade eight and high school curriculums within the subjects of **Understanding Structures and Mechanisms Systems in Action: Relating Science and Technology to Society and the Environment** and **Social Sciences and Humanities: Global Social Challenges: Exploitation**. The presentation explores the following topics:

- *An introduction to the OHS*
- *Key terms in animal welfare*
- *History of animals and cosmetics*
- *Different tests performed on animals in Canada*
- *Ways in which animals are used for cosmetic testing*
- *Current legislation in progress*
- *Ways in which they can make a change and take action*

REMINDER – A humane educator can be scheduled to facilitate the presentation using the online booking form: <http://www.ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/humane-education-request-form/>. Alternatively, the PowerPoint presentation is available electronically by emailing humaneeducation@ottawahumane.ca.

Appendix 2: *Email Writing* Instruction Sheet

Overview

Through participating in this interactive small, group activity, students will identify a company who uses animals for cosmetic testing. Students will write an email directed at their company of choice to advocate for the injustice of animal mistreatment and recommend alternative testing methods, in hopes making a positive change for animals used and exploited through the cosmetic industry.

Objective	For students to understand and address the mistreatment of animals used for cosmetic testing and propose alternatives to current operations.
Time Needed	90 minutes
Materials Needed	<ul style="list-style-type: none">• Computer• <i>Email Writing</i> template sheet (next page)

Procedure

1. Introduce the topic by asking students to brainstorm about ways in which animals are used for cosmetic testing.
2. Divide the class into groups of three.
3. Distribute one *Email Writing* template sheet to each group.
4. Instruct each group to choose a company that uses animals for cosmetic testing and task them with drafting an email to them.
5. Ask the students to research alternative methods the company could use to prove the safety of their product(s) without using animals for testing. The students must recommend cruelty-free alternative processes.
6. Give each group time to draft the email using the *Email Writing* template sheet.
7. Ask each group to share their draft with the rest of the class.

TEACHER NOTE: During this lesson, it is important to reinforce to students that emails can be a persuasive and powerful tool. If the students decide to send their emails and get a response, sharing that response with the class would further the impact of this experience.

Email Writing Template

When writing an email it's important to format it in a way that is easy for the recipient to read. With that in mind, be sure to include the following:

Salutation

Do not refer to the recipient by their first name. For example, you can use "Dear Mrs. Smith."

NOTE! If you do not have a contact, you can address your email to the company.

Body Text

Introduce yourself and state why you are sending this email. Explain your cosmetic animal welfare issue and why you are passionate about it. Keep your email short, use facts and be concise. State what the situation is, why you think it is wrong and what you would like the recipient to do for you. Feel free to personalize your letter and encourage the recipient to learn more about the issue themselves. Remember to always be polite and respectful.

Signature

Be sure to sign your name and encourage their reply. For example:

I look forward to your reply.

Kindly,

Riannon Lahey

Appendix 3: Awareness Flyer Instructions

Overview

Students will create a flyer to raise awareness about the mistreatment of animals in the cosmetic industry.

Objective	For students to use their creativity to raise awareness of the mistreatment of animals in the cosmetic industry and encourage people to use cruelty-free products.
Time Needed	90 minutes
Materials Needed	<ul style="list-style-type: none">• Awareness Flyer Worksheet (next page)• Computer (for research and design)• Printer

Procedure

1. Ask students to form into groups of three.
2. Distribute one *Awareness Flyer Worksheet* to each group.
3. Allow each group time to discuss, select and research companies who use and do not use animals for cosmetic testing. The goal of this flyer is to raise public awareness regarding cruelty-free products and inspire viewers to use only these products instead.
4. Give each group a chance to create an *Awareness Flyer*. Encourage students to be informative and make the flyer attractive and appealing to their viewers.
5. Give students an opportunity to present their flyer to the class and/or display it in the school.

Awareness Flyer Worksheet

Flyers are a great way to share information with a large group of people. Here are some tips to help you with your design:

Layout

- If developing your flyer on a computer, use a FREE template on Microsoft Word, Microsoft Publisher or Canva (www.canva.com).
- Keep it clean and easy to follow for readers.
- Limit text and use photos to grab attention.

Size & Style of Text

- Make important words or text a bit larger, so they stand out (e.g. title).
- Use a maximum of two different fonts, one for the title/headers and another for the body text.

Images & Graphics

- Use clear images that are not fuzzy or too small to see.
- Use complementary colours that are consistent throughout.

Title & Text

- Create a catchy title that will draw readers in.
- Write your text separately before you begin designing the flyer. That way you will know what you need to make room for.
- Ensure that the content is age-appropriate for your audience (younger vs. older community members).
- Keep language as simple as possible.

Message

- As always, focus on your message and goal. Make sure it's clear what you want recipients to do once they read your flyer (e.g. don't support companies that are not cruelty-free).