

Oral history overview

Name	Useful content	Links to lessons
Jim Barrington Licensing campaigner	<ul style="list-style-type: none"> • Different viewpoints: Middle Way Group • Animal rights/ animal welfare • Licensing 	<p>Lesson 1 – exploring different viewpoints</p> <p>Lesson 3 – collecting evidence for quotes to include in the newspaper report</p> <p>Lesson 4 – different viewpoint</p>
Sue Hunt saboteur	<ul style="list-style-type: none"> • Different viewpoints: anti-hunt • Animal rights/ animal welfare, sabbing tactics 	<p>Lesson 1 – exploring different viewpoints</p> <p>Lesson 2 – examples of different campaigning methods</p> <p>Lesson 3 – collecting evidence for quotes to include in the newspaper report</p> <p>Lesson 4 – different viewpoint</p>
Juliette Baxter Rural dweller	<ul style="list-style-type: none"> • Different viewpoints: doesn't feel hunting is necessary but doesn't feel very strongly about the issue • Experiences of the hunt in a rural community • Protesting 	<p>Lesson 1 – exploring different viewpoints</p> <p>Lesson 3 – collecting evidence for quotes to include in the newspaper report</p> <p>Lesson 4 – experiences of living in a community where hunting took place</p>
Peter Collins Huntsman	<ul style="list-style-type: none"> • Different viewpoints: anti-Hunting Act / pro-hunt • Campaigning: local protests • Impact of hunting ban on welfare of foxes • Links between the hunt and farmers 	<p>Lesson 1 – exploring different viewpoints</p> <p>Lesson 2 – examples of different campaigning methods</p> <p>Lesson 3 – collecting evidence for quotes to include in the newspaper report</p> <p>Lesson 4 – perceived and actual implications of the Hunting Act</p>
Kevin Hill IFAW Hunt monitor	<ul style="list-style-type: none"> • Different viewpoints: anti-hunt • Campaigning: political support • Response to claim hunting is a class issue • Volunteers/ supporters 	<p>Lesson 1 – exploring different viewpoints</p> <p>Lesson 2 – examples of different campaigning methods</p> <p>Lesson 3 – collecting evidence for quotes to include in the newspaper report</p> <p>Lesson 4 – different viewpoint</p>

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Anthony King Hunt follower	<ul style="list-style-type: none"> • Different viewpoints: hunt supporter/ Anti-Hunting Act • Impact of the Hunting Act: change in practice of following the hunt • Thoughts on the future of hunting and other countryside pursuits • Countryside versus town 	Lesson 1 – exploring different viewpoints Lesson 3 – collecting evidence for quotes to include in the newspaper report Lesson 4 – perceived and actual implications of the Hunting Act
Peter Ripley Tailor	<ul style="list-style-type: none"> • Different viewpoints: hunt supporter • Growth of business • Impact of the Hunting Act: increased support 	Lesson 1 – exploring different viewpoints Lesson 3 – collecting evidence for quotes to include in the newspaper report Lesson 4 – perceived and actual implications of the Hunting Act
Josey Sharrad IFAW campaigner	<ul style="list-style-type: none"> • Different viewpoints: anti-hunt • Campaigning / licensing 	Lesson 1 – exploring different viewpoints Lesson 2 – examples of different campaigning methods Lesson 3 – collecting evidence for quotes to include in the newspaper report Lesson 4 – different viewpoint