PREPARATORY LESSONS.

THE USE OF ANIMALS IN MEDICAL RESEARCH

Every Breath Podcast Teachers Resource

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Using the ‘Every Breath’ Podcast in your school

We have provided these preparatory and follow up lessons to support the use of the Podcast in your school. The suggested lessons are designed to provide your students with an opportunity to clarify and deepen their understanding of the issues raised by the drama.

Preparing Your Students
Evaluations of previous Theatre of Debate projects have highlighted the importance of preparing the students, to ensure they gain maximum benefit.

The aim of this document is to provide you with activities to ensure that your students can make the most of the learning opportunities offered by the Podcast adaptation of the original stage play and debate.

Included are

- Suggested Preparatory Lessons
- A Glossary
- An Article about the Project published in the Times Higher Educational Supplement

Any Questions
If you have any questions after reading through the information, please don’t hesitate to contact Jonathan Ellicott on 020 7520 3090, or email j.ellicott@ytouring.org.uk

Preparatory Lessons

If short on time, we suggest that you prioritise the *What Does it Mean?* and the *What Do We Think?* activities, as they offer the most direct way to prepare your students for the drama.

What Does It Mean ?

Objective

A brainstorming exercise to ensure that your students are familiar with the key terms and phrases referred to in the play

Materials

Flip-chart & Whiteboard.

Process

1. Explain that you are going to say a word or phrase and that when you call out their name, you want each of your students to say the first word that comes into their head.
2. Explain that if they can't think of a word or if their mind goes blank, they can say Pass.
3. After each round clarify the actual meaning of the word or phrase if appropriate, and discuss as a class some of the associations that have been shared.

Words & Phrases

Medical research	Animal rights	Testing	Leukemia
Protester	Viable alternative	Treatments	Clinical Trials
Asthma	Buddhism	Vivisection	

What Do We Feel?

Objective

To explore the emotions associated with some of the key phrases associated with the use of animals in medical research.

Materials

Flip-chart & Whiteboard

Process

1. Using the list of words below, repeat the above activity asking your students to think of an emotion rather than an adjective that they associate with the word or phrase.
2. After you have completed the activity, ask your students if they want to comment on the groups responses.

Words & Phrases

Scientists	Protesters	Doctors
Intimidation	Animal Research	Life saving treatments
Violence	Medical Progress	Exploitation

Sculpture

Objective

To enable a non-verbal student exploration of pre-conceptions about scientists and animal rights protesters

Materials

Ideally a large space i.e. drama studio, a cleared classroom

Process

Split the class into groups of three - A, B and C (the odd group of four is fine).

A's, you are the sculptor, B and C (+ D's if required) you are the sculptor's clay. I want the sculptor to guide the clay into a picture that I will describe.

After each one, invite the whole group to look at each other's sculptures and comment on what they see

Sculpture One

Sculpt an image of a scientist who experiments on animals

Sculpture Two

Sculpt an image of an animal rights activist who fights for animal rights

What Do We Think?

Objective

To prepare your students for the debate that will follow the play. The debate will explore what your students think about the use or misuses of the outcomes of brain research.

Materials

A large space e.g. drama studio, a cleared classroom.

Process

1. Ask your students to stand in the centre of the space.
2. Explain that there is an imaginary line running down the centre of the space, one end of the line represents Agree and the opposite end of the line represents Disagree. The middle of the line is Don't Know.
3. Explain that you are going to read out a series of statement. If they agree with the statement they should go and stand at the end of the line that is Agree. If they disagree they should go and stand at the end of the line that is disagree. If they are not sure or don't know what they think they should stay in the middle.
4. After they have taken up their positions, ask your students to explain why they have chosen their position. After hearing from several students – give your group the opportunity of changing their position.
5. Repeat the process for each statement.

Statements

1. It is right to use animals to help find cures for diseases such as cancer that can lead to the death of human beings.
2. It is wrong to experiment on animals.
3. The life of an animal is as valuable as that of a human being.
4. It is right to use mice and rats in medical research but not cats, dogs or monkeys.

5. Animals should have the basic right not to be harmed or killed

6. I understand why some animals rights activists might, because of their beliefs, use violence and intimidation against companies and individuals

7. The law ensures that animals used in medical research are looked after properly.

8. Humans should be used for medical research instead of animals

9. There should be more research into the alternatives to the use of animals in medical research.

10. The government should ban all experiments on animals because animal-based research is unnecessary.

11. People should have the right to protest peacefully outside laboratories that use animals in medical research

12. It would be wrong to stop using animals in medical research before viable non- animal alternatives are found

I'd Like To Ask

Objective

To prime students for the questions that they will have the opportunity to ask in the debate

Materials

Pen and paper

Process

In pairs, come up with two questions you could ask people who have strong opinions on the use of animals in medical research. Make a note of the questions and then share them with the class. They could also take them with them into the workshop.

- First question should be one that you would like to ask a scientist who thinks that experimenting on animals is definitely right
- Second question should be one that you would like to ask an animal rights campaigner that believes the use of animals in medical research is definitely wrong

Glossary

A) Asthma

A chronic respiratory disease, often arising from allergies, characterised by sudden recurring attacks of breathing difficulties, chest tightness, and coughing.

B) Animal Rights

The right to humane treatment claimed on behalf of animals, especially the right not to be exploited for human purposes. The animal-rights movement includes a diverse range of individuals and groups concerned with protecting animals from perceived abuse or misuse. Supporters are specifically concerned with the use of animals for medical research, cosmetic testing (now banned in the UK), the killing of animals for furs, hunting for pleasure, and the raising of livestock in restrictive or inhumane conditions, none by some as factory farming. Some also wish to outlaw the keeping of all pets. Concern for inhumane treatment of animals has led many supporters of the movement to advocate vegetarianism. Although the movement can trace its roots to the antivivisection campaigns (see vivisection) of the 19th century, the modern movement is closely tied to environmental issues.

C) Buddhism

The religion represented by the many groups, particularly numerous in Asia, that follow the teachings of Buddha. In brief, these are that life is permeated with suffering caused by desire, that suffering ceases when desire ceases, and that enlightenment obtained through right conduct, wisdom, and meditation releases one from desire and therefore suffering, and rebirth.

D) Leukaemia

Leukaemia is a type of cancer, which affects the blood and can be fatal. Cancer is a group of more than 100 diseases that have two important things in common. One is that certain cells in the body become abnormal, and the second that they divide uncontrollably, the body thus producing large numbers of these abnormal cells.

E) Medical Research

Medical research is conducted to further knowledge about health and disease It involves a range of methods, of which experiments using animals are a small but controversial part. It is carried out in universities, hospitals and other research establishments, funded by the government, charities and the pharmaceutical industry. This industry also takes forward the fruits of some medical research to enable the development of new drugs. By law, these drugs must be safety tested on at least two species of animal before they enter clinical trials in people.

F) Clinical Trials

Clinical trials evaluate drugs, non-drug treatments or other medical interventions, such as diagnostic methods, in people. The purpose of such trials is to determine whether the treatment or intervention is safe, effective, and, where relevant, better than current standard care. The trials must pass ethical approval, involve the full and informed consent of participating human subjects and are very closely monitored.

G) Viable Alternative

Capable of success or continuing effectiveness; practicable: a viable plan; a viable national economy. In terms of the use of animals in medical research, if there is no viable alternative, then there is no other method that would have as good a chance of achieving the same goal.

Animal Researchers brave the circle of friends and sceptics

TIMES HIGHER EDUCATION SUPPLEMENT
Anna Fazackerley April 15th 2005

The scientists looked more than a little uncomfortable as they stood in a ring of strangers and came up with adjectives to describe their feelings. This isn't how an ordinary day in the lab starts.

Last Wednesday, a peculiar assortment of people met in London to hammer out an issue many British universities are afraid to talk about – animal research.

As the workshop began, scientists found themselves standing alongside playwrights, campaigners from both sides of the animal experimentation debate and 15 year old school children.

The children were "intrigued" and "interested", but others were "anxious" – and that was before they had to move around the room holding hands with people they'd never met and asking them about their pets.

The point of the workshop, which was funded by the Association of Medical Research Charities, was to brainstorm ideas that the playwrights, members of the YMCA's theatre company Y Touring – can turn into a stage performance that will make people really think. The play will tour schools and should eventually reach the Edinburgh Festival.

Nigel Townsend, Y Touring's Artistic Director, told the room – "There is a climate of fear surrounding animal research. But, we believe a healthy, democratic society is one where people can make their own minds up".

The debate began in earnest. The playwrights and teenagers sat in rows as speaker after speaker took to the stage. It was like animal research ping-pong, with statistics and emotional arguments volleyed back and forth. Some speakers wouldn't stop when their time was up.

A former scientist who gives talks in schools on the need for animal research announced he was going to show a video of cats in a university animal house. The teenagers sat forward eagerly in their seats. One playwright started to panic "I don't want to see this".

In fact, the cats were rolling about happily in their cage. The playwright looked close to tears.

Both sides claimed to have science behind them. One speaker reeled off a list of people with PhDs who believe animal experiments tell us nothing. Others, including a young scientist in trendy low-slung trousers the teenagers might have worn, said scientists were in no doubt that animal re-

search was necessary – nasty, maybe, but necessary.

As the morning worn on, one school child admitted; “We’re blinded by science. Who do we believe?” A playwright heading out of the door in search of coffee agreed; “My head hurts”.

Information overload it might have been – but at least this unusual group of people were talking.