Brightside Farm Sanctuary
Follow up Unit
Farm Animals: Our Ethics & Choices

" When it comes to having a central nervous system, and the ability to feel pain, hunger, and thirst, a rat is a pig is a dog is a boy."
--Ingrid Newkirk

Why focus on farm animals?

There are seven core values that the current Tasmanian curriculum (formed August/September 2007) elected as crucial to base student learning upon. These are Connectedness, Resilience, Achievement, Creativity, Integrity, Responsibility and Equity.

This unit, 'Farm Animals: Our Ethics and Choices' requires students to consider and utilise at least three of these core seven values, specifically **Equity**, **Integrity** and **Responsibility**.

Equity is upheld across countries of people otherwise divided by cultural social, religious and political differences. Cats and dogs become members of families. People demonstrate compassion in these ways yet support knowingly, or perhaps more often unknowingly, cruel and barbaric farming practices.

Why do we treat our pets so well whilst allowing our farm animals to be treated so inadequately?

Integrity is the basing of one's actions on an internally consistent framework of principles [1].
It is fostered in students by engaging them in various opportunities to exercise their own personal values.

Am I acting in a way that is consistent with my beliefs about what is right and wrong?

Responsibility can only be taken when one has full knowledge of a situation. Students need to be informed about the reality of factory farming and learn what their alternatives are.

What can I do to take a stand against cruel factory farming practices?

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This unit of work may be put into students' folders or a project/SOSE book. Students might enjoy producing a cover page or decorating a card folder for the unit.

*Please note: all resources listed in **bold** within the unit are attached.

Frankie the kitten was found by Emma in the manure pit of a battery hen shed at just 3 weeks old. Here she is with Lulu the piglet who was picked up from a piggery.

This unit has been co-produced by Elizabeth Chapman and Emma Haswell-Founder of Brightside Farm Sanctuary.
www.**brightside**.org.au

Teacher Notes-FOLLOW UP SANCTUARY VISIT

1. What was your favourite animal at the Sanctuary or your favourite animal story? (All Grades)

This question could be supplemented with a journal entry on the Brightside sanctuary visit or an illustration/painting of students favourite animal.

2. What makes Brightside a sanctuary rather than a farm? (All Grades)

It should be emphasised to students that Brightside is not a farm. A farm is a place where the animals are being used for their produce (milk, meat, eggs) alone. [It is an over emphasis on productivity that has lead to factory farming]. A sanctuary however is defined as 'a shelter from danger or hardship'[2]

3. What did you find out that surprised you from the Brightside visit? (All Grades)

This should be a shared discussion so that students can be reminded of others opinions or surprising information on farm animals, factory farming or the way the animals relate.

Instead of the whole class sharing stories you may like to divide the class into small groups and share within those groups. Divide the class into groups of 3 or 4 then number the students from 1-4 (or 1-3 depending on group size). Have each number take a turn at sharing with the group, swapping after around 3 minutes.

Students could also illustrate something they enjoyed seeing, something they learnt or were surprised by in a painting or crayon piece. These may be put on display.

4.. What sort of farms do most of the meat, eggs and milk that Tasmania uses come from? (Mid/Upper Primary Grades?)

Discuss the notion of factory farming with students. Use these questions to help students to understand what 'factory farming' entails:
What does a factory usually look like? How does it operate?
(*indoors, grey, metal structures, compacted, focus on production*)

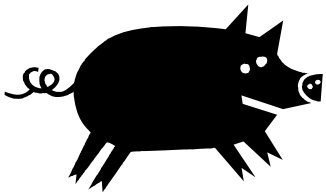
The images that are **The Misery of Factory Farming** (p.5) are taken from inside factory farms that make up the bulk of current Tasmanian farming.

5. Have students complete the following **True or False?** worksheet to see what students know and what areas need to be given particular attention in the unit. Once students have completed their answers gather together to discuss the different points and which are true/false. [Answers: 1.T, 2.T, 3.T, 4.F, 5.T]

The Misery of Factory Farming

Sow Stalls, Tasmanian Pig Farm [2]

Southern Tasmanian farm, April 2007[3]



True or False?

Circle the T or F to show if you think the sentence is true or false.

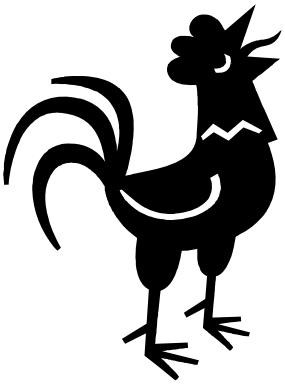
1. A cow makes milk only when she has been pregnant. T / F

2. Chickens love sunbathing when they can. T / F

3. Pigs are great swimmers and love to have their belly rubbed. T / F

4. Animals do not have the same feelings that humans have. T / F

5. Some people choose to not eat meat or drink cows' milk because of the way animals are treated at factory farms. T / F



Did anything about farm animals surprise you?
(Fill this out after finding out what the answers were)

_____

_____

_____

_____

_____

Teacher Notes –FUN WITH FARM ANIMAL FACTS

There are many true facts about farm animals that people find surprising. It is important to let students know true information about animals used for farming to break down common misconceptions of farm animals as stupid, ignorant or devoid of emotion. It is these misconceptions that allow people's justification of the way animals are farmed. Use the following activity to help students learn interesting facts about farm animals, many of which prove these animals are much more similar to humans than some people believe.

Discuss as a class some personal, funny or cute animal stories from the Sanctuary visit or from home. Stories may bring out similarities between people and other animals.

- Ask students *what do we have in common with other animals?*
- Record ideas of what we have in common with other animals.

Use the sheets Fun with **Farm Animal Facts** in a fun drama guessing game with students.

*Pre- allocate teams of three or four students (and Score Sheet) and explain the game.

- First copy the **Fun with Animal Facts sheet** onto card. Then cut out the animal facts around the boxes and mix them up.
- Explain that teams will keep their animal fact to themselves so it can be guessed later on. Students are to mime their fact for the rest of the class while one of the team members will read out the fact (*without* saying what the animal is or the word for baby).
- The rest of the class -in their teams- shall attempt to guess what farm animal it is.

It may be necessary to say *What other teams think it's a [e.g] pig*? and record on the score sheet.

*If you rather let students form their own groups form them earlier so that you have time to record the groups team names onto the **Fun with Animal Facts Score Sheet** before beginning the lesson.

<u>Resources</u>:

Fun with Farm Animal Facts sheets copied onto card and cut out (laminating may be a good idea).
Fun with Animal Fact Score Sheet blown up to A3
Textas or markers
Allocated spots-in class as well as other areas for students to practice their dramas.

Fun with Farm Animal Facts Score Sheet

Tick for a guess in the animal column and tick answer box for a correct answer.

Team Members	**Pig**	**Cow**	**Chicken**	**Answer**

Fun with Farm Animal Facts

Hen

This animal loves to sunbathe. Then at night they like to find safe places to sleep in trees, this is called 'roosting'.

Cow

This animal has friends like people do. There are some who always hang around each other and others who avoid each other.

Pig

This animal is a great swimmer and will for many kilometres in the wild.

Pig

When this animal is hot, instead of sweating like people do, they roll in mud to cool off. They also do this to keep their skins getting sunburnt.

Pig

A mother of this type of animal likes to make a nest for her babies. When the babies are old enough they help her with the nest by gathering twigs and straw.

Cow

When these animals have the room they will stand in front of each other and swish their tales to get rid of flies out of each others faces.

Hen

This animal will take talk (in their language) to their babies while they are still in eggs.

Cow

This animal will share the job of babysitting with other grown-up friends. Babies will be left with male or females while the others go looking for food and water.

It may be difficult with young grades to broach the topic of factory farming as they may be too young to understand some concepts. However at a very young age a student can and should learn where their food has come from.

- Have some cut out catalogue items and/or wrappers of foods. Include a variety of dairy, soy, beans, fruits, vegetables, deli meats and processed meats such as nuggets and fillets.
- Cut and laminate the following **food source origins**: a pig, sheep, cow, chicken and the land. Put pictures up on the board spread out a little.
- Have a class discussion on all the things we eat and drink that come (originally) from an animal. If students are not discussing it bring up how most milk, cheese etc. use cows milk as a main ingredient. Ask if anyone has tried milk, cheese, yoghurt or ice-cream that is made from soy milk and not cows milk.
- Allow students a turn at categorising an item under one of the food source groups.

This can be done either in one class session or may be better as something that can be done with two students at a time. Perhaps at the start or end of each block of time working on this unit. Spreading out the activity will mean students will stay engaged and potentially learn more.

<u>Resources:</u>

A Pig

A Sheep

A Chicken

A Cow

The Land

Teacher Notes- BATTERY HEN RESCUE

Read the following to your class. Students may have even have had a chance to meet some of these hens on a visit to Brightside Sanctuary. Use the Battery Hen Rescue story pictures to accompany your retelling.

At Brightside Farm Sanctuary there are many battery hens that have been rescued from battery hen sheds. They have left behind tiny jail like steel cages and are enjoying green grass, sunshine and love.

In their old lives as battery hens Twinkle, Airlie, Pam, Heather and others live in sheds that smell so strongly of the hens' waste that it is hard to breathe. This is because people have crowded so many hens into the sheds that they now find them too much trouble to clean. The only light and heat the animals feel have come from artificial sources like big lights. Hens in battery sheds never see the sun. The awful part of this is that hens love to sunbathe!

When Twinkle, Airlie, Pam and Heather first arrived at the sanctuary and were put on the ground they would fall over when they flapped their wings. This was because they had never had enough room to move their wings in the battery hen shed. The hens also kept staring at the sky. In their caged lives they had never seen the sky![4]

Discuss the story of the rescued hens with class. You might like to ask students what they think it would be like for the first time in your life to:

- *see the sky*
- *breathe and smell fresh air*
- *have room to move around.*

Students can then write a letter in the character of a rescued battery hen (perhaps even Twinkle, Airlie, Pam or Heather) addressed to a friend or relative back at the battery hen shed.

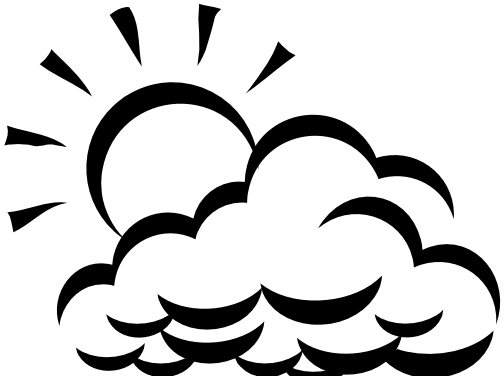
Resources:

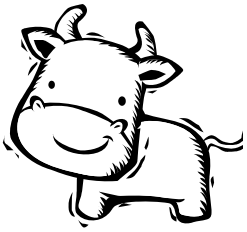
Battery Hen Rescue story
Battery Hen Rescue story pictures, preferably cut along dotted line boxes and laminated.
Letter template

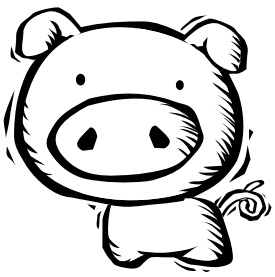
Battery Hen Rescue story pictures (cut and laminate)

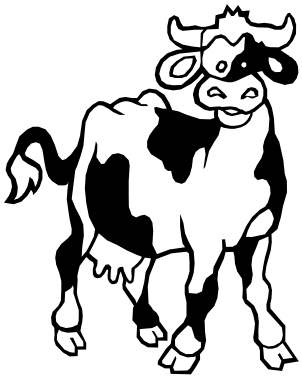
Happy at last!!

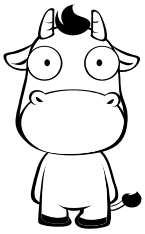
Imagine you have been rescued from a battery hen shed. ***Write a letter*** *to one of your friends or relatives who sadly are still in a battery hen shed.*

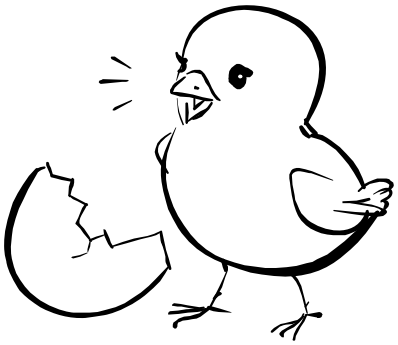












Teacher Notes- FREE RANGE EGGS & MEAT

Please read the following for background information and to continue your reading visit the 'Free Betty' website (Free Betty Campaign http://www.animalsaustralia.org/freebetty/battery_hens.php).

> **"Other countries have acted.** Sweden, Finland, Switzerland, Germany, Austria and Norway have already banned battery cages. The European Union countries are phasing them out and there will be a total ban by 2012. Even food giants such as McDonald's UK and Burger King US (better known as Hungry Jack's in Australia) have made the switch to cage-free. **In Australia, just like the pig industry, a 'code of cruelty' has protected battery hen operators from the kind of cruelty prosecutions that domestic animals enjoy.** As a new century dawned in 2000, Australian animal welfare groups held high hopes that with the government would come to the realisation that no ethical and civilised society could continue to support such cruelty on the basis of profit. The test came when politicians met in August 2000 to vote on whether to ban battery cages. Despite overwhelming evidence to support a ban on battery cages, they instead voted to increase the space given to individual hens by the size of four matchboxes (100 square cm), and heralded this to the public as a great leap forward in animal welfare" [4]

Hens lose their feathers, routinely break bones and suffer high levels of stress and anxiety from overcrowding in battery hen sheds.

Let students know that Australia is still producing and selling battery hen eggs, meaning hens are still living in uncomfortable, cramped and unhealthy conditions. Ask class if they can know or can recall (perhaps from Brightside visit) what a 'broiler chicken' is. Explain that whilst broiler chickens (those bred for chicken meat) are not kept in cages, in factory farms they are still kept in overcrowded sheds that never see the sun.

Discuss with students what they as a class and as individuals can choose to do about this. Make a list of how to support happily living hens and include:

- Buy free range eggs or use egg replacers.
- Choose free-range chicken or choose meat free meal alternatives.
- Write to supermarkets or butchers who do not stock free-range meat requesting that they do.
- Write to politicians to show your concern over battery hen farms still being used.

Teacher Notes- PIGS

Unfortunately female pigs suffer lives of great suffering and frustration before they become pork. Sow stalls are so confined pigs are unable to turn around, walk or even stretch.

> "Sows suffer from lameness, foot injuries, cuts, pressure sores, weakened bones and muscles due to lack of exercise. Due to a complete lack of stimulation these intelligent and curious animals often resort to repetitive behaviour such as bar biting due to frustration and boredom"[5] (http://www.aact.org.au/pig_industry.htm).

When pregnant, sows will be moved to farrowing crates these are even smaller than regular sow stalls. Despite their natural instinct to build a nest for their young (which sows will usually do 24 hours before giving birth) the pregnant sows are made to lie on concrete slabs with metal bars surrounding them. As seen below she feeds her young with no room for further interaction which this social and smart animal must find torturous. After 3-4 weeks of this the piglets are removed from their mother. All evidence suggests the grief of these animals would be no less than our own at losing offspring. Tragically the sow is then impregnated again and the cycle continues.

To allow students to think about pigs as the feeling, thinking and intelligent animals they are, watch the film or read the story '*Charlottes Web'* (or both!) with students.

- Have a discussion on students' favourite part of the story. Brainstorm the various characters.
- Create collages or paintings that feature students' favourite parts or characters of 'Charlottes Web'.

Share the following with students and write the quote up on the board.
In 'Charlottes Web' Ferns mother takes her to the Doctor because she is worried about Fern talking to the animals and hearing them talk back.
The Doctor is not worried by this and says:
"Well maybe an animal said something to me and I just wasn't listening" [6].

Ask students *do you think animals can talk to each other?* And *how do animals communicate with us?* Emphasise that speaking is just one form of communicating.

Complete the following **Where Pigs Live** [6] worksheet which allows student to write in English what a confined sow might say.

Students may like to watch the following short video 'Wilbur & Charlottes Web' that shows some of the many pigs that played 'Wilbur' on the movie. Luckily these pigs were treated with much more kindness than most and Animals Australia ensured they were not to be made into pork and were instead put into loving homes. Students may even have seen Wilbur who was one of these famous pigs at Brightside Sanctuary. See Wilbur's picture below.

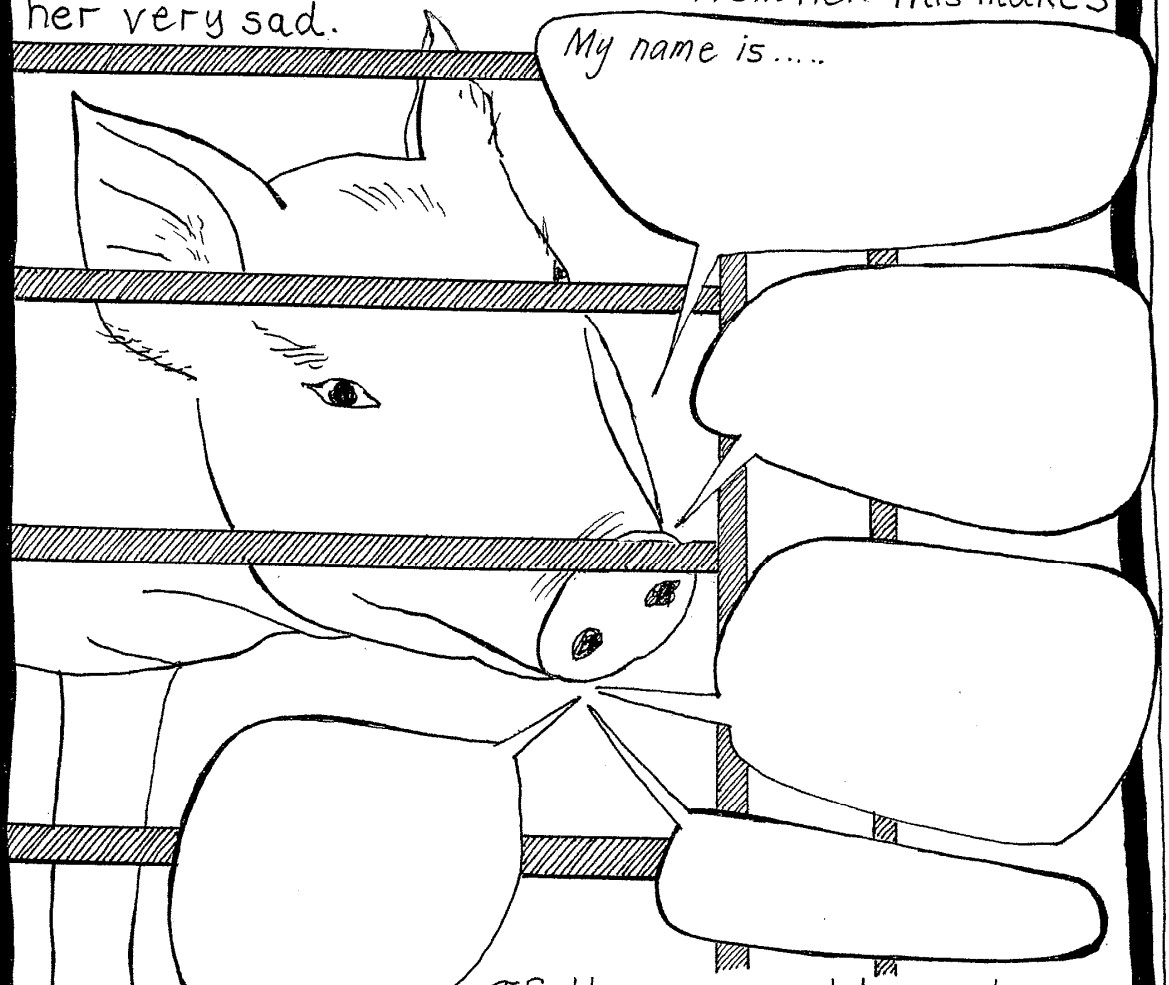
To see 'Wilbur & Charlottes Web' video visit:
http://www.animalsaustralia.org/media/videos.php?campaign=1

This is Wilbur, one of the pigs that starred in Charlottes Web. Wilbur now lives happily at Brightside Farm Sanctuary. Here he is visiting Parliament Lawns at Salamanca. Hasn't he grown!

Where PIGS Live

In Australia, over 90% of pigs live inside factory farms. This means that they never feel the sun on their skin or feel the breeze, they never see the sky or get to walk on the ground

For long periods of time they have to live in sow stalls with metal bars. They can barely move. When their babies are born the mother pig is put in an even smaller space. After just a few weeks her babies are taken from her. This makes her very sad.



If this pig could speak in English, what do you think she would say?

Write it in the bubbles.

Teacher Notes- WHO'S MILK IS COWS MILK?

It is very common for people in the Western world to consume large amounts of cows' milk and dairy products so much so that the dairy industry now utilises factory type production. Unfortunately this means the farmer milking a cow in a grassy field is far from reality.

> "In current farming practices calves are removed 12-24 hours after birth from their mothers. Whilst their distressed mother searches for them and bellows for their return the claves are fed milk substitutes. To be producing quality milk dairy cows give birth to a calf a year. Dairy cows live for an average of 3-5 years whereas in natural conditions they would live 15-20 years.
> Dairy calves are an unwanted by product of the dairy industry as they do not grow as fast as beef calves and their meat is considered to be poor quality by the beef industry. Approximately 1 million dairy calves are slaughtered each year in Australia. Calves that are not wanted for herd replacement or to be used as 'pink veal' are sent to slaughter. Industry considers it acceptable to transport calves to slaughter at the age of 5 days old. The calves are crammed into trucks and transported long distances to abattoirs. Some calves are crushed to death during transport or seriously injured due to overstocking of trucks and the fragility of the calf itself. Once unloaded at the slaughterhouse, calves are left in crowded pens, terrified and hungry, where they await slaughter". [7]
> (http://www.aact.org.au/dairy.htm)

Ask your class *does a cow make milk all the time?* [No] *What needs to happen for the cow to make milk?* [The birth of a calf each year]. Let the class know that people take the milk that is intended, by nature, for the calf. This means the calf is separated from its mother and fed milk substitutes.

Who is the milk made for? If all students say it is the calf's say *okay so why do people drink it all the time*? and allow responses. You may even like to have a vote or debate on who the cows milk belongs to. Some ground rules should be set before this, such as would be set for a class meeting, i.e. respect others opinions and wait for your turn to speak.

Question students, *why do you think then that some people might choose to not use cows' milk?*
What other milks can people use?
[Soy, rice, oat]
Have students complete the **Cool Cows and Cute Calves** sheet.

Cool Cows & Cute Calves

Answer these questions in your book or folder.
You can colour and paste this into your book
to save you writing out the question.

1. *Cows' milk is one type of milk people use.*
   What other milks can you use?

2. *In what ways are people and cows similar?*

3. *Work with a friend to discuss and write down what you think a cow likes doing.*

4. *Write a poem about a cow or calf.*

Teacher Notes- TAKING ACTION FOR FARM ANIMALS

It is important that students are able to realise the impact that one person can make through their choices. Not only does it directly reduce the suffering of other sentient beings but it influences others to consider their actions as well.

Students might benefit from forming an **Animal Club**; this may be as a class or school wide. An organisation called 'Voiceless' offers prizes to clubs that keep 'Animal Club' updated with all their great ideas and positive work. Voiceless also offers $500, 'seed funding' to assist Animal Clubs in funding educational speakers, excursions to animal shelters and/or to begin a fundraising scheme.

An Animal club might:

- Hold meetings to discuss issues.
- Ensure that the canteen is selling free range eggs, offering some meat free alternatives and perhaps offering the option of soy milk.
- Write or email the Tasmanian Premier and/or Ministry for Primary Industries & Water on issues such as Battery hen farming. Many websites offer packages (ie the SaveBabe packages) that can be sent out containing fliers, information and additional ways to help animals.
- Arrange and hold fundraisers for animal agencies, like Against Animal Cruelty Tasmania, or even to adopt an animal such as those at Brightside Farm Sanctuary.
- Make posters on how students can help animals in need and place them around the school.

Animal Club- Voiceless
http://www.animalclub.org.au/

Brightside Farm Sanctuary
http://www.brightside.org.au/

Save Babe Campaign
http://www.savebabe.com/

Animals Australia- 'Free Betty Campaign'
http://www.animalsaustralia.org/freebetty/

* Against Animal Cruelty Tasmania Campaigns
http://www.aact.org.au/campaigns.htm

RSPCA
http://www.rspcatas.org.au/asp/content.asp?articleID=583

*Please note some images/videos in this website may be deemed inappropriate for young students.

Teacher Notes-ASSESSING STUDENT LEARNING

To partially assess student knowledge of factory farm animal terms use the attached **What do you know about farm animals?** [8] sheet**.** For a more comprehensive reflection of what students have learned the **Animals Feel** [8] activity sheet will allow students to show you all they have learnt about taking action for animals.

Additional assessment might be to design a farm or sanctuary for farm animals. Have students compile a list of things they will need to include for their animals health and well-being. [Depending on the age this step could be done as a class but for competent Primary grades it can be done individually or in a small group].
Students should consider:

- The type or mix of animals
- The no. of animals
- Ample room for each animal
- Suited for different weather conditions (sun & shade)
- Water & food

The design may be created literally as a diorama or on large card.

Teacher Notes-GOING FURTHER

The topics for debate on the **Give Your Opinion** sheet may be used as a follow up to the unit. Students' opinions should not be marked. Rather the opportunity should be used to allow quality discussion that gets everyone thinking.

This unit may be integrated with or part of:

- An Animals unit
- An Ethics unit
- A Nutrition unit

(Please see Resource list for additional websites/texts that may be of assistance.)

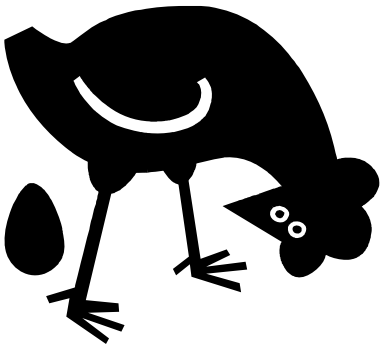
What do you know about factory farm animals?

Fill the blanks with one of the farm animals from the list.

A_____ gives birth every year to a baby and is then milked. The baby is taken away when only one or two days old and humans use her milk.

sow
battery hen
dairy cow
broiler hen
free range

A _____ is fattened up for eating by people. Thousands of these animals are kept in crowded sheds that use artificial light.



A _____ is kept in a small cage next to thousands of other hens. People take their eggs. They are kept inside all the time and never see the sun.

A _____ is kept in a cage that leaves the animal unable to turn around. They have many babies at the one time while still in these cages. People eat this animal.

and people do. How could people make sure animals have happy lives?

NAME

Give your opinion

It gets me thinking ?

Think about these statements. Give your opinion by placing a coloured mark somewhere on the lines between no and yes. Use these as class discussions or debates.

NO _____ YES
Animals are not ours - we don't own them

NO _____ YES
It's wrong to do experiments on animals

NO _____ YES
Humans have the most power on the planet so we can use animals in any way we like

NO _____ YES
It is not necessary for humans to eat animals

NO _____ YES
It's fine to steal animals' babies from them

NO _____ YES
There should be strict and harsh laws for any person who is cruel to an animal

NO _____ YES
Animals have a spirit and/or a soul

RESOURCES

Teacher Resources

Texts

The Ethics of Eating

Websites

Brightside Farm Animal Sanctuary
http://www.brightside.org.au/

Against Animal Cruelty Tasmania (AACT)
http://www.aact.org.au/

Against Animal Cruelty Tasmania- Factory Farming
http://www.aact.org.au/factory_farming.htm

Animals Australia- 'Compassionate Living'
http://www.animalsaustralia.org/take_action/compassionate_living.php

Animals Australia- 'Free Betty Campaign'
http://www.animalsaustralia.org/freebetty/

Save Babe Campaign
http://www.savebabe.com/

The Australian Vegetarian Society
http://www.veg-soc.org/cms/html/

Vegetarianism- Kids Health for Parents
http://kidshealth.org/parent/nutrition_fit/nutrition/vegetarianism.html

Voiceless Organisation
http://www.voiceless.org.au/

Voiceless- Animal Clubs
http://www.animalclub.org.au/about_animals/about_animals/teacher_resources.html

Voiceless [Animal Sheets source]
http://www.animalclub.org.au/about_animals/about_animals/teacher_resources.html

RSPCA
http://www.rspca.org.au/

Student Resources

Websites

Brightside Farm Sanctuary
http://www.brightside.org.au/

PETA organisation 'For kids'
http://www.petakids.com/

Animals Australia- 'Free Betty Campaign'
http://www.animalsaustralia.org/freebetty/

Animals Australia- 'Save Babe Campaign'
http://www.savebabe.com/kids.php

Animals Australia- 'Compassionate Living'
http://www.animalsaustralia.org/take_action/compassionate_living.php

RSPCA
http://www.rspca.org.au/kidsworld/index.html

Voiceless Animal Club
http://www.animalclub.org.au/

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DVD

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