

## Information for teachers

### Introduction

Welcome to the *Foxhunting: past, present, future?* resources for schools. The resources are primarily aimed at Key Stage 3 pupils, but contain opportunities to meet learning objectives at Key Stages 2 and 4.

On the website you will find:

- **Downloadable lesson outlines** and **activity sheets** designed to use with pupils who may have a range of literacy and ICT skills and may be of different ages and levels.
- **Extracts from oral history interviews** (including **transcripts**) to support the lessons.
- A useful **timeline**.
- A **glossary** introducing phrases related to hunting and the ban as well as definitions for general terms that may be unfamiliar to some pupils.
- **Supporting resources** to help your pupils think about different arguments, including:
  - **different viewpoints**
  - **who's who on a hunt**
  - **facts and opinions about hunting and the hunting ban**
  - **the historical context of the movement to ban hunting and groups involved in the campaign**
  - **links to useful websites**
  - **references to newspaper articles**
  - **a selection of photographs and objects**
- **Links to the National Curriculum and QCA units** so that you can use the content that is most appropriate to what you are teaching in class.
- **Index of supporting resources table and oral history overview table to allow you to easily identify** which sources on the website can be used as evidence for each lesson.

### Overview of the lessons

The lessons have been designed to last approximately 50 minutes. The main activity should last between 20-30 minutes to allow time for teachers to introduce the lesson, set objectives and undertake starter activities and plenary activities to review the session. Suggestions for these have been provided in each lesson plan. Questions on activity sheets have been numbered to allow flexibility if faced with time constraints as well as to allow less able pupils to select the questions they would like to complete.

Within this document you'll find:

- **Guidance on how to get the most out of the resources**
- **Notes on assessment**
- **Additional information**
- **Project and assembly ideas**

## How to get the most out of the resources

- In some of these activities the teacher's role becomes one of facilitator setting milestones rather than the source of knowledge.
- The resources have been designed to allow teachers to approach them with flexibility either as 'stand alone' lessons or as part of an on going scheme of work.
- Pupils will benefit from learning from their set backs when conducting the research. Discussion of how they would approach the research differently in the future could form a useful part of the plenary activity.
- Encourage pupils to express as many different ideas and opinions as possible.
- Encourage learners to respond to and build on each other's ideas.
- In activities where pupils are required to examine the viewpoints of others to help shape their own viewpoint; if your class struggle to form opinions and you find the entire group either agree or disagree with the ban you may wish to use the download **different viewpoints** to prompt discussion and turn the debate into a role play activity.

## Notes on assessment

- Pupils should be assessed in the progress they make in their ability to reflect on and understand their own feelings and those of others.
- Pupils should be encouraged to use feedback to find their own solutions to problems rather than being given the solutions.
- The activities should allow pupils to develop skills in assessing their own progress in order to improve.

## Additional information

- Visits to hunt kennels can be arranged. The Master of the Foxhounds Association website ([www.mfha.co.uk](http://www.mfha.co.uk)) enables you to search for a hunt by county or name. Alternatively please contact Alastair Jackson, The Old School, Bagendon, Cirencester, Glos. GL7 7DU. Tel. 01285 831470; Fax. 01285 831737; email. [office@mfha.co.uk](mailto:office@mfha.co.uk) for more details.
- Melton Carnegie Museum offers educational services for visiting groups. To arrange a visit to Melton Carnegie Museum please call 01664 569946. The Museum offers pre-booked sessions providing the opportunity for closer interaction with real and replica objects.
- The website contains a selection of the oral history interviews carried out for the project. All of the oral history recordings and transcriptions can be accessed at Melton Carnegie Museum (please call 01664 569946 for more details) or the Record Office for Leicestershire, Leicester and Rutland in Wigston Magna, Leicester (by appointment only, please call 0116 2571080). A full list of the interviews can be found in the 'oral history' section of the website.

## Project and assembly ideas

The following ideas could be explored through project work. There is also scope to simplify them and use for assemblies.

### Hunting around the world

Pupils could make links to pupils in other countries either through existing channels the school may have in place or the Global Gateway Find a Partner schools service (<http://www.globalgateway.org.uk/Default.aspx?page=7>).

Through email communication pupils could explore the different views of young people towards hunting and compare legislation towards hunting around the world. The results could be presented on a Powerpoint presentation during an assembly based around the lives of people living in other places, and people with different values and customs,

Props: images of foxes, pro and anti-hunt lobby activity, map of the world, banners, research findings presented on Powerpoint (statistics and quotes).

Conclusion: demonstrating tolerance and respect for others' viewpoints by comparing attitudes and practices towards hunting in other countries. Encourage pupils to think of an issue and attempt to understand the attitudes of someone with an opposing viewpoint.

### Making a difference - hunting

Show images related to fox hunting, the ban and news paper articles. Ask if it is a local or national issue. Ask pupils if they are interested in national news and issues? Or if local issues can be national issues too? Ask them to think of ways they can make a difference to national issues?

Get the class to act out or demonstrate how they could get involved with local and national issues using the hunting ban as an example to show how people, some of whom had never been involved in campaigning, made a stand. For example, by reading a newspaper, being aware of occurrences/developments, contacting an MP, organising or contributing to a petition and writing letters. Discuss which are likely to have most impact.

Pupils could go into the hot seat to answer questions about why they feel strongly about the issues and the action they feel is most appropriate for them to get involved in to try to bring about change.

Props: newspaper articles, image of MPs, banners, posters.

Conclusion: try to get pupils to understand that they are in control of the amount of influence they have on the world around them. Urge pupils to take an example from the list of campaigning methods that has been discussed and set themselves the challenge of acting on something they feel strongly about – it could be bullying, the environment, health.

### **Question Time**

Pupils are arranged to form a panel, chair and members of the audience to ask questions of the panel about the hunting act. This could be a presentation of an actual debate practiced in class or a role play activity using evidence on the *Foxhunting: past, present, future?* website. If pupils have made the Real Lives TV documentary in Lesson 4 they could show it and follow with characters appearing on Question Time.

Props: tables arranged to replicate the Question Time studio, costumes, Question Time theme tune, microphone.

Conclusion: to encourage pupils to take an interest in the viewpoints of others and be able to debate topical issues. Urge pupils to follow a line of enquiry in a topical issue they are interested in by following it in the press, on the news or looking at websites related to it.