Care-full Stories: Innovating a new resource for teaching a culture of care in animal research facilities

Project Report

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Executive summary

This report describes the design, piloting and evaluation of a 2–3-hour training exercise that uses storytelling to reflect upon the culture of care in animal research establishments.

The aim of this project was to develop and pilot a new training session to help those working in the animal research sector to more fully and reflexively recognise, participate in and promote a culture of care in their working environment. The project uses fictionalised prompts (storytelling) as a training resource to encourage participants to share their own stories of working with a particular animal or culture of care and through this process build connections and a shared culture of care across different communities within the animal research facility.

We conducted five pilots at this training exercise with 8–10 participants in each one, including two sessions as part of an animal research project license holder training module, one session with university staff, one at pharmaceutical company, and a final pilot with a mixture of participants from various Contract Research Organisations (CROs) and pharmaceutical companies.

Feedback from the pilot workshops indicated that the exercise was very successful in emphasising the importance of open communication and the need to appreciate other perspectives and respect other roles within animal research. Participants commented that this exercise had given them new insights into the culture of care and had value added in terms of facilitating more in-depth and open discussion. Almost everyone who participated had not had, (as far as they were aware), any previous training of this kind on the culture of care, although some mentioned care forums and leadership courses that had some similarities to this exercise. The experience encouraged participants to reflect on who had responsibility for generating a good culture of communication, the importance of respecting different viewpoints in an animal research facility and a culture of care. In particular, more experienced participants highlighted the need to take a lead in and empower others to promote a culture of care. Others emphasised the need to support, listen to and care for colleagues. Participants really valued the 'open and interactive communication' the session created and found the approach 'fun and engaging'.

Constructive feedback from participants included suggestions to include a wider variety of scenarios in diverse settings (such as CROs). It is also important to reflect on how to ensure that this exercise effects long-term change. Although respondents commented that the exercise did work successfully online, some of the theatrical and role-playing elements were lost in a virtual setting (such as switching seats and using props). Next steps for the project include disseminating results from the pilots to various stakeholders and applying for further funding to develop and expand the scripts, facilitate in-person pilots (when Covid-19-restrictions ease) and to create an open-access website with downloadable training materials.

Acknowledgements

Reference

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Image source: Understanding Animal Research library.

Contents

1. Background and rationale

A good culture of care is promoted by regulators of animal research in the UK (Home Office Animals in Science Regulation Unit Compliance Policy, December 2017) and widely recognised as being key to the welfare of both staff and animals in animal research facilities, and to the quality of the science produced (Boden & Hawkins, 2016). At the same time it is a complex and multifaceted phenomenon, hard to teach in conventional, standardised ways. It can be challenging for people to find the space to talk openly and in depth about questions such as what constitutes good care and how this can be put into practice (Hawkins, 2018; Tremoleda & Kerton, 2020). Furthermore, animal research regulation emphasises care for the animal (identifying strategies for addressing this including training, competence etc.) but often fails to address issues of care for the staff, a growing concern for those who work in this sector (K. Davies & Lewis, 2010; Friese & Latimer, 2019; Tremoleda & Kerton, 2020).

This project sits within the wider work of the Wellcome-funded Animal Research Nexus (AnNex) Project, which aims to offer news insights into the social relations of animal research and generate new cultures of communication across them. Since 2016, research conducted by the AnNex project team has highlighted how existing infrastructures and training provision within animal research facilities, while sensitive to the need to promote a good culture of care, are currently struggling to meet the gap between formal mechanisms of delivery focussed on meeting regulatory requirements and developing competence in practical skills, and the more open, deliberative, cross-cutting conversations needed to really articulate shared meanings, values and experiences of care (Roe and Greenhough 2021; Greenhough and Roe 2019; Boden and Hawkins 2016; Hawkins, 2018). In an already crowded curriculum (and working day) it can be challenging for people to find the space to talk openly and in depth about questions such as what constitutes good care and how this can be put into practice. This can be compounded by the fact given the nature of the work, it is difficult for those who work in animal research to discuss what they do outside the workplace.

A number of valuable resources, frameworks and measures of a culture of care are being developed, but these can sometimes be used in quite instrumental or 'tick-box' ways. For regulators such objective measures offer a straightforward means of evidencing good care, but for those within the community these can often fall short of: (i) creating the opportunities needed for sustained and open conversations between staff at all levels about how collective cultures of care are constituted, practiced, experienced and improved upon and (b) accommodating the specific needs of different sites. Research by the project lead, Beth Greenhough (Greenhough & Roe, 2019) suggests that for animal technologists and facility managers, sharing stories about their relationships within individual animals they had worked with served as a way of thinking through and coping with the ethical and emotional challenges of their work, including what counts as good care. This demonstrated how storytelling could offer a new approach to teaching a *culture of care*.

The aim of this project was therefore to develop and pilot a new training session that uses storytelling to help those working in the animal research sector to more fully and reflexively recognise, participate in and promote a culture of care in their working environment.

2. Development process

2.1 Stakeholder consultation workshops

To begin the design of the training resource, we held two preliminary workshops to consult with stakeholders in the laboratory animal research community, including those involved in the management and operation of animal research sites, those involved in training animal research staff and members of professional and advisory bodies (see Acknowledgements). These stakeholders were selected due to previous expressed interest and their expertise, experience and knowledge of the animal research community and culture of care.

The first stakeholder workshop took place in February 2020 in Keble College, Oxford, with 11 participants (4 from the AnNex team and 7 animal research community stakeholders). The aim of this workshop was to agree learning outcomes and measures of success for the training exercise. Participants reviewed current training provision and its strengths and weaknesses, and agreed a seven key learning outcomes for the training exercise (Box 1).

Box 1:   Agreed key learning outcomes for the care-full stories exercise

At the end of the training session participants should be able to:

- appreciate that there are different kinds and understandings of care for both humans and animals within a facility;

- share examples of a positive workplace culture and think about how this could be further developed;

- be aware that there can be shared responsibility (without loss of individual responsibility) towards animal care, welfare and use;

- understand how they can promote effective communication between different roles within the animal unit;

- consider examples of (un)empowered care staff and veterinarians, and provide suggestions to help make people comfortable about speaking out and sharing their concerns;

- encourage respect for different roles, people and priorities within a research facility;

- recognise the emotional division of labour within animal research facilities, and the implications of this for their and their colleagues' wellbeing.

Using the insights from this first workshop, the Beth, Hibba and the Oxford AnNex team worked with a professional storyteller to identify materials from the AnNex research data (such as interview transcripts) that could be adapted to develop fictionalised storytelling materials. Three different scripts were designed, titled **Keep Labouring** (Story 1, Appendix A), **Do we care** (Story 2, Appendix B) and **Just me now** (Story 3, Appendix D) respectively. Each script focused on encouraging reflection on a selection of the key learning outcomes (Box 1). These were then tested at the second stakeholder consultation workshop which was held online (due to COVID-19 restrictions) in July 2020. This workshop focused on refining the scripts and turning these into a 2–3-hour training exercise. A key concern for the exercise was to how best to create space for people to talk openly about the experiences, meanings, values and practices they see as central to a good culture of care, and to explore how these can be more widely shared and promoted within their community. Therefore, as well as revising the scripts we thought about the use of ice-breaker exercises, the need to create a 'safe space' for confidential and personal discussion and the qualities needed in a session facilitator.

Participants read out the scripts in the workshop and offered feedback. Subsequently, the AnNex team edited the scripts; one such edit was to give Story 2 (Do we care) a mouse version (Appendix C) as feedback suggested that mouse models were more common. These refined scripts, alongside an **Instructions for facilitators** document (Appendix E), were then rolled out in the next phase of pilot workshops.

2.2 Pilot workshops

Between November 2020 and March 2021, we conducted five pilots of the training resource. These comprised: (i) two sessions as part of an animal research Project License Holder (PPL) training module involving only academic researchers; (ii) one session at a university facility with a mixed group of senior and junior researchers (including postdocs and PhD students), animal technologists and named persons, (iii) one at pharmaceutical company with a mixed group of managers, researchers, scientists, named persons, animal technologists and AWERB members; and (iv) a final pilot with a mixture of participants from various Contract Research Organisations (CROs) and pharmaceutical companies, again including managers, researchers, named persons and animal technologists.

All pilots took place online, using the Microsoft Teams platform, with the pharmaceutical company and CRO/pharma pilots being hybrid (several participants attended the virtual session while sitting in the same room in the animal facility). Participants were encouraged to have their cameras on during the sessions (except during script reading when we suggested everyone except the readers turned their cameras off). To preserve a sense of this being a 'safe space' and respect participant confidentiality the event was not recorded. Beth Greenhough (project lead) and Hibba Mazhary (project assistant) observed four of the five sessions and took notes to assist with the development of the training resource, but these did not include participant names.

Each workshop had a facilitator, whose role began with planning out the session drawing on the notes for facilitators provided (see Appendix E). It was noted that a good facilitator is key to making these kinds of sessions work, ideally someone familiar to participants who can make them feel at ease, especially given the small size and mixed nature of some groups. For the two PPL pilots Beth and Hibba acted as facilitators, the other three pilots were facilitated by named vets associated with the sites in question, and therefore familiar to many of those participating.

Each workshop began with the facilitator offering an overview of the aims and expected learning outcomes for the session and creating a 'safe space' by asking that participants do not share the specifics of 'who said what about whom' outside the space of the workshop. Then a short ice-breaking activity was used (see Appendix F for suggestions; all of the pilots used the draw an animal exercise) to try and set a relaxed and informal tone for the workshop. This was then followed by a script reading and discussion. Facilitators were encouraged to ask for volunteer 'readers' for the roles in each script and these readers were sent the scripts shortly in advance of the exercise. The activity worked best when volunteers read a role different from their own. Each script features suggested questions for discussion at the end, but facilitators were also encouraged to allow the conversation to flow and range beyond these. The first script reading was followed by a short comfort break and second script reading (see Box 2 for an example agenda).

Box 2: An example workshop outline agenda

In advance: Identify readers and send out scripts to readers as well as any preparatory instructions (e.g. have a pen and paper to hand for 'draw an animal') for participants; set up reflection space (e.g. virtual whiteboard).

12.30–12.40	**Introductions** (introduce facilitator and participants; introduce the workshop and intended learning outcomes; create a safe space).
12.40–12.50	**Icebreaker**
12.50–13.20	**Script 1 reading and discussion**
13.20–13.30	*Comfort break*
13.30–14.00	**Script 2 reading and discussion**
14.00–14.20	**Reflections** (Google Jamboard)
14.20–14.30	**Feedback survey**

At the end of the workshop participants were asked to write their reflections on an online interactive whiteboard (See Box 3). These reflections were organised by the prompts of 'One thing I learned in today's session was….', 'One thing I will do differently from now on is…', and 'Let's build a strong culture of care at our workplace by…'.The second source of feedback was an online survey (see Appendix G) asking participants to evaluate the strengths and weaknesses of the training exercise. The feedback survey, was completed by 28 of the 37 participants (76%). The results of the feedback survey (along with the Google Jamboard reflections, notes from the observers and feedback from facilitators) informs the feedback discussion below.

Box 3:   Illustrative extract from a Google Jamboard Session

put yourself in the other persons shoes, we are all human

Things have changed over the last 25 years

Just always keep in mind that people may be seeing the same situation from quite different views.

not be worried about showing emotion

Respect for everyone's individual expertise is key

One thing I have learned from today's session is...

…how important regular communication and respect of others views/feelings are

It has been a session where its been useful to reflect that we have a very positive culture, we have lots of difficult conversations - but great none of us recognised the scenarios today

…Communication, mutual respect and listening is vital to all parties involved.

People can be more understanding than you think, they might have experiences similar to you

Everyone has had different experience throughout their working life and can be more understanding than you think

3. The impact of COVID

The ongoing Covid-19 pandemic impacted the project in several ways. Firstly, due to COVID-19 restrictions, we had to run the second stakeholder workshop and all the pilots largely online. Pilot workshops were also delayed from their original planned delivery of May–June 2020, with the final pilot taking place in March 2021. One planned pilot did not take place due to reduced staffing capacity at the site concerned. Secondly, as a result of the online setting, we were not able to pilot **Story 3 Just me now** (Appendix D), as it involved a more complex plot with multiple possible scenarios. We did try out Story 3 online in the second stakeholder consultation workshop, but agreed it did not clearly translate well virtually. Some of the theatrical and role-playing elements of Stories 1 and 2 were also lost in a virtual setting (such as switching seats and using props), which was reflected in the feedback, with some participants finding Story 2's characters difficult to follow. One participant also reflected that it was "*sometimes hard to join in the conversation*" online, and a facilitator noted that Teams means that "*you are sometimes speaking to 'buttons' rather than to a face on camera*". In future online breakout rooms might be used to give all participants more opportunities to share and input.

Despite this, participants seemed to think that the exercise worked well, noting that "*the discussion was well lead and felt very interactive*" (survey response) and that while "*it would be interesting to do from the same room*" it "*works really well remotely*" (survey response).

4. Results

This section draws on material from the feedback survey, decontextualised comments from the online (Jamboard) reflections and observer and facilitator notes.

4.1 Added value

22 out of 28 survey respondents reported that they had not attended any previous culture of care training, and 2 reported no direct training but referred to care meetings and leadership courses where they had discussed similar themes. Where participants had received previous training, many felt that this exercise was "*more interactive having only a small number of people in a safe environment*" and therefore provoked "*more consideration*". One respondent commented that whilst other training covered legislation, which they believed was valuable, it did not include "*discussion about communication and how a lack thereof can cause problems*".

25 out of 28 survey respondents agreed that this activity had given them new insights into the culture of care. Others felt that, whilst not giving entirely new insights, the exercise "refreshed" their understanding and caused them to "reflect more deeply about some aspects" of it. Interestingly, even where participants felt their workplace did have a good culture of care, the exercise led them to reflect on and value that culture, "I think we are reasonably aware in this team, but it was still useful to really reflect" (learning outcome 2).

" I definitely appreciate the culture of care should be for the people involved in all aspects of animal work – not just the animals. **"** (Survey response)

Participants agreed that it was a well-designed training activity, and said that the scripts were "well-chosen" and "did a great job". A facilitator who led two of the pilots stated that the instructions given for leading the workshop (Appendix E) were "excellent".

4.2 Communication

The most prominent theme across both the survey responses and the interactive whiteboard activity was the importance of good communication.

Box 4: Wordcloud derived from Jamboard responses to the prompt
'One thing I have learned from today's session is…'

The importance of communication (learning outcome 4) was mentioned 17 separate times across the different feedback survey question responses. In the interactive whiteboard activity, 15 different participants made reference to communication in answer to the prompt asking what they had learned from the session (see Box 3), while 12 people mentioned it in answer to the prompt of what they would do differently in the future (learning outcome 2). Of these 12, 8 respondents mentioned communicating more with animal care staff (learning outcome 5), with one resolving to "*discuss in more depth certain parts of a protocol with the AT to ensure that we are both on the same page*" with others planning to "*do a presentation for the ATs before the study, to show what we are expecting*" and to "*involve all parties before, during and after projects.*"

"Communication, mutual respect and listening is vital to all parties involved."

"I am going to make a point to communicate frequently with anyone that plays any role in the care of our mice."

"There is no facility without everyone working together."

"It helped to underscore that building a culture of openness, trust and communication will improve care." (Interactive whiteboard responses)

4.3 Valuing different perspectives

Another common takeaway from the session was the need to appreciate the perspectives and knowledge of other roles in the animal facility, and the need to value different types of expertise (learning outcome 6). Recognising "*different standpoints, priorities and pressures*" was seen as key to building empathy (learning outcome 7) and therefore a better culture of care. **The importance of recognising different perspectives was mentioned 26 separate times across the survey responses**. In response to the two interactive whiteboard prompts on key takeaways and things they would do differently, there was a total of 16 reflections mentioning the need to understand others' perspectives and respect their roles.

> **"** Culture of care can be nurtured by all parties spending some time in each other's shoes. Techs doing researchers' jobs and researchers scraping cages. **"** (Survey response)

Several participants reflected on their tendency to be fixated on one viewpoint, with one whiteboard respondent stating that "*we are too caught up by our own perspectives*" and "*often you only hear one side of a story*", while another stressed that "*not everyone thinks like me.*" (learning outcome 1). Furthermore, participants in the sessions with a mixed group of researchers, animal care staff and managers also really valued that diversity, "*I enjoyed heterogeneity of the group* (PI, technicians, vet, PhD students)".

100% of survey respondents agreed with the statement that the exercise was successful in its aim of encouraging people working in very different roles within an animal research facility to see things from a different perspective.

> **"** I think it has broadened my view on other people's roles and how they care differently not necessarily less. **"** (Survey response)

Some participants went away with a renewed appreciation for a particular role (learning outcomes 3, 6), with one attendee resolving to give junior PILs more support in the future and another pledging to "*say 'thank you' more often to the animal facility staff*" (learning outcome 2).

4.4 Sharing stories

Participants particularly enjoyed the interactive nature of the script reading and the welcomed the opportunity to share stories. Inviting volunteers to read scripts, rather than presenting a scenario or video, helped attendees to feel part of the process and added a "*fun and engaging element*", as well as humour, (although some admitted they personally would not be comfortable reading a script). The scripts firstly presented a welcome "*break from the usual format of sessions*", and secondly acted as an impetus for participants to share their own stories, which was a valued part of the session. When asked what they enjoyed most in the session, respondents cited "*chatting about experiences*", the ability to "*easily express views and opinions*", the "*open discussions and that everyone could share their stories freely*", and overall appreciated "*having the space to talk about the work we do*".

In some cases the exercise also opened up spaces for difficult conversations. One facilitator noted how a participant observed that, "*I have never been asked in my whole career how do I feel about killing animals!*" This triggered a wider discussion about the emotional impact of culling large numbers of animals which was shared across participants in different roles (learning outcome 7).

" Script wasn't too emotive and created a good platform for a conversation not a criticism. " (Survey response)

However, this space for discussion had to be carefully curated and relied on the facilitator to actively create and maintain this. A facilitator for two of the pilots advised that anyone facilitating sessions in the future would need to "*be prepared that this will feel unusual and uncomfortable for people, which may inhibit talking*" and also advised the need to remain mindful of the "*existing power dynamics*" in a mixed group of different roles.

4.5 Development points

The first point for improvement mentioned by several participants was the need for a wider variety of "*shorter but more diverse*" scripts with "*smaller quicker scenarios…in order to explore as many different situations as possible.*" A wider variety of scripts could also leave room for more perspectives "*so that the researcher is not always the 'baddie' and the tech the 'goodie' – sometimes it's the other way round*". Participants also identified scope for the scripts to cover different contexts such as client pressures in a CRO setting, since, although not specified, the current scripts were interpreted by participants to be in a university context. Another aspect scripts could explore would be to look at the challenges of talking about what you do outside of work.

Some participants reported difficulty with keeping up with the roles in the scripts, particularly Story 2, which was perhaps a result of the virtual nature of the session. Several suggestions were given in the feedback form to mitigate this, such as the facilitator giving a brief introduction to the script before the reading, or to have the script "*shared on the screen at the time of reading and left on to refer to*". Participants in one workshop challenged the use of the term 'animal technologist (AT)' as it was seen to be a problematic term and suggested alternatives such as 'study scientist'. One participant mentioned that they would have liked more practical suggestions of things they could implement at their site.

Whilst it was successful in providing participants with new insights into the culture of care, the key challenge for this kind of workshop was encouraging participants to reflect on what they have learned and how they might take this forward. If the workshop were to be carried out in person, each participant could fill out a postcard to their future self (see Appendix H) and the facilitator would collect this and post it to them in 3 months' time. Online, we used an interactive whiteboard platform called Google Jamboard that allowed participants to edit it anonymously in real-time to write their reflections (See Box 3). This appeared to work well and was interactive, but did not have the same personal accountability that a postcard could have.

5. Conclusion

This project has fully achieved its stated objective of developing and piloting of a new training resource to help those working in the animal research sector to recognise, participate in and promote a culture of care in their working environment.

The pilot workshops demonstrated that the training exercise encouraged participants to reflect on the importance of communication, valuing different perspectives and sharing stories. Feedback from the five pilots was predominantly positive, and indicated that the exercise provided a fresh approach to and provided new insights into the culture of care.

6. Next steps

We are currently working on phase II of Care-full Stories which will aim to:

1. **Share the results of this pilot study with relevant stakeholder and academic audiences**. This has already begun with a presentation of the preliminary findings to the February 2021 Laboratory Animal Science Association (LASA) meeting on 'Good Governance' and a workshop run demonstrating the resource at the March 2021 Institute of Animal Technology (IAT) Annual Congress. There are further plans to distribute and promote this report through the AnNex website and newsletter and via relevant professional networks including LASA, IAT, the Laboratory Animal Vets Association (LAVA) and the Animal Welfare Research Network (AWRN).

2. Apply for further funding in order to: (i) conduct further pilots, ideally face-to-face once COVID-19 restrictions have eased; (ii) develop further scripts in line with the feedback from this pilot study, looking at the experience of junior researchers, CROs and industry, and the experiences of those who have trained/worked outside the UK; (iii) professionally produce, publish and promote resource.

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About the research team

Dr Beth Greenhough is Associate Professor of Geography and Fellow of Keble College, Oxford. Her research examines the social implications of scientific innovations in the areas of health, biomedicine and the environment. She is one of the lead researchers on the Animal Research Nexus project and has led the development of the Care-full Stories training resource. She has published widely on topics including the culture of care and everyday ethics in animal research. She is co-author of Bodies Across Borders (Ashgate) Health Geographies: A Critical Introduction (Wiley-Blackwell) and Bioinformation (Polity).

Hibba Mazhary is a part-time PhD student at the School of Geography and the Environment. Hibba first entered the department as a BA Geography undergraduate in 2013, before going on to complete the MSc in Nature, Society and Environmental Governance. She divides her time between fieldwork, teaching undergraduates, and undertaking various part-time research assistant roles, including working with the RSPCA on laboratory rat welfare. Hibba is broadly interested in animal welfare and food sustainability.

Appendix A – Story 1: Keep labouring

Background to the script

This story is meant to highlight issues for discussion around: workplace environment, institutional behaviour and division of labour, respect

Set up: 2 people to read a duologue.

In person: Place two chairs facing away from each other at separate points in the room. A sits on one chair, B stands some distance away.

Online: Simply read, while also looking at the other character whenever you want (ignore stage directions that require movement).

Characters:

A – Research scientist and line manager
B – Research scientist

Stage directions are in *italics*

Setting: An office

B: Hi, sorry, I'm a bit late. I was just in a meeting with my funders and it overran.

A: No problem. Come in, take a seat!

*B "enters" and goes to second chair. Stands, sits, moves around the room at any point they choose. A can also choose to stand or sit at any point *

A: How are you?

B: It's been a really rough weekend, actually. I lost my colony of mice. All of them. There was a disease breakout…

A: Yes, I heard about that, and it's actually part of the reason I've scheduled this meeting. I've had a chat with Jenny and Peter –

B: Who?

A: Jenny and Peter.

*B doesn't reply. Shakes their head. *

A: Your Animal Techs? Working with you this weekend? Been working with you since the start of your recent project?

B: Right, yes, of course. Sorry, just a little distracted.

A: I'm glad they've been working with you. They're very meticulous. I trust them thoroughly with my own colonies.

B: Yes.

A: But they were both very upset by the loss of your colony and, connected to that, some of the conversations between you. I've sent them home early today but –

B: (*interrupts*) Look, I'm really sorry about that. But I have huge issues right now and making sure Jenny and Peter like me is not really top of my priority list.

A: That's not what this is about. They work very hard for you. And me.

B: I know. It's just that I am under a lot of time and budget pressures.

A: They said they were happy for me to repeat this to you – they didn't feel you appreciated quite what was required of them, and your stress and attitude seemed to be negatively influencing your interactions with them.

B: Well, maybe that's true. It would certainly never be my intention to upset anyone. Actually, that leads me to what I want to talk to you about. As my line manager, and friend, I need your help. I need to get this new colony in and ready ASAP. It's a really short project and with these delays everything is just piling up.

A: What are your concerns?

B: I've already spent most of the time and money on admin and design and we don't have a lot of room for manoeuvre at the current stage of the project. The Animal Techs and the NVS want to make changes and review and discuss the care plans. And we just don't have that kind of time. I need you to help me just get this colony in and get me started.

A: Presumably they are just trying to make sure this colony is fine and well taken care of, which helps you, doesn't it?

B: We are fully compliant. They are taking it too far; we need to just get on.

A: Were you there?

B: Where?

A: When they had to euthanise your last colony?

B: No, I had other commitments, which I couldn't get out of. You can't expect me to be there every time. Would you be?

A: Not every time no, but I'd try to be present or at least aware. It's not fair for only the

ATs to have to deal with that side of things. Especially when they are our animals. And if they're just trying to avoid it happening again, then good.

B: It won't happen again.

A: I also know they've had a lot of complicated things happening over the last couple of weeks with various groups. Jenny even cancelled her long overdue holiday.

B: I didn't realise. I'm sorry to hear that. Perhaps I've been a bit caught up in my own stress. I will of course speak to them about that. But it's a crucial time right now and it's a bit overwhelming. There's a lot riding on this, so I don't feel I should be dictated to by the Animal Techs about how I do my work.

A: They are not dictating.

B: No? I follow their ideas, I get more delayed and everything falls apart. I don't and I get a reputation – or more of one, apparently. You know my position is partially dependant on the successful completion of this project.

A: Yes, of course. Clearly everyone is upset and stressed for various reasons. What do you think needs to happen for everyone here?

B: I don't know.

A: I just feel…

B: I just feel…

*** end of script ***

Questions for discussion:

- What kind of labour is everyone involved/talked about undertaking?

- What are your similar experiences? Would you like to share any?

- How should it be resolved?

- How does each person in this scenario feel?

- Who should be involved in the conversation?

- What, if any, other questions are raised for you in this scenario?

Appendix B – Story 2:
Do we care? (NHP version)

Background

This story is meant to highlight issues for discussion around: *different kinds of care and empowerment to speak up*

Set up:

In person: 3 people sitting or standing in a triangle. Who is positioned where in the triangle does not matter. Everyone should be visible. They move one spot to their right at the specified points.

Online: Read as is (*ignore stage directions related to movement*). Do not make eye contact with any other reader.

Characters

Animal Techologist, **Researcher**
NVS, discussing a situation they were involved in together.

Stage directions in *italics*

Setting: Unspecified.

Animal Technologist: Perhaps one day we will reach a time when we don't need to use animals at all. Until that time I will do my best to give them the best possible care. I am their voice. But I am also here for the science. I care.

Researcher: The scientific aims and objectives of my research are paramount. But of course I also appreciate the need to care properly for all animals, to adhere to the 3R's, to identify humane end points. I know I take responsibility for my animals and we have a good team. I care.

Vet: Animal care must be a priority. I will care for any animal in the best way possible to help the license holder fulfil their responsibilities. And more. I care.

Researcher: There are so many things to consider in our work. So many perspectives and priorities. The well-being of the animal, the importance of the science, staff, institutional obligations and commitments –

Vet: – the health of the animal, its role in a scientific study, doing no unnecessary harm –

Animal Technologist: – the every day care and welfare of the animal. The science and the animal both benefit from good care and the best possible treatment, but there was this one time –

Researcher: I do my best by the animals and people involved in my work, but there was this one time –

Vet: Usually there is a clear understanding and unity between the animal care and the science, but there was this one time –

Animal Technologist: I didn't know what to do. It just didn't feel right. I was worried about the animal.

Researcher: The project was progressing well. There wasn't long left. Some final tests and then the project would end. But I was feeling the pressure.

Vet: It was a complicated situation. I felt conversations needed to be had.

Animal Technologist: I wasn't happy. I kept being told everything was fine, the animal is fine.

Researcher: The Animal Tech seemed worried about the animal. But I reassured them that everything was fine, the animal was fine.

Vet: There's a conversation I always have with new NVSs in determining whether an animal is fine. And it really hit home again on this case I was handling.

All move one chair to the right

Animal Technologist: The plug cap on his head looked awful. It was raw, it looked infected. He kept scratching at it, making it worse. He was suffering.

Researcher: The animal was quite old, it look like it was reacting a little bit. Feeling slightly irritated perhaps, but nothing it couldn't manage or that affected the research. It wasn't suffering.

Vet: The main thing you have to get your head around, as a vet, is that you are not thinking about saving an animal. Your job is not to prolong the life of the animal necessarily. Part of our job is to help alleviate and prevent suffering. And sometimes, to do that, we have to euthanise the animal.

Animal Technologist: I remember when he arrived. Young, gregarious, really cheeky. 3 years ago tomorrow, as it happens. I was with him every day.

Researcher: I remember when it arrived, with the others, 6 in total. A large chunk of my budget was dedicated to them. About 3 years ago or so, I think. We did great work together.

Vet: We had a good and agreed care plan for the whole group. We established this collaboratively when they arrived 3 years ago. A great group.

Animal Technologist: I called him Greg. He was full of personality, a real character. I loved spending time with him.

Researcher: We get taught to not get attached to these animals. That it plays with your objectivity.

Vet: Anyway, as I was saying, you have to look at it and ask "Will this animal be a good scientific subject?"

Animal Technologist: It got worse and worse for him. It was awful to witness. But nobody listened. Eventually I only had one choice left.

Researcher: I didn't agree with the AT. I was surprised by what happened next.

Vet: Then you have to advise the PI accordingly. You can inform the PI of your assessment of the animal's condition, but after that it's ultimately up to the PI.

Animal Technologist: I pulled the whistleblowing clause. This was definitely a situation where I needed to tell someone, an authority, my concerns.

Researcher: It complicated my project. I lost money. I lost data.

All move one chair to the right

Animal Technologist: I struggled a lot with my decision. But when you don't feel heard your options become limited.

Vet: It's difficult when you give advice and you don't feel listened to. You don't really have any further options.

Researcher: It's hard when others don't seem to understand your perspective. Your decisions become more difficult.

Animal Technologist: If you don't look out for the animal you're not respecting it.

Vet: Providing information for good decision making is part of respecting the animal.

Researcher: You don't want to give up early because then the animal will have suffered for nothing. That's not respecting the animal.

All move one chair to the right

Animal Technologist: That poor monkey.

Researcher: That great monkey.

Vet: That NHP has been removed from the study and euthanised.

Animal Technologist: Did I provide good care for that animal? And who cares for me?

Researcher: Didn't I provide good care for that animal? And who cares for me?

Vet: What does care look like? Do we…care?

*** end of script ***

Questions for discussion:

- Was good care provided here? Where?

- Who feels empowered to speak up here?

- Do you have any similar experiences? Would you like to share any of them?

- What are the different perspectives existing here?

- Does good care look different for different species?

- What, if any, other questions are raised for you in this scenario?

Appendix C – Story 2:
Do we care? (Mouse version)

Background

This story is meant to highlight issues for discussion around: different kinds of care and empowerment to speak up

Set up:

In person: 3 people sitting or standing in a triangle. Who is positioned where in the triangle does not matter. Everyone should be visible. They move one spot to their right at the specified points.

Online: Read as is (ignore stage directions related to movement). Do not make eye contact with any other reader.

Characters:

Animal Technologist
Researcher,
NVS, discussing a situation they were involved in together.

Setting: Unspecified.

Animal Technologist: Perhaps one day we will reach a time when we don't need to use animals at all. Until that time I will do my best to give them the best possible care. I am their voice. But I am also here for the science. I care.

Researcher: The scientific aims and objectives of my research are paramount. But of course I also appreciate the need to care properly for all animals, to adhere to the 3 R's, to identify humane end points. I know I take responsibility for my animals and we have a good team. I care.

Vet: Animal care must be a priority. I will care for any animal in the best way possible to help the license holder fulfil their responsibilities. And more. I care.

Researcher: There are so many things to consider in our work. So many perspectives and priorities. The well-being of the animals, the importance of the science, staff, institutional obligations and commitments –

Vet: – the health of the animals, their role in a scientific study, doing no unnecessary harm –

Animal Technologist: – the every day care and welfare of the animals. The science and the animals both benefit from good care and the best possible treatment. There was this one time –

Researcher: I do my best by the animals and people involved in my work. There was this one time –

Vet: Usually there is a clear understanding and unity between the animal care and the science. There was this one time –

Animal Technologist: I didn't know what to do. It just didn't feel right. I was worried about the colony.

Researcher: The project was progressing well. There wasn't long left. Some final tests and then the project would end. But I was feeling the pressure.

Vet: It was a complicated situation. I felt conversations needed to be had.

Animal Technologist: I wasn't happy. I kept being told everything was fine, the colony is fine.

Researcher: The AT seemed concerned about the colony. But I reassured them that everything was fine, the colony was fine.

Vet: There's a conversation I always have with new PILs in determining whether a colony is fine. And it really hit home again on this case I was handling.

All move one chair to the right

Animal Technologist: Within a few weeks the colony of mice were in a very poor condition. Listless, low, just overall concerning. I felt they were suffering.

Researcher: The mice in the colony seemed a little bit off colour. Nothing they couldn't manage or that affected the research. They weren't suffering.

Vet: The main thing you have to get your head around, as a named vet, is that you are not thinking about saving an animal for a research program but to prevent and alleviate suffering. And sometimes, to do that, we have to euthanise an animal or a whole colony.

Animal Technologist: I remember when they arrived. They were really active; playful and inquisitive. I was with them every day.

Researcher: I remember when the colony arrived. A large chunk of my time and budget was dedicated to getting things right for them. We were doing great work together.

Vet: We had a good and agreed care plan for the colony. We established this collaboratively when they arrived. A great group.

Animal Technologist: I put fun tunnels in for them and they loved it. And I loved watching them.

Researcher: We get taught to not get attached to these animals. That it plays with your objectivity.

Vet: Anyway, as I was saying, you have to look at it and ask "Will this animal or colony be a good scientific subject?"

Animal Technologist: They got worse and worse. It was awful to witness. But nobody listened. Eventually I only had one choice left.

Researcher: I didn't agree with the Animal Technologist. I was surprised by what happened next.

Vet: Then you have to advise the Researcher accordingly. You can inform the Researcher of your assessment of the animal or colony's condition, but after that it's ultimately up to the Researcher.

Animal Technologist: I pulled the whistleblowing clause. This was definitely a situation where I needed to tell someone with authority my concerns.

Researcher: It complicated my project. I lost money. I lost data.

All move one chair to the right

Animal Technologist: I struggled a lot with my decision. But when you don't feel heard your options become limited.

Vet: It's difficult when you give advice and you don't feel listened to. You don't really have any further options.

Researcher: It's hard when others don't seem to understand your perspective. Your decisions become more difficult.

Animal Technologist: If you don't look out for the colony you're not respecting the mice.

Vet: Providing information for good decision making is part of respecting the colony.

Researcher: You don't want to give up early because then the colony will have suffered for nothing. That's not respecting the animal. Especially when they are

suffering by the nature of their existence already.

All move one chair to the right

Animal Technologist: Poor mice. But I really enjoyed working with them.

Researcher: They were an excellent colony of mice.

Vet: A decision was made that we could no longer proceed with the strain.

Animal Technologist: Did I provide good care? And who cares for me?

Researcher: Didn't I provide good care? And who cares for me?

Vet: What does care look like? Do we… care?

*** end of script ***

Questions for discussion:

- Was good care provided here? Where?

- Who feels empowered to speak up here?

- Do you have any similar experiences? Would you like to share any of them?

- What are the different perspectives existing here?

- Does good care look different for different species?

- What, if any, other questions are raised for you in this scenario?

Appendix D – Story 3: Just me now

Background:

This story is meant to highlight issues for discussion around: *empowerment, individual and collective responsibility, effective communication*.

Set up: One person (Animal Techologist) reads the monologue. Three other people (see below) are allocated the required number of envelopes/responses each. The person reading the monologue responds according to the response of other "character" where indicated.

There is the option to play things out twice (removing cards that have already been used after the first round).

In person and online: Each character is only given their own sections, with relevant notes to guide them through, so that they don't know what is coming.

In person: You can have a prop (e.g. a stuffed ferret). Each attempted or successful communication involves a passing back and forth of the prop to symbolise the passing back and forth of responsibility.

Characters: (Readers do not have to hold these roles in real life)

Animal Technologist – reads monologue
Dom (also an AT) – 2 envelopes
License Holder (LH) – 3 envelopes
NVS – 3 envelopes

Setting: Animal Technologist is in the facility. Other characters are at different locations (unspecified). Conversations between characters take place "over the phone" (no need to mime this!).

In person: Characters Dom, License Holder and NVS are asked to sit to the side. But Animal Technologist stands and addresses everyone else as if they are the animals spoken to/about.

Online: Address/look at people as required. Can ignore stage directions that require movement.

Reading instructions:

Normal text: Read out everything that is in normal text, including "Calling X", and " Do you a, b, c" etc. These are elements that are useful for everyone to know.

Italics: Stage directions. No need to read out loud, but useful for the reader.

Bold italics: Active instructions for the reader– no need to read out loud, but the reader needs to follow them.

Animal Technologist Monologue

Animal Technologist: (*addressing main group*) Just me in the building now. I said goodbye to Dom a couple of hours ago. He's off to his grandmother's 90th. Lovely. At least there's no shortage of animals to keep me company! I actually wasn't meant to be working today. I had the day off for a few personal reasons. But I wanted to come in. You're our lovely new guests and I want to get to know you more, understand what you're like, how you behave. I'm very observant, you know. You've not been here long; I hope you're settling in, feeling comfortable. I'll just be here, coming in and out as I do.

I hope you like your names. I'm quite pleased with them. (*Can point at specific people here*) You're Chip, you're Seb and you're Omen. Don't mind me chattering away to you while I'm doing various bits and bobs. I'm going to tell you about my exciting family get together in 6 months! I'm planning it. We're going to give Dom and his grandma a run for their money! Oh, hang on (*pause, take a few steps closer to the group*), I just want to change this water, actually (*pause*). Right, so, anyway, everyone's coming over from – (*stop, choose one person to look at, or if Seb has already been specified above – look at that person*) – what are you doing Seb? (*Pause*). Oh yes, this is sleepy Seb. I've got the hang of that now. You're a predictable little ferret aren't you? Expensive, useful, delightful little ferrets all of you. Great, you're all set for now. You'll be just fine until lights out and sleep time. It's still winter for you! See you tomorrow! (*Turn around. Wait a second, turn back*).

I just wanted to check again. Sorry chaps. It's like we say – "Double-check. It doesn't take you a second to double-check." Sometimes I triple-check. Or even quadruple check! Even if I'm going to be late or miss something. Just to make sure you, or anyone else, is ok. While I do that I can finish my story! And no more interrupting from you, Chip, thank you very much. So, anyway, my family are – oh hang on, better speed up, look at the time. Lights out soon. And I want to make sure everything is double-checked. There's enough time.

What's going on there, Omen? You're looking a bit unstable on your feet. You don't normally move like that…Omen? Not being very responsive, are you? I wonder if Dom has noticed anything… I'll just give him a quick call. CALLING DOM.

Wait for Dom to choose a response (Outcome 1 or Outcome 2, see next page). Go the appropriate section. They will speak first.

[*In Person: place prop in front of Dom*]

Communication with Dom: outcome 1

Dom doesn't answer; you are read an answering machine message.

Do you:

a.   Make your own decision?
b.   Call the license holder?

State your answer to the group and then follow the appropriate column.

Make your own decision	Call the license holder
↓ *Specify what that decision is*	↓ *Read this paragraph*: Right, Omen, let's have a closer look at you. You're definitely not moving properly are you? This does not look good. Seb, Chip, don't worry, he'll be fine! I just don't feel comfortable making decisions on my own here without further input. I'll call the license holder.
↓ *Go to "Closing" section (p.12)*	↓ *Say* "Calling License Holder". *Wait for LH to choose a response.* *Go the appropriate section (p.5 or 6 or 8 depending on outcome chosen). They will speak first.* [In person: *place prop in front of LH*]

Communication with Dom – outcome 2

Dom answers. He speaks first. Read each line following each of Dom's responses.

Animal Technologist: Sorry to bother you, I know you're busy!

[Dom responds]

Animal Technologist: Well, that's why I'm calling. Since their arrival have you noticed anything off at all with Omen?

[Dom responds]

Animal Technologist: There's something not right. He is unstable when he moves, and is being very unresponsive

[Dom responds]

Animal Technologist: You don't think I should get approval or someone to check my decision?

[Dom responds]

Animal Technologist: Ok, thanks! (*Conversation ends*)

Do you:

a.   Make your own decision?
b.   Call the license holder?

State your answer to the group and then follow the appropriate column.

a. Make your own decision	b. Call the license holder?
↓ *Specify what that decision is*	↓ ***Read this paragraph***: Right, Omen, let's have a closer look at you. You're definitely not moving properly are you? This does not look good. Seb, Chip, don't worry, he'll be fine! I just don't feel comfortable making decisions on my own here without further input. I'll call the license holder.
↓ *Go to "Closing" section*	↓ ***Say*** "Calling License Holder". ***Wait for LH to choose a response.*** ***Go the appropriate section. They will speak first***. [In Person: *place prop in front of LH*]

Communication with license holder: outcome 1

LH does not answer. You hear an answering machine message.

Do you:

a. Leave a message?
b. Make your own decision?
c. Call the NVS

State your answer to the group and then follow the appropriate column.

a) Leave a message		b) Make your own decision	c) Call the NVS
↓		↓	↓
Specify your message and tell us how long you are going to wait. *They might call you back!* *(Wait just 3 seconds, then follow below)*		*Specify your decision*	*Read this paragraph*: I am not doing this on my own. I appreciate what Dom says but there's a difference between being allowed to make your own call and feeling like you have to make your own call! I'm calling the NVS.
↓	↓	↓	↓
The phone rings	*Time is up. No one called you back*	*Go to "Closing"*	*Say* "Calling NVS". *Wait for NVS to choose a response. Go the appropriate section (p.9 or 10 or 11).* *They will speak first.* [In Person: *place prop in front of NVS*]
↓	↓		
Go to LH Outcome 2 or 3 as specified by the caller.	*Go back to the top of this page and choose (b) or (c)*		

Communication with license holder: outcome 2

LH answers. They will specify "Outcome 2" and then speak first. Read each line following each of their responses.

[LH speaks]

Animal Technologist: Hey, this is (*your name*).

Animal Technologist: Can you hear me?

[LH responds]

Animal Technologist: This is (*your name*), I have an issue to talk to you about.

[LH responds]

Animal Technologist: I'm just calling about the new ferrets for your auditory tests.

[LH responds]

Animal Technologist: The ferrets. One of the ferrets is displaying some concerning behaviour.

[LH responds then hangs up]

Animal Technologist: (*now off the call*): Omen? Omen? What are you doing hiding in the corner? Oh gosh, he's not responding or moving at all. Right, ok…

Do you:

a. Wait for the return call?
b. Make your own decision?
c. Call the NVS

State your answer to the group and then follow the appropriate column overleaf.

a) Wait for the return call		b) Make your own decision	c) Call the NVS
↓ *Specify how long you are going to wait.* *They might call you back!* *(Wait just 3 seconds and then follow below)*		↓ *Specify your decision*	↓ *Read this paragraph*: I am not doing this on my own. I appreciate what Dom says but there's a difference between being allowed to make your own call and feeling like you have to make your own call! I'm calling the NVS.
↓ *The phone rings!*	↓ *Time is up. No one called you back.*	↓ *Go to "Closing"*	↓ *Say* "Calling NVS". *Wait for NVS to choose a response. Go the appropriate section. They will speak first.* [In Person: *place prop in front of NVS*]
↓ *Go to LH Outcome 3*	↓ *Go back to the top of this page and choose (b) or (c)*		

Communication with license holder: outcome 3

LH answers. They will specify "Outcome 3" and then speak first.

Then read each line following each of their responses.

[LH speaks]

Animal Technologist: Hey, this is (*your name*). Is this an ok time?

[LH responds]

Animal Technologist: That's why I'm calling. One of them is displaying some concerning signs and unusual behaviour. He seemed really unstable on his feet and now he's now hiding in the corner, not responding at all. Do you need me to make my own call or could you come in?

[LH responds]

Animal Technologist: Thank you. See you soon. *[Conversation ends]*

Scenario ends. You are waiting for the LH

Go to "Closing"

Communication with the NVS: outcome 1

NVS does not answer. They will speak to tell you that there is no answering machine, but they'll see a missed call.

Do you:

a.   Wait for a return call?
b.   Make your own decision?
c.   Call the License Holder again?

State your answer to the group and then follow the appropriate column.

a) Wait for a return call		b) Make your own decision	c) Call the License Holder again
↓ *Specify your message and tell us how long you are going to wait.* *They might call you back! (Wait just 3 seconds and then follow below)*		↓ *Specify your decision*	↓ *Return to communication with the license holder and repeat the process.*
↓ *The phone rings!*	↓ *Time is up. No one called you back.*	↓ *Go to "Closing"*	
↓ *Go to NVS Outcome 2 or 3 as specified by the caller.*	↓ *Go back to the top of this page and choose (b) or (c)*		

Communication with the NVS: outcome 2

NVS Answers. They will specify "Outcome 2" and then speak first. Then read each line following each of their responses.

[NVS speaks]

Animal Technologist: I was told to contact you by the license holder responsible for the current ferret population. I need advice on something urgently. There is what now seems to be a developing and severe issue with one of them. Could you come in?

[NVS responds]

Animal Technologist: Thank you! (*Conversation ends*)

Are you satisfied for now?

a. Yes
b. No

State your answer to the group and then follow the appropriate column.

a) Yes	b) No
↓ *Go to "Closing"*	↓ *Specify what else you would want do or who else you would want to speak to.* *Inform everyone that the scenario remains unresolved.* *Go to "Closing"*

Communication with the NVS: outcome 3

NVS Answers. They will specify "Outcome 3" and then speak first. Then read each line following each of their responses.

[NVS speaks]

Animal Technologist: I was told to contact you by the license holder responsible for the current ferret population. I need advice on something urgently. There is what now seems to be a developing and severe issue with one of them, seemingly connected to symptoms in his hind leg. Could you come in?

[NVS responds]

Animal Technologist: I just don't really feel I want to take this decision.

[NVS responds]

Animal Technologist: Thanks. (*Conversation ends*)

Go to "Closing"

Closing

Once you have reached a "Scenario completed" or have chosen to take your own decision at any point you will end up here.

Please read the closing paragraph:

Animal Technologist: What a night! You're lucky, as ferrets you don't have to worry about it so much. My responsibility, their responsibility, being listened to, not being listened to, talking to each other. What do you say chaps? Oh, it's gone dark. Guess that was lights out. Night night.

The End.

*** end of script ***

Questions for discussion:

- What reactions might the Animal Technologist have to each of these scenarios, as well as the scenario as a whole?

- What are the choices, options?

- Who should be providing support?

- Do you have any similar experiences related responsibility and communication? Would you like to share any of them?

- What individual and collective responsibility should be taken?

- What, if any, other questions are raised for you in this scenario?

Story 3: Just me now (Responses)

These are the responses which accompany 'Script 3 – Just me now'. Each page needs to be printed and sealed in a separate envelope and labelled with the appropriate title e.g. 'NVS OUTCOME 1'.

Each performer should also be given a copy of the relevant instructions (see below).

Instructions for Dom:

Online: *They will say "Calling Dom". Then choose an outcome below. You will speak first.*

In person: *They will step towards you. Then choose outcome randomly (they will be hidden in envelopes). You will speak first.*

Once an option is used, please discard it.

Instructions for License Holder:

Online: *They will say "Calling License Holder". Then choose an outcome below. You will speak first.*

In person: *They will step towards you. Then choose an outcome randomly (they will be hidden in envelopes). You will speak first.*

Once an outcome is used, please discard it.

For the first communication, choose any outcome.

If they have chosen to "leave a message" or "wait for the return call" – wait until they read "They might call you back", then announce "I am returning your call" and choose Outcome 2 or 3 below, adding, "I received your message" where noted in brackets.

Instructions for NVS

Online: *They will say "Calling NVS". Then choose an outcome below. You will speak first.*

In person: *They will step towards you. Then choose an outcome randomly (they will be hidden in envelopes). You will speak first.*

Once an outcome is used, please discard it.

For the first communication, choose any outcome.

If they have chosen to "Wait for a return call". Wait until they read "They might call you back", then announce "I am returning your call" and choose Outcome 2 or 3 below, adding, "I saw that I had a missed call from you" where noted in brackets.

Communication with Dom – outcome 1

State 'Outcome 1'

Then Read out the whole message.

I am busy filming a TikTok video with my grandmother. I won't check my phone again until tomorrow when the sherry has worn off. I do not answer the phone.

(In person: *Return prop*)

Communication with Dom – outcome 2

State 'Outcome 2'

Then read out your first line to begin the conversation, then continue to follow the script.

Dom: Hey! Everything ok?

Animal Technologist: Sorry to bother you, I know you're busy!

Dom: Never a problem, you know that. How's the gang?

Animal Technologist: Well, that's why I'm calling. Since their arrival have you noticed anything off at all with Omen?

Dom: No, nothing. Why?

Animal Technologist: There's something not right. He is unstable when he moves, and is being very unresponsive

Dom: Well, you know the procedures. Do what you think is best.

Animal Technologist: You don't think I should get approval or someone to check my decision?

Dom: We have to be able to make necessary, quick decisions on our own. We're respected and trusted to do that. You'll make the right call, don't worry. I'll be out of reach for a couple of days now, sorry, lack of signal! (*calling out to someone else*) Coming Nan! (In person: *Return prop*)

Animal Technologist: Ok, thanks!

Communication with license holder – outcome 1

State 'Outcome 1'

Then read out the whole message

You've reached the answering service of number 07525123116. Please leave a message after the tone. BIIIIIIIP. (In person: *Return prop*)

Communication with license holder – outcome 2

State Outcome 2'. Then read out your first line to begin the conversation, then continue to follow the script.

LH: Hi! [I got your message]

Animal Technologist: Hey, this is (your name).

LH: (Pause) Hello?

Animal Technologist: Can you hear me?

LH: Sorry, I can't hear you.

Animal Technologist: This is – (LH they have a full line here but interrupt them as soon as you can)

LH : (interrupt) Oh, I can hear you now!

Animal Technologist: I'm just calling about the new ferrets for your auditory tests.

LH: Sorry, you're breaking up.

Animal Technologist: The ferrets. One of the ferrets is displaying some concerning behaviour.

LH: (interrupt at any point). Sorry, I have a terrible connection. Can I call you back in an hour or so? Can you hear me? Hope everything's ok. I'll call back as soon as I can. If there's something going on, do what you think is best right now and I'll get back in touch ASAP. Hello? No, I can't…. oh, they've hung up. (In person: *Return prop*)

Animal Technologist: (*now off the call*) Omen? Omen? What are you doing hiding in the corner? Oh gosh, he's not responding or moving at all. Right, ok……
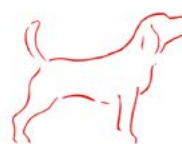
Communication with license holder – outcome 3

State 'Outcome 3'. Then read out your first line to begin the conversation, then continue to follow the script.

LH: Hello, this is [*your name*]! [I got your message]

Animal Technologist: Hey, this is [your name]. Is this an ok time?

LH: Of course! Anytime. How are the ferrets?

Animal Technologist: That's why I'm calling. One of them is displaying some concerning signs and unusual behaviour. He seemed really unstable on his feet and now he's now hiding in the corner, not responding at all. Do you need me to make my own call or could you come in?

LH: I'll come in immediately! It'll take me a little while to get there, not too long. In the meantime, don't do anything. Give the NVS a call right now and I'll be there as soon as I can. Thanks for calling. (In person: *Return prop*)

Animal Technologist: Thank you. See you soon.

Communication with NVS – outcome 1

State 'Outcome 1'. Then read out the whole message

No answer! No machine. Several calls are made. I don't hear any of them. I'll see that I have missed calls. (In person: *Return prop*)

Communication with NVS – outcome 2

State 'Outcome 2'. Then read out your first line to begin the conversation, then continue to follow the script.

NVS: Hey, this is [*your name*]! ["I saw that I had a missed call from you"]

Animal Technologist: I was told to contact you by the license holder responsible for the current ferret population. I need advice on something urgently. There is what now seems to be a developing and severe issue with one of them. Could you come in?

NVS: I'll come in immediately for an examination. I'll be there shortly! (In person: *Keep prop*)

Animal Technologist: Thank you!

Communication with NVS – outcome 3

State 'Outcome 3'. Then read out your first line to begin the conversation, then continue to follow the script.

NVS: Hello! ["I saw that I had a missed call from you"]

Animal Technologist: I was told to contact you by the license holder responsible for the current ferret population. I need advice on something urgently. There is what now seems to be a developing and sever issue with one of them, seemingly connected to symptoms in his hind leg. Could you come in?

NVS: Oh hi (*their name*). I'm really sorry I can't come in right now. But let's talk it through over the phone. I'll then call the license holder and we'll come to a conclusion altogether.

Animal Technologist: I just don't really feel I want to take this decision.

NVS: Of course. We'll work it out. (In person: *Keep prop*)

Animal Technologist: Thanks.

Appendix E- Care-full Stories: Instructions for Facilitators

Introduction to Care-full Stories

This resource in one component of a wider effort across animal research facilities to nurture a good Culture of Care. This resource focuses at the level of personal interactions and collaborative working (how staff can care for and about each other), but also thinks through the implications of these for animal care and welfare, and how these values may become embedded in broader institutional cultures.

The workshop is designed around asking participants to perform one or more story scripts, inspired by stories collected from those working in animal research. The object of the exercise is to help participants put themselves in someone else's shoes, and to understand how different people within a facility may have different ideas about, and approaches to, Cultures of Care.

Each story script is designed to help participants reflect on one or more of the learning outcomes below, and after the performance the facilitator leads the group through a series of questions for discussion, designed to help draw out the associated learning points. In discussion participants should be encouraged to share their own stories and experiences, as these are arguably the best resource for reflecting on their particular institution's Culture of Care.

Intended learning outcomes

After completing this workshop, participants should be to:

- Appreciate that there are *different kinds and understandings of care for both humans and animals within a facility*,

- Share examples of a *positive workplace culture* and think about how this could be further developed

- Be aware that there can be *shared responsibility* (without loss of individual responsibility) towards animal care, welfare and use;

- Understand how they can promote *effective communication* between different roles within the animal unit;

- Consider examples of *(un)empowered care staff and veterinarians*, and provide suggestions to help make people comfortable about speaking out and sharing their concerns

- Encourage respect for *different roles, people and priorities* within a research facility

- Recognise the *emotional division of labour* within animal research facilities, and the implications of this for their and their colleagues' wellbeing

When to use this resource: This resource can be run as a stand-alone 3-hour workshop within an establishment as part of a wider strategy to embed a Culture of Care, used with a particular group (e.g. as part of a team meeting) where a deeper discussion of Culture of Care may be welcome, undertaken as part of Continuing Professional Development or incorporated into existing training programmes (such as PIL training or induction programmes for new members of staff).
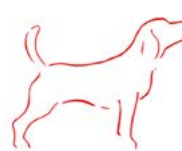
Who should facilitate this resource? This resource is to encourage participants to share and reflect on their own experiences and share these with each other. The facilitator plays a key role in generating discussion after each script, drawing out responses and throwing in questions. They should try and focus discussion around the intended learning outcomes for each script (see summary below), whilst also allowing people space to share their stories and experiences and encouraging balanced participation. The facilitator should be someone comfortable with leading group discussions and tackling some of the issues and potential conflicts that arise between different roles working in an animal research facility. They should also be prepared to support anyone with communication issues, providing a safe space and one which is as far as possible accessible to all those working in animal research, regardless of role. Someone with training experience (e.g. the NCTO) would be ideal. For the space of the workshop the facilitator would adopt a neutral perspective; their role is to facilitate discussion, not lead it!

How to use this resource

This suggested plan is for a 3-hour workshop, but there is scope to adapt this to longer/ shorter time frames by selecting to work with only one of the scripts. The resource is designed to be adapted to your needs, and by selecting particular scripts or versions you can tailor the workshop to focus on particular audiences or learning outcomes (see notes below).

Before your workshop

Choose your audience and priority learning outcomes: The resource can be adapted to stress different elements of a Culture of Care and to suit different audiences by selecting particular scripts or versions of the scripts. Before using the resource, you will need to reflect on the participants in your workshop and if there are particular learning outcomes you wish to focus on. At the beginning of each script is a summary of the learning outcomes. There are three different scripts to choose from:

Script	Format	Purpose	Potential audiences
Story 1: Keep on labouring	Duologue. A conversation between two researchers, one of whom (A) has line management responsibilities for the other (B).	Highlight issues around workplace environment and hierarchy; institutional behaviour and division; respect for different roles.	This would work well with mixed groups of Animal Techs, NVS, License Holders, managers and researchers (although perhaps not inexperienced PILs) as well as groups who need to understand the different roles and responsibilities within a facility (e.g. lay members of AWERBs)
Story 2: Do we care? **Note: This script has 2 versions, one featuring NHPs and one featuring a mouse model**	Three parallel monologues read alongside each other. There are three roles (AT, researcher and NVS).	Highlight issues for discussion around: different kinds of care, lack of communication, empowerment to speak up	This would work well with mixed groups of Animal Techs, NVS, Graduate students, License Holders, managers and researchers. This story is also particularly suited to new PILs.
Story 3: Just me now	This script takes the form of an interactive role play. The lead role (an AT) makes a series of decisions as they move through the script. Each decision brings them into dialogue with another character (a fellow AT, the NVS, the license holder), who then chooses an envelope which contains their script for what happens next … Multiple options highlight the different ways in which this scenario may play out.	Highlight issues for discussion around: empowerment, individual and collective responsibility, effective communication	This one could be good to use with new Project License Holders to highlight the need for good communication with the wider team around endpoint decisions, as well as with mixed groups as above. It would also be well suited for new PILs/more inexperienced researchers. Note: This script is harder to run online.

Familiarise yourself with your chosen scripts: Think about the different roles available and have a list of the performers needed for each script so you can ask for volunteers or allocate roles at the start of the workshop (or even beforehand). Make sure you have enough copies and the right versions of each script for each role or if online email scripts to participants in advance. Also take a look at the icebreaker exercises, and select one or more to use at the start of your workshop.

Think about the setting: The space you use ideally needs to help create a relaxed and small group feel; too large and it's hard to create the kind of friendly, intimate environment needed for difficult or emotional conversations, too small and people may feel uncomfortable. Read through the stage directions for each script and make sure you have relevant props to hand and enough space for performers to move around. You may also wish to have a flip-pad, whiteboard or Post-its and pens to hand to help record feedback at the end of each script and discussion session. If working online, familiarise yourself with the relevant software (something like Zoom or Teams can work well) and think through meeting protocols (such as asking people to mute when not speaking) and how participants will raise your attention if they need to speak. If you can, also think about the timing of your event, when are your audience most likely to be open to discussion and reflection? For example, an early afternoon slot might work better than first thing on a Monday morning.

Plan evaluation: We've included a sample feedback survey to use with participants. Please feel free to adapt/tailor this to your needs.

2. Create a safe space
10 minutes

Facilitator reads out the following or similar words:

'The aim of this workshop is to create a safe space for people to discuss some of the challenges they face in their workplace. Some of the scenarios we explore, or some of the things you may want to share, may make you feel uncomfortable or conflicted. Therefore, for the space of three hours, we'll adopt our own version of 'Chatham House Rules'. You are welcome, and indeed encouraged to share some of the themes and ideas generated from your time here after the workshop, but please do not share any specific information about those present or who said what about whom.'

You may wish to use a flip chart, whiteboard or similar to solicit and agree a short list of shared rules for the workshop.

3. Breaking the ice
20 minutes

Use one or more of the icebreaking exercises (see Resource: Ice breaking exercises) in order to (a) introduce everyone to each other if they have not met before and (b) begin to create a more relaxed atmosphere amongst the group. This is particularly important if the group has not met before. If your group know each other well you may only need to use one or two of these. If the group is new to each other to use a few more may help create a more relaxed feel. Note, if you are running the workshop online some of the icebreakers may work better than others (see notes on resource).

4. Outline the objectives of the training exercise
10 minutes

A good Culture of Care has become a key aspect of the regulation of animal research, but is also something more widely recognised as central to both staff and animal wellbeing. This training exercise has been developed in consultation with stakeholders and aims to encourage discussion about, and reflection on, a number of elements which have been identified as key to developing and sustaining a strong Culture of Care within an animal research facility.

Learning outcomes. After completing this workshop, participants should be to:

- appreciate that there are *different kinds and understandings of care for both humans and animals within a facility*
- share examples of a *positive workplace culture* and think about how this could be further developed
- be aware that there can be *shared responsibility* (without loss of individual responsibility) towards animal care, welfare and use;
- understand how they can promote *effective communication* between different roles within the animal unit;
- consider examples of *(un)empowered care staff and veterinarians*, and provide suggestions to help make people comfortable about speaking out and sharing their concerns
- encourage respect for *different roles, people and priorities* within a research facility
- recognise the *emotional division of labour* within animal research facilities, and the implications of this for their and their colleagues' wellbeing

Note, depending on the group you are working with you may want to focus on some of these learning outcomes more than others. For example, for Project License Holders, already aware of the different conflicts/pressures, the scripts can help to remind them of how it feels to be someone else. For early careers PILS and Animal Care staff, the scripts can help better recognise the competing pressures and priorities which may influence the responses of those they work with. For lay members of the AWERB, the scripts can help them understand the different roles, responsibilities within a facility. Against each script summary we provide some suggestions as to how that script might be used to promote specific learning outcomes for specific audiences.

5. Outline the shape of the session
5 minutes

In this workshop we will perform a series of story scripts, inspired by stories collected from those working in animal research. We'll be asking some of you play the roles of characters in the story*. You are not expected to be a professional performer. The object of the exercise is, to help you and those around you put yourselves in someone else's shoes, and understand how different people within a facility may have different ideas about and approaches to Cultures of Care.

Each story is designed to help you reflect on one or more of the learning outcomes above, and after each story we will pause to reflect on the learning outcomes, working through a series of questions for discussion. At this point we would really like you to encourage you to share your own stories and experiences, as these are arguably the best resource for reflecting on your own particular institution's Culture of Care.

*Note to facilitator: It works best if people play roles different to those they usually adopt in 'real' life, as the aim of the exercise is to get people to respect different roles within animal research and the pressure different people are under.

6. Perform your chosen scripts
Suggest 30–40 minutes per script including discussion time,
plus a 15 minute break

At the start of each performance make sure you have the space set up as per stage instructions, and while you are doing this hand out the scripts so participants can familiarise themselves with their roles.

Run through your chosen scripts and discussion questions (note the suggested time allocations for each script and discussion). The questions for discussion are intended to draw out the key learning points for each script, and to encourage participants to share their own stories. Depending on the size of your group and how comfortable they are with each other it may help to divide participants into small groups after each script and ask them to work through the questions individually before feeding back. You could record feedback on a board/Post-its/flipchart.

In some cases, you may find individuals strongly disagree with or challenge the scenarios presented, or feel the example is a slight personal attack/stereotype. If this happens remind the individual these are fictional scenarios, and the characters are exaggerated to generate discussion. Ask them why they feel that way and invite them to share their own story of how things might play out differently. Ask them what their story can tell us about the Culture of Care where they work, reminding them to avoid naming specific individuals.

It may also be the case that people become uncomfortable as a result of the turn discussion takes or the actions of someone else in the group. Ideally, the work taken to create a safe and relaxed space will act to mitigate this, but be prepared to call a 5 minute 'comfort' break to give people the chance to step back and/or leave for a period if they become upset or distressed. You may even want to create a designated quiet space people can retreat to if needed. Direct messages and camera off options can facilitate a similar move in an online scenario.

These kinds of conversation can be demanding, so make sure you schedule a break. Offline this is a good opportunity for casual conversations. Online its essential to give people a chance to detach from the screen and take a walk around.

7. Closing
20 minutes

Remind participants of the key learning outcomes

Ask each participant two complete two short postcards (paper or virtual). The first one (to themselves) should reflect on one thing they've learnt that they think will change the way they approach their work in the future. The facilitator should post these back to participants (perhaps using internal mail or, if virtual postcards, email) 3 months after the activity, alongside the follow-up feedback questions. The second postcard (participants should not sign their name on these and should remain anonymous) will describe one thing they learned that they might use to promote a culture of care within their facility. These postcards could be pinned to a shared resource/space (e.g. staff notice board) to share amongst colleagues.

Thank everyone for their participation and remind them of the agreement not to share any specific information about those present or who said what about whom.

8. Feedback survey
10 minutes, paper copies, facilitator also to complete

Before you go, we'd like to ask you a few quick questions to help us further develop and improve this resource.

- What did you enjoy about this session?
- Was there anything you did not enjoy?
- Have your received other training on the 'Culture of Care', and if so, how does this exercise compare to other training you have recieved?
- Do you feel participating in this activity has given you new insights into Culture of Care?
- Is there anything you might take from today's discussions you might use to promote the Culture of Care in your workplace?
- A key aim of these exercises has been to encourage people working in very different roles within an animal research facility to see things from a different perspective – do you think it achieved this aim?
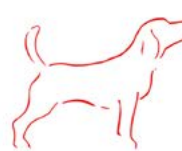
- Is there anything you would change about today's exercise?
- Is there anything else you would like to tell us?

For facilitator only:

- How did you find running this session?
- Were the directions given adequate?
- Was the time suggested (3 hours) sufficient? Too much?
- Were the resources appropriate and easy to use?
- If you wanted to, were you able to tailor the resource to suit your particular aims and audience?
- Was there anything that did not work/ that failed?
- Are there any changes you would recommend?
- What advice would you give to someone about to facilitate a similar session in their workplace?
- Is there anything else you would like to tell us?

End of workshop

Follow up survey
After 3 months

Three months ago, you kindly participated in the pilot of our new Culture of Care training resource, Care-full Stories. We'd like to understand how this exercise has impacted your day-to-day working. We would be grateful if you could complete the short follow-up survey:

- Can you name one thing you remember from your Care-full Stories experience?
- Has completing the training workshop changed the way you think about your work, and those who work around you?
- Over the last three months have you done anything differently as a result of taking part in Care-full Stories?
- Would you recommend this course to a colleague, and if so, why?

Once you have received the survey responses, remember to send out the postcards that participants wrote to themselves at the end of the workshop.

Appendix F – Care-full Stories: Introductory activities

Aims and objectives

These are provided here to allow you to get a sense of how the full workshop might be run. They can and will differ depending on the needs of each individual group and decisions made by each facilitator, as well as time limitations. These are examples of how a workshop of this kind can be eased into. They will also differ online to in person (see below).

Aim: To level the power dynamics in the room and ensure everyone is comfortable contributing and participating across the work hierarchy.

Objective: Most script or theatre-based workshops being with warm ups and ice breakers to build up comfort through a series of exercises that encourage participation, vocalisation and being comfortable with other people in the room, and encouraging fun.

Icebreaker 1: Snowball
Suggested time allowed: 5 – 10 minutes

Aim: Begin engagement of participants without forcing vocalisation.

Online: The facilitator asks a series of general questions. Without too much thought participants respond in the chat box. (In person these answers are anonymous (see below), in the online version they are not.)

Example questions online: What room are you in? What's the most distracting item in the room you are in? If you could be anywhere else to have this meeting, where would it be? What's your favourite thing about working from wherever you are?

In person: The facilitator asks a series of general questions. Without too much though the participants write down answers on pieces of paper and throw towards the facilitator. Facilitator picks up and reads some answers. Repeat 3 times (or however many necessary).

Needed materials: Paper and pens/pencils

Example questions in person: How did you travel here today? What's your favourite vegetable? If you were an insect, what would you be?

Icebreaker 2: Shout answers
Suggested time allowed: 5 – 10 minutes

Aim: To begin to feel comfortable speaking within the group.

Online and in person: As above, except now the answers are simply shouted out (altogether, so no voice is highlighted). Similar, silly questions like the above. Again, the answers themselves are not important. Facilitator can respond to some if it might be fun and appropriate. Chaos is fine here!

Icebreaker 3: Name game
Suggested time allowed: 5 – 30 minutes

Time allotted depends on the size of the group, and whether online or in person. In person this game can go for the longer time period. These are played differently online to in person.

Aim: This is to allow everyone to familiarise themselves with the group and introduce themselves.

Online: "Where in the world is….?" Online this game also serves to highlight that we are in an online situation.

Level 1: (names only) Facilitator asks the group "Where in the world is [says someone's name]?" Each participant then points to wherever that person appears on their own screen. (each participant has a name visible in the corner of their screen). The person who was called then repeats this process, etc.

Level 2: (name and word association) Facilitator beings by saying someone's name, followed by any word. The person names someone else and says any word they think of, associated with the word they have just heard.

In person: All participants stand in a circle. This game allows everyone to become familiar with other people's names while also being fun.

Level 1: Person 1 says someone's (Person 2) name out loud, makes eye contact and moves towards them. Before Person 1 reaches them Person 2 must choose a Person 3, say their name, make eye contact and moves towards them etc.

Level 2: Repeat, but this time participants say their own name and move towards someone. This inevitably goes wrong and makes people laugh.

Level 3: The word association element can also be added here.

Icebreaker 4: Draw the animal
Suggested time allowed: 5 – 10 minutes

Material needed: Paper and pen

Aim: For fun, allowing people some lightness. Online it also allows everyone to disconnect from the screen for a moment.

This works the same online and in person.

The facilitator names an animal. All the participants have 1 minute to draw their version of that animal. When the time is up the facilitator picks one and explains why they like it or it has spoken to them (it's not about being good!). Whoever they choose then names an animal. Everyone has 30 seconds to draw it. They choose their "winner". That person then chooses a new animal and everyone has 10 seconds to draw it. When they choose a picture, the activity ends.

This can be done with more or differing intervals, whatever suits the workshop's needs.

Icebreaker 5: Find something in common
Suggested time allowed: 5 – 10 minutes

Aim: The aim of this exercise is to allow participants to get to know each other a little better by finding things they have in common.

The group is divided into smaller groups (this will depend on the size of the group and the amount of time available). They are given 3 minutes (time can vary) to discover something that everyone in the group has in common.

Certain limitations are placed on this to encourage the conversation. For example, it shouldn't be things that would be obvious to the group, such as: everyone speaks English, works with or about animals. Nor should it be anything externally obvious, such as: everyone is wearing the same colour jacket.

Good examples include: Everyone prefers French-fries as a complex carbohydrate, everyone has an older sibling called Mary etc. The more specific, the better! When the time is up each group shares what they discovered.

Online: This can be done online if the group is fairly small (e.g. 5) or if there is an easy break out facility (e.g. into virtual rooms).

In person: The smaller groups simply move to different spaces in the room.
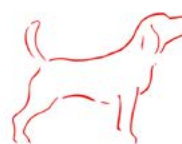
Appendix G – Feedback Survey Questions

Question 1:   What did you enjoy about this session?

Question 2:   Was there anything you did not enjoy?

Question 3:   Have you received other training on the 'Culture of Care', and if so,
how does this exercise compare to other training you have received?

Question 4:   Do you feel participating in this activity has given you new insights into
the Culture of Care?

Question 5:   Is there anything you might take from today's discussions you might use
to promote the Culture of Care in your workplace?

Question 6:   A key aim of these exercises has been to encourage people working
in very different roles within an animal research facility to see things from
a different perspective – do you think it achieved this aim?

Question 7:   Is there anything you would change about today's exercise?

Question 8:   Is there anything else you would like to tell us?

Appendix H – Example of a feedback postcard design

Care-full Stories: Post-a-pledge

Care-full Stories

How to promote a culture of care

Care-full Stories: Promoting a culture of care

Key takeaway:
My biggest takeway from today was…

Note to self:
Based on this, I will make more of an effort to…