

MODEL OF SPECIESISM

& ANIMAL RIGHTS WORKSHOP



**Animal Rights
Watch Committee**



CONTENTS

3	.....	METHOD I: ONE STEP FORWARD To raise awareness that animals are individuals with feelings
7	.....	METHOD II: LIFE NETWORK To develop perception that life is connected and needs to be protected
9	.....	METHOD III: FERDINAND'S STORY To develop perception that life is equally important for all living things
11	.....	METHOD IV: PREPARE A NEWSPAPER To raise awareness about discriminatory and speciesist language used by the mainstream media & to discuss what kind of language the media should use instead
13	.....	METHOD V: ACTIVISM, BUT HOW? To raise awareness about the rights of living things
15	.....	FEEDBACK ABOUT THE WORKSHOP

METHOD I: ONE STEP FORWARD

OBJECTIVE: TO RAISE AWARENESS THAT ANIMALS ARE INDIVIDUALS WITH FEELINGS.

MEETING AND INTRODUCTION

Participants verbally share their names, personal information (if they want), things they like and why they're here.
(10 minutes)

Number of Participants: 20

Timing: 40 minutes

Materials:

- A paper with 12–15 statements written on it
 - Character cards for each participant
- (In some situations, the same character cards can be used more than once)

What to do before the session:

Prepare a field in which participants can take 10 steps.

INSTRUCTIONS:

- Put as many character cards as the number of participants into a small bag or hat.
- Ask each participant to choose a card at random. Suggest they read it without showing it to others or sharing it with anyone.
- Ask each participant to imagine the life story of their character card (nearly 1 minute).
- Ask the participants to form a line.
- Read the statements. Following each sentence, the participants take a small step if the statement is valid for their card.

- Read the statements out loud and repeat them, if needed. Wait a few moments for each participant to decide whether they choose to move or not.
- After reading 7–8 sentences, and having the participants take several steps, ask everyone to look at the other participants' position.
- Read all the statements and ask the participants to take the final step, if they want to. While they're still in the same position, any participant may read their cards out loud.

Evaluation:

- How did you feel during the session? At this point, it's important to talk about the participants' feelings related to their experiences, not thoughts.
- What kind of changes did using different cards make as the participants were moving according to the same statements? Why were some left behind, while the others moved forward?
- After all the statements have been read, how did the participants in the middle feel about the others who were in the front or back?

After the evaluation is finished, the facilitator concludes the session by sharing a small amount of information on the differences between life conditions of different animals, how they are treated according to their species and races, whether or not they are considered “material” by industries.

TIPS FOR FACILITATORS

You must pay attention to ensure the character cards are written in accordance with the participant profile, so as not to evoke personal sensitivity or trauma. Be careful not to take sides and not to ask coercive questions to increase the impact of the session during the part where the participants are asked to share their feelings.

CHARACTER CARDS

- A yellow Labrador, 3 years old. He lives with two adults and a child in the countryside. During the daytime, he spends time with people and other dogs. At night, he sleeps together with his people.
- A dolphin living in a protected marine area with her three babies and her flock.
- A mare born from a jade mother and father, living in a shrinking forest day by day.
- A mixed puppy living in the street of a big city, has a limp since birth and a serious external parasite problem. He looks like such dog races as Pitbull or Dogo Argentino, which are forbidden to adopt. He's usually a bit noisy, being hungry and hurting.
- A dolphin living in a dolphin park, which is claimed to be an effective treatment option for children with a trauma. She hasn't seen her babies for four months now and has to "win" fish by "getting trained" and swimming with children in a closed pool.
- A horse used in a horse-drawn carriage.
- A cow living in a milk production facility.
- A chicken living in an egg production facility.
- A sheep living in a slaughterhouse.
- An old, dominant cat living in the street, famous for his bad temper.
- A deer looking for food during the hunting season.
- A lion born at the zoo, has never been in his natural habitat.
- A thornback living in an aquarium, watched by hundreds of people everyday.
- A fish living in a bell jar, bought by a family for their child as a present.

- An elephant who was hunted in her native forest and lost her family, then sold to a circus and forced to show.
- A baby cat who was taken by children from the place where he used to live with his mother, when she went looking for food.
- A pigeon living in a city, got injured by anti-perching spikes.

STATEMENT SENTENCES

- I do not have to worry about finding food and a safe place to live.
- I do not think that other living things can be a threat to me or my family.
- I know that my fundamental needs will be met no matter what the conditions are.
- I have a safe, protected place no matter what the weather is.
- I am at home, I feel peaceful.
- I know I have someone to help me if I get sick or hurt.
- I do not have to work to live.
- I can live in my natural habitat.
- I do not have to worry about getting separated from my child.
- I do not have to constantly worry about getting killed.
- I can travel freely.
- I am not worried about the continuance of my species.

METHOD II: LIFE NETWORK

OBJECTIVE: TO DEVELOP PERCEPTION THAT LIFE IS CONNECTED AND NEEDS TO BE PROTECTED.

Number of Participants: 20

Timing: 60 minutes

Materials:

- One thin yarn thread.
- Two pairs of scissors.

What to do before the session:

Prepare an area where the participants can form a circle.

INSTRUCTIONS:

This activity consists of two parts: Part 1, Forming of a life network; and Part 2, Destruction of a life network.

Part 1: Forming of a Life Network:

- Ask the participants to form a circle.
- Announce that they will be creating a life network.
- The person holding the thread should say the name of a plant (i.e. "Flower") and throw the thread to another person in the circle.
- The person to whom the thread is thrown must catch it, so that there is a line between the two.
- Ask the person holding the thread to say the name of an animal who needs flowers to live (i.e. "Bee"). Ask that person to throw the thread to a third person in the circle.
- The third person must say the name of a living thing which is connected with bees (i.e. "Bird"). After that, ask them to throw the thread to a fourth person.
- Continue until there's no more thread left and a complex "life network" is formed.

Part 2: Destruction of a Life Network:

- While holding the scissors, ask the participants to give some concrete examples of how the life network they've created can be damaged. For example, highways in agricultural areas, hunting, livestock industry, etc.
- Whenever you hear an example, cut the thread anywhere you prefer.

NOTE FOR FACILITATORS

Choose where to cut the thread at random. The first few cuts do not matter since the Life Network will already be formed by the passings from one participant to another. Finally, small pieces of the thread will be left in the participants' hands, and a pile of cut thread in the middle of the circle. Explain that if people continue damaging the environment, no life will remain.

Evaluation:

- Ask the participants how they felt when the Life Network was getting destroyed. After that, talk about the issues they believe can be harmful to the Life Network and discuss what can be done to protect the environment.

The balance in nature is very complex. It's hard to predict the effect any particular activity can bring for the environment. So, how do we make decisions about using the Earth's resources? Who is in charge of making such decisions? For example, how could people collectively decide whether to cut down a rainforest to build a slaughterhouse or not? What is our own impact on environmental degradation?

- Have a short brainstorming session, asking the participants to share any environmental victories they know about, thus finishing the activity.

TIPS FOR FACILITATORS

Discuss some positive events, such as the Alakır River Brotherhood.

METHOD III: FERDINAND'S STORY

OBJECTIVE: TO DEVELOP PERCEPTION THAT LIFE IS EQUALLY IMPORTANT FOR ALL LIVING THINGS.

Number of Participants: 20

Timing: 40 minutes

Materials:

- A paper sheet and a pencil for each participant.
- Story papers and press clippings about a particular issue for each participant.

What to do before the session:

Prepare a table and a chair for each participant.

INSTRUCTIONS:

This activity involves reading a story out loud.

The story consists of two parts.

Part One:

- Read the first part of the story to the group out loud.
After you finish, ask the participants to write their own essays based on the story's main points.
- Ask if anyone wants to share what they wrote.
Discuss the differences between what different people wrote.
Some participants might include something the others didn't.
- Ask the participants to share their thoughts about the story.
Who is the narrator and what will happen next?

Part Two:

- Read the second part out loud.
After you finish, ask the participants to think about answers for the following questions: "Why did Ferdinand escape?", "What happened to Ferdinand? What experiences did he have to go through?", "If you were him, what would you do, how would you feel?". This can take around 10–15 minutes. Give the text and press clippings to each participant so that they can re-read the text and remember the details.

Evaluation:

- Did the event help you make any conclusions? Did anything change in your way of thinking after the activity?
- What was the aim of this activity? Was it reached, and if not why?
- If there are no answers to the questions listed above, ask the following question: "What did the activity try to tell about the right to live? Did you notice any related issues mentioned during the

THE FIRST PART OF THE STORY

"I've been on the road for a long time. They crammed me and my friends into a truck, I have no idea where we're going but I have a bad feeling about my destination. I can hardly breathe, there's very little space for each of us here. Other vehicles are passing by but it seems that they can't see us. I can't take it anymore, I have to escape. But how? When we pass by the seaside, I should jump out, but I'm already short. They won't notice I'm gone, no one will probably be looking for me. We're crossing a bridge... And I'm letting myself go to nothingness, pursuing my lost freedom..."

THE SECOND PART OF THE STORY

"I'm swimming in water, even though I never swam before. It's been hours since I escaped, I'm tired and hungry, there's no land anywhere in sight. I wish I could just lay down and rest. What if they're looking for me on the shore, and I'll end up in that truck again? I can't go on like this much longer though. Finally, I see the coast, some people are standing in the distance looking at me. They're helping me swim ashore. Someone called Owner is here. He's taking me somewhere. What's going to happen to me, was it all in vain? They put me into a vehicle, I hate vehicles. I arrived at a sanctuary. I'm in a big house full of animals. This is where I will be staying. My Saviours bought me out from the Owner who planned to sell me at the Feast of Sacrifice, as I am a bull.

Yet I escaped and after spending 72 hours in the sea I was saved. I have a name now, it's Ferdinand. I live in a house with different other animals who were also being exploited and have gotten another chance to live a happy, free life. I wish everyone could be as lucky as I am."

METHOD IV: PREPARE A NEWSPAPER

OBJECTIVE: TO RAISE AWARENESS ABOUT DISCRIMINATORY AND SPECIESIST LANGUAGE USED BY THE MAINSTREAM MEDIA & TO DISCUSS WHAT KIND OF LANGUAGE THE MEDIA SHOULD USE INSTEAD.

Number of Participants: 20

Timing: 60 minutes

Materials:

- A colored felt-tip pen
- Markers
- At least A3-size paper
- Patafix glue pads
- A glue stick
- Some visual materials that could be used for preparing the newspaper
- Printed press clippings

INSTRUCTIONS:

- Divide the participants into groups of 2 to 4 by asking them to consecutively say a number out loud. For example, If you choose to divide the group in 3, each participant should say “one”, “two”, or “three”. Those who say the same number join the same group.
- Give the press clippings you’ve prepared to the participants.
- Ask the participants to discuss speciesist language, often used in the news.
- During the discussion, ask the participants about the message/ subtext they can see in a particular news story and what it covers up. Suggest they reflect on how the story is told and what they would change in it.
- If any of the groups want to mention anything about the discriminatory and speciesist language in the story, one person from each group may share the collective opinion.

- Ask each group to prepare their own newspaper using the case studies.
- Once prepared, the newspapers should be hung in an appropriate place. One speaker from each group may talk about the newspaper they prepared while other participants watch and, afterwards, engage in a discussion.

NOTE FOR FACILITATORS

In the booklet, we used various news stories about a slaughterhouse, a zoo, sale of animals, and an accident. You can use any other relevant news stories but make sure they will not trigger memories of traumatic experiences in any of the participants.

METHOD V: ACTIVISM, BUT HOW ?

OBJECTIVE: TO RAISE AWARENESS ABOUT THE RIGHTS OF LIVING THINGS.

Number of Participants: 20

Timing: 60 minutes

Materials:

- A board or at least A3-size paper sheets
- Paper for each group
- Pens
- Patafix glue pads

What to do before the session:

Prepare a table and a chair for each participant.

The board should be seen by all of the participants.

INSTRUCTIONS:

- Divide the participants into groups of 2 to 4 by asking them to consecutively say a number out loud. For example, If you choose to divide the group in 3, each participant should say "one", "two", or "three". Those who say the same number join the same group.
- Write a few examples of violations of animal rights on the board.
- Ask each group which violation they consider a priority. Allow 5 minutes for the participants to discuss and decide.
- Each group writes their group number under the violation they consider a priority.
- Ask each group to develop a strategy for solving the problem.
- The following questions can be used to guide the participants:

"Where can you find the financial resources?"

"What can you do to improve communication?"

"Should your project be international or local?"

"Do you need a partner?"

"If so, how do you find that partner?"

- One speaker from each group shares the strategies they've developed to solve the problem.
After that, the participants discuss the strategy.

NOTE FOR FACILITATORS

The rights violations can happen in dolphin parks, circuses, slaughterhouses — any place where animals are exploited. These violations may change depending on the priorities of the facilitators. However, be careful while selecting the headlines, as they may trigger memories of traumatic experiences in some of the participants.

FEEDBACK ABOUT THE WORKSHOP

Hand out papers included the following fields that the participants need to fill:

I (thoughts before and after the activity):

Team (comments about the facilitators):

Organization (technical issues):

What I got from this workshop:

Additional:

This project was supported by the Civil Society Exchange 2018

HAKİM (Animal Rights Watch)

Istanbul, Turkey

<http://hayvanhaklariizleme.org>

ALARM (Association for the Animal Liberation of Marseille's Region)

Marseille, France

<http://alarm-asso.fr>

