



[www.tierschutzmachtschule.at/  
material-animal-pro-plus](http://www.tierschutzmachtschule.at/material-animal-pro-plus)



# Teacher's handbook **Animal-pro +**

*What do people think about animals?*

**Discussion topics for ages 14 to 18**

With this teaching material from “Tierschutz macht Schule”, animal welfare becomes a key topic in English lessons. Teachers and students who use it contribute greatly to animal welfare, for which I am very thankful!

*Johannes Rauch*

*Federal Ministry of Labour, Social Affairs, Health and Consumer Protection*



© Mareel Kullhamer/bmvschule



© Daniel Zupanc

The human-animal relationship opens up diverse opportunities for discussion. This present material should enrich English lessons and enable young people to debate these topics with a broader international audience.

*Dr. Stephan Hering-Hagenbeck*

*President of association “Tierschutz macht Schule”*

This English material shows why we need a lot of knowledge to understand the animals' needs. It provides terminology that helps to talk about animal welfare professionally.

*Univ.-Prof. Jean-Loup Rault, PhD.*

*Institute of Animal Welfare Science*



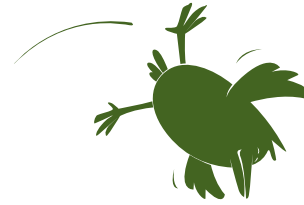
© Michael Bernkopf/Technische Universität Wien

Supported by funds of the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection.

 Federal Ministry  
Republic of Austria  
Labour, Social Affairs, Health  
and Consumer Protection

Seite 1

# ***Introduction to Animal-pro+*** ***ANIMAL WELFARE EDUCATION*** ***FOR A BETTER WORLD!***



## ***Dear teacher!***

We are delighted that you are interested in our material, especially since animal welfare has been an official part of school education since 2014. Animal welfare was anchored in the fundamental decree of environmental education for a sustainable development by the Federal Ministry of Education, Science and Research.

Since 2022, animal welfare has been one of the 17 Sustainable Development Goals (SDGs). The background is, together with the member states of the United Nations, Austria made the commitment to implement the Agenda 2030 for sustainable development, and schools are called upon to participate.

By using this material, you are contributing greatly to animal welfare and toward achieving the SDGs! Thank you so much.

### ***About using the material***

“Animal-pro+” is suitable for young people from 14 to 18. Some parts can also be used for younger students.

The book was conceptualised for English lessons, but it can just as well be used in Biology, Ethics, and other subjects (CLIL). It is suitable for project-based learning and for substitute lessons. The topics are even suitable for Matura in the area of sustainability.

<p><b>Cross-curricular usage:</b> Biology, English, Religious Education / Ethics</p>
--

### ***Variety of topics***

The animal welfare topics in this book offer reading and discussion material in the areas Ethics, Ecology, Lifestyle, Environment Protection, Science, Pets, Wild Animals, Farming, Nutrition, Consumption, Climate Protection and SDGs.

You can go through the material together with the class or have them work in smaller groups. You could have them work on specific chapters or topics, or even just choose relevant topics.

We wish you and your students exciting and insightful lessons!

The team of  
“Tierschutz macht Schule”  
[www.tierschutzmachtschule.at](http://www.tierschutzmachtschule.at)

## ***How “Animal-pro+” can be used efficiently in an English classroom***

We asked Dr. Elisabeth Pölzleitner and Judith Palmer, BEd.

### ***Dr. Elisabeth Pölzleitner***

#### **What role does animal welfare play in English lessons?**

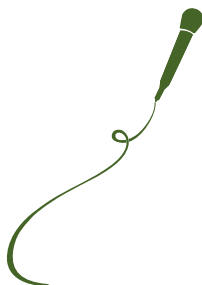
A wonderful one! Animal welfare concerns many young people personally. They may be committed to it or have their own animals who they like talking about. Especially during English lessons, animal welfare provides topics for many lively discussions. A good English conversation lesson also appeals to the learners’ emotions. This kind of involvement and authentic engagement will lead to more efficient learning and will use the innate language acquisition mechanisms of our brains. What statements provoke the learners, where would they like to disagree? The more engaged young people are when using the foreign language, the faster they will learn English.

#### **Do you have any tips for teaching?**

Good teachers don’t strictly adhere to a coursebook, but regularly include current topics from the young people’s environment. Reading tasks should be more than simple comprehension checks, they should practice top-down reading strategies. Interesting, engaging topics and texts will automatically invite the students to read with curiosity and try to guess the meaning of unknown words and phrases. Ideally, the learners should lose themselves in a text like in a thrilling novel.

*Interviewer:*

*Mag. Daniela Lipka,  
“Tierschutz macht Schule”*



#### **What is the connection between “Animal-pro+” and CLIL**

The abbreviation CLIL stands for Content and Language Integrated Learning, which means that the lesson content usually comes from another school subject, but the resources and input are in the foreign language. In an ideal CLIL setting, language and content play an equally important role and support each other.

Animal welfare topics from this book can for example be used in chemistry lessons, when talking about animal testing, or in biology lessons about farm animals and wild animals, or in ethical discussions that should be a topic addressed in any subject anyway. This way the book “Animal-pro+” can enrich many school subjects.

#### **How important is having knowledge on animal protection and welfare for students and finally for our society?**

All the decisions we make and all the actions we take, decide our future. Educating the consumers of the future in sustainability and raising them to be empathic humans is the key.

#### **Thank you for the interview!**

*Dr. Elisabeth Pölzleitner is an English teacher and lecturer for teaching methodology at the PH Styria and Graz University.*





**Judith Palmer, BEd.**

**Supposing I'm an English teacher who doesn't know much about animal welfare, how long would it take to prepare English lessons with this material?**

This material provides scientific background knowledge, especially for the animal welfare situation in Austria and the teacher's handbook helps to structure the lessons. So even without any prior knowledge and preparation you can just use it as it comes, which could also come in handy for substitute lessons.

**Why is it important that students learn about animal welfare?**

Animal welfare is part of the environmental education in the Austrian Educational System. In accordance to the animal protection law, children and teenagers should receive animal welfare education in schools. Another important reason is that animal welfare is relevant to so many students in their daily life. They are pet owners, farmers and consumers.

**You have a lot of experience with role plays in the classroom. Can you offer some advice?**

For any role play it is important that students have time to prepare. Time is the most important thing they need to adopt their roles. And later talk to each of them about how they felt in their roles.

Role plays often deal with opposing opinions and it works best when students avoid representing their personal view. It is an amazing lesson of walking in someone else's shoes.

**Which topic of "Animal-pro+" do you like most?**

My greatest passion is the topic of animal testing. It is full of controversy and can lead to intense discussions. It affects everyone, you can't say, like in meat discussions, "I have no part in it, because I am vegan.". Animal testing is part of our lives, even if we don't like to hear about it.

**Thank you for the interview!**

*Interviewer:*

*Mag. Daniela Lipka, "Tierschutz macht Schule"*

*Judith Palmer, BEd. is a teacher of Biology and English in Linz.*