**ACTIVITY: Animal ethics – creating texts**

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| **Activity idea**In this activity, students draw on information from a variety of resources to create written or visual texts.By the end of this activity, students should be able to:* choose a topic of interest
* locate and critically analyse texts to identify pertinent information – including how texts are shaped for particular purposes and audiences
* create a text – written or visual – to communicate their findings.
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**For teachers**

This activity uses information from these articles:

* [Māori concepts for animal ethics – introduction](https://www.sciencelearn.org.nz/resources/3291-maori-concepts-for-animal-ethics-introduction)
* [Theories of animal ethics](https://www.sciencelearn.org.nz/resources/3317-theories-of-animal-ethics)
* [The three Rs of animal ethics](https://www.sciencelearn.org.nz/resources/3289-the-three-rs-of-animal-ethics)
* [Māori ethical ideas](https://www.sciencelearn.org.nz/resources/3313-maori-ethical-ideas)
* [Māori concepts for animal ethics](https://www.sciencelearn.org.nz/image_maps/133-maori-concepts-for-animal-ethics) – interactive
* [How do Māori ideas relate to animal ethics?](https://www.sciencelearn.org.nz/resources/3318-how-do-maori-ideas-relate-to-animal-ethics)
* [Dr Kimiora Hēnare](https://www.sciencelearn.org.nz/resources/3314-dr-kimiora-henare) – profile
* [Dr Leilani Walker](https://www.sciencelearn.org.nz/resources/3295-dr-leilani-walker) – profile
* [Professor Eloise Jillings](https://www.sciencelearn.org.nz/resources/3315-professor-eloise-jillings) – profile
* [Hilton Collier](https://www.sciencelearn.org.nz/resources/3322-hilton-collier) – profile
* [Te Winiwini Kingi](https://www.sciencelearn.org.nz/resources/3316-te-winiwini-kingi) – profile
* [Rauhina Scott-Fyfe](https://www.sciencelearn.org.nz/resources/3321-rauhina-scott-fyfe) – profile.

The articles examine the three Rs of animal ethics and include kaupapa Māori perspectives. The profiles feature experts from a variety of disciplines and how te ao Māori principles influence their work with animals.

Use the [student handout](#bookmark=id.3rdcrjn) to complete the activity. The handout is in Word, so you can edit the document to suit student needs. Feel free to add your own questions or topics.

**Acknowledgement**

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**For students**

***Resources***

This activity uses information from these articles:

* [Māori concepts for animal ethics – introduction](https://www.sciencelearn.org.nz/resources/3291-maori-concepts-for-animal-ethics-introduction)
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***Creating texts***

Create a written or visual text to explore one of the following questions or topics:

1. What sorts of relationships do you have with animals?
2. How have your attitudes to animals changed after learning about the three Rs of animal ethics?
3. Report on a local socio-scientific topic involving animals – for example, the [*Rena* disaster](https://www.sciencelearn.org.nz/resources/1117-where-land-meets-sea-the-rena-disaster-introduction), forestry slash in the East Coast or animal cruelty.
4. Māori concepts: Construct a table or list of short explanations of these Māori concepts by drawing on the text, the expert stories and further reading:
* Ngā atua
* Whakapapa
* Mana
* Tapu
* Tika
* Mauri
* Manaakitanga
* Kaitiakitanga.
1. Imagine you are listening to a panel of the Māori experts speaking about animal ethics and how ao Māori principles influence their work with animals. Choose one or two experts from the profiles listed above and write the transcript of the interview.