



## **Cosmetic Testing on Animals** ***In-Class Lesson Plan***

### **Introduction**

Humane education examines the relationship between animals and humans, 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 also provide individuals with the capacity for responsible and humane decision making, ultimately making our communities more enjoyable for all.

### **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.
- Students will become aware of the consequences of their own choices in supporting various industries.
- Students will learn about Canadian animal-related laws and legislation.
- Students will be empowered to act and help change the life of the animals being exploited and are given the opportunity to take real action.

### **Curriculum Link**

All OHS humane education topics are available by grade level and are 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 8 curriculum and the **Social Sciences and Humanities: Global Social Challenges: Exploitation** component of the high school curriculum.

According to the overall expectations identified in the grade 8 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:

- Describe the effects of unfair treatment of the animals.
- Explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups.
- Discuss ethical issues, standards and responsibilities.
- Analyze and interpret research information.
- Communicate the results of their research.

## 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 at <https://ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/>.
- 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](mailto: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 these 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 ways.
- Classmates will have an opportunity to discuss 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**

This presentation is one-hour in length and links directly to the grade 8 and high school curriculum within the subject 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** – Teachers can book an OHS humane educator to facilitate the presentation at <https://ottawahumane.ca/youth-programs/teacher-resources/classroom-presentations/>. Alternatively, the PowerPoint presentation is available electronically by emailing [humaneeducation@ottawahumane.ca](mailto:humaneeducation@ottawahumane.ca).

## Appendix 2: *Email Writing* Instructions

### Overview

Through participating in this interactive small group activity, students will identify a companies who use animals for cosmetic testing. Students will write an email directed at a company to discuss the injustice of animal mistreatment and provide alternative methods, in hopes to make a change in the life of the animals in the cosmetic industry.

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

### 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 3.
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 have them address an email to them.
5. Ask the students to research alternative methods the company could use to prove the safety of their product. The students can come up with ways in which the company could change their procedures to be cruelty-free.
6. Give each group time to write the email using the *Email Writing* template sheet.
7. Ask each group to share with the rest of the class the contents of the email.

**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 could also be an interesting 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 Mr. Smith." If you do not have a contact, you can address your email to the company.

### **Body Text**

Introduce yourself and state why you are writing this email. Explain your animal welfare issue and why you are passionate about it. Use facts and be concise. Provide suggestions and alternatives that could be used to replace animal testing. Feel free to personalize your email and encourage the recipient to learn more about the issue themselves. Remember to always be polite and respectful.

### **Signature**

Sign your name. For example:

Sincerely,

Riannon Lahey

## Appendix 3: Awareness Flyer Instructions

### Overview

Students will create a flyer to raise awareness about animals being mistreated for the use of cosmetic testing.

<b>Objective</b>	For students use creative skills to make the public aware of animal cruelty and cruelty free cosmetic companies.
<b>Time Needed</b>	90 minutes.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Awareness Flyer Worksheet (next page)</li><li>• Computer (for research and design)</li><li>• Printer</li></ul>

### Procedure

1. Ask students to form into groups of 2.
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 in regards to the cruelty-free vs. the animal testing cosmetic companies that we use every day.
4. Give each group a chance to create an awareness Flyer. Encourage students to be informative and make the flyer attractive.
5. Give students an opportunity to present their flyer to the class or even to post it in the school in an appropriate area.

## **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](http://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).

### **Message**

- As always, focus on your message and goal. Make sure it's clear what you want recipients to take from your flyer.