

Introducing the elements of this topic

This topic isn't just about how we use and treat animals. The examiner is going to ask you about specific ways we use and treat animals. He or she might ask you to describe or compare those ways, and to explain the issues caused by each. They will certainly want you to be able to write about a range

of ways, and bring ideas from all of those into your exam answers – especially for the evaluative answers. So the next few pages are going to take each way that is listed in the course information, and make you think about it.

The bits to learn

- A definition/description of each, including an example.
- Why some people might see them as good.
- Why some people might see them as bad.
- What the religions might say.

Have a look at the uses of animals that the course mentions. Do you understand what each is about? Go through them, and write down, or discuss with your partner/group what you know. See if you can already say something for each of those **bits to learn** about each of the elements listed below.

• Saving animals from extinction.

• Animals as companions.

• Animals in sport.

• Transport and work animals.

• Farming of animals.

• Zoos.

• **Hunting.**

• Bull fighting.

• The fur and ivory trades.

• **Genetic modification** of animals.

• Cloning animals.

• Treatment of wildlife.

What the religions say

You already know that they think animals were either specially made, or are part of the same cycle of rebirth that humans are in. This gives them a special status. Even if we believe humans are better or superior, animals still have value. From that we can guess that if we abuse animals in how we use them or treat them, there might be a consequence.

Well, let's look more closely at what the religions say. You can then apply their attitudes each time you meet an element. This is a really good way to reinforce the knowledge in your head, and so have a clear idea about their attitudes to animals overall.

From the next few pages, choose the religion(s) you have studied, and make notes on their religious attitudes to animals. You need to note:

- an overview of each religion's attitude to animals. (Christians think animals were...)
- three to five teachings to use in exams. (**The Bible** says 'God created everything'.)
- an explanation of how each teaching applies to the issue of animals. (When the Bible says 'God created everything', that includes animals, so they must be special.)

Religious attitudes to animal use

Buddhism

Buddhism teaches compassion and non-violence. Intention behind any act is very important; if it is not compassionate, bad karma will result. Animals are part of the whole cycle of rebirth, and have a future as a human. It is important to show respect to all life.

Buddhism teaches:

- So long as sentient beings suffer, I will be there to help as much as I can (Bodhisattva's Vow).
- To not hurt other sentient beings (First Precept).
- Right Livelihood includes not having a job that exploits animals.
- All living things fear being put to death. Putting oneself in the place of another, let no one kill nor cause another to kill (Dhammapada).
- In some of his many lifetimes, the **Buddha** gave up his life to help animals.

Buddhist attitudes often come down to intention – why you do something. Do it for a positive reason, compassion, for example, and it is good, so long as the good outweighs any **suffering**. Do it for a negative reason, greed, for example, and it is bad. All this generates good or bad karma and that is what shapes our future lifetime(s).

Buddhists should try not to harm other beings. They should not have jobs or roles that causes suffering. They should also show respect to animals (as sentient beings) in any situation.

This doesn't mean they can't kill or eat animals; many Buddhists around the world do. Some monks elsewhere will only eat meat if it is offered to them as alms. A Buddhist would accept the killing of an animal in pain or suffering where there was no other option. For sport, it is always wrong.

Christianity

Christians believe God gave humans dominion over the world and all in it. This gives them license to use it as they wish, bearing in mind that God wants them to look after the world (**stewardship**), and will expect it back in good condition on **Judgement Day**.

Christianity teaches:

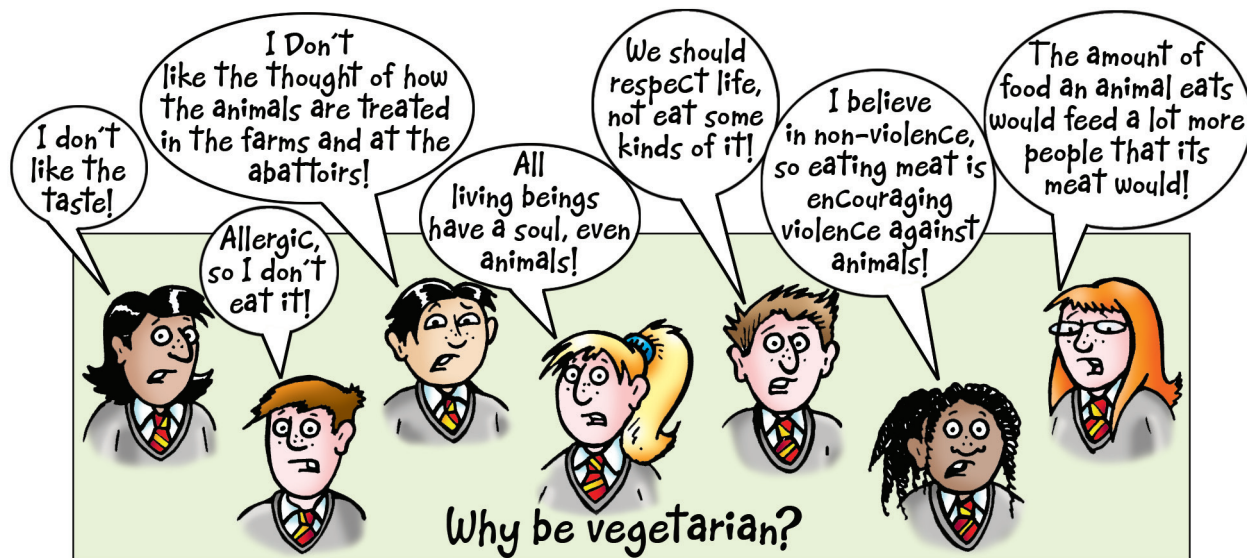
- God made the world and gave humans dominion over it (Genesis).
- 'Scientists must abandon laboratories and factories of death' (Pope John Paul II).
- Animals are a part of God's **creation** and as such deserve respect and protection (St Francis of Assisi).
- Jesus said that God cares about even the sparrows.
- The earth and everything in it is the Lord's (Bible).

Christians believe that because all life was created by God, it should be protected and looked after. The developed world, which is mainly Christian, is the biggest consumer of meat, has many battery farms, sees hunting as a sport, and leads the world in using animals in medical research. At the same time, its zoos commonly protect endangered species, most families have pets, and animals are used as support for humans – police horses, guide dogs for the blind, and so on. Many Christians today choose to eat organic and free range meat, if they are not vegetarian. Many actively campaign against hunting as sport. Many agree only with the use of animals in medical experiments, and encourage research in methods that do not use animals. There is a dilemma. For many Christians, use of animals is acceptable if they have been looked after well – humane treatment is the key.

On the Day of Judgement, they believe they will be called to account for their actions including how they treated animals, and if they fought or supported the systems that cause animals to suffer.

Let's debate! There are statements on the next few pages for you to discuss in groups. Write each statement on a big sheet of paper, each group adds the points they think of. Swap the sheets until everyone has seen each point. If you agree with a point, tick it. If you disagree, put a cross and a reason why.

Vegetarianism



There are many reasons why people are vegetarian. These are usually to do with health, upbringing, religion and concerns about farming methods. Some people eat no meat or dairy products at all (vegans); some choose to eat no meat or meat products (vegetarian).

The Christian, Muslim and Jewish faiths all allow meat in their diets. Some Christians fast at certain times of year. Muslims and Jews may not eat certain meats, and must only eat ritually slaughtered meat (called halal for Muslims, kosher for Jews). This reflects the idea that God/Allah/G-d gave humans dominion over animals, and so they could be used by humans, including as food. Hindus and Buddhists, on the whole, are vegetarian, reflecting two important beliefs – ahimsa (non-violence) and respect for all life. Many Sikhs are vegetarian to show respect for God's creation, and the Sikh langar always serves a vegetarian meal.

The Basics

- 1 Check back to pages 7–9 to find the one or two religions you have studied. For each, write the important teachings to do with animals. Add any other ideas you have come across in your studies (for example, that God created all life).
- 2 Use what you have written to write a paragraph on the attitude of each of your two religions to animals.
- 3 Re-use those teachings to explain the attitude of each to eating meat.
- 4 Why do people choose to be vegetarian?
- 5 **Eating meat is disrespectful to God's creation.** Do you agree? Give reasons and explain your answer, showing you have thought about more than one point of view.

Research Task

Find out about the dietary requirements of followers of the religion(s) you have studied.

Exam practice

Introducing half the exam – AO1 questions

Half of the exam marks are for a certain type of question. This tests what you can remember from what you have learnt. It is the kind of question that asks you what something means, or why some people do something, or what the religions think about something.

Questions use these command words:

| | |
|---------------------------|--|
| Give... | Write the name of something, or one reason why something happens. The mark tells you how many different things the examiner wants to know – if the question doesn't tell you that. So, <i>Give ways in which people use animals. (2 marks)</i> , wants two ways. |
| Name... | Write the name of something. This could be its proper name, like Bible, or could be what it is, like <i>holy book</i> . |
| Explain briefly... | For this, you have to write something, and then say a bit more about what you have just written. <i>Give</i> and <i>Name</i> only want one detail – the most basic information. <i>Explain</i> wants more. When it uses the word <i>briefly</i> , it is to try to stop you from writing everything you know. So it is an answer, with a bit extra. This is usually used on two and three mark questions. |
| Explain... | So, if <i>Explain briefly</i> wants an answer with a bit extra, <i>Explain</i> wants two or three different answers, and a couple of those with a bit extra. There is a bit more depth to your answer – you'll do better if you develop an idea by giving two extra bits of information. These questions are usually worth 4 or 5 marks. |

In the exam, there are six questions – one for each topic in this book. Each one is worth 18 marks – split equally between this kind of question and evaluative questions (ones where you have to argue about a statement being true or not). So it is important to be able to do well on these questions.

Try one of each of those *commands* in these questions:

Give two ways in which humans use animals. (2 marks)

Name two kinds of sport involving animals. (2 marks)

Explain briefly why some religious believers choose not to eat meat. (3 marks)

Explain the attitudes of the religion(s) you have studied to experiments on live animals. (6 marks)

Now go back through the work you have done in this topic. Write a set of questions using these command words for a partner – see if they can answer them. They can do the same for you – it is a way of revising and organising the ideas in your head.