



Learning Scotland



SCOTTISH RESOURCES: 7–9

Autumn 2008

Tuesdays 03.45–04.00

30 September and 7 October

BBC Radio 4 digital (terrestrial, cable, satellite)

Passion for Fashion

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.

Scottish Resources: 7–9

Autumn 2008

Listening and talking

Passion for Fashion

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Series introduction

Links to A Curriculum for Excellence

These programmes link to the Languages area of Curriculum for Excellence. They give pupils the opportunity to talk and listen in pairs and groups. Pupils are encouraged to talk about their personal experiences and opinions. They will reflect on their ideas and the ideas of others.

Developing successful learners

Pupils will develop skills to enable them to communicate their thoughts and opinions effectively.

Developing confident individuals

Pupils will develop skills which will enable them to relate positively to others and interact successfully.

Developing responsible citizens

Pupils will practise communicating their thoughts and feelings through talking with others. They will consider the thoughts and feelings of others. This will help them develop their views of the world.

Developing effective contributors

Pupils will develop their creativity individually or as part of a group. They will develop an awareness of audience and communicate successfully in ways which are appropriate for different situations.

Using the programmes

Each programme tells a story in three parts. Towards the end of each part the presenter raises questions or issues which the children go on to discuss. The resource sheets are designed to pick up on some of the questions and key issues raised in each part. The activities on the resource sheet help to focus the group discussion and debate and support the group in reaching a satisfactory conclusion.

Passion for fashion

Introduction

These programmes are based on the controversial topic of the use of animal fur and whether or not it is deemed appropriate in today's society. The programmes are thought-provoking and brutally honest yet there is a good balance in tone and a light-hearted approach is frequently adopted. This approach is designed to prompt challenging discussion amongst the children and encourage the ability to ask questions, initiating the use of thinking skills.

The children are directed to use reasoning skills and asked to listen to the different arguments for and against the use of fur; this allows them to form personal opinions, make judgements and give reasons for their own points of view after having heard the information presented.

The broadcast is divided into two programmes, both of which include presenter's questions, stopping points and suggested activities. They are delivered in a variety of styles likely to appeal to children in the age range. Children will respond in different ways to the reporting of the use of fur and some reaction of shock should be expected. It is unlikely that all of the children will be aware of the methods used to kill animals whose fur is to be used for clothing.

The programmes focus on the present antipathy towards the farming and culling of animals purely for their fur to be used in fashion clothing. However, when introducing the lesson to the class, the teacher should try not to display any personal opinions which might influence thoughts and feelings amongst the pupils.

In Programme One the listeners hear two sides of the story. Conflicting information challenges them to think about the different circumstances in which fur is used for clothing such as the use of seals for fur, food, fuel and tools amongst the people of Northern Canada. Then they are given examples of uses for fur in fashion, and prompted to think about where and when it is appropriate to kill animals for their skins. The programme is left open-ended, allowing the children's views to grow. This should foster the idea of considering all the available information before making a decision, and not making an immediate choice for or against any topic of debate.

Programme Two introduces us to two girls who are penfriends; one is from Scotland and the other from Poland. They consider the use of fur for clothing and explore the idea of becoming vegetarian, wondering if killing an animal for meat is any better than killing an animal for its fur. They wonder whether it would be acceptable to wear a fur that has been inherited or given, as opposed to one you bought yourself. The programme again ends without suggesting a right or wrong answer, instead presenting many things for the children to consider, digest and develop into opinions of their own.

Consideration should be given to the sensitivities of children who are vegetarian or who may have been brought up with strong views about animal welfare. There may also be pupils from a farming community who are quite at home with the idea of rearing and slaughtering livestock.

Timing

Without stopping points, each programme lasts approximately 15 minutes. To allow for thoughts and opinions to develop, and to give adequate time for research outwith school hours, it would be advisable to leave around a week between listening to the programmes.

It would be helpful to go over the vocabulary below before listening, to ensure a clear understanding of the programmes. A list of useful websites is also provided.

Useful vocabulary

It may be helpful to go over the words and phrases below, which all crop up in Programmes One and Two, to ensure that the children understand them before listening to the programmes. This will help avoid difficulties during the follow-up activities.

The words and phrases could also be used as the basis of a dictionary exercise.

status symbol	appropriate	acceptable	captivity
fur farms	fashion industry	illegal	fur trade
pelt	appeal	misguided	domesticated
ethical	individuality	campaigning	objections
vanity	culled	brutality	welfare
legislation	faux	setting the precedent	

Useful websites

There are many websites available on the subject of the fur trade, but not all are suitable for children. Extreme care should be taken when allowing children to browse the sites listed below, since they include disturbing images and show brutal treatment of animals.

Before allowing your pupils access to the websites listed, adult screening is vital.

www.britishfur.co.uk

www.iftf.com

www.efbanet.com

www.furcouncil.com

www.peta.org

www.worldanimal.net

www.advocatesforanimals.org.uk

www.respectforanimals.org

www.furisdead.com

www.caft.org.uk

Programme One **What you wear can eat you up**

Transmission date 30 September 2008

Programme synopsis

Part One

The programme begins with a presenter asking the children what they are wearing to school and quickly suggesting it's unlikely that anyone will be wearing a fur coat. The presenter explains that fur clothing has become fashionable again in recent years and can be seen regularly in fashion shoots etc. The question about appropriateness is posed early on in the programme, and the first stopping point allows the children to collect their initial thoughts and prepare for a discussion.

There is a section on how fur is making a comeback. This includes a contribution from a British Fur Trade spokesperson who outlines the farming side of the business, gives some history about the wearing of fur and offers suggestions about why it is back in fashion. There is then a 'Stevie Sequin' news report which leads into an interview with an Inuit woman who explains how the animals they kill provide them with other products in addition to fur. She talks about how important this is to their way of life.

The presenter then asks some questions and takes us to the first stopping point where the children are asked to get together and talk.



Stopping Point: *'It's time for you now to have a think about some of these things in your groups. Time to listen, time to think.'*

Part Two

After a brief 'newsround' report, a newspaper fashion columnist talks about her job. She explains that there has been a revival of the desire to wear fur, and suggests that this may be due to the influence of pop stars and celebrities who are regularly portrayed in the media as wealthy and powerful. This impression comes partly from their appearance and clothing, which increasingly includes fur.

A list of designers who use fur in fashion is presented, then followed by an interview with Wayne Hemingway. He strongly opposes its use and explains his reasons, emphasising that fur clothing, often associated with wealth, exists only at the expense of the animal who provides the pelt. A sheet for writing notes for activity 3 should be available to the children at this point.

Throughout most of this part of the programme, music by J-Lo is played. The children may or may not realise the significance of this.

Questions about inheriting fur clothing, and about meat eating, are raised.



Stopping Point: *'Quite a lot to think about, so it's time to get into your groups again. Over to you to stop and talk.'*

Part Three

Part three of the programme opens with Cruella de Ville. The children should all be familiar with her association with the subject. We then hear the strong opinions of a PETA campaigner who protests that it is simply not necessary to wear fur nowadays because of the wide variety of alternative materials to keep us warm. Stevie Sequin returns with a newsflash about an attack on an editor of *Vogue*. Then we hear some views from children on the use of fur. There is an explanation about the absence of legislation regulating fur farming in China, which is the source of most pelts. Listeners are then informed about the widening group of animals used to provide fur. This includes cats and dogs.



Stopping Point: *'Now for the last time it's time to start thinking.'*

Presenter's questions

The questions could be given to groups on discussion cards.

Part 1

- Would you wear a fur coat if you lived in a cold country like Canada?
- Do you think it's cold enough in Scotland to wear a fur coat?
- Some people who live in warm countries like to wear fur too, why is that?
- What about farming animals for their fur? Is that any different to farming animals for their meat?
- If animals farmed for their fur are treated well, do you think it's okay to use their coats for fashion?

Part 2

- Would you wear something because a celebrity does?
- Is it different if a famous person wears fur, to you and me?
- Do you think they should be allowed to wear what they like? It's their choice after all.
- What do you think of fashion designers like Armani and Gucci who use fur in their clothes?
- It's such a glamorous material — do you think that's why they like to use it?

Part 3

- PETA believe that animals are treated cruelly by the fur trade. Do you agree with that?
- Fur farming is banned in the UK. Do you think it's fair to keep animals like mink in small spaces on fur farms when their natural home is in the wild?
- Perhaps you would wear fur if you knew the animal had enjoyed a good life and had died naturally?
- Some people say they would wear rabbit fur but draw the line at cat or dog — why is that? What's the difference?
- PETA says that you don't need to wear fur to keep warm nowadays anyway. What do you wear to stay warm when it's cold outside?
- There must be other kinds of materials designers can use instead of fur. Can you think of any?

Activities

Activity 1: Discussion

This is an ideal time to allow the children their first opportunity to voice their opinions. They will have considered a lot of information in a short space of time, and are likely to have formed ideas which they will be keen to share and build on.

The first stopping point could be used as an opportunity for a brief discussion. It would be a good idea to have the presenter's questions from part 1 already prepared on cards in order to carry out a question and answer session. This activity would be best suited to small groups of four or five children. The questions should be looked at one at a time and each pupil allowed to comment freely at any time.

This exercise could be repeated again at the end of Programme Two, to build on the children's initial thinking. They will be encouraged to make comparisons with their first thoughts, and considering their reasons for any possible changes of heart.

Activity 2: Feeling the fur

This break lends itself well to a practical activity about why we like fur (Worksheet 1). You will need to have a collection of items made of or trimmed with both real and fake fur. Encourage the children to fully explore the materials by sight and touch. The activity should be carried out in small groups of four or five children.

Activity 3: Interview questions

During the programme, the fashion designer Wayne Hemingway made it clear that he did not agree with the use of animal fur for clothing. Stella McCartney is another designer who disapproves of the use of fur. But many designers still produce clothes with animal fur.

Ask the children to produce a list of interview questions to ask one of the designers who continue to use fur.

To prepare for this activity, it would be useful to encourage the children to make notes while they listen to Wayne Hemingway's contribution to the programme. They should be asked to consider his feelings on the topic, then think of questions to ask a fashion designer who does use fur.

Once the children have compiled their lists of questions, you could ask them to choose partners and carry out interviews, with the partner playing the role of the fashion designer (who should be reminded that they are playing the part of someone who uses fur, and not talking about their own feelings). Once the interview is finished, the children could swap roles.

Extension suggestion

Activity 4: Drama role play

Arrange the children in groups, and ask them to imagine that they are animals bred in captivity just so that their fur can be used for clothing. Let them decide what kind of animals they will be. Ask them to talk, in their group, about how they feel.

You could ask them the following questions to prompt discussion.

- What kind of animal are you?
- What can you see, hear and smell?
- How do you feel?
- What happens in the course of a day?
- What do you do all day?
- Where is your family?
- Who do you have as a friend?
- What would you like to be doing?

The role play could be extended by asking the children to think about all their discussions as animals, and the information they have heard during the programmes, and produce a piece of writing about their lives and their feelings.

Why do we like fur?

Look at the classroom collection of fake and real fur. In groups, use your sense of sight and touch to help you describe how each item feels. Try touching different parts of your body with the fur and see how differently you respond to the sensation of fur against your skin.

Do you like the wood on the floor? What?

you. Do you have the time or the place where you can meet with me?

Make notes below and say whether you think each item is fake or real first. Discuss your thoughts with your group. Do you all agree?

Afterwards, streaks of sweat ran down his face. He was a tragic figure.

Item	How it looks	How it feels	Real or fake? Were you right?
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Table 1. Summary of the main characteristics of the four groups of patients.

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THE JOURNAL OF CLIMATE

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THE JOURNAL OF CLIMATE

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I am not very good at sports, because I am not very good at sports.

Programme Two

What you wear and what it says about your beliefs

Transmission date 7 October 2008

Programme synopsis

Part One

Programme Two starts by introducing us to two penpals who share a love of wildlife; Kirsty from Scotland and Anna from Poland. We hear their first meeting and then during a boat trip later on they notice the grey seals which are found in the area. They find it hard to believe that there are places where seals are killed to make coats, and question the ethics of doing this.

A representative from Orkney Seal Rescue offers some background information about seal culling and explains that it no longer takes place in Scotland.

This sketch leads into a story about the myth of the Selki folk of Orkney.

Stopping Point: *'Well, now it's your chance to have your say so get into your groups once more. Time to listen, time to think.'*

Part Two

The discussion between Anna and Kirsty resumes and they wonder whether it is right to strongly oppose the use of fur but continue to eat meat and wear leather.

There is a reading of a poem with a vegetarian theme and then the lead into the presenter's questions and the stopping point.

Stopping Point: *'Well, there's lots to think about and discuss so now it's time to get into your groups again. Over to you to stop and talk.'*

Part Three

Kirsty and Anna are now in Poland, and they recall their talk about fur when they discover hunting knives and a fur hat belonging to Anna's great grandfather. They both find the thought of his actions ghastly.

There is then a short passage bringing an echo of the past, with Anna's great grandfather explaining that there was no cruelty involved in the killing of animals for his generation; it was done out of necessity and the whole animal was used, for clothing and food.

We hear from the presenter once more, and further questions are put forward to allow the children to consider and reflect for the last time. In the middle of the questions there is a very brief interview with two women. One remembers it being quite acceptable when her aunts wore fur, and the other describes her own fur coat which she bought second hand to keep herself warm, but she also felt very glamorous wearing it.

Stopping Point: *'It's a big subject isn't it, so for the last time get into your groups. It's time to start talking.'*

Presenter's questions

The questions could be given to groups on discussion cards.

Part 1

- Selkis sound like very mysterious creatures, don't they?
- Have you ever seen seals in Scotland?
- Maybe you have even met a Selki.
- But what about the real life seals that Ross from Orkney Seal Rescue protects?
- A lot of people like Ross think that killing seals is wrong no matter what the reason is.
- But what about the fishermen who need to catch fish to earn a wage? What do you think about them culling seals to stop them eating all the fish?
- As Ross said, culling seals just for fur is banned in Scotland. Do you think that's the right decision?
- In Canada the government allows culling of seals for their fur to keep the numbers in control. Do you think that's okay?

Part 2

- When you see a cow do you see a farm animal or the possibility of a delicious burger?
- Is eating a roast dinner any different to wearing a fur coat?
- Anna has decided that if she is going to be anti-fur, then she has to give up meat and stop wearing leather as well. Even though Kirsty can't part with her mum's yummy roast beef she still thinks it's wrong to kill animals for their fur. Who is right?

Part 3

- Like Anna and Kirsty, if you found an old fur hat, would you try it on just to see what it felt like?
- Does anyone in your family own a fur coat or hat, or even something with fur trim?
- Until very recently, people wore fur and didn't think twice about it!

Brief interview

- Listening to these interviews really makes you think doesn't it? Maybe if you had been young all those years ago you would have worn fur too and not given it a second thought.
- Why do you think it used to be thought of to be okay to wear fur?
- Why do you think that it eventually became seen as something unacceptable?
- Now it's back in fashion, so will you wear fur?

Activities

Activity 5: Radio broadcast

The children should be permitted time to engage in discussion again and the presenter's questions for part 1 could be distributed as reminders.

They could then write and present a 'radio report' about either the Canadian seal hunt or about some other aspect of using fur for clothing. You might, suggest, for example, that they investigate and report on the use of fur clothing by people who live in very cold climates, and contrast this with the fashion industry.

The 'Passion for Fashion' information sheet can be given out as background material for this activity.

Activity 6: Debate

The presenter's questions for part 2 explore an area of discussion which is probably the most difficult on which to make judgement. The listeners are asked to contemplate and consider their principles about the wearing of fur along with the decision about eating meat and wearing leather. They are required to take into account all the information they have heard in both programmes and decide if they would fix a limit on what they would and wouldn't do.

The children should be given time to engage in discussion of these issues and to prepare for a debate on a theme such as 'eating meat is as bad as wearing fur'. If the class includes a wide range of viewpoints and opinions, the children could be invited to argue from a personal point of view. If it would lead to a more lively debate, however, they could be divided into groups and asked to present one side of the debate or the other. To extend the activity, you could then ask the children swap sides and present the opposition point of view.

Activity 7: Survey

You could remind pupils of the discussion they had after listening to part 1 of the first programme. It would be a good time to have a follow-up discussion and see whether, and why, the children have changed their minds about any of the issues that have been covered.

To summarise and reinforce the work, you could carry out a class survey using the survey sheet. The results, once sorted and turned into charts, should prompt further discussion.

Hunting seals in Canada

From The Times Online
World News
31st March 2005

Killing in the name of fashion

by Richard Beeston

On the ice floes of Canada's Northeast coast more than a thousand hunters have embarked on the biggest and bloodiest seal hunt of modern times – a grisly annual ritual that has provoked an outcry from environmentalists the world over. On the frozen surface of the Gulf of St Lawrence hunters armed with rifles, spears and clubs have begun to track down the first baby seals to be killed for their valuable pelts.

The seal hunting industry faced bankruptcy a few years ago because of lack of demand abroad. But with fur back in fashion, and seal skins now worth a record high of £30 each, hunting is suddenly profitable and popular.

The Canadian authorities are aware of the potential damage the hunt will have abroad, and have tried to hamper environmentalists recording the event.

The Canadian Government said that the operation was carefully controlled and humane and brought millions of dollars to poor communities living in the area. They also said that seals were to blame for harming fish stocks. Much of the criticism has been directed at the clubs used to kill the seal pups. The animals are hunted about three to five weeks after birth and markets for their pelts include Norway, China and Denmark.

Most EU states, including Britain, have banned the import of skins from seals for the past twenty years. The US and many other countries also ban the imports of seal products.

Facts about the hunt

- The fur is used for clothing, the meat is used for pet food.
- The blubber is used for oil and health supplements.
- 100 boats with more than 1000 hunters are involved.
- 300,000 seals would have been killed during the hunt.
- There are an estimated 5 million harp seals.

Name _____

Do you think that it is okay to wear fur?

I agree

I disagree

I don't know

Do you think that it is okay to wear leather?

I agree

I disagree

I don't know

Do you think it is okay to eat meat?

I agree

I disagree

I don't know

Do you think that it is okay to wear leather if you don't agree with wearing fur?

I agree

I disagree

I don't know

Do you think that it is okay to eat meat if you don't agree with wearing fur?

I agree

I disagree

I don't know

Do you think that it would be okay to wear fur if you ate the meat from the animal too?

I agree

I disagree

I don't know

Do you think it would be okay to wear fur (and eat the animal's meat), if it had been treated well?

I agree

I disagree

I don't know

Do you think it would be okay to wear fur (and eat the animal's meat) if it had died naturally?

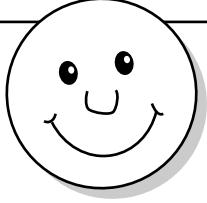
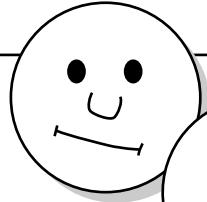
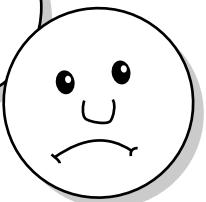
I agree

I disagree

I don't know

Any other comments?

Use this sheet to show how well you managed to listen, talk and think when you were working on the 'Passion for Fashion' programmes. Draw a face in each box to show whether you think you did very well, or quite well, or could have done better.

	<p>I worked well in a group.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>		Programme 1	Programme 2								
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<p>I was able to say how I felt.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>		Programme 1	Programme 2			<p>I understood what I was being told.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>			Programme 1	Programme 2		
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<p>I was able to listen to all the information before I made up my mind.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>		Programme 1	Programme 2			<p>I managed to carry out the activities without difficulty.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>			Programme 1	Programme 2		
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<p>I did some research and was able to find out interesting facts.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>		Programme 1	Programme 2			<p>I was able to share my ideas and listen to those of others.</p> <table border="1"><tr><td>Programme 1</td><td>Programme 2</td></tr><tr><td> </td><td> </td></tr></table>			Programme 1	Programme 2		
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