

Social studies activities – Levels 4 and 5

# A social perspective on the animal welfare, biosecurity and food systems



# Animal Welfare – protecting animal welfare in New Zealand

Animals play an important part in primary industry in New Zealand. People care about how these animals are treated and cared for. This activity considers the role of MPI in protecting and promoting animal welfare.

## Animal welfare and animal rights

1. Identify groups and organisations that play a role in protecting animal welfare in New Zealand. What do these groups and organisations do?
2. Identify groups that take an active interest in animal rights. What do these groups do? What sort of language do they use? Do their activities affect consumers?
3. Have students learn about the **five freedoms** and the **five welfare domains**. What are the implications of moving from the ideas behind the freedoms to the domains?
4. Have students discuss the difference between animal welfare and animal rights. What are the implications of this difference in public debate?

## The role of the law in animal welfare

5. Legislation plays an important role promoting animal welfare. Have students read the information from the **MPI website**, and choose two pieces of legislation that work to protect animal welfare. They can identify the title of the legislation and record key points about what the legislation covers.
6. Students can investigate MPI's role in promoting and supporting animal welfare and construct a mind map linking the different activities that MPI undertakes in this area.
7. Students can further investigate other organisations and people involved in animal welfare – what are their roles? For example, SPCA, **National Animal Welfare Advisory Committee** (NAWAC), animal rights organisations.

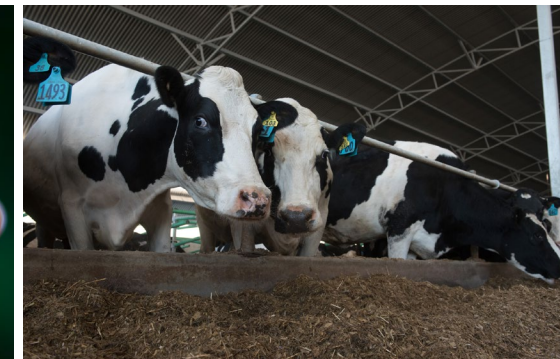
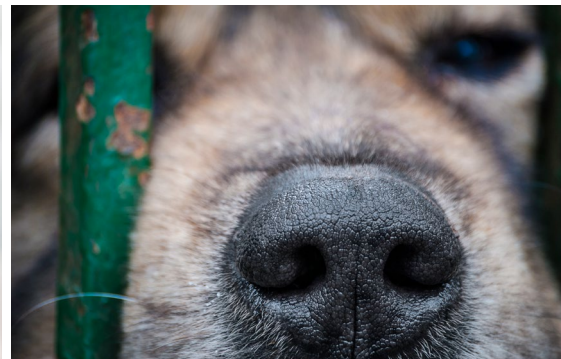
## The role of consumers in animal welfare

1. Why do people care about animal welfare? Have students brainstorm reasons why people care about and support animal welfare. Try to group these reasons into categories such as ethical, emotional, health and practical reasons. Do the people also fall into different categories – producers of animal products, consumers of animal products, other people who depend on animals for their livelihood (horse jockeys, zoo staff, some entertainers), pet owners, etc.
2. Students can discuss the impact consumer or activist lobbying can have on animal welfare practices and regulations. Have students consider how this can affect the producers of animal products.
3. Students can consider what they, as consumers, can do to raise awareness of animal welfare with the general public. In groups they can devise plans to promote animal welfare, each group focusing on a specific animal welfare issue. They can then prepare short reports outlining their plans and present them to a wider audience.

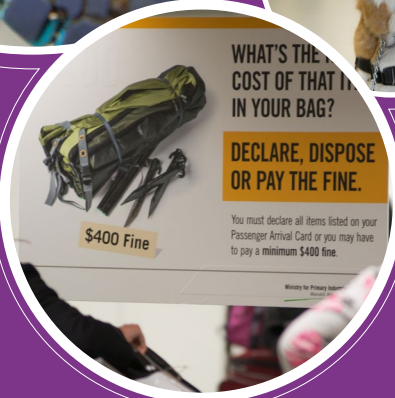
## Taking action: Innovation in Animal Welfare

1. Have the students consider the effects of an animal welfare innovation on people, places and/or the environment? Examples could include the design of shelters and enclosures (see **Temple Grandin's website** for great ideas) or robotics used in farming such as milking machines. You could have your students watch the video **Meet Cather Simpson** – does the laser-driven sperm selection technology have an impact on animal welfare? Students can outline the effects of these innovations on people, on the economy and on the environment and list the opportunities and/or challenges that came with them.
2. Have the students investigate an animal welfare innovation. Their focus should be on either:
  - how the innovation has affected people, places and/or the environment; or
  - how the innovation has contributed to economic growth.

To take this activity outside of the classroom, they can discuss their findings with a larger audience through oral or a digital presentations.



# Biosecurity around our borders



## Biosecurity around our borders

Our borders, both sea and air, protect us from a range of significant dangers that could devastate our primary industries. People who come into New Zealand may choose to bring products with them for a range of reasons. We have laws that restrict certain imports and exports to protect New Zealand against pests and diseases, to protect endangered species and taonga species, and to provide trusted assurances to importing countries that our exports do not harbour pests and diseases. New Zealand was the first country in the world to make laws about biosecurity and remains a world leader in this area.

### Why biosecurity matters

1. Have the students brainstorm the reasons biosecurity is important to New Zealand. List their reasons on a whiteboard or poster.
2. View this [MPI video](#) about the importance of biosecurity to New Zealand.
3. Have students read the [Biosecurity 2025 Direction Statement](#). This statement is designed to ensure that our already strong biosecurity system continues to protect New Zealand against pests and diseases. It aims for a security team of 4.7 million people, made up of every New Zealand citizen.
4. Have the students add to and/or revise their initial ideas.
5. Students can:
  - consider why it matters that all New Zealanders take responsibility for our biosecurity;
  - discuss how we can inform people about their responsibilities as a biosecurity risk manager;
  - devise a community plan to support the Biosecurity 2025 Direction Statement;
  - students can use their class list reasons why biosecurity matters to design and create a Biosecurity 2025 poster.



## What do travellers bring to New Zealand?

1. As a class discuss the types of goods that people might bring into New Zealand. Why might people from other cultures want to bring things in to New Zealand?
2. Extend this discussion by considering the types of goods that may be restricted or banned from entry. What impact might banned goods have on New Zealand's taonga species? Environment? Economy?
3. Using the New Zealand Customs website <http://www.customs.govt.nz/features/prohibited/Pages/default.aspx> have students identify those goods that have been discussed by the class and list those that were not included in the class discussion.
4. Have the students in groups brainstorm the reasons people choose to bring banned goods into New Zealand. They can view an episode of Border Patrol, available on TVNZ OnDemand or through ETV, to discover some of the reasons why people bring restricted goods into New Zealand.

Students can then draw up and complete a table to set out their findings.

Reasons people have for importing restricted or banned goods to New Zealand		
Cultural	Economic (monetary gain)	Ignorance of the laws

5. Students can discuss ways that travellers can be better informed about New Zealand import regulations. See [MPI's biosecurity videos](#) that are currently shown to travellers, and ask students if they have travelled overseas and what information they were provided about biosecurity when returning to New Zealand.
6. Students can design a pamphlet or an app to improve a selected travellers' awareness of biosecurity risks and their knowledge of import restrictions, ensuring the approach is culturally appropriate. Think about what country the traveller is from? What they are coming to New Zealand for? What their cultural norms and values might be? Look at examples of different approaches MPI has developed to tailor their message to particular countries/groups of people.

## Taking action: Innovation in biosecurity

1. Have the students consider the effects of a biosecurity innovation on people, places and/or the environment? Examples could include border technology such as X-rays and similar scanning technology, innovation and technology for traceability of products, or advances in modelling and algorithm software that can be used to trace and predict the source and potential spread of biosecurity incursions. Students can outline the effects of these innovations on people, on the economy and on the environment and list the opportunities and/or challenges that came with them.
2. Have the students investigate a biosecurity innovation. Their focus should be on either:
  - how the innovation has affected people, places and/or the environment;
  - how the innovation has contributed to economic growth.

To take this activity outside of the classroom, they can discuss their findings with a larger audience through oral or a digital presentations.

# Food transport and innovation

The transportation of food around the world has increased exponentially over the past fifty years and the effects of this travel have impacts on the economy and environment, as well as on animal welfare, biosecurity, and food production.

## Where does our food come from?

Have the students survey their community to find out the level of knowledge and awareness about the sources of their foods. Ideas for questions may arise from discussions about:

- How can we find out where our food comes from?
- How important is it to the community to know where their food comes from?

Encourage students to develop some action through which they can raise community awareness about food systems. Food systems cover the production, storage, transport, and traceability of their food.

## Where do we sell our food products?

Most of the food we produce in New Zealand is exported and its sales contribute considerably to the national economy. New Zealand's economy is dependent on producing and exporting a wide range of plant and animal foods around the world. You can find up-to-date information on New Zealand's exports in the [Situation and Outlook for the Primary Industries](#), on the [MPI website](#) and on the [New Zealand Trade Enterprise](#) website.

As a class have the students compile two lists:

- foods produced nationally for export (they can record the main areas where they are produced);
- foods produced locally for export.



In groups, students can research our major food exports (encourage them to focus on foods important to their region), finding out:

- Where are these foods produced?
- Where are these foods exported to?
- The value of exported foods to the national economy?
- Has place of production and export changed over time? Why?
- Might this change in the future? Why?
- Can you identify any changes in value due to an increase in 'value add'?
- How do regulations that govern the production, storage, and export of foods impact on the profitability of foods exported?
- What role does technology play in the meeting and monitoring these regulations?

They can then share their findings with the rest of the class.

Students can broaden the areas of their discussions to the relationship of biosecurity and animal welfare to our food systems.

## Food miles

Students can investigate the concept of food miles in national and international contexts by:

- defining food miles;
- examining food miles from the perspectives of producers, consumers, governments, and environmental organisations;
- exploring the impact of food miles on imports and exports;
- making recommendations about how consumers can support environmental sustainability through their decisions about the food they purchase;
- sharing their recommendations through social media, local newspapers, and lobbying.

## Taking action: Innovation in the Food system

1. Have students consider the effects of a food system innovation on people, places and/or the environment. Examples could include the introduction of refrigerated cargo ships, the introduction of household refrigerators, the development of breeds of farm animals for New Zealand conditions, the growth of the dairy industry, or the introduction of, or farming of, deer in New Zealand. Students can outline the effects of these innovations on people, on the economy and on the environment and list the opportunities and/or challenges that came with them.

2. Have the students investigate an innovation, choosing from the contexts of biosecurity, animal welfare or food production. Their focus should be on either:
  - how the innovation has affected people, places and/or the environment, and
  - how the innovation has contributed to economic growth.
  - To take this activity outside of the classroom, they can discuss their findings with a larger audience through oral or a digital presentations.

## Resources

Find out more about the innovation in the primary industries and the food system from some primary industry champions:

- [Meet Alexandra – CE of the FoodBowl](#)
- [Meet Shay – Co-Founder of Te Whare Hukahuka](#)
- [Meet Dave – Global Partnerships Manager](#)