

EXPLORING THE LIVES OF

Farm Animals

Lessons That Teach Compassion
Grades K - 3





Humane Education Advocates Reaching Teachers (HEART) is a nonprofit 501(c)(3) public charity whose mission is to develop a generation of compassionate youth who create positive change for animals, people, and the natural world. As an award-winning full-service humane education provider in New York City, Chicago, and Indianapolis, HEART conducts in-school and out-of-school student programs, offers professional development programs for teachers both nationally and internationally, develops educational resources, and advocates for the implementation and expansion of humane education.



As the nation's first farm animal rescue and protection organization, **Farm Sanctuary** has cared for thousands of animals at its sanctuaries in New York and California. The organization has educated millions of people about the plight of farm animals and the negative impacts of factory farming on health, the environment, and social justice, and it advocates for laws and policies that prevent suffering and promote compassion.

Farm Sanctuary's humane education program educates thousands of students each year through classroom presentations, inspires student action through our Youth Leadership Council, and empowers teachers with standards-aligning curriculum on issues of our food system.



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We Want to Hear From You!

Teachers, parents, and/or guardians who have implemented at least one activity from *Exploring the Lives of Farm Animals: Lessons that Teach Compassion* are eligible for a \$50 Amazon gift card by completing our curriculum survey and submitting at least three photos per lesson taught to Farm Sanctuary & HEART. These photos may be of 1) students in action participating in the lesson, 2) completed student worksheets, and/or 3) completed student projects from the lesson. Please e-mail education@farmsanctuary.org for the survey and to submit your photos.



About the Guide

In a joint effort to provide high-quality humane education resources, Humane Education Advocates Reaching Teachers (HEART) and Farm Sanctuary have collaborated to create the *Exploring the Lives of Farm Animals: Lessons That Teach Compassion* guide for early education learners. The guide conveys its comprehensive theme of kindness for farm animals through a variety of activities and lessons that utilize a myriad of teaching strategies and multi-modal approaches.

The lessons and activities were developed to address both the academic and the social and emotional learning (SEL) needs of young people. Each lesson plan aligns to Common Core State Standards and the Collaborative for Academic, Social, and Emotional Learning's (CASEL) SEL Core Competencies. For more detailed information about alignment to standards and competencies please see the tables provided in the index.

Additionally, the lesson plans in the guide are designed to hone essential skills in children's cognitive, affective, and psychomotor development. Such skills include drawing a picture to illustrate an idea, thinking creatively and critically, and manipulating tools to form novel objects. While the activities and lessons are recommended for specific grades, they may have a wider application with simple modifications. Since the needs of students and educators vary, the content is adaptable so that educators can easily differentiate it to suit their learning environment. The material can be taught as a robust unit on farm animals or as single lessons and activities selected to enhance other curricula.



The guide is organized into the following sections:

- **Lessons and Activities:**
general knowledge
- **Learning Stations:**
independent hands-on activities
- **Taking Action Projects:**
service-minded learning
- **Educator Resources:**
reference materials
- **Standards**
- **Modifications for Virtual Learning**

Thank you for your interest in this guide and for the role you play in supporting humane education. We hope that this guide will aid you in teaching an important topic and in inspiring young people to be more thoughtful and compassionate toward farm animals.



Exploring the Lives of Farm Animals: Lessons That Teach Compassion

Many children are passionate and curious about animals. Including animals as a topic in your teaching practice is a great way to channel this interest and excitement into classroom engagement. In particular, affection for farm animals is fostered by traditional children's storybooks, toys, and movies. However, teaching about farm animals and building a deeper understanding of their lives can require a nuanced and intentional approach in the classroom given modern industrialized farming and our complex historical relationship with these animal species. We have developed this resource guide and the following framework to help educators nurture young people's compassion for farm animals while providing accurate information, in an age-appropriate manner, about the realities that most farm animals face today.

Making Connections

Most young people do not often have the opportunity to interact with farm animals in the same way they are able to spend time with animal companions at home or observe wildlife in their neighborhood. This is why farm animal sanctuaries are such a powerful tool for helping young people understand these animals, relate to their individual personalities, and spend time with them in an environment where they are thriving.

Taking young people on field trips to farm animal sanctuaries is one method for building connection. But in-person or virtual visits are not always available to educators. For this reason, we created this guide as an easy-to-use resource to “bring” the animals to the classroom. These lessons and activities will help students understand that farm animals experience many of the same emotions and needs as people and the companion animals with whom students may be more familiar do.

The more we learn how similar we are to other people and animals, the more we are able to recognize how we are connected. Just like people, farm animals are social, desire happiness and health, and lead individual lives.



Since both people and farm animals share these traits, children can relate to how a group of pigs feel joy when playing together in the mud on a hot day; they can also relate to the frustration and loneliness felt by a pig who is kept in a small crate where she cannot move around freely.

As young people learn about farm animals who are living in poor conditions, they are motivated to learn why and to advocate for a more humane and just food system.



Appreciating Differences

Another important theme throughout this guide is appreciating the ways farm animals are different from humans and from one another. This understanding of differences is essential because we should not value solely the people or animals whom we view as similar to us. All living beings are individuals in their own right who have inherent worth and dignity and who deserve respect. When we recognize this truth, we can simultaneously value our similarities and celebrate our differences.

Farm animals, such as cows, pigs, and chickens, have incredible abilities that scientists are continuously working to better understand. For example, scientists have discovered that mother hens sing to their chicks while they are still in the egg, pigs can smell food that is buried three feet underground, and cows have the ability to solve complex puzzles.

Not only is this information fascinating to young people, but also it helps them realize that not everyone experiences the world in the same way that they do. Understanding these differences is what makes the world a more interesting, complex place.

Just as no two people are exactly the same, each farm animal is a unique and special individual too. Many people are able to recognize this fact when it comes to their companion animals but often overlook it when it comes to other species—and farm animals in particular.

Providing Accurate, Age-Appropriate Information

One of the most challenging aspects of teaching young people about farm animals is providing accurate information about the cruelty these animals experience living on industrialized farms and about the social, economic, and political complexity of modern agriculture.

A common mistake that adults make with young children is using a form of bias that's often referred to as "rose-colored glasses." In a well-intentioned effort to protect children from upsetting information, adults will explain unpleasant situations in a way that is overly positive and not realistic. This practice is problematic because "rosy" information is not necessarily accurate information. If this misinformation is not corrected, children will grow up into adults who are biased to believe such fallacies.

Young people are better equipped to process upsetting information when it is presented in a way that is sensitive to their cognitive and emotional development. There are many details about the treatment of animals that are difficult for anyone to process. However, this does not mean that the realities of animal agriculture should be withheld from young people. It means that as educators we need to share this information with them in age-appropriate ways. Since it is difficult for young people to understand concepts they cannot see or have not experienced, this guide incorporates many age-appropriate visuals and stories to help educators illustrate these concepts for their students.



Additionally, young people need to understand the complexities of our food system. This guide contains many stories about animals living on farm animal sanctuaries. Farm animal sanctuaries provide wonderful life-saving services, but they cannot solve the entire animal cruelty problem because they cannot take care of the billions of animals currently living on factory farms. Small-scale family farms are not a solution either, due to the world's high demand for large quantities of animal products at low prices, in addition to seeing farm animals as commodities. Small-scale farming does not guarantee that farm animals are treated well during their lives.



There is a growing movement in agriculture to switch from severe forms of confinement, such as battery cages and gestation crates, to housing that is “cage-free” or “crate-free.” However, these methods of housing are far from ideal. Animals living in cage-free and crate-free housing still typically do not have access to the outdoors, live in crowded conditions, and cannot express many of their natural behaviors.



Young people should be encouraged to develop their own judgments about how they think farm animals should be treated and to decide what actions should be taken to enforce those standards of treatment. Even though there is no single solution to any societal problem, educators can use questions and discussion to help students generate inclusive, sustainable, and meaningful ideas about this issue.



Instilling Hope for the Future

Ultimately, this guide aims to plant seeds of compassion and understanding in young people about a topic that is often not discussed with them.

The goal of this guide is to help young people to think for themselves by presenting them with understandable information and challenging them to use higher-level thinking skills.

By teaching young people about the lives of farm animals and providing them with honest information about this topic, we can help them grow into adults who will develop thoughtful, informed opinions about farm animal issues, which will influence the future of agriculture and our society as a whole.



Lessons and Activities

These lessons and activities are designed to help students understand the feelings, needs, and natural behaviors of farm animals. Students are challenged to make connections between themselves and the animals they learn about and to develop an awareness of and appreciation for the unique qualities of each animal. In addition to teaching students about the traits farm animals share, the guide uses literature and informational text about particular animals to help students recognize that each animal is an individual.

Dear speaker Cory Johnson
Please take the carriage
horses to a sanctuary
where they can be treated
nice and run free at a sanctuary
can run free at a sanctuary
but now way can they run
free as a carriage

How Are We Similar to and Different from Farm Animals?

Purpose:

Children compare how they are similar to and different from their classmates, as well as the ways in which they are similar to and different from farm animals. The aim of this lesson is to create a respectful and inclusive classroom culture that helps students get to know their classmates better and promotes understanding and compassion for farm animals.

Overview:

Students draw pictures of what foods they eat, where they live, who their families are, and what they like to do for fun. They share their pictures and discuss how they are similar to and different from their classmates' pictures. Then, they compare their drawings to what foods farm animals eat, where they live, who their families are, and what they like to do for fun. Afterward, students discuss how even though farm animals' lives are different from ours, their lives are also similar to ours because both students and farm animals need food, shelter, family, and fun.

Focus Question:

What can we learn when we think about how we are similar to and different from others?

Objectives:

Students will be able to...

- describe how their classmates' lives are similar to and different from their own.
- identify how the lives of farm animals are similar to and different from their own.
- name four basic needs shared by people and farm animals.

Educator Spotlight

Arianna Duncan,
Farm Sanctuary Humane
Educator:

Sometimes people fear those who are different from them. By discussing their drawings with their peers, students will have the opportunity to share their own unique needs and what they value in their own lives. Their drawings will serve as a tangible representation of everyone's needs and will allow students to visualize their similarities and differences. Although each individual's needs may differ, students will begin to see how we all relate to one another. They will learn to embrace the different needs of both humans and nonhuman animals and will begin to see how we are all connected.

Lesson Info:



Grades: K–3



Time Needed:
Two 45 min. periods



Standards:
CCSS.ELA-LITERACY
SL: K.4, 1.4
W: K.8, 1.8, 2.8
W: 3.2 (Writing Follow-Up Activity)



SEL Competency:
Self-awareness,
Social awareness,
Relationship skills



Skills:
Comparing and contrasting,
Drawing, Reflecting



Content Connections:

In this lesson, students learn about the lives of rescued farm animals. If students want to learn more about the lives of rescued farm animals, consider teaching one or more of these lessons as a follow-up: *A Day in the Life of a Cow, Pig, and Chicken; Understanding the Needs of Farm Animals.*



Materials Provided:

- This Is Me worksheet
- Guess the Animal posters
- Farm Animals Are Similar and Different worksheet
- Complete the Sentences worksheet (optional)



Materials Not Provided:

Drawing utensils (crayons, markers, or colored pencils)



Vocabulary:

- Different
- Needs
- Similar

Lesson Procedure:

DAY 1

1. Warm Up (10 min.)

- Let students know that you want the class (the students and you) to get to know each other better.
- Explain that they will complete the *This Is Me* worksheet by drawing pictures of what foods they eat, where they live, who their families are, and what they like to do for fun. (As a model, complete your own worksheet in advance and share your responses. This is a great way to connect with your students!)
- Distribute the worksheet and drawing materials. Provide students time to complete the activity.
(For new readers make sure they understand what the text says on the *This Is Me* worksheet so that they know what to draw in each box.)

2. Share Who We Are (25 min.)

- Ask students to share their worksheets with the class. (Note: Many students will likely be excited to share. Provide gentle reminders, as needed, to keep their answers brief.)
 - Ask students to discuss how their lives are both similar to and different from some of their classmates' lives.
 - If students need assistance, provide some examples, such as:
 - *Carlita and I are similar because we both like to ride our bikes, or Jake and I are different because he likes to ice skate and I like to play basketball.*
 - Or, provide the following sentence structures on the board:
 - _____ and I are similar because...
 - _____ and I are different because...
- (Review the example sentences on the board, especially for new readers.)

3. Wrap Up (10 min.)

- Point out how even though people in the classroom are similar in many ways, they are also different in many ways.
- Ask students the following questions:
 - What do you think about people enjoying different types of foods, living in different types of places, having different types of families, and enjoying different things?
 - How would you feel if you told a friend that you really liked a certain type of food and that friend responded by saying that the food "tastes gross"?
 - How should we treat someone whose life is different from our own?



Note: If needed, emphasize that “we should not yuck someone’s yum” as a take-home point. Emphasize to students that it can be hurtful to put down what we know someone else likes simply because we don’t like it ourselves.

DAY 2

1. Warm Up (10 min.)

- Remind students that previously they drew pictures of what foods they eat, where they live, who is in their family, and what they like to do for fun.
- Let students know that they will be playing a guessing game to learn about the lives of farm animals.
- Explain that you will describe and show photos of what individual farm animals like to eat, where they live, who their families are, and what they like to do for fun. Then, you will ask students to guess the species of farm animal.

2. Play the Guess the Animal Game (20 min.)

- Read the information on the *Guess the Animal* posters and allow students to guess the species.



Note: As an alternative way to play the game, print copies of the *Guess the Animal* posters and have students match the photos of the animals to their descriptions. This activity can be done independently, in pairs, or in small groups.

3. Wrap Up (15 min.)

- Following this activity, review the terms “similar” and “different” with students. Ask students to explain in what ways they are similar to and different from the animals they learned about.
- Read the directions on the *Farm Animals Are Similar and Different* worksheet, which asks students to complete two sentences and to draw a picture that represents each of their completed sentences.
- Distribute the worksheet and give students time to complete it.
(For new and emergent writers either complete the sentences as a whole class or assist students by allowing them to dictate their sentences while you write them down.)



Note: The *Farm Animals Are Similar and Different* worksheet can serve as an assessment for the lesson.

Follow-Up Activities:

Reading Comprehension:

Using the provided *Complete the Sentences* worksheet, ask students to match the sentence beginnings with the correct sentence endings. The sentences provide information about the ways in which farm animals are similar to and different from people. For example, the sentence starter “The pig likes to play in the...” is matched with the word “mud,” and “The child likes to ride her...” is matched with the word “bike.”

Writing (for advanced writers):

Ask students to write an informational paragraph comparing and contrasting their life to the life of one of the farm animals they learned about (Jerome, Bob, or June). Ask students to introduce the topic, describe themselves, describe one of the farm animals, share ways in which they are similar to and different from the farm animal, and include a conclusion. Students need to incorporate details from the *This Is Me* worksheet and from one of the *Guess the Animal* posters. They can add drawings that relate to what they write, and they should practice using linking words and phrases in their writing (e.g., *also*, *another*, *and*, *more*, *but*) to connect their ideas.



WORKSHEET

THIS IS ME

This is

(Name)

This is where I live.

This is my family.

This is what I like to eat.

This is what I like to do for fun.

GUESS THE ANIMAL

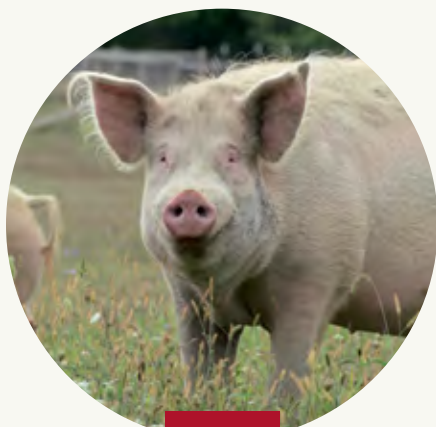
A



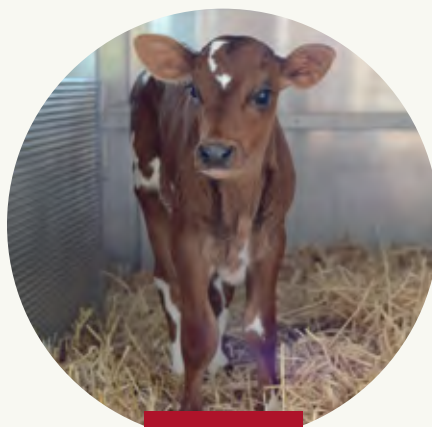
Who Am I?

- My favorite food is pumpkin.
- I like to play in the mud.
- I sleep on straw.
- My best friend's name is Eric.

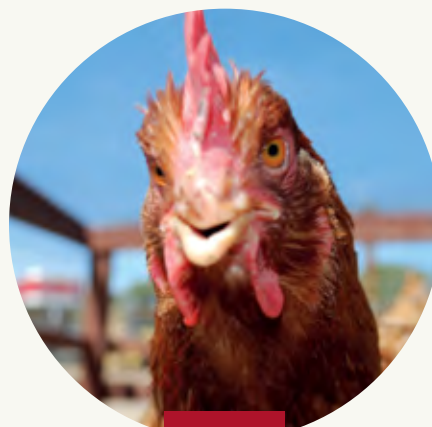
Am I Bob, Jerome, or June?



Bob



Jerome



June



MEET BOB

THE PIG.

This is Bob.



Bob's favorite food is pumpkin.



Bob likes to play in the mud.



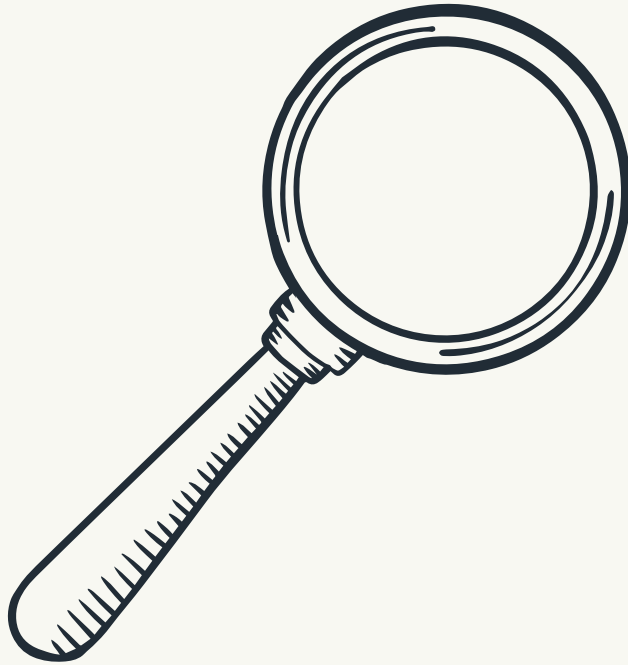
Bob sleeps on a bed of straw.



Bob's best friend is Eric.

GUESS THE ANIMAL

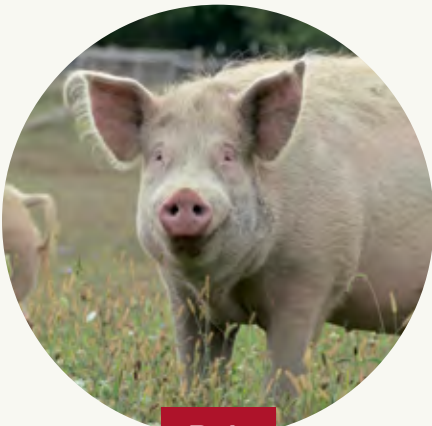
B



Who Am I?

- When I arrived at the sanctuary by myself, Liz took care of me and became my new mom. She already had a son named Cashew, and now we are brothers.
- I am a baby and drink milk from my new mom.
- I sleep inside a barn.
- I like to play with my brother.

Am I Bob, Jerome, or June?



Bob



Jerome

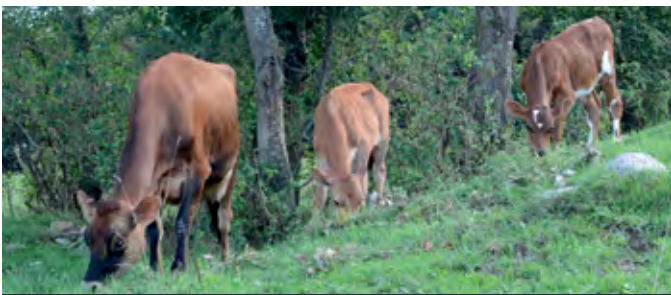


June



MEET JEROME THE COW.

This is Jerome.



When Jerome arrived at the sanctuary by himself, Liz took care of him and became his new mom. Liz already had a son named Cashew, and now Jerome and Cashew are brothers.



Jerome is still a baby, and he gets milk from his mother.



Jerome sleeps inside a barn.



He likes to play with his brother.

GUESS THE ANIMAL

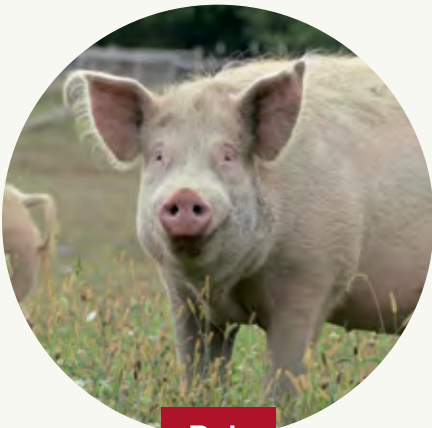
C



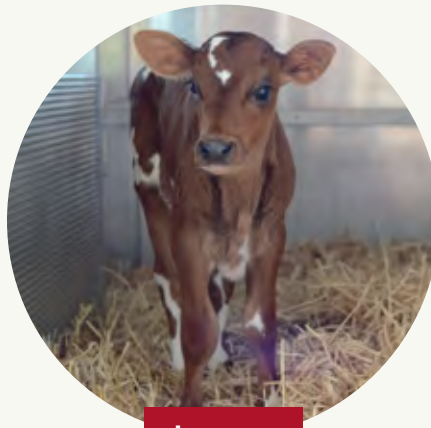
Who Am I?

- My favorite food is watermelon.
- I like to search for bugs in the grass.
- I like to sleep on a perch or in a nest.
- I spend most of my time with my two sisters. Their names are July and May.

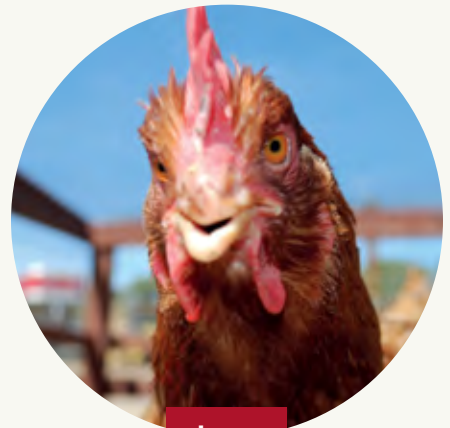
Am I Bob, Jerome, or June?



Bob



Jerome



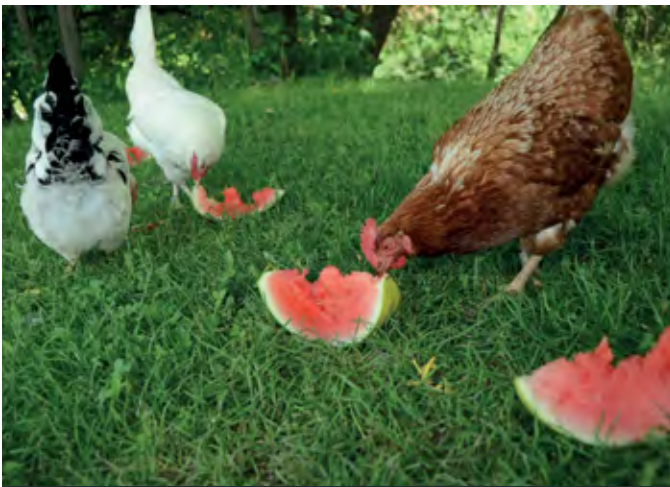
June



MEET JUNE

THE CHICKEN.

This is June.



June's favorite food is watermelon.



She likes to search for bugs in the grass with her sisters.

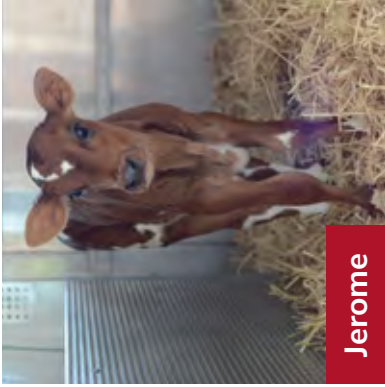
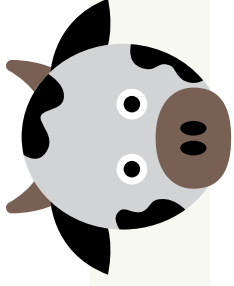


She and the other chickens like to sleep on a perch. Sometimes they will build a nest and sleep there.

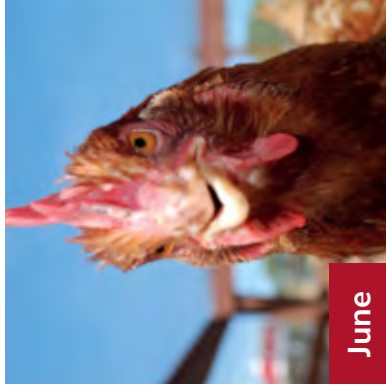


She has two sisters.
Their names are July and May.

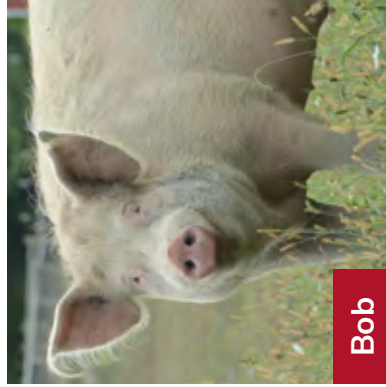
FARM ANIMALS ARE SIMILAR AND DIFFERENT



Jerome



June



Bob

Directions: Complete the following two sentences.
Below each sentence draw a picture to represent your completed sentence.

Name _____
Date _____

Jerome and June are similar because...

Jerome and Bob are different because...

COMPLETE THE SENTENCES

| Sentence Starters | Sentence Endings |
|---|---|
|  |  |
| The pig likes to swim in the... | ...mud. |
|  |  |
| The hen loves her... | ...chicks. |
|  |  |
| The cow likes to eat... | ...grass. |

Instructions: Cut out the sentence starters and sentence enders from the worksheet. Have students match each sentence starter with the correct sentence ending.

| Sentence Starters | Sentence Endings |
|--|--|
|  |  |
| The women like to play... | ...soccer. |
|  |  |
| The mother loves her... | ...child. |
|  |  |
| The boy likes to eat... | ...apples. |



Farm Animals Have Feelings Too

Purpose:

This lesson teaches emotional self-awareness (i.e., understanding our own emotions) and social awareness (i.e., understanding the emotions of others) through stories, discussion, and reflection. These two skills go hand in hand because when we better understand our own emotions, it is easier to recognize and understand when others feel similarly.

Overview:

In this lesson, students draw pictures illustrating situations in which they felt happy, sad, angry, and scared and discuss them with their classmates. By sharing their own experiences and listening to those of their classmates, students better understand how their own experiences affect their feelings and how others can experience the same emotions. Then, students compare their experiences with various emotions to the experiences of farm animals.

Focus Question:

How are our feelings similar to or different from farm animals' feelings?

Objectives:

Students will be able to...

- reflect on times they felt various emotions.
- describe their feelings using drawing, writing, and verbal expression.
- compare and contrast their experiences to the experiences of other people and animals.

Educator Spotlight

Kristina Hulvershorn,
HEART Indianapolis Program
Manager:

Making time to practice self-awareness (by thinking about times we have experienced various emotions) helps pave the way for students to better understand themselves so that they can empathize with others. Pairing self-awareness with social awareness makes it easier for students to connect with the experiences and emotions of the people and animals they encounter.

Lesson Info:



Grades: K–3



Time Needed:
60 min.



Standards:
CCSS.ELA-LITERACY
RI: 3.1
W: K.3, 1.3, 2.3



SEL Competency:
Self-awareness,
Social awareness



Skills:
Building empathy, Drawing,
Listening comprehension,
Reflecting



Content Connections:

After this lesson, students might enjoy the *What Do Farm Animals Want You to Know?* lesson, in which students build on their understanding of farm animals' feelings by creating puppets and pretending to speak for the animals and explain their points of view.



Materials Provided:

- Feelings Activity worksheet
- Rescued Farm Animal Stories
- Additional farm animal stories (optional)
- Felicity and Yoda:
<https://youtu.be/3DaQAXapy9A>
- Tricia and Ros:
<https://youtu.be/OgDUCd4dLlw>
- Curly and His Herd:
<https://youtu.be/GnErv4hqnY>
- Darius and Halbert:
<https://youtu.be/DGe4qGda8WM>



Materials Not Provided:

Drawing utensils (crayons, markers, or colored pencils)



Vocabulary:

- Caregiver

Lesson Procedure:

1. Warm Up (5 min.)

- Discuss situations in which students have felt different emotions. Possible questions include:
 - Who can tell me about a time in the last week when you felt happy?
 - What about a time you felt sad?
 - Is anyone willing to share a time you felt scared?
 - Has anyone felt angry recently?

2. Share Our Stories (20 min.)

- Invite students to think about, draw, and write about a time in their life when they experienced each of those feelings. (Make sure you review the feeling words in each box, especially for new readers.)
- Pass out the *Feelings Activity* worksheet to each student and give them 15 minutes to complete both parts.
- Depending on the students' writing abilities, for part 2 of the worksheet have them: (1) Dictate a sentence to you that describes one or more of their pictures; or (2) Write one to three sentences describing one or more of their pictures.
- When they are finished, invite students to share what they drew and/or wrote for one of the squares on their *Feelings Activity* worksheet.

3. Connect with Animals (25 min.)

- Explain to students that they are going to hear a few more stories. This time, the stories will be from some “friends” who are not in the room.
- Share the provided *Rescued Farm Animal* stories. You can either read the stories aloud, create stations where groups cycle through each story, invite students to take turns reading them, or provide copies of the stories for students to read to themselves.
- Ask students to point out any instances in the stories when they imagine the animals may be feeling some of the same emotions that students named on their *Feelings Activity* worksheet. Let students know that both people and animals can experience more than one feeling at a time.
 - If the stories are read aloud, have students make a corresponding facial expression to represent when they think the animals in the story may be feeling happy, sad, scared, or angry. (For example, if an animal is playing with a friend, students would smile.) Practice happy, sad, scared, and angry faces with students prior to reading the stories.
 - If students read the stories silently, ask them to draw a smiley face, sad face, scared face, or angry face anytime they think the animals may be feeling any of those feelings.

- After reading the stories, ask students the following questions:
 - In what ways were the animals' lives similar to each other?
 - In what ways were the animals' lives different from each other?
 - What is an example of when you think one of the animals felt happy?
 - What is an example of when you think one of animals felt sad or scared?
 - What is an example of when you think one of the animals felt angry?
 - How did you feel when you thought the animals were happy?
 - How did you feel when you thought the animals were sad or scared?

4. Wrap Up (10 min.)

- In small groups, or with the whole class, invite students to share a comparison of their feelings and the feelings of the animals in the stories (e.g., "I feel happy when I am with my family, so I think Cameron might have felt sad when he was separated from his family.").
- Ask students the following questions:
 - What did you learn about yourself from this activity?
 - What did you learn about farm animals from this activity?
 - Why is it important to try to understand the feelings of other animals?

Follow-Up Activities:

Reading Comprehension:

Ask students to choose an animal from one of the stories. Have the students draw a picture showing when they think the animal felt happy, sad, angry, or scared in the story. Ask students to explain (verbally or in writing) why they think the animal felt this way.

Social and Emotional Learning:

Explain to students that farm animals, just like people, can feel many different complex emotions in addition to happiness, sadness, anger, and fear. Help students define and understand the following feelings: jealousy, love, grief, shyness, and belonging. Then, share one or more of the additional farm animal stories listed under the Materials Provided (review the stories in advance and revise them to make them age-appropriate, as needed). Ask students what they think the animals in the stories are feeling. Invite students to share a time they experienced similar feelings. Either invite them to discuss one of their experiences, or ask them to draw and write about their experience.

FEELINGS ACTIVITY



Name _____

Date _____

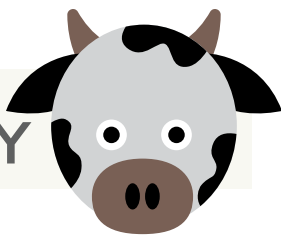
Part 1: Let me tell you about a time I felt...

happy

sad

scared

angry



Date _____

ARIA THE CHICKEN



Aria was born on a factory farm in California. She was crammed into a small cage with many other hens (female chickens) and had very little room to move around. Living in the cage was uncomfortable because it was crowded and the metal grate hurt her feet. The farm took and sold the eggs that Aria and the other hens laid. Eventually, Aria was no longer able to lay eggs. When that happens, the hens are usually killed. The farm no longer wants the hens because it can't make money from them without their eggs.

Thankfully, a worker at the farm saved Aria's life by bringing her to his home. The farm worker and his wife took care of her. She was given proper food, water, and space. But most of all, she was given kindness.

The farm worker and his wife knew that they could not provide for all of Aria's needs. Chickens like to live in groups with other chickens, and she was all alone at their home. They decided to take her to a farm animal sanctuary.

Now Aria lives in a pasture with a group of chickens. Many of the chickens at the sanctuary find one or two other chickens who become their close friends—but not Aria: She likes to spend time with everyone! With all of her new friends and a comfortable home, Aria finally feels safe.



HONEY, CAMERON, AND BEN DAVID THE PIGS

In 2008, there was a terrible flood in Iowa. Many animals living on factory farms were stuck in cages when water began to fill the buildings where they were kept. Thankfully, people worked hard to save some of those animals, and Honey was one of the pigs who was rescued. She was brought to a farm animal sanctuary.

Because of everything Honey had been through, from living at the factory farm to surviving the flood, she was nervous around anyone new. She backed away when anyone tried to touch her, and she even felt uncomfortable around the other pigs.



Then the sanctuary rescued two piglets who needed a parent: Cameron and Ben David. One day, when it looked like Honey was hiding from the other pigs in the barn, Cameron was found covered up in straw next to her. Honey started to take care of Cameron and Ben David by making nests for them to sleep in, nuzzling them to give them comfort, and watching over them in the pasture.



Taking care of these piglets helped Honey to feel more confident. She is no longer afraid of the other pigs or the sanctuary visitors. She loves Cameron and Ben David, and they are like a family.

ISAAC THE COW AND MARILYN THE GOAT



Isaac lived on a farm where he was mistreated. For years, he lived all alone and did not receive proper food or veterinary care. It was a difficult time for him.

When Isaac was rescued and brought to a farm animal sanctuary, he was very sick because he had not been fed enough. Because he was so weak, he had a difficult time walking. He needed to get his strength back before he could join the other animals. As Isaac was getting better, he watched the sheep and goats and became really excited. He even stood at the gate of his pen because he wanted to be with them.

Once Isaac was healthy enough to live with other animals, the sanctuary workers brought him to a pasture where cows, sheep, and goats live together. Isaac gets along with everyone in the pasture, but he especially enjoys spending time with Marilyn the goat. They are regularly seen hanging out together, eating together, and playing together.

Some people are surprised that a cow and a goat are best friends, but just because two individuals are different, doesn't mean they cannot get along. Both Isaac and Marilyn are delighted that they have found each other.



VENUS THE TURKEY



Venus and her sister were brought to a farm animal sanctuary after a local animal rescuer saved them from becoming a Thanksgiving meal.

Before being rescued, Venus lived inside a barn and was never allowed to go outside. The turkeys on the farm were crowded so closely together that they would get frustrated and fight each other. Instead of giving the birds more space, the farm workers cut off the tips of the turkeys' beaks so that they would not hurt each other as much when they tried to peck.

Even though she experienced a lot of cruelty, Venus is a friendly bird and likes meeting new people. Now that she lives at a sanctuary, she enjoys taking showers beneath the water misters on hot days and cuddling with her sister.

People who visit the sanctuary love Venus. Many people have been inspired to think differently about turkeys after getting to know her.



Making Farm Animal Mini-Books

Purpose:

An important way to pique interest about farm animals and the issues facing them is to share fascinating facts about them. The aim of this lesson is to expose students to the social, emotional, and intellectual lives of farm animals in an engaging way.



Overview:

Students brainstorm what they know about cows, pigs, and chickens. Then, they choose to create a cow, pig, or chicken mini-book using the provided mini-book templates. Students then read their book aloud, either to small groups of peers or as an entire class with the teacher leading. Students are also encouraged to read their mini-book to friends and family.

Focus Question:

What are some interesting facts about farm animals?

Objectives:

Students will be able to...

- name at least two facts about cows, pigs, and chickens.
- create a mini-book about a farm animal.

Educator Spotlight

Jeannie Russell,
HEART Service Learning
Director:

Each page in the mini-book shares a fact about their chosen farm animal that reflects that animal's unique and often little-known qualities as complex and social beings. Students complete their story by drawing a picture of themselves taking care of a farm animal. Then, students discuss what they learned about farm animals with the whole class.

Lesson Info:



Grades: K–3



Time Needed:
60 min.



Standards:
CCSS.ELA-LITERACY
RI: K.10, 1.10
RI: 2.6
RI: 2.9, 3.9



SEL Competency:
Social awareness



Skills:
Developing fine motor skills,
Reading comprehension,
Speaking and listening



Content Connections:

This activity will fit well before or after any of the lessons in the guide. It's a fun way to introduce a unit on farm animals by piquing students' interest in learning more, or can be used as a follow-up activity to help students gain a deeper understanding about farm animals.



Materials Provided:

- My Pocket-Size Cow Book mini-book template
- My Teeny-Tiny Pig Story mini-book template
- My Itty-Bitty Chicken Tale mini-book template



Materials Not Provided:

- Drawing utensils (crayons, markers, or colored pencils)
- Child-safe scissors



Vocabulary:

- Facts
- Herbivorous
- Navigating
- Predators

Lesson Procedure:

1. Warm Up (10 min.)

- Ask students to talk with a partner about one thing they think they know about cows, pigs, or chickens.
- Have students share with the whole class what they discussed with their partner.
- Let students know that they are going to learn new, fun facts about cows, pigs, and chickens by creating mini-books.

2. Create Farm Animal Mini-Books (30 min.)

- Ask students to choose from one of three mini-book templates to create a pocket-size book about farm animals. (They can choose the *Cow Book*, the *Pig Story*, or the *Chicken Tale*.)
- Read and demonstrate the following directions with students:
 - Write your name on the cover.
 - Read the facts and color the illustrations.
 - You can also add drawings to each page to represent the fact. For example, one of the facts in *My Teeny-Tiny Pig Story* is “Pigs like to bathe in mud when it is hot to cool down.” You can color the pig and draw a mud pond for the pig too.
 - Cut out the entire outside border of the book on the dotted lines.
 - Fold the paper in half lengthwise so that there are four boxes (pages) on either side and the illustrations are visible.
 - Place the book so that the cover is face-down.
 - From the right end of the book, fold one panel inward toward the center.
 - Fold the new right edge one panel-width to the left.
 - Fold the left panel to the right and on top of the other panels so that the cover is now on top.
 - Give students time to decorate and make their mini-book.(For beginner readers, ask if any student readers in the class want to read the mini-book facts out loud before the class starts coloring the pictures. As another option, you can read the books out loud to the class before students start to color the pictures.)

3. Wrap Up (20 min.)

- Either as a class or in small groups have students read their books.
- Ask students the following questions:
 - Books are written for a reason. What do you think is the main purpose of these farm animal books?
 - What is your favorite farm animal fact from the books?
 - Based on the books, what does each farm animal have in common?
 - What are differences between cows, pigs, and chickens?
- Encourage students to share their book with their friends and family.

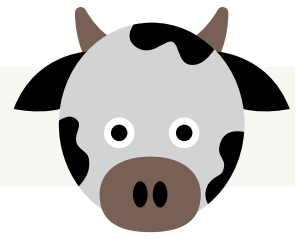
Follow-Up Activity:

Art and Reading:

Share additional facts about the social, emotional, or intellectual capacities of farm animals. Create a class “big-book” with a chapter on cows, a chapter on pigs, and a chapter on chickens. Ask each student to choose one fact (either from the new facts provided or from their mini-book) and have them create one page for the book by writing out their fact and drawing a picture to represent their fact. (For new and emergent writers, create typed-out pages that include their fact and ask them to draw a corresponding picture.)



MY POCKET-SIZE COW BOOK



My Pocket-Size Cow Book

Name: _____



Draw a picture of yourself taking care of a cow.



Cows enjoy spending time together. (Draw another cow.)



Cows sometimes jump up and down when they are excited.



Female cattle are cows. Male cattle are bulls.



Cows are large animals, but they are usually very gentle.



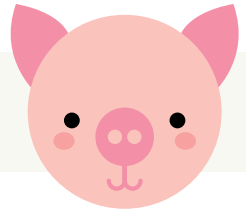
Cows are herbivorous animals who eat grass. (Draw the grass.)



Cows produce milk for their calves. When they nurse their calves they bond with each other.



MY TEENY-TINY PIG STORY



My Teeny-Tiny Pig Story

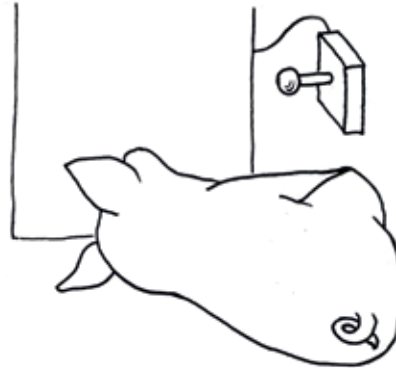
Name: _____



Draw a picture of yourself taking care of a pig.



Pigs can learn to play simple video games. (Draw what is on the screen.)



Piglets like to run and chase each other. (Draw another piglet.)



Mother pigs make nests for their babies. (Draw the piglets and the nest.)



Pigs like to bathe in mud when it is hot to cool down. (Draw the mud pond.)



Pigs greet their friends by grunting to say "hello." (Draw another pig.)



Pigs get excited when they eat their favorite foods, like fruit and vegetables. (Draw the food.)





MY ITTY-BITTY CHICKEN TALE

My Itty-Bitty Chicken Tale

Name: _____



Female chickens are hens, males are roosters, and babies are chicks.



Draw a picture of yourself taking care of a chicken.



Chicks peep to their moms when they are still in the egg. (Draw the egg.)



Mother hens protect their chicks by hiding them under their wings. (Draw the chicks.)



Chickens like to investigate their surroundings. (Draw the chicken's surroundings.)



Chickens like to perch in high places to feel safe from predators.



Chickens take dust baths to remove small bugs from their feathers. (Draw the dust.)





Understanding the Needs of Farm Animals

Purpose:

One way to cultivate empathy for farm animals within students is to have them compare the animals' needs with their own. In this lesson, students learn that farm animals have many of the same needs that they do. Recognizing and appreciating how we are similar to and different from others is an important step in fostering compassionate actions toward farm animals.

Overview:

Students match photos of farm animals with pictures of things they need to live happy and healthy lives. For example, students match a photo of a pig with photos of a safe shelter, food to eat, other pigs they can socialize with, water to drink, and mud to cool down. Next, students learn about farm animals whose needs are not met and discuss how those animals might feel.

Focus Question:

What do cows, pigs, and chickens need to be happy and healthy?

Objectives:

Students will be able to...

- define what “needs” are.
- list at least three needs that people have.
- list at least three needs that cows, pigs, and chickens have.
- participate in an empathetic discussion about animals' needs.

Educator Spotlight

Liz Walch,
HEART Humane Education
Instructor:

This lesson was created to show young people that farm animals are thinking, feeling individuals who all have needs that are special to them but that students may recognize as being similar to their own. By understanding the needs of these animals, young people will better be able to identify when farm animals are not having their needs met—something that happens far too often in factory farming. Young people will also be able to see why farm animal sanctuaries work so hard to meet the needs of farm animals and to truly become peaceful havens for these animals.

Lesson Info:



Grades: K–3



Time Needed:
45 min.



Standards:
CCSS.ELA-LITERACY
RI: K.1, 1.1
RI: K.2, 1.2
RI: K.3, 1.3
W: 2.1 (Writing Follow-Up Activity)
W: 3.2 (Writing Follow-Up Activity)



SEL Competency:
Social awareness,
Responsible decision-making



Skills:
Building empathy, Comparing and contrasting, Reading comprehension, Reasoning deductively, Thinking critically



Content Connections:

This lesson explores the physical and emotional needs that farm animals have. Because they aren't tangible, emotional needs can be more complicated to understand. To help students better understand emotional needs, first teach the *Farm Animals Have Feelings Too* lesson, which asks students to think about their own feelings and the feelings of others.



Materials Provided:

- *Farm Animal Needs* matching game images
- *Rescue Report: Saving Cows* handout



Materials Not Provided:

Tape or pushpins
(for hanging photos)



Vocabulary:

- Muck
- Needs
- Perch
- Report
- Rescuer
- Shelter
- Veterinarian
- Well-being


Lesson Procedure:

1. Warm Up (5 min.)

- Tell students that they are going to learn about needs. Explain that needs are things that someone must have to live a happy and healthy life. Needs can be something physical, such as food, or emotional, such as friendship or fun.
- Ask students: “What are some things that people need?” (Possible answers include food, water, sleep, shelter, space to move around and play, air to breathe, friends, love, safety, and fun.)
- Ask students what happens if someone does not have their needs met. (For example, if you don’t have enough food, you would feel very hungry and could become sick; if you don’t have friends, you might feel sad and lonely; if you don’t have enough space, you would feel cramped and stressed.)
- Then, ask students if they think animals have needs too. (Allow for discussion and, if needed, explain that all living beings do indeed have needs.)


2. Introduce the Needs Matching Game (15 min.)

- Post the three farm animal photos (a cow, a pig, and a chicken) on a wall or board where all the students can see them. Ask students to name the different species.
- Show students the photos of animal needs. (You can also put these in a box or hat to pull out one by one.) Tell students that those photos represent some of the needs that each of these animals have. Their job is to correctly match the need with the animal. For example, when students see the photo of a perch, they would match it with the photo of the chicken.
- Either have students come up individually to post the photos, or post them yourself after the students have guessed.
- Once all of the needs photos are matched to their animals, review the needs of each animal with your students.
- Ask students if they can name any other things these animals need to be happy and healthy. (Possible answers include clean water, veterinary care, and companionship.)

 **Note:** You can either have students match the animals to an entire page of needs or cut out each of the nine needs and match each need to the appropriate animal.

3. Investigating Farm Animal Needs (20 min.)

- Tell students that they will be reading about a group of animals who were living in a place where their needs were not met. These animals were rescued and taken to a place called Farm Sanctuary. Tell them the story is written by one of the animal rescuers, who wrote a report about what she saw.
- Read the *Rescue Report: Saving Cows* handout.
- After the story, ask students the following questions:
 - Which of the cows' needs were not being met when they were living in the barn? (For their physical needs, possible answers include no clean food or water, no adequate shelter because their shelter was dirty and unsafe, no bedding to sleep in, not enough room to move around, and no veterinary care. For their emotional needs, possible answers include lack of care, no ability to socialize in a healthy environment, no ability to express their natural behaviors.)
 - How are the lives of the cows different now that they are living at a farm animal sanctuary?
 - How did you feel when you learned that the cows were rescued from the barn?



Note: Explain that these cows were lucky enough to be brought to a farm animal sanctuary, a place that will care for them and make sure that they live happy, healthy lives. But also explain that unfortunately there are not enough farm animal sanctuaries for all farm animals to live at, so we have to think about how we can promote respect for farm animals, protect them from harm, be considerate of their feelings, and meet their needs.

4. Wrap Up (5 min.)

- Remind students that all living beings must have their needs met in order to survive. Some animals have the same needs and some animals have different needs. (For example, ask students to recall the matching game and name one need that a chicken and pig have in common and one need that is different.)
- Ask students why it is important for people to understand that animals have both physical and emotional needs.
- Explain that when people are taking care of animals, the well-being of those animals is their responsibility.

Follow-Up Activities:

Compare and Contrast:

Teach students about the needs of other animals and compare and contrast them with the needs of farm animals. For example, discuss the needs of animal companions, and then have students make a Venn diagram (either independently, with a partner, or as a whole class) of the needs of farm animals and the needs of animal companions. Ask students to share how they can help meet the needs of their own animals at home. (To enhance the activity, provide students with stuffed animal dogs or cats. Have them name their stuffed animals and play with them to practice providing for their animals' needs.)

Service Learning:

Ask students to identify other examples of people or animals whose needs are not being met and discuss some of the root causes for those issues. Then complete a service project to help provide for the needs of those people or animals. For example, students can organize a food and clothing drive for a local homeless shelter or a supply drive for a local animal adoption center.

Writing:

For beginning writers: Have students choose a cow, a pig, or a chicken. Then ask them to draw at least three things that their animal needs to be happy and healthy. Ask students either to dictate what they drew, or to write one to three sentences to describe what they drew in their picture. For advanced writers: Have students write one paragraph about the needs of farm animals. Ask them to introduce their topic in an opening sentence, provide details based on what they learned in the lesson, and write a concluding sentence. Ask them to choose an animal to write about (either a cow, a pig, or a chicken), define “needs,” describe at least three specific needs of their chosen animal, and explain why it is important to meet the needs of animals. Encourage students to include a drawing that illustrates what they wrote.



Pig

FARM ANIMAL NEEDS MATCHING GAME

Food.

This animal needs to eat fruit, vegetables, and feed pellets.



Shelter.

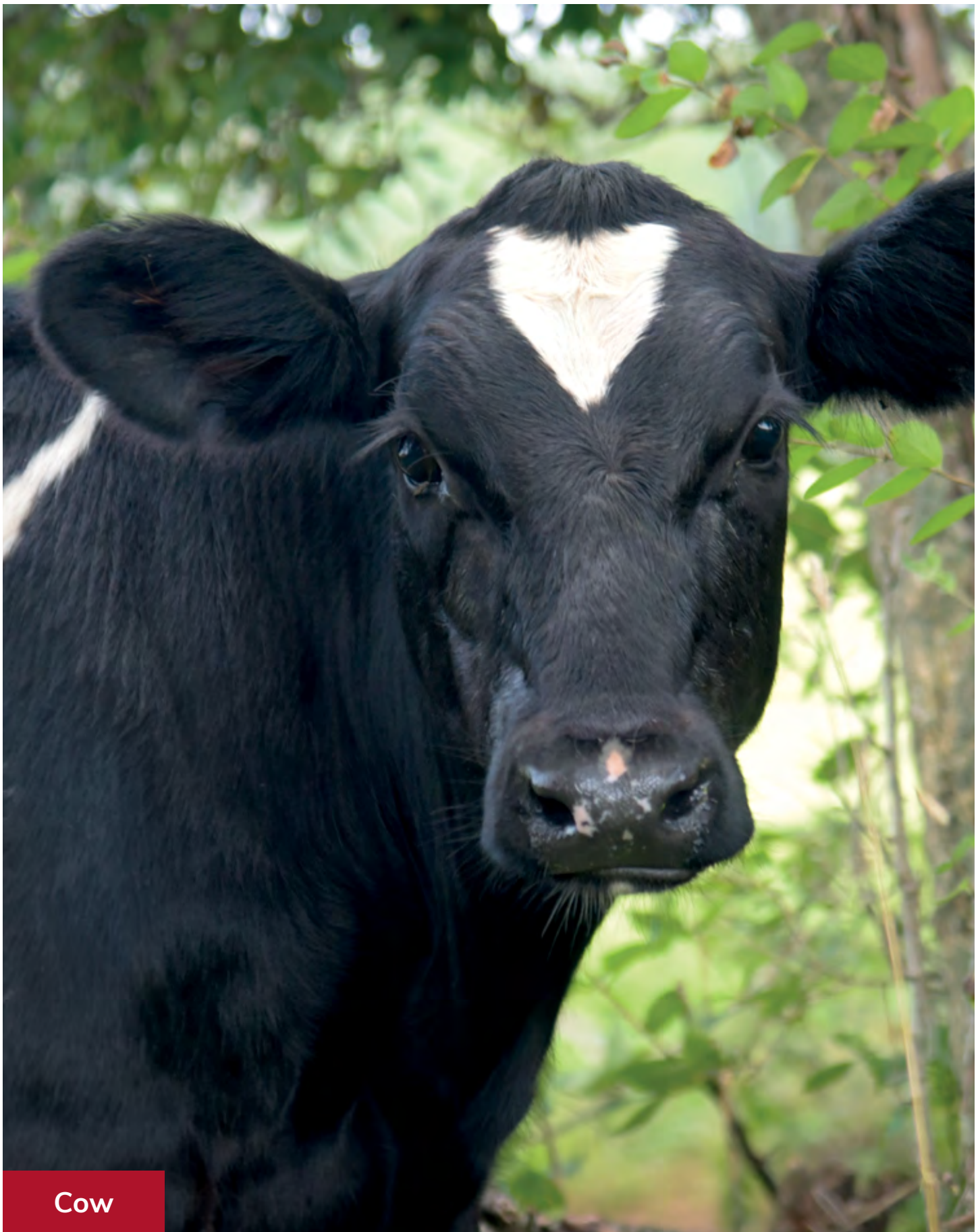
This animal needs to sleep in a barn with straw. The animal uses the straw to build a bed.



Dirt and Mud.

This animal needs mud, which protects the skin. The animal also likes to root in the dirt for food and for fun.





Cow

FARM ANIMAL NEEDS MATCHING GAME

Food.

This animal needs to eat hay.



Shelter.

This animal needs a barn to stay protected from extreme cold or heat. The animal also needs a lot of outdoor space to roam around.



Brush.

This animal likes to be brushed because it feels good and removes any dirt or insects on the skin.





Chicken

FARM ANIMAL NEEDS MATCHING GAME

Food.

This animal needs to eat feed pellets and bugs caught in the field.



Shelter.

This animal needs a coop for protection from the weather and other animals.



Perch.

This animal needs a perch for sleeping.

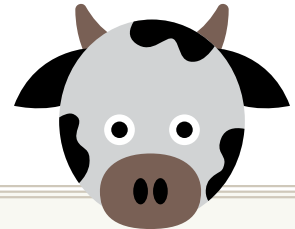


RESCUE REPORT: SAVING COWS

Welcome to the Cruelty Investigation Team! Ready for your first case?

The Cruelty Investigation Team's job is to protect farm animals and to determine whether their needs are being met or not. You have been appointed as a Junior Cruelty Investigator. Your first case is at a small farm in a state called Pennsylvania. You received a tip that the cows who are living there need help. You will read the report and look at the photos to decide these three things:

1. Which of the animals' needs are not being met?
2. Which of the animals' needs are being met?
3. What should the Cruelty Investigation Team do to help the cows?



RESCUE REPORT

There were several cows—baby cows (calves) and adults—living together in a barn with very little space to move around.

There was no door to allow the cows to go in and out of the barn. They appeared to have been trapped inside the barn for many days and were not allowed to go outside to walk around freely, eat fresh grass, stretch their legs, or play.

We did not see fresh water or food for the cows. The buckets in the barn were empty. The cows looked very skinny. It appeared that they had not been fed enough food. The cows' pens were very dirty. They were filled with muck, sometimes two or three feet deep. These conditions were very unhealthy for the cows, who were covered in this muck.



RESCUE REPORT: SAVING COWS

Case Follow-Up

Luckily, this story has a happy ending. We rescued Nancy, Jackie, Stanton, Paulina, Selena, Gloria, and Charo from the dirty barn. We cleaned and fed them and gave them needed veterinary care. They were then sent to live on farm animal sanctuaries where they received much better care by people who made sure their needs were met. We are glad that Nancy, Jackie, Stanton, Paulina, Selena, Gloria, and Charo are able to live in places that will give them the care and love that all cows deserve.



CASE
SOLVED





A Day in the Life of a Cow, Pig, and Chicken

Purpose:

Young people love acting and playing pretend, which helps them explore the world in dynamic ways. The aim of this lesson is to use make-believe to help students explore the world from the perspective of farm animals.

Overview:

In this activity, students create a farm animal mask. Then, they listen to a story based on the life of a real farm animal living at a sanctuary. They put themselves in the hooves, trotters, or toes of that rescued farm animal by acting out some of the animal's behaviors described in the story.

Focus Question:

How would you describe a perfect day for a cow, a pig, or a chicken?

Objectives:

Students will be able to...

- act out details from a story.
- identify at least three of the natural behaviors of a cow, a pig, or a chicken.

Educator Spotlight

Chloe Fuller,

Farm Sanctuary Humane
Educator:

Fostering empathy in students is an essential part of preparing them for life. Playacting is not only a fun activity that children already favor, it is also a uniquely effective tool that helps students better understand and empathize with the lives of others. By putting themselves in the roles of farm animals, this playacting activity will allow students to more deeply internalize the perspectives, needs, and desires of farm animals, and students will hopefully extend more empathy to one another as well.

Lesson Info:



Grades: K–1



Time Needed:
60 min.



Standards:
CCSS.ELA-LITERACY
SL: K.3
SL: 1.2
SL: K.5,1.5 (Art Follow-Up Activity)



SEL Competency:
Social awareness



Skills:
Developing gross motor skills,
Listening comprehension,
Role-playing



Content Connections:

As a follow-up to this lesson, consider offering the *Building a Sanctuary* activity in which students create a model of an ideal living environment for farm animals.



Materials Provided:

- Cow Mask worksheet
- Pig Mask worksheet
- Chicken Mask worksheet
- A Day at the Sanctuary: Blitzen the Cow story handout
- A Day at the Sanctuary: Rosa the Pig story handout
- A Day at the Sanctuary: Marjorie the Chicken story handout



Materials Not Provided:

- Paper (cardstock is best, but regular printer paper works too)
- Child-safe scissors
- Drawing utensils (crayons, markers, or colored pencils)
- Popsicle sticks (optional)
- Tape (optional)



Vocabulary:

- Business
- Natural behaviors
- Nonprofit organization
- Profit


Lesson Procedure:

1. Warm Up (5 min.)

- Tell students that they will be using their creativity and imagination to learn what it's like to be a pig, a cow, or a chicken living at a farm animal sanctuary.
- Explain to students the difference between a farm animal sanctuary and a factory farm:
 - *Factory farms are businesses that raise animals to be killed for meat or used for milk and eggs in order to make money, or profit. These animals are not allowed to live very long. Farm sanctuaries are nonprofit organizations that take care of farm animals and do not use them as a way to make profit. Instead, they provide the animals with a loving home for the rest of their lives.*
- Explain to students that most farm animals today live on factory farms, not on farm animal sanctuaries. Let students know that they are going to hear stories of animals who live on sanctuaries, so that they can learn about how these animals behave when they are able to live out their natural lives and express their natural behaviors.

2. Make Masks (20 min.)

- Choose one of the provided A Day at the Sanctuary stories: Blitzzen (cow), Rosa (pig), or Marjorie (chicken). Once you choose the story, plan for students to make the mask of the animal featured in the story.

 **Note:** Consider teaching this lesson more than once using the other stories and having students make the masks of the other animals.

- Provide students with markers, crayons, or colored pencils; child-safe scissors; and the animal mask outline that matches the animal described in the story you chose.
- Show students the photos of the animal featured in the story.
- Have students identify some of the unique physical characteristics of that animal (e.g., coloring; texture of the fur, hair, or feathers; facial features).
- Explain that they are coloring their mask to represent this specific animal.
- Give students time to color in the mask of their animal. Have them cut along the dotted lines that outline the face and the individual holes for the eyes. (Help students with using the scissors as needed.)



Note: Consider having students tape a popsicle stick to the inside bottom of their mask to use as a handle. The stick will make it easier for students to hold the masks when they are acting. This option works best by printing the masks on cardstock paper so that they are rigid enough to hold their shape on the popsicle stick.

3. Prepare for Playacting (10 min.)

- Gather students in a circle in a large space where they can safely move around, preferably on the ground (e.g., a carpeted space in the classroom or a grassy lawn outside).
- Let students know that before they start acting the part of the animal, they need to understand the following rules:
 - Be safe and calm with your body movements so that you do not hit or touch your classmates.
 - Be safe and calm with your body movements so that you do not bump into or knock over things in the space.
 - Stay within the boundaries of the space that have been defined for you.
- Explain that when you are reading each section of the story, students should sit quietly and listen. (Consider asking them to close their eyes if they want to imagine what you are reading.)
- Let students know that you will give them instructions for acting out certain parts of the story. To indicate when it is time to act, you will give them the instructions and then say “Ready...act!” After a few seconds, you will say “Freeze!” when they should stop their movements and sit quietly to listen to the next section of the story.

4. Act Out the Stories (15 min.)

- Read the A Day at the Sanctuary story that you chose earlier.
- As you read the story, provide students with the instructions in the story for when and how to act it out.

5. Wrap Up (10 min.)

- Once students act out the last scene, have them set their masks down and gather back in a circle.
- Discuss the following with students:
 - What questions do you have about the story?
 - What were the things your animal did during their day?
 - Are there any things that your animal did that you also do during your day?
 - Are there any things that your animal did that you do not do during your day?
 - How would you describe your animal’s day?
 - What would be your favorite part of the day if you were a cow? a pig? a chicken?

Follow-Up Activities:

Art:

Ask students to draw a picture of their animal doing the activities described in the story.

Storytelling:

Have students identify additional natural behaviors of farm animals, using realistic details and facts that they have learned from other lessons in the guide, or from viewing videos from farm animal sanctuaries. Invite students to share these additional behaviors and then have students act out these behaviors.

Art and Storytelling:

Ask students to pick out another farm animal species (such as a goat, sheep, or turkey). Teach them about that animal's needs and natural behaviors. Then, they can draw pictures to represent that animal's natural behaviors. Or, as a class, create a short story about the animal's day and then act out some of the animal's natural behaviors.



Blitzen

A DAY AT THE SANCTUARY: BLITZEN THE COW

Each morning, the sun comes through the window in my barn stall where I sleep snuggled in the hay with my two best friends, Alexander and Lawrence, who are also cows. I blink my eyes open and look out the window. I see snow!

I softly moo so that Alexander and Lawrence wake up. We all sniff the cold air. It smells like hay but also like the cool, crisp snow outside. **(Pretend that you just woke up. Moo softly to wake up your friends. Ready...act!)**

Just then, we hear the barn door open and our ears perk up. Since being rescued and coming to this sanctuary, we have always loved this part of the day. It is when the workers come to greet us. One of them always comes into our stall and scratches each of us behind the ears and under our chin. When it's my turn, I lift my chin high in the air so that I can get the most scratches.

But then something happens that might also be our favorite part of the day: breakfast! The workers at this sanctuary make milk bottles for us since we all came from farms that separated us from our mothers at a very young age. Because Alexander, Lawrence, and I are growing calves, we are always hungry, and the bottles are almost as big as our heads! The workers hold a bottle for each of us, and we drink quickly. **(Pretend that you are drinking from a bottle as large as your head! Ready...act!)**

Suddenly, I see Alexander and Lawrence run out of the barn. I don't want to be left behind, so I trot outside to meet them in the snow. Even though it is chilly out, it's still so fun to play in the snow with my friends! There is a small hill in our pasture that we love to run up and down. The snow is slippery, which makes it even more fun. After running up and down the hill a few times, I have to stop to catch my breath.

Next, I look over and see the fence to our pasture. On the other side are the larger adult cows. They are friendly to us, but I know that Alexander and Lawrence feel a little shy around them. I always love making new friends, so I give a friendly moo to the adult cows. They moo right back, which makes Alexander and Lawrence feel less shy, so they moo too. **(Ask students to pretend that they are meeting new cow friends and give a friendly moo as a way to say hello. Ready...act!)**

By late afternoon, the snow starts coming down in big, thick snowflakes. My friends and I pause and look up at the sky. I close my eyes and feel the cool snowflakes slowly pile up and tickle my nose. I stick out my long tongue to lick off the cold snow crystals! Brrr! What a great day! **(Try to lick your nose with your long tongue to wipe off the snow. Ready...act!)**



Rosa

A DAY AT THE SANCTUARY: ROSA THE PIG

The sun starts to shine over the sanctuary where I live. I am sleeping in a big bed of hay, feeling warm and snuggly. I feel so happy, comfortable, and sleepy that I don't want to wake up yet! So, I yawn and snuggle in my hay for a little bit longer. **(Pretend that you were sleeping and just woke up. Yawn a big pig yawn. Ready...act!)**

I don't want to lay in my hay all day though, because there is a lot to do today! A person who works at the sanctuary comes into my pen where I sleep safely at night. She gives me a scratch on my belly. I gently snort to let her know I love to have my belly rubbed.

I'm getting hungry, so I crawl out of my bed of hay, do a big stretch, and follow the woman outside. When I get outside, I sniff the air. I can smell the flowers that grow by the fence, the water in our pond, and the long green grass in the field. **(Pretend you are getting out of bed. Do a big stretch and sniff the air. Ready...act!)**

I also smell...breakfast! Waiting outside for me is a bowl full of my favorite foods: barley, sliced apples, lettuce, and sweet potatoes. The apples are my favorite, and I munch them with a big CRUNCH!

Next, it's time to explore the large field where I live with the other pigs here at the sanctuary. First, I go find my friends. Together, we go over to a patch of dirt and use our noses to dig. Digging in the dirt, grass, and plant roots is fun to do and easy for me because my nose is so strong. **(Pretend you are playing with your pig friends, using your noses to dig. But don't**

really put your noses on the floor because that isn't safe. Ready...act!)

By now, the sun is getting very hot and my skin is starting to get sunburned. To cool off, and to protect my skin, I walk over to the big mud puddle in our field. I roll around in the mud with my other pig friends. The cool mud feels great!

All this digging and rolling is making me hungry for an afternoon snack. I walk out of the mud puddle toward a bush that has yummy leaves. I love eating these leaves and use my mouth to carefully pull each tiny leaf from the bush. To reach the top leaves, I have to stretch my neck up high. **(Pretend that you are plucking leaves from a bush. Stretch your neck up high to reach the top. Ready...act!)**

Once I finish with my snack, I look across the field and see that my friends are lying in the shade of a tree, taking a nap. Suddenly, I feel sleepy too, and I yawn. I trot over to them and pick the perfect spot to lie down. It's on a soft cushion of green grass, right in between my two friends. I love taking naps with my friends because it's so cozy.

As I close my eyes, I think about everything I will do when I wake up. I imagine myself digging some more, maybe going to say hello to the goats who live in the field next to me. Before I can even think about eating dinner or going into the barn again, I fall asleep. I let out one last little snort because I am so happy right now. **(Pretend you are snuggled up close to your friends. Let out a relaxed, blissful snort. Ready...act!)**



Marjorie

A DAY AT THE SANCTUARY: MARJORIE THE CHICKEN

You can always tell when the sun comes up every morning because my neighbors the roosters begin to crow. When I hear the first crow, I slowly blink open my eyes. It's so cozy here in my little bed of hay, so I snuggle myself down into the hay, feeling the warmth and softness.

As the sun gets higher in the morning sky, I look up and see the bright light coming through the window of the barn. I also hear the other hens in the barn beginning to quietly cluck in their beds of hay. We all begin to cluck as our way of saying "good morning" to each other. **(Pretend that you just woke up and are clucking "good morning" to everyone you see. Ready...act!)**

We are all excited for the beautiful day ahead of us, so one by one we hop down from our hay beds and patiently wait for breakfast. Then, I hear the sound of people walking toward the barn. One woman opens the door and smiles at us. She says, "Good morning, everyone!" I cluck "hello" to her. When the door to the barn is open, the other hens and I rush out to the yard.

When I get to the yard, I am happy to see our breakfast waiting for us. There are large bowls of seeds and grain on the ground. I'd better hurry and get to a bowl so that I can eat. I stand in a circle around a bowl with my hen friends and we peck, peck, peck at the food. **(Pretend that you are eating and peck, peck, pecking for food. Ready...act!)**

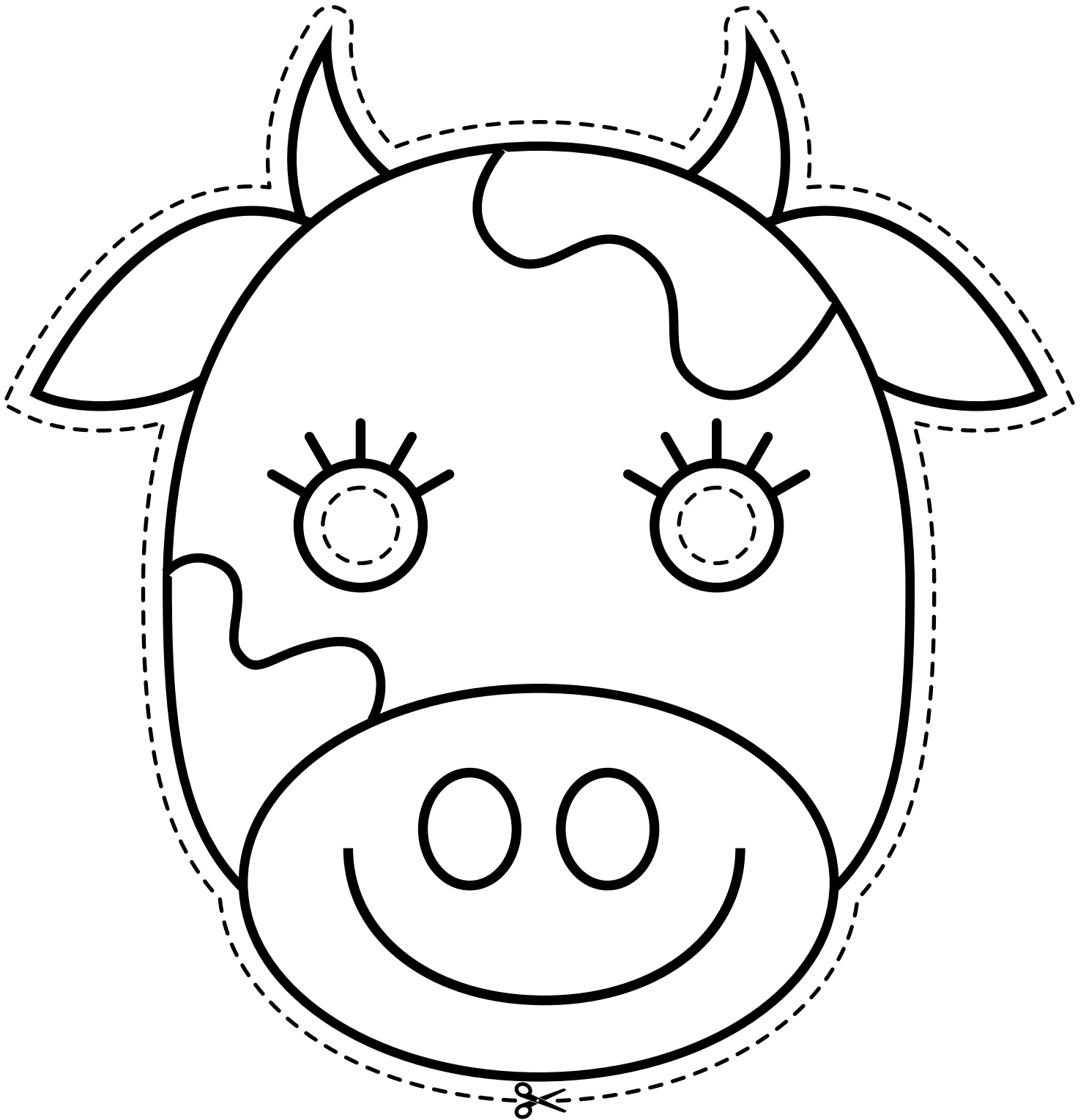
Next, I walk through the yard. Along one side of the fenced yard, there are a lot of bushes and grass. I love to go explore there because there are always interesting things to see and tasty food to eat.

When I am finished exploring, I feel like stretching my wings. There are no other hens next to me, so I stand up straight and open my wings wide and flap them back and forth. It feels great to stretch! Chickens love pecking and scratching at the ground, so that's exactly what I do. I use my feet to scratch the dirt and grass. **(Pretend that you are stretching your wings and scratching at the dirt or grass, looking for food. Ready...act!)**

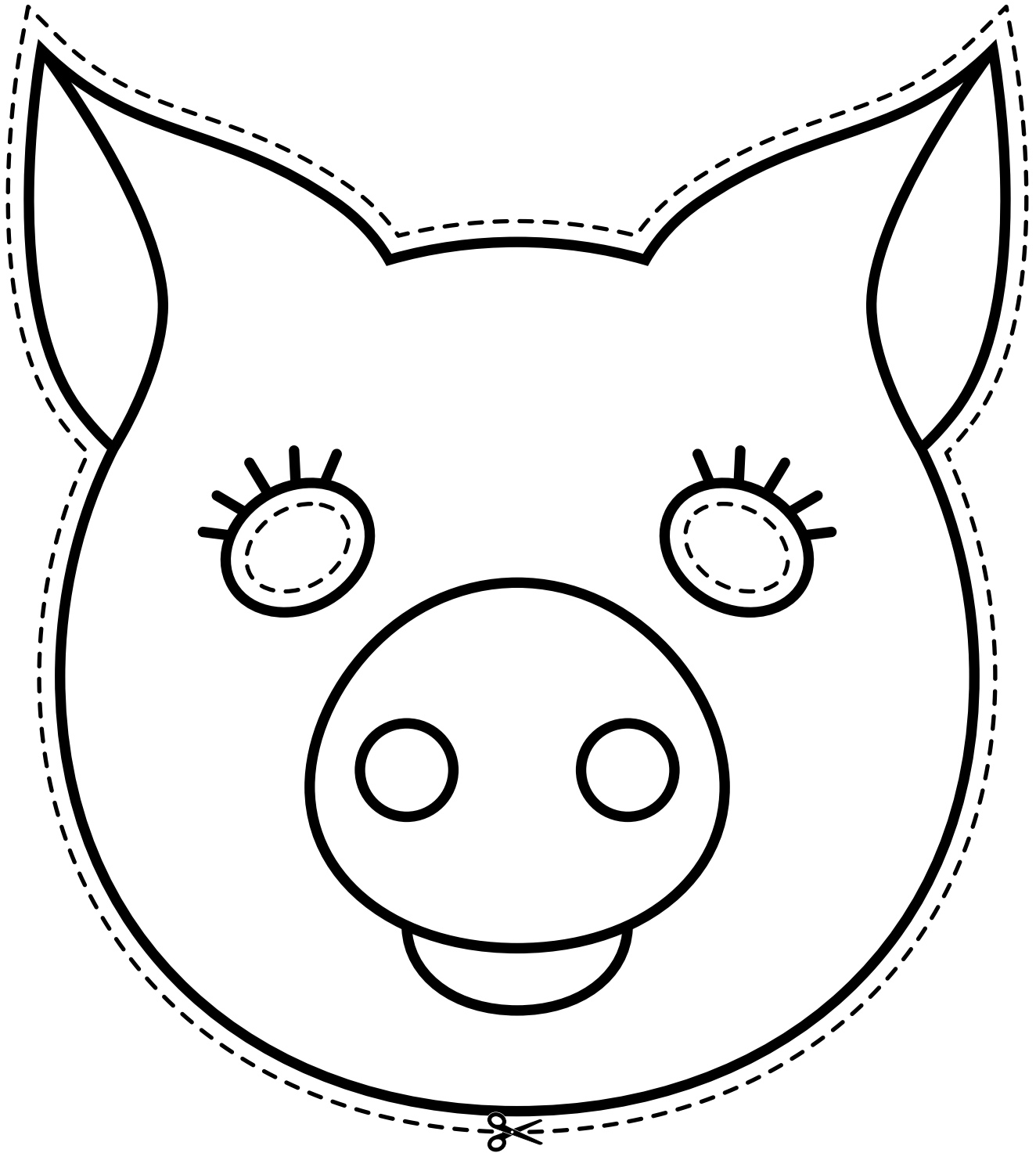
Another thing I love to do is dust bathe. I crouch down low into the dust on the ground and use my wings to throw the dust up and over my body. We chickens keep our feathers healthy and clean by bathing in the dust.

Now that I've eaten, exercised, and bathed, I think it's time for a little rest. I walk over to my favorite spot on top of a fallen log beneath the shade of a tree. I see my friends and cluck to ask if they want to come sit with me. They cluck back to say "yes!" We perch together up on the log and look out over the yard at all our hen friends. I let out a small coo, the sound I make when I am happy and calm. **(Pretend that you are on a perch taking a nap with your friends. Ready...act!)**

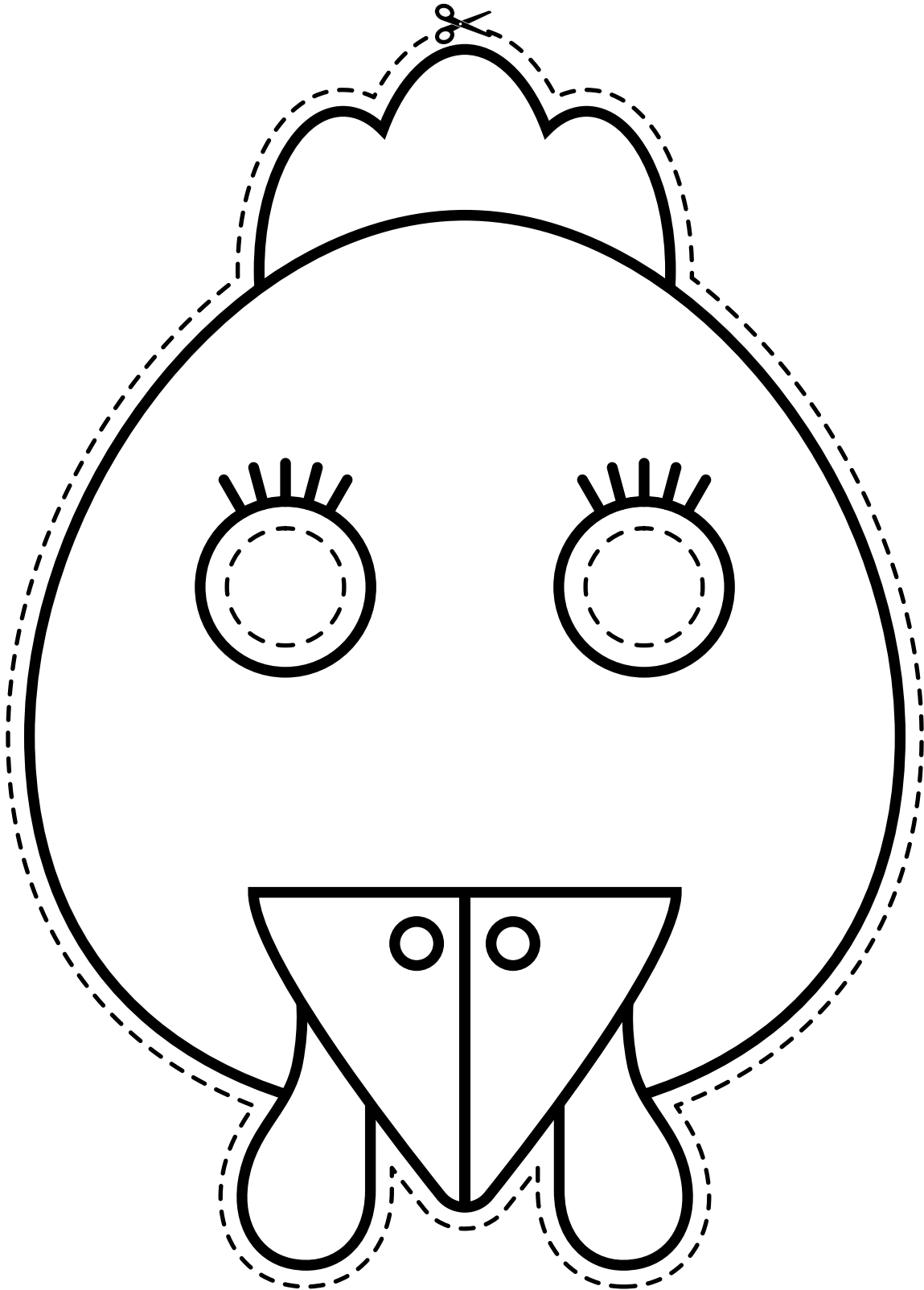
COW MASK



PIG MASK



CHICKEN MASK





Plants

gomacro
MACROBAP

Investigating the Natural Behaviors of Farm Animals

Purpose:

The aim of this lesson is to inspire students to think about what it means to treat animals humanely by learning about their natural behaviors and the environments that are best suited to meet their needs and interests.

Overview:

Students learn about the natural behaviors of three species of farm animals: cows, pigs, and chickens. Natural behaviors are important because they are behaviors expressed under healthy living conditions that promote comfort and well-being. After students learn about natural behaviors, they look at photos of factory farms to decide whether these living conditions allow animals to exhibit their natural behaviors.

Focus Question:

How can the homes of farm animals affect their ability to express their natural behaviors?

Objectives:

Students will be able to...

- identify at least one natural behavior each for cows, pigs, and chickens.
- judge whether living conditions are adequate for farm animals based on the extent that the animals can engage in their natural behaviors in that environment.
- create a drawing and description of the living conditions they think are best suited to meet the needs of cows, pigs, and chickens.

Educator Spotlight

Mickey Kudia,
HEART Chicago Program
Manager:

Understanding what natural behaviors are is important because it allows students to see how animals, just like people, want to feel safe and stay active. Students love making connections between farm animals' natural behaviors and the behaviors of their companion animals. The lesson also provides age-appropriate information about factory farming so that students can understand how this method of farming prevents animals from engaging in behaviors that are essential to their health and well-being.

Lesson Info:



Grades: 2–3



Time Needed:
50 min.



Standards:
CCSS.ELA-LITERACY
W: 2.2, 3.2



SEL Competency:
Self-awareness,
Self-management,
Social awareness



Skills:
Drawing, Speaking and listening,
Taking turns, Thinking critically,
Writing



Content Connections:

After students have learned about the conditions that many farm animals endure, they may be concerned about the animals' treatment and feel inspired to take action to help them. Consider following this lesson with the activities in the *Taking Action Projects* section so that students can engage in fun and meaningful activities that help farm animals.



Materials Provided:

- *Farm Animal Natural Behaviors* packet
- *About Factory Farms* reading
- *Create a Home for Farm Animals* worksheet



Materials Not Provided:

Drawing utensils (crayons, markers, or colored pencils)



Vocabulary:

- Factory farm
- Grazing
- Hutch
- Natural behaviors
- Nesting
- Roaming
- Roosting
- Rooting
- Socializing

Lesson Procedure:

1. Warm Up (5 min.)

- Introduce the term “natural behaviors” and discuss what it means. If needed, explain that natural behaviors are actions that animals express in a healthy environment where all their basic needs are met.

2. Explore the Farm Animal Natural Behaviors Packet (10 min.)

- Read the *Farm Animal Natural Behaviors* packet to students.
- Ask students to make connections between the behaviors described in the packet and the behaviors that people or other animals engage in.
- Provide an example to start, such as, *I like to curl up in my favorite blanket to feel safe, and chickens like to roost in high places to feel safe. Chickens and people both do things that make them feel safe.*

3. Read about Life on a Factory Farm (15 min.)

- Let students know that they are going to look at pictures of factory farms. Explain that factory farms are very large farms where billions of animals are raised for food.
- Read the *About Factory Farms* text. Then, ask students the following questions:
 - How would you describe these “homes”?
 - Can the animals express their natural behaviors in a factory farm setting?
 - How do you think the animals feel in these “homes”?

4. Create a Good Home for Farm Animals (15 min.)

- Ask students to describe the characteristics of a good home for cows, pigs, and chickens that allow them to express their natural behaviors.
- Distribute the *Create a Home for Farm Animals* worksheet.
- Ask students to use what they learned in the readings to draw a picture on the worksheet of what a good home would look like for either cows, pigs, or chickens and to provide text that describes their picture. Explain that the home should show how the animals would be able to express all of their natural behaviors.

5. **Wrap Up** (5 min.)

- Allow students to share and discuss their annotated drawings with their classmates.
- Display the work of students who are comfortable having it shared.

Follow-Up Activities:

Reading Comprehension:

Read nonfiction stories about farm animals and ask students to evaluate the animals' living conditions in the books. (See *Tips for Selecting a Children's Book About Farm Animals* for guidance on choosing stories to read and recommended books.)

Compare and Contrast:

Teach students to use a Venn diagram or other graphic organizer that will help them to compare and contrast their own natural behaviors and the natural behaviors of other animals.

NATURAL BEHAVIORS FOR CHICKENS

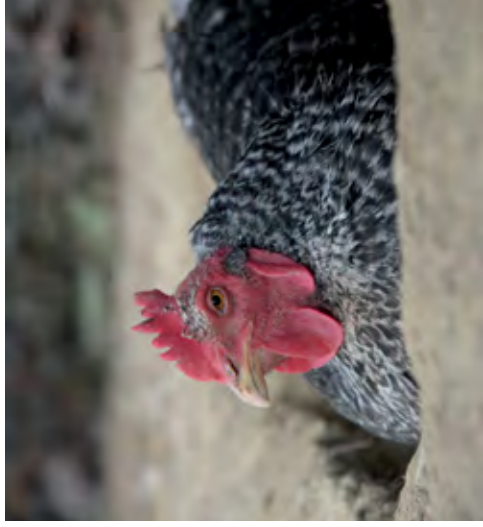
Roosting:

Chickens stand, or roost, on wooden beams or tree branches high in the air because it makes them feel safe. Being high up on the beams protects them from animals on the ground who might attack them.



Dust Bathing:

Chickens need to keep clean, but instead of bathing in water, they bathe in dust. The dust removes bugs and anything else that might be caught in their feathers.



Socializing:

Socializing means spending time with others, such as your friends or family. Chickens like to live in small groups, or flocks, and the strongest birds are the ones who lead the flock.



NATURAL BEHAVIORS FOR COWS

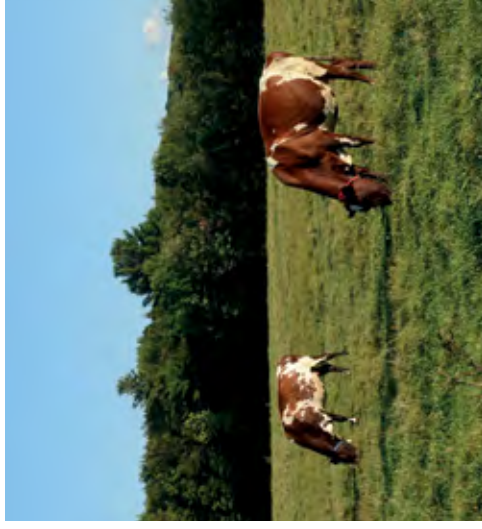
Roaming:

Cows like to walk, or roam, almost all the time. Roaming provides important exercise for cows and keeps them healthy.



Grazing:

Cows slowly feed, or graze, on grass as they walk. Cows are big animals and need to eat a lot of food.



Socializing:

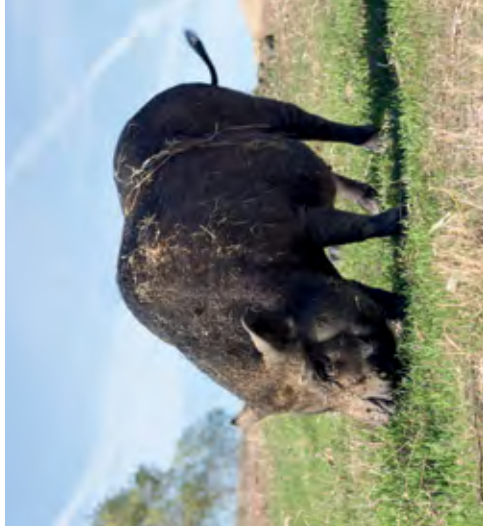
Socializing means spending time with others, such as your friends or family. Cows like to live in large groups, called herds, where they protect each other—especially their babies, who are called calves.



NATURAL BEHAVIORS FOR PIGS

Rooting:

Pigs like to search for food, or root, in the dirt with their snouts. They have a strong sense of smell. Rooting is not only a way for pigs to find food, but also a fun activity for them.



Nesting:

Before bedtime, pigs like to build nests for sleeping. Creating nests, or nesting, helps pigs to feel comfortable and to get a good night's rest.



Socializing:

Socializing means spending time with others, such as your friends or family. Pigs like to live in small groups, in which they work together to raise their piglets.



ABOUT FACTORY FARMS

What is a Factory Farm?

A factory farm is a farm that raises large numbers of animals for food in a small space. The animals are often kept indoors in crates or cages. Many people are concerned that the animals are raised in cruel conditions.



Chickens in factory farms:

Chickens who are raised for meat are kept in sheds with hundreds or thousands of other birds. Chickens who are raised for eggs are kept in small cages, known as battery cages. Five to ten birds are kept in each battery cage at one time. There is not enough space in the cages for them to spread their wings.



Pigs in factory farms:

Pigs who are raised for meat are kept in small, crowded pens. Mother pigs are often kept by themselves in crates that are so small that they cannot even turn around.



Cows on a factory farm:

Often, cows who are raised for meat are kept in a large but overcrowded area called a feedlot. At feedlots there is little space to move around, and the cows are fed grain to make them grow quickly. When cows are used to produce milk, their calves are separated from them so that the milk can be collected and sold. The calves live by themselves inside hutches.

CREATE A HOME FOR FARM ANIMALS

Name _____

Date _____

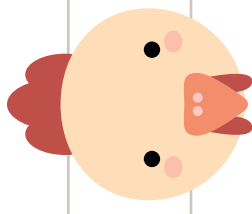
Part 1: Draw a home for cows, pigs, or chickens. Cows need a home where they can roam and graze. Pigs need a home where they can root and nest. Chickens need a home where they can roost and dust bathe. All three species need a home where they can socialize.

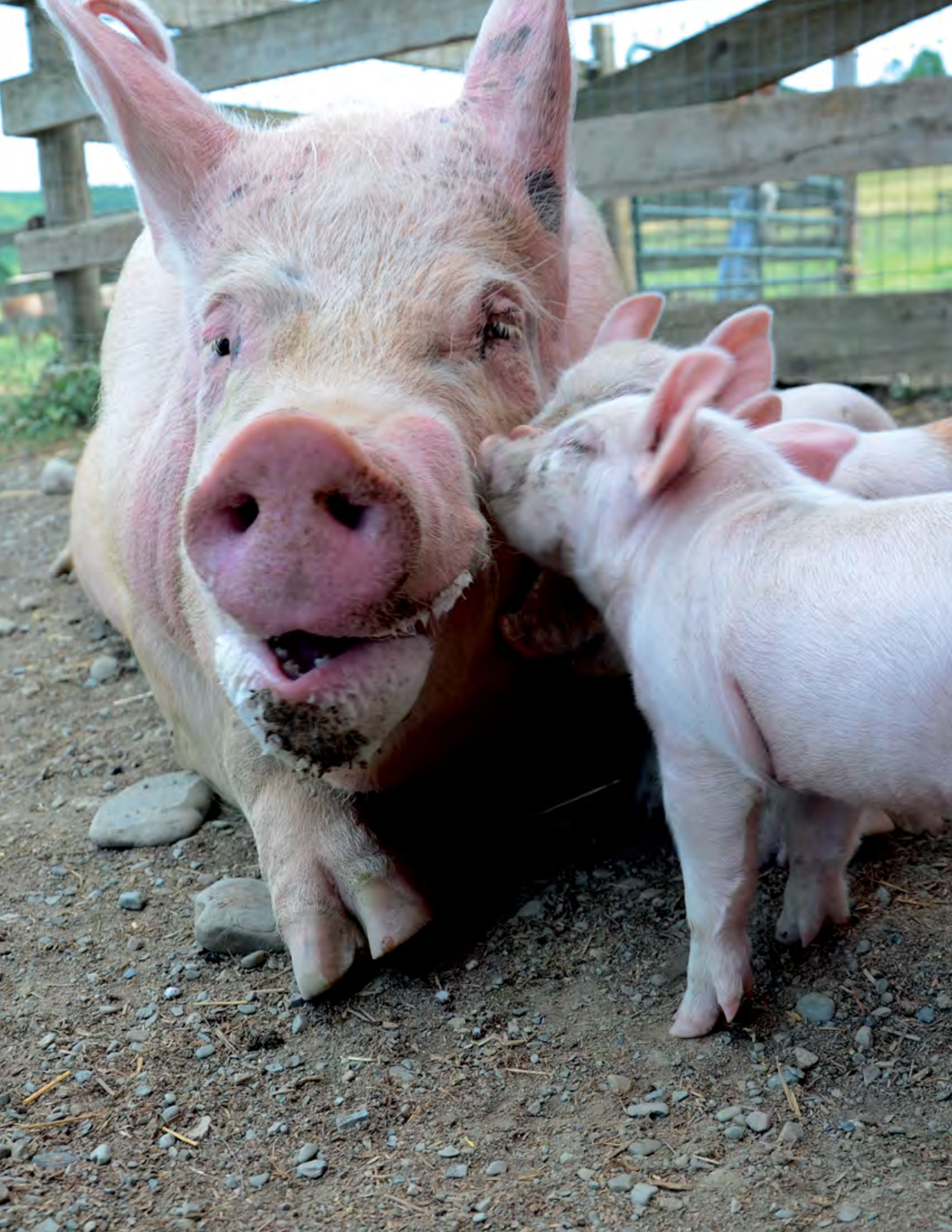
CREATE A HOME FOR FARM ANIMALS

Name _____

Date _____

Part 2: Write a short description about the picture you drew. Be creative and provide the cows, pigs, or chickens with names. Use what you learned from the *Farm Animal Natural Behaviors* reading to describe at least one of your animals' natural behaviors and to explain how the home you created will give the animals the environment they need to express that behavior. Include details about how you think the animals would feel about their new home.





Rescued Farm Animal Stories

Purpose:

Students improve their reading comprehension skills using farm animal rescue stories. These stories are intended to foster empathy by teaching young people about the different ways that farm animals are treated and by describing farm animals' social and emotional lives. These stories also aim to inspire young people by featuring people who took action to help others.

Overview:

Students learn what a farm animal sanctuary is and then learn about rescued farm animals through a read-aloud story. Students practice their reading comprehension by answering *who*, *what*, *where*, *when*, and *how* questions and by developing their own questions. Finally, they discuss what they learned about farm animals and how they think farm animals want to be treated.

Focus Question:

What can we learn from the stories of rescued farm animals?

Objectives:

Students will be able to...

- explain what a farm animal sanctuary is.
- identify at least three reasons why farm animals are rescued by sanctuaries.
- compare and contrast an unhealthy living environment for a farm animal with a healthy living environment.

Educator Spotlight

Kim Korona,

HEART Senior Program Director:

While most people know what an animal shelter is, few are as familiar with farm animal sanctuaries. These organizations do incredible work to spread awareness about the conditions under which most farm animals live, to rescue farm animals from harmful situations, and to advocate for a more compassionate food system. Through these rescue stories, young people will learn about the important work that Farm Sanctuary does, and they will also learn about the social and emotional lives of farm animals.

Lesson Info:



Grades: 2–3



Time Needed:
60 min.



Standards:
CCSS.ELA-LITERACY
RI: 2.1, 3.1



SEL Competency:
Social awareness,
Relationship skills



Skills:
Building empathy, Listening
comprehension, Reading
comprehension, Thinking
critically



Content Connections:

Prior to teaching this lesson, consider teaching *Investigating the Natural Behaviors of Farm Animals*, in which students learn about the kinds of living environments farm animals need to be healthy and happy. After teaching this lesson, consider following up with the *Educational Posters About Farm Animals* activity. It helps young people develop their opinion-writing skills and allows them to express their concerns, thoughts, and feelings about what they've learned.



Materials Provided:

- *Farm Animal Rescue* stories
- Question Cards
- Story Tree worksheet
- Story Organizer worksheet (optional)



Vocabulary:

- Animal shelter
- Factory farm
- Farm animal sanctuaries
- Stockyard

Lesson Procedure:

1. Warm Up (5 min.)

- Let students know that they will be learning about places called farm animal sanctuaries.
- Ask students to give examples of species of farm animals that they know. (Possible animals include cows, pigs, chickens, turkeys, horses, goats, and sheep.)
- Then, explain the following:
 - Farm animal sanctuaries are homes for farm animals who have been rescued from unsafe conditions. These sanctuaries take care of farm animals for their entire lives, providing them with what they need to be happy and healthy.
- Tell students that you are going to read some true stories about farm animals who were rescued by Farm Sanctuary, a farm animal sanctuary with one location in New York and another in California.



Note: Most farm animals do not live on farm animal sanctuaries. The animals who do serve as ambassadors for the billions of farm animals exploited on factory farms. These ambassadors teach people about farm animals and encourage people to interact with them in conditions where they are thriving. Most farm animal sanctuaries welcome visitors and give people an opportunity to meet and spend time with these wonderful animals.

2. Read a Rescue Story (10 min.)


- Let students know that they are going to listen to the story *Julia's Story: A Mother's Love* and then practice asking and answering who, what, where, when, and how questions. Ask them to keep these questions in mind while you are reading the story.
 - Who is Julia?
 - What happened to Julia at the factory farm?
 - Where is Julia now?
 - When did Julia have her piglets?
 - How do you feel about what happened to Julia at the factory farm?
 - How do you feel about Julia and her piglets being at a farm sanctuary?
- Read *Julia's Story: A Mother's Love* aloud to students.
- Return to the questions and challenge students to remember the story's details so that they can answer the questions.

3. Create Questions (20 min.)

- Let students know that you are going to read another story and, this time, they are going to create the questions.
- Divide students into groups of four and give each group a question card. Each question card has one of the following words on it: *who*, *what*, *where*, *when*, or *how*.
- Let students know that they will create a question that starts with the word on their card.
- Read *Stella and Bella: Best Friends* aloud to students.
- Ask students to work with their group to create a question. Invite student volunteers to share their questions so that you can write them on the board.
- Once you have written down all the questions that students generated, allow time for students to answer them.
- Repeat the activity with the next story, *Blitzen: A Calf's Strength*.

4. Practice Story Comprehension (20 min.)

- Ask each student to choose one of the stories to work on: *Julia*, *Stella and Bella*, or *Blitzen*.
- Ask students to complete the *Story Tree* worksheet with *who*, *what*, *where*, *when*, and *how* details from the story they chose.



Note: If you already taught the lesson *A Day in the Life of a Cow, Pig, or Chicken* your students will have heard about a typical day in *Blitzen's* life at a farm animal sanctuary. Let them know that the story *Blitzen: A Calf's Strength* is about the same *Blitzen*, and how he came to live at Farm Sanctuary.

5. Wrap Up (5 min.)

- Ask students to respond to the following questions related to the stories:
 - What is something that you learned about farm animals from the stories we read?
 - How would you describe a factory farm?
 - How would you describe a farm animal sanctuary?
 - How do you think people should treat farm animals?
 - If you were a farm animal, what might you say to people?

Follow-Up Activities:

Reading Comprehension:

Provide students with the Story Organizer worksheet. Challenge students to create a short comic strip by identifying three key events in the story and drawing pictures, in order, to represent those three key events. Then, using sentence starters (*First, Then, Finally*), ask students to write one sentence to describe what is happening in each picture.

Poetry:

For beginning writers, have the class create an acrostic or cinquain poem for each of the three farm animal rescue stories. For experienced writers, have students choose one of the farm animal stories and create their own acrostic or cinquain poem based on the story.

JULIA'S STORY: A MOTHER'S LOVE



Julia is a pig who lived in a place called a factory farm. She was never able to go outside. She was kept inside a dark, dirty building where she was living in a crate so small that she could not turn around. While Julia was in the factory farm, she became weak and injured. Some people were concerned about Julia's well-being, especially because she was pregnant, and they wanted to get her to a safer place.

Workers from an animal sanctuary came to the farm to rescue Julia. When they arrived, they opened Julia's crate, and she slowly stood up. She felt scared because she didn't know who the people around her were or what they were going to do. She cautiously walked toward them, and they helped her onto their trailer so that they could drive her to the shelter.

Shortly after Julia arrived at the sanctuary, she gave birth to her piglets. Since Julia was still hurt and weak, she could not take care of her piglets right after they were born. The workers at the sanctuary gave the piglets medical care and bottle-fed them. They also cared for Julia by giving her gentle rubs, medicine, and a comfortable place to rest.

Julia is feeling much better now, and she trusts the people at the sanctuary. They describe Julia as "angelic" because she is so sweet and kind. She loves her piglets, and now they all live in a clean barn. They have plenty of space to move around, walk on the grass, and enjoy the sunlight. Julia and her piglets will be taken care of for the rest of their lives, and the people at the sanctuary will do everything they can to give them comfort and happiness.

BELLA AND STELLA: BEST FRIENDS

Bella is a brave chicken who enjoys exploring the world. When she was born, her beak developed differently from most chicks' beaks. Her lower beak angles off to the side and is not lined up with her upper beak. Because this difference makes it difficult for her to eat, she was not growing as fast as the other chicks were on the factory farm where they all lived. Bella needed extra care that the farm was not willing to give to her. The farm wanted to make money selling the chickens' eggs, but Bella needed expensive veterinary care.



One of the workers at the farm was concerned about Bella's health and well-being, so he decided to take her home. The farm owners said that he should also take another chick, named Stella, home so that Bella would have a companion. The worker quickly realized that he did not have the ability to properly care for Bella and Stella. He contacted Farm Sanctuary and asked if they would be able to give both hens a home.

The sanctuary workers were happy to take these two hens and give them a better life. When Bella arrived, she was very thin and sick, and she needed veterinary care right away. The sanctuary workers took care of her medical needs and helped her feel a lot better. While they worked on Bella, Stella cried out, wondering where her friend was. When Bella was better, the two were reunited, and that is when everyone realized how amazing their friendship is. Bella is fed a special mash (soft food) that is easier for her to eat, and it is helping to make her stronger. She and Stella sleep next to each other, which helps keep Bella warm.

Bella and Stella are doing really well in their new home. They go on adventures together, practice flying, run around the farm, jump up in the air, and peck in the dirt. The workers at the sanctuary will do everything they can to take good care of both hens and meet their needs.

BLITZEN: A CALF'S STRENGTH

Blitzen is a full-grown steer now, but he was rescued from a place called a stockyard when he was just a calf, a baby cow. A stockyard is a place where animal farmers bring animals to sell them.

Blitzen was born on a dairy farm. He, like all calves, wanted to drink his mother's milk after he was born. A mother cow's milk helps her calves become strong, and nursing is a way for them to bond with each other. However, dairy farms want to keep the cow's milk to sell to people, so the workers separate the calves from their mothers. Just like people, cows need to be pregnant or nursing to produce milk. The cows are constantly being milked, giving birth, and then having their calves taken away from them. Since only female cows produce milk, Blitzen was not seen as valuable to the dairy farm.

Blitzen and many other calves were taken to the stockyard and auctioned off one at a time. At the auction, people offered money for the particular calf they wanted, and whoever was willing to pay the most took that calf home.

When Blitzen was brought to the floor to be auctioned off, everyone laughed at him because he was so small. Blitzen felt scared and confused. The people at the stockyard called little Blitzen "trash" and said that the seller wasted his time bringing Blitzen to the auction, because no one wanted him.



There was a woman who often came to the stockyard because she was concerned about how the calves were being treated. She didn't think that animals, who are living beings with feelings and needs, should be sold like objects for money. She asked the auctioneer if she could take the calves that no one else wanted. He could see that no one was going to buy Blitzen, so he said she could take him.

The woman drove Blitzen to Farm Sanctuary. The people at farm animal sanctuaries value every animal, regardless of their size. They believe that all animals deserve to be treated with kindness, and to live out their life free from harm. The sanctuary workers took care of Blitzen when he arrived, and now he is happy and healthy. He likes to play with his friend Lawrence, and they are often found hanging out together in the pasture.



QUESTION CARDS

Who

Who

What

What

Where

Where

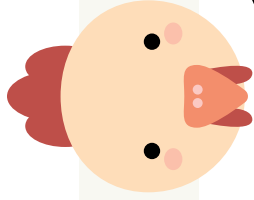
When

When

How

How

STORY TREE



Name _____

Date _____

What is
the story about?

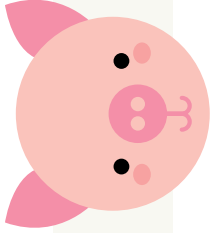
Who is
the story about?

Where does
the story take place?

When do the
characters feel happy?

How do you think
farm animals should be treated?

STORY ORGANIZER



Name _____

Date _____

Directions: Choose one of the following farm animal stories – Julia’s Story: A Mother’s Love, Stella and Bella: Best Friends, or Blitz: A Calf’s Strength. Find three key details from the story and write each one out in a complete sentence. Use this Story Organizer to write the details in the order that they happened in the story. In the space provided, draw a picture to represent each detail.

Detail #1:

Detail #2:

Detail #3:

Story Title:

First,

Then,

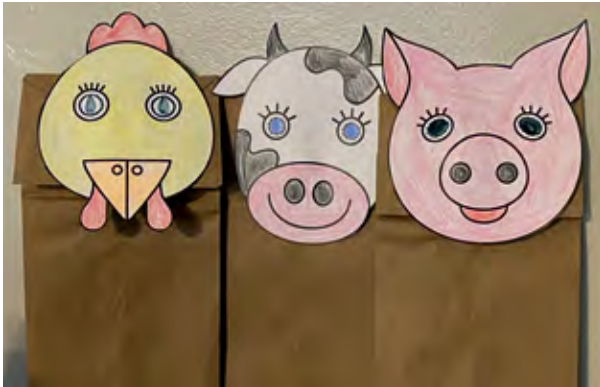
Finally,



What Do Farm Animals Want You to Know?

Purpose:

Students use role-playing to understand the perspective of a farm animal. The aim is for students to put themselves in the place of a farm animal and think about that animal's feelings and needs.



Overview:

Students create a farm animal puppet and then use the puppet to complete sentence starters, such as “I want people to know that...” and “I care about...” as a way to practice perspective-taking and empathy.

Focus Question:

What might farm animals say if they could speak to us?

Objectives:

Students will be able to...

- create a puppet using a repurposed paper bag.
- explain how a cow, a pig, or a chicken might feel.

Educator Spotlight

Kristina Hulvershorn,
HEART Indianapolis Program
Manager:

Empathy is like a muscle: The more we use it, the stronger it becomes. This activity allows children to build their empathy through perspective-taking. It is a creative and fun way to practice looking at the world through someone else's eyes. I have successfully taught this activity with both younger and older students. And if you model that it is a serious, heartfelt activity, it can be extremely powerful.

Lesson Info:



Grades: K–1



Time Needed:
45 min.



Standards:
CCSS.ELA-LITERACY
SL: K.1, 1.1
SL: K.6, 1.6
W: K.2
W: 1.8



SEL Competency:
Social awareness



Skills:
Building empathy,
Developing fine motor skills,
Speaking and listening



Content Connections:

In this lesson, students create farm animal puppets to express what they think farm animals might say if they could talk to us. To provide helpful context for this activity, consider teaching one or more of the following lessons first: *How Are We Similar to and Different from Farm Animals?*; *Farm Animals Have Feelings Too*; *Understanding the Needs of Farm Animals*; and *Investigating the Natural Behaviors of Farm Animals*.



Materials Provided:

- Farm Animal Faces printable outlines



Materials Not Provided:

- Drawing utensils (crayons, markers, or colored pencils)
- Glue
- Paper bags



Vocabulary:

- Perspective-taking

Lesson Procedure:

1. Warm Up (5 min.)

- Lead a short discussion about the various emotions expressed by people and farm animals.
- Let students know that they are going to make puppets that look like chickens, pigs, or cows. With the help of the puppets, they can imagine what the world looks like through these animals' eyes.

2. Make a Puppet (20 min.)

- Pass around the provided *Farm Animal Faces* printable outlines. Help students imagine what kinds of things chickens, pigs, and cows might want to say.
- Review some of the things they know about each species of animal. (If you have previously taught other lessons in this guide, help students make connections to those lessons.)
- Allow students to choose from the animal outline options.
- Instruct students to color their chosen animal's face and cut it out.
- Instruct students to place the paper bag in front of them so that the bottom flap is on top facing them and the opening of the bag is on the bottom. Instruct students to glue the animal face onto the bottom flap of the paper bag. Then, when students put their hand inside the bag, they will be able to move the flap in and out, and it will look like the animal's mouth is moving.

3. Imagine What Animals Might Say (15 min.)

- Once students have made their puppets, let the whole class know that you want them to imagine how their animal would complete one of the following statements:
 - I want people to know that...
 - I care about...
- Either have students share their statements using their puppet and speaking in the first person as if they are their chosen animal or allow them to write their responses first and then "speak" as their farm animal.
- Model answering the questions yourself to set the tone for real reflection and thoughtful answers.

4. Wrap Up (5 min.)

- Ask students to reflect on the following questions:
 - What do you know about farm animals now that you did not know before?
 - What do you want other people to know about farm animals?

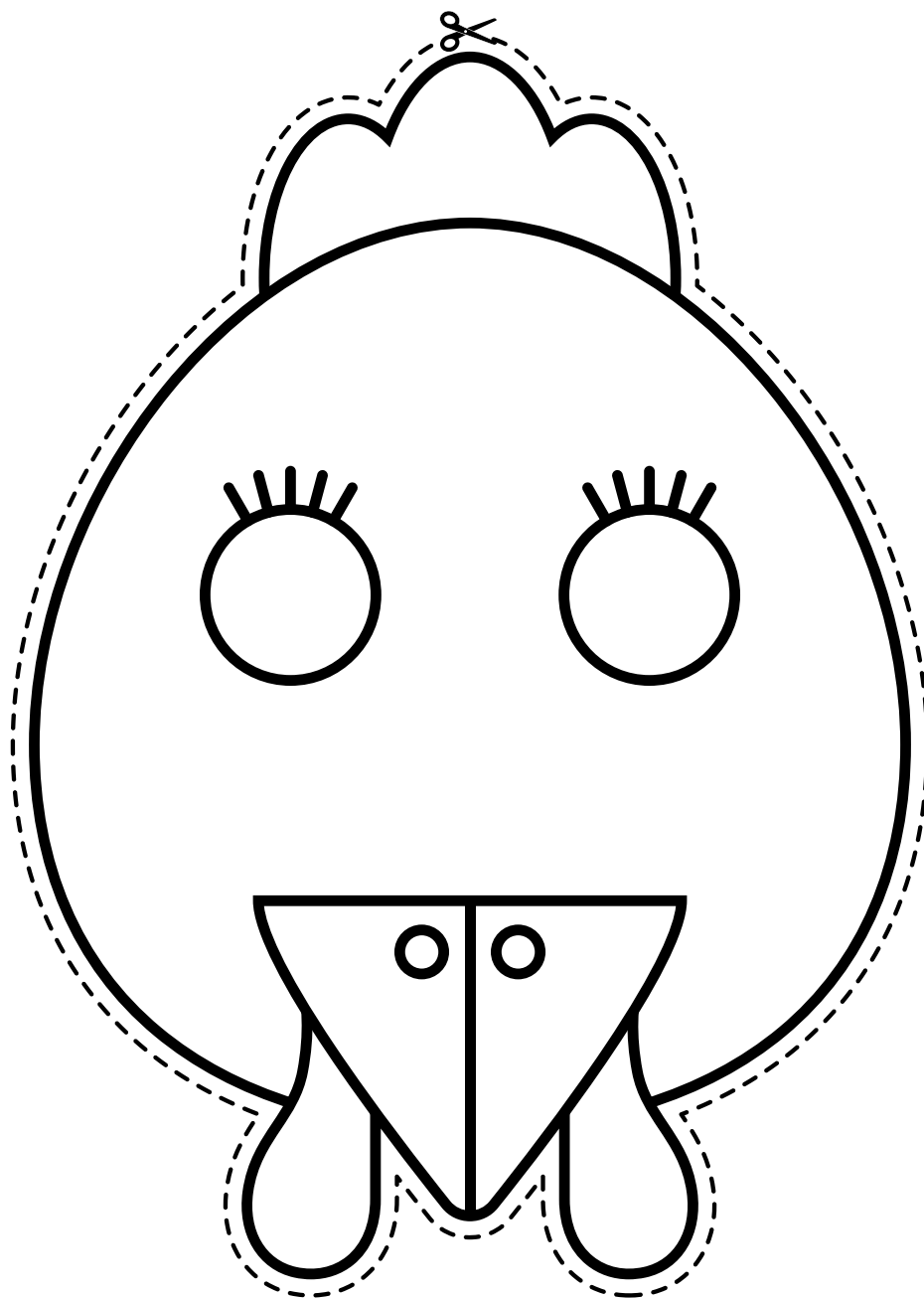
Follow-Up Activities:

Short Story Writing:

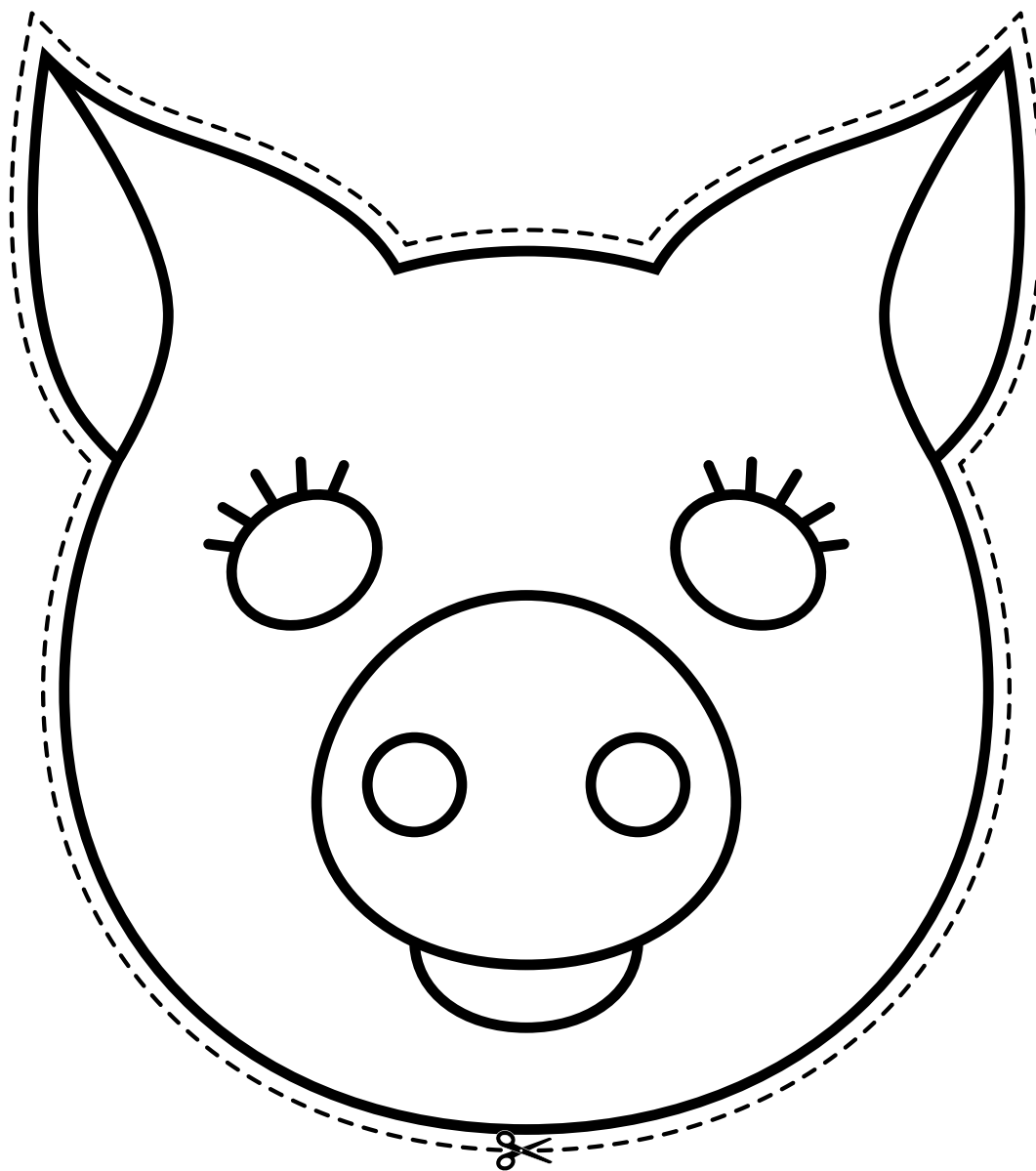
Invite students to expand on what they wrote or discussed by writing a story as a whole class from the point of view of farm animals. Another option is to work with students to rewrite a familiar story from the perspective of the animals, rather than from the humans' perspective.



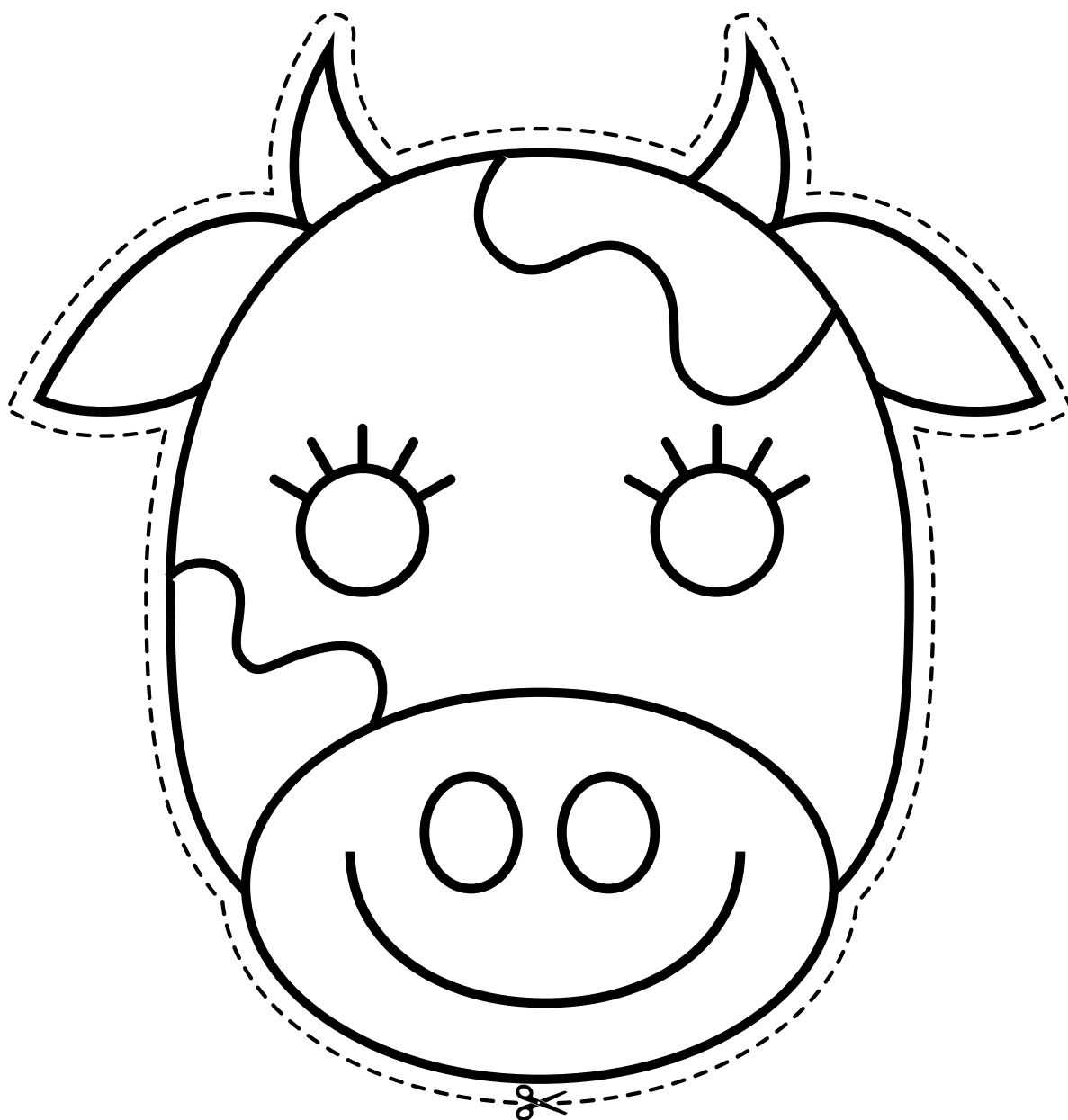
FARM ANIMAL FACES PRINTABLE OUTLINES: CHICKEN



FARM ANIMAL FACES PRINTABLE OUTLINES: PIG



FARM ANIMAL FACES PRINTABLE OUTLINES: COW





Learning Stations

Each station engages students through play and imagination, using hands-on activities that connect to the guide's lessons and activities. The stations help students appreciate the interests and needs of farm animals by handling materials and exploring simulations in innovative ways. The stations galvanize young people's psychomotor skills while inspiring their creativity.



Feeding Time

Purpose:

Feeding farm animals every day is not only necessary for keeping them healthy, but also a way for animals to bond with their caretakers and build trust. In pretending to feed animals, young people learn basic measurement techniques and the importance of feeding animals an appropriate amount of healthy food every day.



Overview:

Educators use sensory food bins for two different activities to help students learn about the importance of feeding farm animals to keep them healthy. Students learn to measure and separate the appropriate amounts of food to "feed the animals."

Focus Question:

Why is it important to care for farm animals?

Objectives:

Students will be able to...

- use a measuring tool.
- separate two different types of foods.
- practice compassion for chickens and horses by pretending to feed them.

Educator Spotlight

Mickey Kudia,
HEART Chicago Program
Manager:

One of the fun things about students this age is that they are experiencing so many things for the first time. Sensory bins are an engaging tool for exploring new textures, smells, and materials. What I like about this sensory bin activity in particular is that it also teaches young people kindness. Through pretending to feed animals, they learn about the importance of providing for the needs of others, including farm animals. And most importantly, this activity is fun; I'm positive it will be a hit with your students.

Station Info:



Grades: K–3



Time Needed:
Open-ended



SEL Competency:
Responsible decision-making



Skills:
Developing fine motor skills,
Measuring



Content Connections:

Consider offering this station as a fun and engaging follow-up activity to *Understanding the Needs of Farm Animals* or after reading a book about a farm animal sanctuary (see the book suggestions in *Tips for Selecting a Children's Book About Farm Animals*).



Materials Provided:

- Measuring Bin poster
- Food Mix-Up poster



Materials Not Provided:

- Two dried foods (e.g., oats, wheat, barley)
- Large bin
- Large bowls or similar containers
- Scoops or spoons
- Food scale or measuring cups
- Tools for separating food ([e.g., tweezers, spoons, chopsticks] optional)
- Magnifying glasses (optional)
- Petri dishes (optional)



Vocabulary:

- Diet
- Measuring cups
- Scale

Station Procedure:

ACTIVITY #1: FOOD MEASURING BIN

1. Warm Up (10 min.)


- Fill a large bin with oats.
- Explain to students that they are going to pretend that they work at a farm animal sanctuary and they need to feed the chickens.
- Demonstrate how to measure the grain using the measuring tools or scale and explain to students how much food each chicken needs.

2. Measuring the Animals' Food (Open-ended)

- Have students practice measuring a specific amount of grain for the chickens. After they measure the food they can pour it in the large bowls or containers. You may want to have students come up to the bin a few at a time and measure out their correct amounts, or you may want to divide students into small groups and provide a large bin for each group to measure out of.

3. Wrap Up (5 min.)

- Ask the following questions:
 - Why is it important to measure out food before giving it to animals?
 - What was it like to prepare the food for the chickens?
- Explain that it is important to make sure that the animals are not overfed or underfed and that the amount of food they need can depend on different factors such as their size, age, and health status.



Note: Farm animals should eat a diet dependent on their species' and individual needs to ensure they receive all their daily nutrients. However, for simplicity and practicality, this activity only uses a couple of types of dried grains. It is likely that you will use grains that would typically be for human consumption. Let students know that the version of the grains that farm animals are fed is not actually the same as what people eat and that their diets should be diverse.

Station Procedure:

ACTIVITY #2: FOOD MIX-UP BIN

1. Warm Up (15 min.)

- Fill a large bin with two different dried foods.
- Add tools for grabbing and separating the two foods, such as tweezers, spoons, and chopsticks. You may also want to provide tools (such as magnifying glasses and petri dishes) so that students can look more closely at the foods.
- Explain the following to students:
 - You are going to pretend that you work at a farm animal sanctuary and you need to feed the horses and chickens.
 - Unfortunately, there was a mistake and the food got mixed up. The chickens will not eat the horses' food, and the horses will not eat the chickens' food.
 - You need to make sure the animals receive a proper diet by separating their food for them.
- Demonstrate how to use the tools to separate the two foods and explain which food is for the chickens, which is for the horses, and how much food they each need.

2. Unmix the Mixed-Up Food (Open-ended)

- Provide students with three large bowls or containers: one with no label, one labeled "Chicken Food," and the other labeled "Horse Food." Have small groups of students take turns coming up to the large bin and scooping out food into the unlabeled large bowl. Then have students use the provided tools to practice separating the appropriate food into the correct bowl.

3. Wrap Up (5 min.)

- Ask the following questions:
 - What would happen to the animals if they were not given the appropriate types of food?
 - What was it like to separate the food for the chickens and the horses?

Note: Chickens typically eat about a quarter pound of food per day, and horses can eat up to 20 pounds of hay and 11 pounds of grain per day. This activity does not specify the amount of food that students should measure so that you have more flexibility in choosing measurement amounts that are appropriate for your situation. Let students know that the amounts they're measuring and separating are just for practice and don't match the amounts of food that chickens and horses actually need to eat each day.

MEASURING BIN



**Pamela is hungry.
It's time to
feed her.**

I eat _____
(measurement)

of food every day.

Can you measure out

_____ of food?
(measurement)

FOOD MIX-UP



Oh no! The chicken and horse food got mixed up. Can you help them?

**Chickens and horses
do not eat the same foods.
Can you separate their food
for them?**



Mud Painting

Purpose:

This engaging sensory learning station helps students learn about pigs. Although this activity can get a bit messy, it is an innovative way to incorporate arts into the classroom.



Overview:

Students learn that pigs like to play in mud, which provides mental stimulation for the pigs and protects their skin from sun and insect bites. Students combine soil, clay, and water to create mud and use it to create paintings.

Focus Question:

How is mud helpful to people and pigs?

Objectives:

Students will be able to...

- create a painting using mud.
- explain why mud is important to pigs.

Educator Spotlight

Maddie Krasno,
Farm Sanctuary Senior Humane
Educator:

What better way to put yourself in a pig's shoes, so to speak, than by getting your hands dirty with their favorite thing of all: mud! Mud plays an important role in a sanctuary pig's life, but it's not because pigs like to be dirty; that's a common misconception. What we humans view as dirty and messy actually serves pigs' biological needs. Using mud as paint, students create artwork that strengthens their connection to these intelligent, sentient beings and encourages them to think critically about who pigs are and what they need to thrive.

Station Info:



Grades: K–3



Time Needed:
45 min.



SEL Competency:
Self-management,
Social awareness



Skills:
Developing fine motor skills,
Following steps, Painting



Content Connections:

Bathing in mud is an important natural behavior for pigs, and teaching students about the natural behaviors of animals helps them understand what makes animals feel safe and comfortable. Consider teaching this activity as a follow-up to one or more of the following lessons: *How Are We Similar to and Different from Farm Animals?* and *Investigating the Natural Behaviors of Farm Animals*.



Materials Provided:

- Pigs in Mud photos
- Pig Outline painting page (optional)



Materials Not Provided:

- Kaolin clay
- Potting soil
- Water
- Dish soap (preferably organic and not tested on animals)
- Measuring spoons
- Liquid paint (optional)
- Smocks for students (optional)
- Paint brushes (optional)
- Thick paper, such as cardstock or cardboard
- Newspaper



Vocabulary:

- Mud
- Natural behaviors

Station Procedure:

1. Warm Up (10 min.)

- Work with students to generate a list of information on the board about pigs by reviewing what they've learned about pigs in prior lessons. Discuss what pigs need to be happy and healthy, what their natural behaviors are, and what their lives are like at sanctuaries.
- Explain that pigs take mud baths because it cools them off when they are hot, and it protects their skin from sun and insect bites. Let students know that they will use mud to create art. (Show students the *Pigs in Mud* photos.)
- Demonstrate how to make the mud paint using the directions below. (If pressed for time, create the mud paint in advance.)
 - Mud paint directions:
 1. Mix two parts potting soil to one part kaolin clay.
 2. Slowly add water to the mixture until the mud is semi-liquid. (A common mistake is to use too much water, so pour the water in slowly until the right consistency is reached.)
 3. Add a small amount of dish soap (around 1 teaspoon) to the mixture, stir it up, and then it is ready to use for finger painting.
 4. (Optional) Add liquid paint to the mixture to create different colors.

2. Create a Mud Painting (30 min.)

- Remind students of the list of information about pigs that they generated at the beginning of the lesson.
- Ask them to refer to the list to create a pig painting that illustrates how special pigs are. Their painting can be an original creation, or they can paint on the image of the pig included in this lesson plan.
- Students can use their fingers or paint brushes to create their mud painting on cardstock or other heavy paper.
(As students finish their paintings, set them aside in an appropriate place to dry.)

Note: This activity is very messy, so take the necessary precautions (such as providing students with smocks, covering surfaces with newspaper, and including time to clean up). Some students might be hesitant to touch the mud. Help students overcome this reluctance: Demonstrate how fun it is to feel the mud in your hands, reassure them that they will wash their hands afterward, and don't force students to touch the mud until they are ready.

3. **Wrap Up** (5 min.)

- Provide time for students to share their paintings with each other or to display their paintings somewhere in the room or hallway for everyone to appreciate.
- When students take their paintings home, encourage them to share how pigs inspired this “muddy” art project.

PIGS IN MUD



PHOTO #1

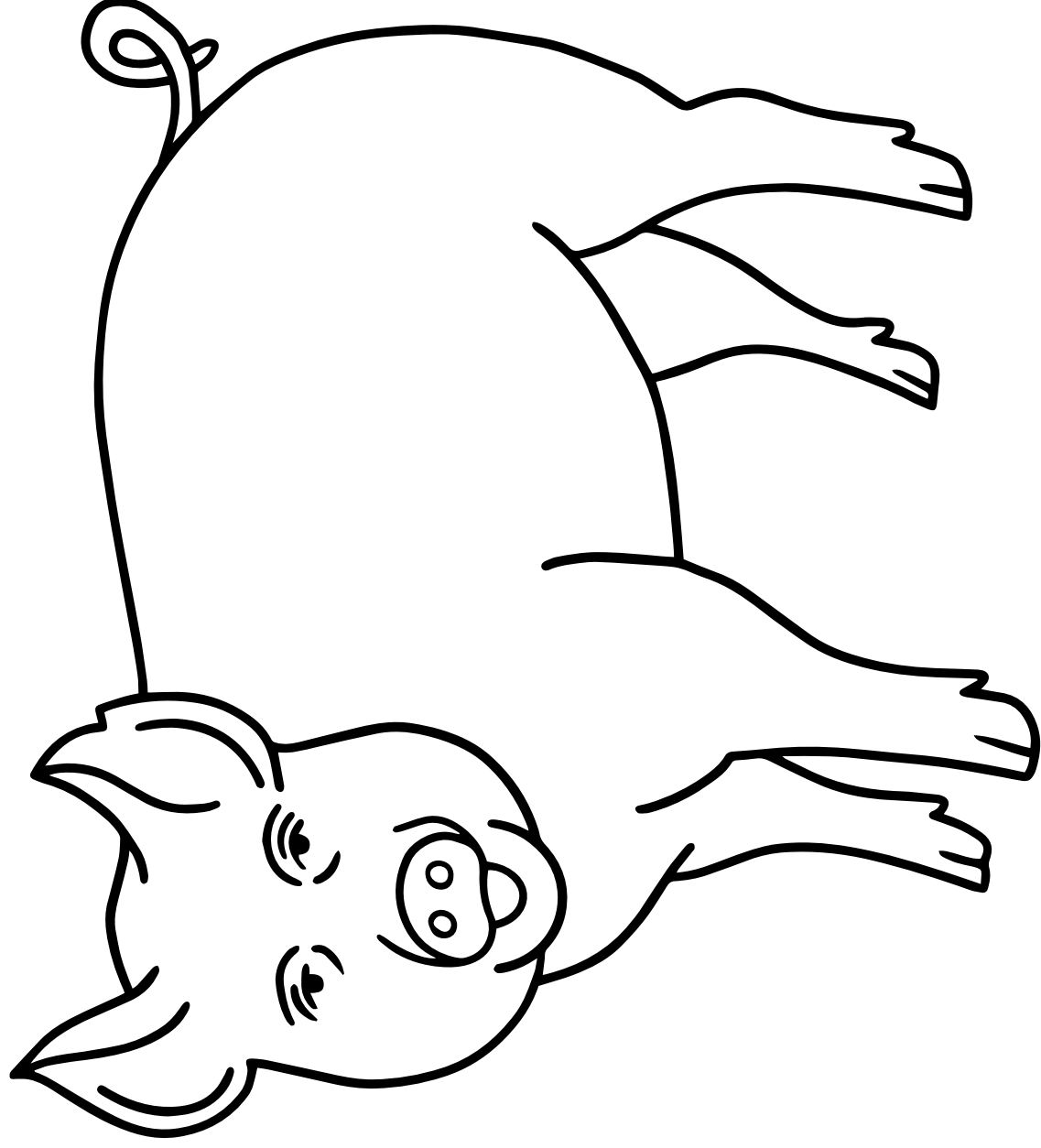
This pig is at a farm animal sanctuary enjoying a swim in the cool mud.

Julia and her piglets are at a farm animal sanctuary having fun in the mud on a beautiful day.



PHOTO #2

PIG OUTLINE





Building a Sanctuary

Purpose:

This learning station encourages students to review the basic needs of different species of farm animals and creatively imagine how to build a farm animal sanctuary that meets those needs and provides farm animals with a happy, healthy home.

Overview:

Students create model farm animal sanctuaries, using the Basic Farm Animal Needs chart to help them decide what specific things their sanctuaries need to include. When the models are complete, display students' models in a gallery walk and invite students to review each other's work.

Focus Question:

What would a happy and healthy home for farm animals look like?

Objectives:

Students will be able to...

- identify the basic needs of three different species of farm animals.
- create a farm animal sanctuary model that provides a happy and healthy living environment for farm animals.

Educator Spotlight

Jeannie Russell,
HEART Service Learning
Director:

Early learners thrive on multi-modal and multi-sensory activities through which they can engage with new information by actively representing what they have learned using a variety of media. This learning station gives children a chance to imagine and build a farm animal sanctuary, using a range of fun tactile materials, that models all of the important things the animals need to be safe, happy, and healthy. It's a great way to evaluate your students' recall and comprehension of the farm animal lessons they have experienced.

Station Info:



Grades: K–3



Time Needed:
45 min.



SEL Competency:
Self-management,
Social awareness,
Responsible decision-making



Skills:
Building empathy,
Developing fine motor skills,
Fostering creativity



Content Connections:

Consider utilizing this learning station as a follow-up to one or more of the following lessons that teach students about farm animal sanctuaries: *Farm Animals Have Feelings Too*; *A Day in the Life of a Cow, Pig, and Chicken*; *Investigating the Natural Behaviors of Farm Animals*; *Rescued Farm Animal Stories*.



Materials Provided:

- Basic Farm Animal Needs chart



Materials Not Provided:

- Age-appropriate creative building materials (modeling clay, blocks, or repurposed items)
- Pictures to represent the items listed on the *Basic Farm Animal Needs* chart (consider using images from the matching game in the *Understanding the Needs of Farm Animals* lesson)
- Cow, pig, or chicken figures or cut-outs (optional)



Vocabulary:

- Chicken feed pellets
- Farm sanctuary
- Needs
- Terrain
- Trough


Station Procedure:

1. Warm Up (5 min.)

- Review what a factory farm is and what a farm animal sanctuary is based on what students have learned in previous lessons. If needed, explain that most farm animals live in places called factory farms, where their needs are not met. They live indoors in overcrowded spaces with little or no space to move around. Factory farms can be extremely dirty facilities, and the animals may never get to go outside to enjoy the sunshine or grass. They are often mistreated and are killed for food.
- Let students know that farm animal sanctuaries rescue farm animals from harmful situations. They provide a happy and healthy environment that better meets farm animals' needs. Farm animals are able to peacefully live out the rest of their lives at sanctuaries.

2. Create a Sanctuary Model (30 min.)

- Invite students to create their own model of a farm animal sanctuary. Remind students that they need to include in their sanctuary everything that the animals need to be happy and healthy. Suggest that they create separate spaces in their sanctuary for cows, for pigs, and for chickens. (There are situations, however, in which different species of animals form friendships and share the same space.)
- Use the *Basic Farm Animal Needs* chart to review with students the basic needs of cows, pigs, and chickens.
- Show students the learning station area and review the available assortment of creative building toys and materials. Allocate enough space for each student to build their sanctuary.
- Review respectful station agreements with students. Discuss what is appropriate behavior in terms of being considerate of everyone's space, sharing materials, and taking only one material at a time, so that everyone is able to have fair access to the materials. Encourage students to be creative and innovative with their sanctuaries.
- Give students time to create their farm animal sanctuary models.



Note: Depending on the available amount of space and materials, you might consider having students work on this activity in pairs or in small groups of three or four to add an enriching collaborative learning component to this activity.

3. Wrap Up (10 min.)

- Arrange for a gallery walk for students to look at all the different farm animal sanctuaries that their classmates created. Allow time for students to explain the ways in which their model provides for the needs of farm animals.



Follow-Up Activity:

Video/Technology:

Create a “Day at the Sanctuary” stop-motion video of your farm animals using the models that students built. Describe how the animals spend their day and how they are cared for. There are many free or low-cost stop-motion apps and video editing apps available that are easy to use, such as [Quik](#). Students can use farm animal cut-outs or small figures in front of the backdrop of their farm animal sanctuary model to create and narrate the video.

BASIC FARM ANIMAL NEEDS

| | Cows | Pigs | Chickens |
|---------------------------|---|------------------------------|--|
| Indoor Shelter | barn with straw | barn with straw | coop with perches and nesting boxes |
| Outdoor Needs and Terrain | fresh air, sunshine, and a grassy pasture | fresh air, sunshine, and mud | fresh air, sunshine, and dust (for dust bathing) |
| Food | grass/hay | pellets, fruits, and veggies | vegetables and chicken feed pellets |
| Treats | fruits and veggies | pumpkins and banana | watermelon and lettuce |
| Fresh Water | water trough | water trough | water feeder |
| Health | veterinary care/ check-ups | veterinary care/ check-ups | veterinary care/ check-ups |
| Social | friends | friends | friends |
| Well-Being | space, activities, and toys | space, activities, and toys | space, activities, and toys |



Taking Action Projects

These projects empower students to take action and help farm animals, which is especially beneficial after they have learned about what animals experience on factory farms. Young people learn about different strategies for making a difference. They spread awareness about how to help farm animals; try wholesome, plant-based foods; and create enrichment toys to help meet these animals' needs.



Enrichment Toys for Chickens

Purpose:

Throughout the lessons in this guide, students have learned that animals feel joy and like to have fun—just like they do. They have also learned about animals who have been rescued from inadequate conditions and are now living at farm animal sanctuaries. In this project, students take action to help farm animals by creating toys that will make their lives even happier.

Overview:

Students use their creativity and building skills to make fun, interesting enrichment toys for rescued chickens. This activity includes instructions for creating four different toys for chickens.

Focus Question:

How can we enrich the lives of chickens?

Objectives:

Students will be able to...

- discuss why playing is important.
- create a chicken toy.

Educator Spotlight

Liz Walch,

HEART Humane Education
Instructor:

Chickens are curious and full of personality. It's no wonder that they want to play, explore, and experience new things, just like we do. It is important that children understand some of the unique characteristics of chickens since chickens are often misunderstood. Their social, emotional, and intellectual capabilities are often underestimated, and they are objectified as "food." In this activity, students flex their creative muscles and construct fun enrichment toys for chickens. Young people will get to know chickens as fun-loving individuals and will also put themselves in the "feet of the chickens" to decide how to build the most interesting and fun toys. Ultimately, young people will feel good knowing they are helping improve the lives of animals in such a fun, artistic way!

Lesson Info:



Grades: K–3



Time Needed:
45 min.



SEL Competency:
Social awareness,
Responsible decision-making



Skills:
Developing fine motor skills,
Fostering creativity



Content Connections:

Prepare students for this activity by using one or more of the following lessons to teach them about the feelings and needs that farm animals have: *How Are We Similar to and Different from Farm Animals*; *Farm Animals Have Feelings Too*; *Understanding the Needs of Farm Animals*; and *A Day in the Life of a Cow, Pig, and Chicken*.



Materials Provided:

- *Chicken Treat Rolly-Bottle* instructions
- *Chicken Pecking Mobile* instructions
- *Chicken Pecking-Toy Skewers* instructions
- *Chicken Pecking Food Skewers* instructions



Vocabulary:

- Enrichment

**Materials Not Provided:**

- *Chicken Treat Rolly-Bottle:*
 - Personal size plastic drink bottles with bottle caps
 - Scissors or a small paring knife (to cut holes in the bottle and cut paper into strips)
 - Colorful nontoxic paper
- *Chicken Pecking Mobile:*
 - Wooden dowels, sticks, or small tree branches foraged from the ground
 - Twine, string, or rope (thin enough to tie around the sticks, but strong enough to hold the weight of the finished mobile with treats on it)
 - Colorful yarn
 - Large beads, plastic rings, bells, and/or old CDs/CD-ROMs (optional)
 - Large metal binder clips
- *Chicken Pecking-Toy Skewers:*
 - Bamboo or metal grilling skewers
 - Colorful nontoxic paper
 - Colorful yarn or twine
 - Large beads, fabric scraps, or popsicle sticks that have holes punched through their middles (optional)
- *Chicken Pecking Food Skewers:*
 - Bamboo or metal grilling skewers
 - Fruits and vegetables that chickens enjoy eating (apples, berries, grapes, watermelons, lettuce, cherry tomatoes, pumpkins, cucumbers)
 - Small paper cups (optional)
 - Chicken feed grains (optional)

Lesson Procedure:

1. Warm Up (5 min.)

- Briefly discuss the reasons for creating these toys for chickens.

2. Discuss Why Playing Is Important (5 min.)

- Facilitate a discussion about why children like playing with toys. Make connections to the fact that other animals, including chickens, also like to play for similar reasons. Chickens like to move around, play, explore, and experience new things to stimulate curiosity and prevent boredom. Playing also simply makes chickens happy.
- Tell the class that the toys they are creating are called enrichment toys because they improve the quality of life for chickens by giving them something new, interesting, and fun to do.

3. Create Enrichment Toys (30 min.)

- Demonstrate how to create one of the four enrichment toys.
- Distribute materials and allow students to create the toys.

4. Wrap Up (5 min.)

- Allow students to share the toys they created with their classmates.
- Thank students for taking the time to help animals.
- Collect the toys to be donated to the sanctuary or shelter, if appropriate.



Chicken Treat Rolly-Bottle



Note: There are instructions provided in this learning station for creating four enrichment toys, three of which are appropriate to create in the classroom.

Before you gather materials, contact the animal sanctuary you want to donate the toys to and make sure they accept toy donations. If they do, get approval for the list of materials you plan to use. They may want to suggest substitutions. To avoid any potential choking hazards for the chickens, make sure that none of the materials you gather are too small. While the toys included here should be safe and appropriate for chickens, each sanctuary may have different requirements and guidelines for their animals.

If there isn't a chicken rescue or farm animal sanctuary for you to donate to, check with your local companion animal rescue or municipal shelter. They often rescue chickens as well.

Each toy requires sourcing a variety of materials. Depending on students' ages, you may need to do some preparation ahead of time. Review the instructions and determine which materials you need to source. Get creative and try to repurpose materials. For example, if you make the chicken treat rolly-bottle, which requires a plastic bottle, see if your school or organization has a recycling program from which you can collect the bottles, or ask students to bring an empty bottle or two from home, if feasible.

CHICKEN TREAT ROLLY-BOTTLE

These roly-bottles can be donated to a chicken rescue or farm animal sanctuary where the staff or volunteers can fill the bottles with chicken food. The chickens will roll the bottle around on the ground trying to get the treats out. This is a fun, challenging game for the chickens.

Materials Needed:

- Personal size plastic drink bottles with bottle caps
- Scissors or a small paring knife (to cut holes in the bottle and cut paper into strips)
- Colorful nontoxic paper

Note: The use of scissors or knives can be optional, or you can prepare in advance the materials that require cutting. Use your best judgment based on your students.

Instructions:

1. Thoroughly rinse and dry the bottle.
2. Cut small holes into the side of the bottle. Either cut one long rectangular hole along one side (from the top to the bottom of the bottle) or cut several small circular holes all over the bottle.
 - Rectangular hole: Make the hole at least three inches long and no more than half an inch wide. The hole should be large enough that chicken food—which is about the size of a grain of rice—can fall out of it, but not so large that all the food falls out at once.
 - Circular holes: Cut six to eight holes randomly all around the bottle. The holes should be about the size of a dime.
3. Next, prepare the paper stuffing. Small strips of paper within the bottle are a colorful surprise for the chickens and will help the chicken food stay inside the bottle longer.
 - Cut a piece of paper into long, thin strips. Mix up the strips and crinkle them so that they resemble a loose bird's nest.
 - Stuff a small handful of paper strips into the bottle through the top opening and then reattach the bottle cap.
 - For an extra fun challenge, fold the strips of paper using the accordion fold. That will make the paper strips springy and amusing to look at.
4. After the toy is donated, the sanctuary or chicken rescue can fill the toy with the fresh chicken feed of their choosing.

CHICKEN PECKING MOBILE

A chicken mobile is similar to a mobile that hangs above an infant's crib, except this mobile is for curious chickens to peck at, explore, and get treats from! Chickens have better color vision than humans do, so don't be afraid to make this mobile really colorful. You can add optional beads, yarn, rings, bells, or even colorful CDs that act as rainbow mirrors. Metal binder clips allow sanctuary staff or volunteers to clip treats for the chickens—such as slices of watermelon, lettuce, or bunches of grapes—to the mobile.

Materials Needed:

- Wooden dowels, sticks, or small tree branches foraged from the ground
- Twine, string, or rope (thin enough to tie around the sticks, but strong enough to hold the weight of the finished mobile with treats on it)
- Colorful yarn
- Large metal binder clips

Optional Materials:


- Large beads (at least three-quarters of an inch in diameter)
- Plastic rings (similar to rings infants play with)
- Small bells
- CDs or CD-ROMs

Instructions:

1. First, construct the main body of the mobile using the wooden sticks and twine. This mobile will be hung from up above, so make sure to have one long piece of twine that is at least two- to three-feet long tied to the top of the mobile. Be creative and construct the mobile into whatever shape you want. However, bear the following in mind:
 - Make sure that the mobile has a couple of horizontal branches so that decorations and treats can be hung from them.
 - Make sure that the mobile is strong so that it doesn't break apart when a chicken tugs at it.



2. Once you have the main body of the mobile constructed, decorate it. From the branches, you can hang various colorful pieces of yarn or objects such as large beads, bells, or old CDs.
 - Use twine to securely tie the objects to the branches. Chickens will be pecking and pulling at the mobile, so you don't want strings coming loose or decorations falling off.
 - If you use yarn, you can make it stronger by braiding three pieces of yarn together.
 - Use decorations that are large enough that if they come loose (or break apart), chickens will not mistakenly eat them. Choose items that are larger than a plastic bottle cap.
3. Finally, attach two or three metal binder clips to the bottom of the mobile on a strong piece of twine. Tie the end of the twine to the metal loops you use to pinch open the clip (instead of to the bottom part that would pinch paper). These binder clips can be used by the sanctuary staff to attach treats to the mobile for the chickens.



Note: Chickens have better color vision than humans do, so using colorful materials is encouraged. Also, do a web search for “parrot toys” to find examples of colorful, interesting toys that you can use as inspiration for what materials can be used or how these toys can be constructed.

CHICKEN PECKING-TOY SKEWERS

These pecking skewers can be loaded up with fun, interesting things for a chicken to peck at and explore.

Materials Needed:

- Bamboo or metal grilling skewers
- Colorful nontoxic paper
- Colorful yarn or twine

Optional Materials:

- Large beads
- Fabric scraps
- Popsicle sticks (will need to have holes punched through the middle)

Instructions:

1. Make sure you leave at least one inch of empty space at the pointy end of the skewer. This is the end that will be stuck into the ground at the sanctuary, so it needs to be clear of any toys and decorations.
2. Aside from the empty inch or two at the pointy end of the skewer, layer the entire skewer with your decorations. Here are some ideas for what to put along the skewer:
 - Cut colorful paper or scraps of fabric into interesting shapes and layer them by poking the skewer through the centers of the shapes.
 - Tie colorful pieces of yarn or fabric strips along the skewer.
 - Braid the yarn or fabric together and allow the braids to dangle off the skewer.
 - Layer popsicle sticks (with holes in the middle) along the skewer.
3. The skewer should have many different types of decorations layered together to make it interesting for chickens. If several skewers are being donated to the same sanctuary, make each skewer unique so that the chickens have several different toys to play with.

CHICKEN PECKING FOOD SKEWERS

These food skewers are best created at a sanctuary (during a field trip or summer camp) to prevent the food from spoiling before it reaches the chickens.

Materials Needed:


- Bamboo or metal grilling skewers
- Fruits and vegetables that chickens enjoy eating (apples, berries, grapes, watermelons, lettuce, cherry tomatoes, pumpkins, cucumbers)

Optional Materials:

- Small paper cups
- Chicken feed grains

Instructions:

1. Prepare the food for the skewer. Small foods like grapes or berries can be put on the skewer whole. Larger foods like apples, pumpkins, or watermelons need to be cut into one- or two-inch cubes.



Note: Remove any seeds from apples or plums, and remove pits from cherries or peaches. Chickens should not eat these. Other seeds, such as from pumpkins, watermelons, or cantaloupes, are edible for chickens. However, always check with the sanctuary staff or volunteers to ensure that you are including only food that is safe for chickens to eat.

2. Next, prepare the skewers by placing the pieces of food onto the skewer. Leave one or two inches of empty space at the pointy end so that the skewer can be stuck into the ground.
3. As a bonus, take a small paper cup and push the top of the skewer through the bottom of the cup, so that the paper cup is at the very top of the skewer, resting above the fruit and vegetables below. After the skewer is stuck into the ground, the paper cup can be filled with grain. As the chickens peck at the skewer, some of the grain will fall out as an extra treat. The chickens can also work to knock the skewer over so that the grain spills out when the skewer falls to the ground.



Educational Posters About Farm Animals

Purpose:

After students have learned about the feelings and needs of farm animals, this activity gives them the opportunity to think of ways that people help farm animals. Students make educational posters that creatively share their opinions and promote ways for people to take action on behalf of farm animals.

Overview:

Students review what they have learned about farm animals in previous lessons. Then they apply what they have learned by creating a poster with text and an illustration that shares how people can help farm animals and why it is important to do so.

Focus Question:

How can people help farm animals?

Objectives:

Students will be able to...

- apply previous knowledge about farm animals to develop an opinion about how farm animals should be treated.
- express an opinion about how and why people should help farm animals.
- describe at least three ways that people can help farm animals.
- create an effective poster to promote ways to help and protect farm animals.

Educator Spotlight

Mickey Kudia,
HEART Chicago Program
Manager:

When learning about new topics, students often develop strong opinions. They are usually eager to share their thoughts and ideas, but they are not always given an outlet for expressing themselves. Throughout this guide, students learn a lot of new information about farm animals. This activity challenges them to apply their knowledge in a practical way by thinking about how people can help farm animals. They are able to share their thoughts and feelings about farm animal protection by creating a poster. In my experience, students are generally very excited to spread awareness about an issue they have learned about and to promote ways that people can take action to help those in need.

Lesson Info:



Grades: K–3



Time Needed:
60 min.



SEL Competency:
Social awareness,
Responsible decision-making



Skills:
Drawing,
Writing



Content Connections:

Prepare students for this activity by first teaching them about farm animals and farm animal protection through one or more of the following lessons: *Farm Animals Have Feelings Too*; *Understanding the Needs of Farm Animals*; *Investigating the Needs of Farm Animals*; and *What Do Farm Animals Want You to Know?*



Materials Provided:

- *Farm Animals: Opinion Statement* worksheet



Materials Not Provided:

- Drawing utensils (crayons, markers, or colored pencils)
- Music and a music player



Vocabulary:

- Opinion statement

Lesson Procedure:

1. Warm Up (10 min.)

- Let students know that they are going to create posters to teach people about how they think farm animals should be treated.
- Review with students what they have learned in previous lessons about farm animals and their feelings, behaviors, and needs, as well as the different ways that people treat farm animals.
- Ask students to brainstorm everything they remember learning about farm animals from the previous lessons by either journaling, talking with a partner, or discussing it in a small group. Then, invite students to share with the whole group what they wrote or discussed and to write their ideas out on the board so that students can refer to this information later.

2. Write an Opinion Statement (30 min.)


- After students have shared their initial thoughts, let them know that they are going to write an opinion statement by completing the following sentence: “In my opinion, we should help farm animals by [action] because [reason].”
- Distribute the *Farm Animals: Opinion Statement* worksheet and ask students to write (or dictate) a statement that describes one way they think people can help farm animals and why they should.
- Then, provide students with drawing utensils and ask them to draw a picture in the space provided on the worksheet to represent their statement.

3. Sharing Work (15 min.)

- When they have all finished their posters, provide time for students to share their work.
- Invite students to stand in a circle, holding their poster. Explain the boundaries for the “sharing space.” Review guidelines for being respectful of others when moving around and for using active listening skills.
- Let students know that you are going to play music and they are going to walk around the sharing space. When the music stops, students will share their poster with the person who is standing closest to them, and that person will in turn share their poster with them. (Repeat this three times so that each student shares with three different classmates.)

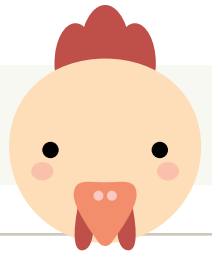
4. Wrap Up (5 min.)

- Have all students sit in a circle.
- Ask them to share ways that people can help farm animals.
- Ask students why it is important to help farm animals.



Note: If possible, prominently display the students' posters so that students in other classes and teachers, staff, and school visitors can see and learn from them. Also, consider taking pictures of the students' work and displaying it on social media or a class website (if the students feel comfortable sharing their work).

FARM ANIMALS: OPINION STATEMENT



Name _____

Date _____

In my opinion, we should help farm animals

by _____

because _____

Draw your picture in the space provided above.



Wholesome Snacks

Purpose:

In this activity, students make and taste their own wholesome snacks to learn that plant-based foods can be healthy and delicious and that it can be fun to make food using fresh ingredients. This activity also helps students understand the importance of knowing where their food comes from and what's in it so that they can make more conscientious food choices. Finally, this lesson utilizes cooking to teach students how to follow steps to complete a task.

Overview:

Students learn about plant-based whole foods. They learn about the snack they are going to make and its origins. Students review kitchen safety and examine the snack's recipe. Students observe how to make the snack and then practice the steps (or part of the steps) for making the snack. Finally, to understand the value of fresh ingredients, they enjoy the wholesome snack and compare the ingredients of their homemade treat to those of a pre-packaged, highly processed version.

Focus Question:

Why is it important to eat wholesome, plant-based foods?

Objectives:

Students will be able to...

- identify whether a food is a whole food or a processed food.
- list the ingredients in guacamole or in a smoothie.
- describe the steps for making guacamole or a smoothie.

Educator Spotlight

Kim Korona,
HEART Senior Program Director:

In a time when people have become so busy and often rely on quick, pre-packaged meals, I think it is important to teach young people the value of homemade cooking. After students have learned about the lives of farm animals in other lessons, it is helpful for them to learn about healthy and delicious plant-based food options.

Lesson Info:



Grades: K–3



Time Needed:
60 min.



SEL Competency:
Relationship skills,
Responsible decision-making



Skills:
Cooking,
Following steps,
Listening comprehension,
Taking turns



Content Connections:

This activity will be more meaningful to students if they first learn about the conditions under which most farm animals are raised and killed for meat and used for eggs and dairy. Consider using this activity after teaching *Understanding the Needs of Farm Animals* and/or *Investigating the Natural Behaviors of Farm Animals*.



Materials Provided:

Option 1: Guacamole

- *History of Guacamole* handout
- *Guacamole Recipe* handout

Option 2: Smoothies

- *History of Smoothies* handout
- *Super Hero Smoothie Recipe* handout



Vocabulary:

- Additives
- Guacamole
- Plant-based food
- Processed food
- Smoothie
- Whole foods
- Wholesome

**Materials Not Provided:**

- Pictures of vegetables, fruit, grains, legumes, beans, nuts, and seeds (optional)

Option 1: Guacamole:

- Table cover (newspapers, large tarp, or washable tablecloth)
- Cutting boards
- Large bowl
- Potato masher
- Large mixing spoons
- Citrus press (optional)
- Non-latex gloves
- Child-safe nylon knives
- Bowls
- Ingredients
 - avocados, red onions, limes, cilantro (optional), cumin, baked tortilla chips (organic ingredients recommended)
- Ingredients list for pre-packaged guacamole

Option 2: Super Hero Smoothies:

- Table cover (newspapers, large tarp, or washable tablecloth)
- Non-latex gloves
- 1–2 Blenders
- Mixing bowls (optional)
- Sample-size cups (reusable, compostable, or paper cups recommended)
- Super Hero Smoothie ingredients
 - Unsweetened nondairy milk, frozen bananas, oranges, kale or collards (organic ingredients recommended)
- Ingredients list for pre-packaged smoothie

Lesson Procedure:

1. Warm Up (10 min.)

- Let students know that some foods are animal-based and other foods are plant-based. Explain that it is important that we eat a wide variety of wholesome plant-based foods because they are healthy and full of essential nutrients. Clarify that wholesome plant-based foods are vegetables, fruits, whole grains, nuts, legumes, and seeds.
- Explain that whole foods are foods in their original form or close to their original form with lots of their nutrients still intact (fresh carrots, apples, whole-grain sprouted bread, raw walnuts, black beans, raw pumpkin seeds). Processed foods are foods that have been transformed into convenience foods and usually have fewer nutrients and more unhealthy additives.
- (Optional) Show pictures of wholesome plant-based foods and ask students to identify whether the food is a vegetable, fruit, whole grain, nut, legume/bean, or seed. (As an alternative, break students into groups, give each group a set of their own pictures, and allow each group to categorize the pictures. You can discuss which foods fit into which category afterward.)



Note: We are providing you two options for making a healthy snack with your students (Option 1: Guacamole and Option 2: Smoothie). You can make either or both.

OPTION 1: GUACAMOLE

2. Learn about Guacamole (10 min.)

- Explain to students that you are going to make a wholesome plant-based snack called guacamole.
- Ask students to raise their hands if they have eaten guacamole before. Ask students to raise their hands if they have made guacamole before.
- Let students know that if they have made it before, they can help the students who are new to making it.
- Explain that you want to share a little about the history of guacamole before the class makes it. Read the *History of Guacamole* aloud to students.

3. Make Guacamole (25 min.)

- This activity can become really messy very quickly, so prepare the space ahead of time. Clean and disinfect the surface that you'll use to make the guacamole. Then, cover the entire surface with newspapers to help reduce the amount of clean-up needed at the end.
- Review kitchen and knife safety with students. (Only do this activity if you have child-safe knives. Consider using nylon knives, which can cut fruits and vegetables but will not cut skin.)
- Provide each student with a copy of the recipe.
- Review the guacamole ingredients with students. Let students know that there are many variations for making guacamole, but the main ingredient is avocados.
- Ask student volunteers to take turns reading each step of the recipe.
- After each step is read, demonstrate the step to students. For example, when the avocados need to be cut, show students how to safely cut the avocados.
- For each step of the process, allow students to practice the step, or a part of the step if the task is beyond their skills. For example, since avocados are challenging to cut, cut the avocados yourself, and then allow students to peel them. When you cut the red onion, have students practice chopping it into smaller pieces. (Be aware that because students this age often lack dexterity, they might be mashing the food more than cutting it, and that is okay.)
- When the guacamole is made, congratulate students on working together as a team to make a healthy and delicious plant-based snack.
- Explain to students how to clean up the space and demonstrate each of the tasks. Provide specific tasks to specific students to help with the clean-up process.



Note: Before students begin to work with the food, make sure they all wash their hands and put on gloves. Only allow students to participate in the steps that you are confident they can do safely. Make sure that all students who want to participate have an opportunity to do something hands-on, whether it is cutting, mashing, or stirring. Also, consider having multiple cutting boards so that several students can practice cutting at the same time. Make sure there is enough adult supervision to monitor and assist students as needed.

4. Wrap Up (15 min.)

- Provide time for students to sample their guacamole with some tortilla chips.
- Ask students to share how they think their guacamole tastes.
- While students are eating, let them know that you want to share an ingredients list with them from a pre-packaged, highly processed guacamole that can be purchased at the store.
- Explain that you are going to read the list, and every time they hear an ingredient that is different from the ingredients list they just followed, they should raise their hands. Track how many times students raise their hands by making hash marks on the board.
- Let students know that highly processed foods often include a lot of additives that may not be healthy for us. Explain that when we can make food from scratch ourselves, we know exactly what we put into our food and what we are putting into our bodies.
- Let students know that a well-planned, plant-based diet can be very healthy.
- Allow time for students to share any final comments about what they learned about healthy eating.


OPTION 2: SUPER HERO SMOOTHIE

2. Learn about Smoothies (10 min.)

- Explain to students that you are going to make a smoothie, which is a healthy, plant-based drink.
- Explain that there are many different types of smoothies, and you are going to make one recipe as an example.
- Ask students to raise their hands if they have had a smoothie before. Ask students to raise their hands if they have made a smoothie before.
- Let students know that if they have made one before they can help the students who are new to making it.
- Explain that you want to share a little reading about smoothies before the class makes one. Read the *History of Smoothies* aloud to students.

3. Make a Smoothie (25 min.)


- This activity can become really messy very quickly, so prepare the space ahead of time. Clean and disinfect the surface that will be used to make the smoothie. Then, cover the entire surface with newspapers to help reduce the amount of clean up needed at the end.
- Provide each student with a copy of the recipe.
- Review the smoothie's ingredients with students. Let students know that there are many different ways to make smoothies, and this is just one example.
- Ask student volunteers to take turns reading each step of the recipe.
- After each step is read, demonstrate the step for students and then allow them to practice the same step. For example, when the oranges need to be peeled, show students how to start peeling them, and then let them take turns peeling them.
- When the smoothie is completed, congratulate students on working together as a team to make a healthy and delicious plant-based snack.
- Explain to students how to clean up the space and demonstrate each of the tasks. Provide specific tasks to specific students to help with the clean-up process.



Note: Before students begin to work with the food, make sure they all wash their hands and put on gloves. Only allow students to participate in the steps you are confident they can do safely. Make sure that all students who want to participate have an opportunity to do something hands-on.

4. Wrap Up (15 min.)

- Provide time for students to sample the smoothie.
- Ask students to share how they think their smoothie tastes.
- While students are drinking their smoothies, let them know that you want to share an ingredients list with them from a pre-packaged, highly processed smoothie that can be purchased at the store.
- Explain that you are going to read the list, and every time they hear an ingredient that is different from the ingredients list they just followed, they should raise their hands. Track how many times students raise their hands by making hash marks on the board.
- Let students know highly processed drinks often include a lot of additives that may not be healthy for us. Explain that when we can make food from scratch ourselves, we know exactly what we put into our food and what we are putting into our bodies.
- Let students know that a well-planned, plant-based diet can be very healthy.
- Allow time for students to share any final comments about what they learned about healthy eating.



Note: For both recipes, if feasible, collect all the compostable material (the fruit and vegetable scraps). Teach students what composting is and what the benefits of composting are. Bring the fruit and vegetable scraps to an appropriate place to compost the material.

(For information about composting, visit: www.greenenergysavingtips.com/composting-for-kids/.)

Follow-Up Activities:

Class Cookbook:

Ask students to work with a family member to share an easy-to-follow, plant-based recipe for a snack or meal that they like, and to cite where the recipe is from. Have them write a short sentence or two about why they like that recipe. Compile all the recipes into a class cookbook and provide each student with a copy.

Additional Cooking Ideas:

Find more easy-to-make wholesome plant-based snacks using the link to the Coalition for Healthy School Food's Recipe Book included in the appendix.

HISTORY OF GUACAMOLE + RECIPE

Guacamole is a plant-based food enjoyed by many people all over the world. In 2013, for the Super Bowl, 12 million pounds of avocados were turned into guacamole in the United States. Avocado trees were introduced to California in the late 1800s, and by the 1900s, many farmers recognized what a special crop it was. So, where did the avocados come from?

Avocados are native to (originally found in) south-central Mexico. According to archaeologists (people who study history by searching for hidden items from the past), avocado trees were planted as early as 750 BCE. However, it is the Aztecs—the Indigenous Peoples who dominated central Mexico from the 14th–16th centuries—to whom we owe our appreciation for guacamole, because they are recognized as the original inventors. Most historians (people who are history experts) agree that the original guacamole—or *ahuaca-mulli*, as the Aztecs called it—was made of avocados, chili peppers, tomatoes, white onions, and salt—not that different from how people make it today.¹

Guacamole Recipe²

Ingredients:

- 8 avocados (fruit)
- 2 red onions (vegetable)
- 2 limes (fruit)
- 4 Tbs. chopped cilantro (herb, a type of vegetable)
(optional, as some people have a genetic aversion to cilantro)
- 4 Tbs. cumin (herb)

Instructions:

1. Cut all of the avocados in half. Remove the pits.
2. Using a spoon, scoop out the avocado flesh into a large bowl.
3. Mash the avocado until smooth.
4. Cut the limes in half.
5. Use a citrus press to squeeze out the lime juice (or hand squeeze the limes and remove the seeds).
6. Chop the red onions.
7. Chop the cilantro (optional).
8. Gently stir in the lime juice, chopped red onions, chopped cilantro (optional), and cumin.
9. Taste and enjoy with tortilla chips.

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- 1 Breyer, Melissa, “Who Invented Guacamole?” Mother Nature Network, June 19, 2013, <https://www.mnn.com/food/healthy-eating/stories/who-invented-guacamole>.
 - 2 Used with permission from The Coalition for Healthy School Food, <https://healthyschoolfood.org/>.

HISTORY OF SMOOTHIES + RECIPE

Mediterranean, Eastern, and South American cultures have made pureed fruit drinks and fruit slushes that are similar to smoothies for hundreds of years. In the 1920s, the original U.S. version of the smoothie was first created. Julius Freed could not easily digest fresh-squeezed orange juice, but he found a way to reduce the acid in the juice by adding some other ingredients, and then he made it frothy (foamy, covered in small bubbles).

In the 1930s, after blenders were created and refrigerators became more readily available, people in the United States began making pureed juices in their own homes. Smoothies and fresh juices grew in popularity in the U.S. because people now had appliances to easily blend ingredients and they could store fresh fruit.

In 1970, a teenager named Steve Kuhnau began making smoothies because he wanted a tasty treat that was similar to a milkshake. He was lactose intolerant, meaning he could not digest dairy. Kuhnau's smoothies included fresh fruit, ice, and fruit juice. He heard other people use the word "smoothie" for fruit and fruit juice blended together, which led him to open a health store called The Smoothie King, where he branded the term "smoothie."³

Super Hero Smoothie Recipe⁴

Ingredients:*

- 2 cups of unsweetened nondairy milk (e.g., rice, soy) (grain, legume)
- 2 oranges (fruit)
- 4 kale or collard leaves (vegetable)
- 2 frozen bananas (fruit) (Use ripe bananas—they should be starting to have some brown spots, but not too many. Peel the bananas, put them in a reusable container, and freeze at least overnight.)

** This recipe makes four regular size smoothies. We suggest serving the smoothie to students in sample size serving cups. If you need to double the recipe, consider having two blenders so that you can make two batches at the same time. Make sure you have enough adult supervision to help with making the smoothie and assisting students.*

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- 3 Domick, Kim, "Smoothies: Delightful for Palate," The Monroe News, June 19, 2019, <https://www.monroenews.com/news/20190619/kim-domick-smoothies-delightful-for-palate>,
- 4 Used with permission from The Coalition for Healthy School Food, <https://healthyschoolfood.org/>

HISTORY OF SMOOTHIES + RECIPE

Instructions:

1. Pour the nondairy milk into the blender.
2. Peel the oranges, break into sections, add to the blender.
3. Strip the kale leaves or collard leaves from the stems and tear into smaller pieces, and add to the blender.
4. Puree until the greens are completely blended.
5. Add the bananas and puree.
6. Pour and enjoy!





Educator Resources

Often, children’s resources and books about farms and farm animals include misleading, inaccurate, or biased information. This section provides a guide for how to analyze and select farm animal-themed children’s books that offer age-appropriate, accurate information, and it includes a recommended book list curated by humane educators. This section also includes resources about farm animals and farm animal protection issues that educators can use as reference materials to support lesson preparation.

Tips for Selecting a Children's Book About Farm Animals

It is common for farm animals to appear as protagonists in children's books. Sometimes these books fall into the genre of fantasy, such as *Charlotte's Web*. Other times, farm animal characters are portrayed more realistically, such as in *Black Beauty*. Whatever the genre, many of these books miss an opportunity to teach young people compassion for farm animals. Some of these books can even misinform readers about farm animals' lives and how they're treated on farms. Below are some things to consider when choosing a book about farm animals.

Is it engaging? Instead of struggling to keep students' attention, find books that engage them. Knowing whether or not a book will be a hit with students can require some trial and error, but here are some general things to look for:

- Choose something well written, and perhaps that includes rhyming, illustrations, and/or humor.
- Look for a protagonist your students can easily connect with, care about, and have a vested interest in what happens to them.
- Consider nonfiction stories or realistic fiction about an individual farm animal's experience.

Is it understandable? When choosing a book, consider whether students will be able to understand the story. If students can't follow what is happening, they will quickly lose interest. When an educator has to repeatedly stop and explain things in a story, it ruins the flow of the book. Many children's books published today include a suggested reading level to use as a helpful guide.

Also consider how familiar your students are with farm animals. For example, unless they are from an agricultural community, students may never have seen a farm or have put much thought into how animal products get to the table. Select a book that is appropriate for their level of understanding.

Is it representative? Modern-day animal agriculture in the United States looks very different from the farms of the early 1900s. However, many children's books about farm animals portray the farms of the past, without clarifying that the farms depicted are very different from how the majority of farms in the United States operate today. (Sadly, many other countries have adopted the modern-day animal farming practices of the United States.) This bucolic representation perpetuates a myth about what a farm looks like, and many children grow up to have an inaccurate understanding of how most animal farms are run and the conditions in which most farm animals live.

What messages are given about animals? These messages can be put into two categories: explicit and implicit. An explicit message is obvious and clearly stated. For example, in the book *All Pigs Are Beautiful* by Dick King-Smith, the explicit message is that “all pigs are beautiful.” Since explicit messages are easy to identify, most educators do not have difficulty recognizing whether these messages are positive or negative.

However, the implicit messages within a story can be less obvious, which requires us to think critically and carefully about what might be missing or misrepresented. For example, many books show farm animals as happy individuals living outdoors with plenty of room to move around. There is nothing wrong with such a story. But when students see this depiction over and over, it sends the implicit message that most, if not all, farm animals live this way. That is sadly not the case. Most animals raised for food live in factory farms, where they are not happy and do not have freedom of movement. If this implicit message is never questioned, students may grow into adults who continue to believe that most farm animals live in idyllic conditions.

Other common implicit messages in children’s books are connected to farm animals’ intelligence and temperament. For example, many books with chickens and turkeys as characters depict them as unintelligent or “bird brains.” In fact, ornithologists have discovered that birds are intelligent animals who are often just misunderstood.

Consider whether the book provides accurate information about the social and emotional capacities of farm animals. There are many books that demonstrate how farm animals care for their young, experience a range of emotions, and develop relationships with people and other animals. These books help young people see farm animals as individuals and can correct misinformation about the animals’ intelligence and demeanor.

What messages are given about people? It is also important to recognize the messages these books give about humans. Many books include a farmer who is white, male, impoverished, and elderly, which sends an implicit message about the race, gender, class, and age of people in this profession. There is nothing wrong with having a character who fits this description. But when young people read books with characters who look like this again and again, it can create a stereotype about who can and can’t be a farmer and about what a farmer looks like.

It is also important to be honest about the way many animals on modern farms are treated. Sharing honest information can be challenging because the realities of modern farming are horrific. Finding a book that balances honesty with sensitivity can be challenging, and how you introduce the topic will depend on your specific group of students.

Since animal agriculture can be a challenging topic to discuss, many educators are understandably hesitant to teach about factory farming and the inhumane practices of most modern farms. Teachers may wish to censor information that might be upsetting or disturbing to young people, but students need to understand that there are problems in the world that need to be resolved, and that they can be part of the solution.

Book Recommendations:

There are countless children's books that include farm animals, and it can be difficult to find books that fit the criteria we've listed. Here is a list of books we recommend for use in the classroom:

“**Charlotte’s Web** by E.B. White is a timeless classic for good reason. It is the story of a pig, Wilbur, and his best friend Charlotte, a barn spider. Charlotte saves Wilbur from slaughter with an ingenious plan to make him famous and beloved. In this book, E.B. White expertly expresses the complex emotional lives of animals and fosters empathy for all living beings, from humans to pigs to spiders.”

– Chloe Fuller, Farm Sanctuary Humane Educator

“Sarat Colling's **Chickpea Runs Away** is an engaging story about Chickpea, a young calf who grows up on a farm. Unlike so many children's books centered around farm life, which often paint an unrealistically rosy picture of what it means to be a farm animal, Colling articulates in an honest and age appropriate way how modern day farms don't meet the needs of the animals who live there. Chickpea is able to escape the farm, running off into the woods where she learns to live with deer. After some time in the wild, Chickpea is discovered by a local human family who takes her in and cares for her as a companion.”

– Chloe Fuller, Farm Sanctuary Humane Educator

“I really love the story of **Gwen the Rescue Hen** by Leslie Crawford. Gwen dreams of being free to live a happy and healthy life, but wakes up to the reality that her life is far from that. She is born on a farm where she is confined in a small dark space until a tornado comes and sets her free from her cage. Once she is free, she finds herself in an unexpected adventure where she begins to learn more about the world around her and how to trust new friends.”

– Arianna Duncan, Farm Sanctuary Humane Educator

“**The Help Yourself Cookbook for Kids** by Ruby Roth is a beautiful collection of over 60 accessible and simple recipes for kids to make on their own. Complete with fun illustrations and engaging kid-friendly language, the recipes offer clear instruction, ensuring that any kid can learn new skills in the kitchen. In addition, a short takeaway is attached to every lesson that teaches readers about how they can help animals, the environment, and their own health through eating healthy. I love this book because it's not only fun, it also offers young readers tangible new skills that empower them to become even more self-sufficient and confident.”

– Chloe Fuller, Farm Sanctuary Humane Educator

“One book that I like to use is **Hope** by Randy Houk. It is the true story of a pig who was rescued from a factory farm and brought to live at Farm Sanctuary. When I first read the book, I was worried that students would not enjoy it or that it would be too sad. To my surprise, students were fascinated by the story, and I have had many spirited conversations with students after reading the book.”

– Mickey Kudia, HEART Chicago Program Manager

“The book **The Inner World of Farm Animals: Their Amazing Social, Emotional, and Intellectual Capacities** by Amy Hatkoff really has it all. This thick book is full of amazing photography, wonderfully uplifting stories about individual farm animals, and amazing facts and tidbits about different farm animal species. Written for more advanced readers, this book can be flipped through to enjoy the photos, used in a read-aloud with younger students, or read independently by more advanced readers. It is a positive, fun, and compassionate look into the often-misunderstood inner world of farm animals.”

– Liz Walch, HEART Humane Education Instructor

“I really like the book **Lucky Pigs** by Susan Rooker, based on the true story of a pregnant pig who was saved after a major flood in Iowa. The story is told from the point of view of the mother pig, Nikki. She tells her piglets about the farm where she used to live and how she was rescued. The piglets think their mother is telling them tall tales because all they have ever known is life at the sanctuary. I think students enjoy this book because they can relate to the dynamic between Nikki and her piglets.”

– Kim Korona, HEART Senior Program Director

“Maya Gottfried’s **Our Farm: By the Animals of Farm Sanctuary** is a collection of short poems, all written from the perspectives of several animals at Farm Sanctuary! The poems are so imaginative and descriptive, and give the reader a sense of how our rescued animals feel about their home. My personal favorite is called “Freedom,” and it is about a pig named JD who describes his excitement just to simply be running!”

– Andrew O'Donnell, Farm Sanctuary Humane Educator

“**Sprig the Rescue Pig** by Leslie Crawford is a beautiful story of a pig’s journey to freedom. Sprig jumps to safety from a transport truck and finds a family who takes him in. They give him the love and care he needs until one day they take him to a sanctuary where he can live alongside other pigs. This story is a beautiful representation of how we can create a world where human and nonhuman animals can live in harmony together. This book will quickly become a family favorite!”

– Aliana Turkel, Farm Sanctuary Humane Educator

“**'Twas the Night Before Thanksgiving** by Dav Pilkey has a familiar and cherished tone that mimics *'Twas the Night Before Christmas*. Students will appreciate the rhyme that carries them through the story. But the book’s greatest success is illuminating children’s natural empathy and respect for animals when students on a field trip act on their compassion by rescuing and liberating turkeys from a turkey farm and then hosting them as guests at their family’s Thanksgiving celebrations. This alternative take on the Thanksgiving tradition shows students that we can demonstrate gratitude, even more so, by not harming others.”

– Maddie Krasno, Farm Sanctuary Senior Humane Educator

Suggested Books:

Animals' Needs and Behaviors

Do Animals Have Feelings Too? by David L. Rice

Hens for Friends by Sandy De Lisle

The True Adventures of Esther the Wonder Pig by Steve Jenkins, Derek Walter, and Caprice Crane

Rescued Farm Animal Stories

Chickpea Runs Away by Sarat Colling

Gwen the Rescue Hen by Leslie Crawford

A Home for Henny by Karen Davis

Hope by Randy Houk

Just Like Us by Victoria White

Lucky Pigs by Susan Rooker

Our Farm: By the Animals of Farm Sanctuary by Maya Gottfried

Sprig the Rescue Pig by Leslie Crawford

Veganism and Plant-Based Nutrition

Dave Loves Chickens by Carlos Patino

The Help Yourself Cookbook for Kids by Ruby Roth

The Kind Garden by Scott Reeve

Steven the Vegan by Dan Bodenstein

Where Does Dinner Come From? A Plant Based Children's Book by Kawani AJ Brown

Appendix

We have provided resources about farm animals and related issues, many of which can be used directly with students or to help you, as an educator, to learn more about these topics.

Farm Sanctuary Video Resources:

“Bedtime for the Resident Birds at Farm Sanctuary.” (8:15 min.)

<https://youtu.be/YsLz9Ba9KaA>

“Bovine Fun in the Snow with Natalie, Diane, Liz, Cashew, Jerome, Gary, and Westley.” (1:19 min.)

<https://www.youtube.com/watch?v=vaTsklddM7I&feature=youtu.be>

“Pigs Going to Bed at Farm Sanctuary.” (2:27 min.)

<https://youtu.be/KB1tnL0mnYg>

Plant-Based Diet Resources:

Coalition for Healthy School Food.

<https://www.healthyschoolfood.org/>

“How to Teach Your Kids to Eat and Love Healthy, Plant-Powered Foods (From a Mother Who Knows).”

<https://foodrevolution.org/blog/healthy-plant-based-eating-kids/>

The Little Vegan Chef: A Children’s Vegan Recipe Guide by Chef Anthony Thomas.

<https://www.amazon.com/Little-Vegan-Chef-Childrens-Recipe-ebook/dp/B086WQSFN8>

“Nutrition for Kids: Plant-Based Diets for Infants, Children, and Teens.”

<https://www.pcrm.org/good-nutrition/nutrition-for-kids>

Recipe Book by the Coalition for Healthy School Food.

<https://healthyschoolfood.org/Recipe-Booklet>

The Vegan Pediatrician.

<https://theveganpediatrician.com/>

The Vegucated Family Table by Marisa Miller Wolfson and Laura Delhauer.

<https://vegucated.com/book/>

Wicked Healthy Kids—Plant-Based Cooking Class.

<https://www.youtube.com/playlist?list=PLs4BDq9QT73rm0WMQIkXQhxxkEiQJJfxD>

Teaching Resources:

Chick Life Cycle Exploration Set (non-animal alternative to egg hatching).

<https://www.learningresources.com/chick-life-cycle-exploration-set>

“Including Animals into Social and Emotional Learning.”

<https://teachheart.org/2016/09/30/including-animals-into-social-and-emotional-learning/>

The Mythology of the Animal Farm in Children's Literature: Over the Fence by Stacy E. Hoult-Saros.

<https://rowman.com/ISBN/9781498519786>

“Teaching Students How to Raise Awareness about a Problem.”

<https://teachheart.org/2017/04/05/teaching-students-how-to-raise-awareness-about-a-problem/>

“Using Opinion Writing to Teach Social Justice.”

<https://teachheart.org/2017/03/22/using-opinion-writing-to-teach-social-justice/>



Standards

This section includes charts that explain which Common Core State Standards (CCSS), Social and Emotional Learning (SEL) Core Competencies, and skills are addressed in each lesson plan. The lessons and activities were developed to address both the academic and social-emotional needs of young people. Each lesson plan aligns to CCSS and SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Additionally, the lesson plans in the guide are designed to hone essential skills in children’s cognitive, affective, and psychomotor development. Such skills include drawing a picture to illustrate an idea, thinking creatively and critically, and manipulating tools to form novel objects.

Standards Index - Common Core State Standards: Lessons and Activities

| | How Are We Similar to and Different from Farm Animals? | Farm Animals Have Feelings Too | Making Farm Animal Mini-Books | Understanding the Needs of Farm Animals | A Day in the Life of a Cow, Pig, and Chicken | Investigating the Natural Behaviors of Farm Animals | Rescued Farm Animal Stories | What Do Farm Animals Want You to Know? |
|---------|--|--------------------------------|-------------------------------|---|--|---|-----------------------------|--|
| RI.K.1 | | | | X | | | | |
| RI.K.2 | | | | X | | | | |
| RI.K.3 | | | | X | | | | |
| RI.K.10 | | | X | | | | | |
| SL.K.1 | | | | | | | | X |
| SL.K.3 | | | | | X | | | |
| SL.K.4 | X | | | | X | | | |
| SL.K.5 | | | | | | | | |
| SL.K.6 | | | | | | | | X |
| W.K.2 | | | | | | | | X |
| W.K.3 | | X | | | | | | |
| W.K.8 | X | | | | | | | |
| RI.1.1 | | | | X | | | | |
| RI.1.2 | | | | X | | | | |
| RI.1.3 | | | | X | | | | |
| RI.1.10 | | | X | | | | | |
| SL.1.1 | | | | | | | | X |
| SL.1.2 | | | | | X | | | |
| SL.1.4 | X | | | | X | | | |
| SL.1.5 | | | | | | | | |
| SL.1.6 | | | | | | | | X |
| W.1.3 | | X | | | | | | |
| W.1.8 | X | | | | | | | X |
| RI.2.1 | | | | | | | X | |
| RI.2.6 | | | X | | | | | |
| RI.2.9 | | | X | | | | | |
| W.2.1 | | | | X | | | | |
| W.2.2 | | | | | | X | | |
| W.2.3 | | X | | | | | | |
| W.2.8 | X | | | | | | | |
| RI.3.1 | | X | | | | | X | |
| RI.3.9 | | | X | | | | | |
| W.3.2 | X | | | X | | X | | |

Competencies Index – CASEL Social and Emotional Learning Core Competencies: Lessons and Activities

| | How Are We Similar to and Different from Farm Animals? | Farm Animals Have Feelings Too | Making Farm Animal Mini-Books | Understanding the Needs of Farm Animals | A Day in the Life of a Cow, Pig, and Chicken | Investigating the Natural Behaviors of Farm Animals | Rescued Farm Animal Stories | What Do Farm Animals Want You to Know? |
|-----------------------------|--|--------------------------------|-------------------------------|---|--|---|-----------------------------|--|
| Self-awareness | X | X | | | | X | | |
| Self-management | | | | | | X | | |
| Social awareness | X | X | X | X | X | X | X | X |
| Relationship skills | X | | | | | | X | |
| Responsible decision-making | | | | X | | | | |

Competencies Index – CASEL Social and Emotional Learning Core Competencies: Learning Stations and Taking Action Projects

| | Feeding Time | Mud Painting | Building a Sanctuary | Enrichment Toys for Chickens | Educational Posters About Farm Animals | Wholesome Snacks |
|-----------------------------|--------------|--------------|----------------------|------------------------------|--|------------------|
| Self-management | | X | X | | | |
| Social awareness | | X | X | X | X | |
| Relationship skills | | | | | | X |
| Responsible decision-making | X | | X | X | X | X |

Skills Index: Lessons and Activities

| | How Are We Similar to and Different from Farm Animals? | Farm Animals Have Feelings Too | Making Farm Animal Mini-Books | Understanding the Needs of Farm Animals | A Day in the Life of a Cow, Pig, and Chicken | Investigating the Natural Behaviors of Farm Animals | Rescued Farm Animal Stories | What Do Farm Animals Want You to Know? |
|-------------------------------|--|--------------------------------|-------------------------------|---|--|---|-----------------------------|--|
| Building empathy | | X | | X | | | X | X |
| Comparing and contrasting | X | | | X | | | | |
| Developing fine motor skills | | | X | | | | | X |
| Developing gross motor skills | | | | | X | | | |
| Drawing | X | X | | | | X | | |
| Listening comprehension | | X | | | X | | X | |
| Reading comprehension | | | X | X | | | X | |
| Reasoning deductively | | | | X | | | | |
| Reflecting | X | X | | | | | | |
| Role-playing | | | | | X | | | |
| Speaking and listening | | | X | | | X | | X |
| Taking turns | | | | | | X | | |
| Thinking critically | | | | X | | X | X | |
| Writing | | | | | | X | | |

Skills Index: Learning Stations and Taking Action Projects

| | Feeding Time | Mud Painting | Building a Sanctuary | Enrichment Toys for Chickens | Educational Posters About Farm Animals | Wholesome Snacks |
|------------------------------|--------------|--------------|----------------------|------------------------------|--|------------------|
| Building empathy | | | X | | | |
| Cooking | | | | | | X |
| Developing fine motor skills | X | X | X | X | | |
| Drawing | | | | | X | |
| Following steps | | X | | | | X |
| Fostering creativity | | | X | X | | |
| Listening comprehension | | | | | | X |
| Measuring | X | | | | | |
| Painting | | X | | | | |
| Taking turns | | | | | | X |
| Writing | | | | | X | |

Standards Index

Common Core State Standards (CCSS), Social and Emotional Learning (SEL) Core Competencies, Skills

Grade K CCSS:

Reading: Informational Text: K.1 - With prompting and support, ask and answer questions about key details in a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: K.2 - With prompting and support, identify the main topic and retell key details of a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: K.10 - Actively engage in group reading activities with purpose and understanding. (See: *Making Farm Animal Mini-Books*)

Speaking & Listening: K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (See: *What Do Farm Animals Want You to Know?*)

- CCSS.ELA-LITERACY.SL.K.1.A - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.K.1.B - Continue a conversation through multiple exchanges.

Speaking & Listening: K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (See: *A Day in the Life of a Cow, Pig, and Chicken*)

Speaking & Listening: K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (See: *How Are We Similar to and Different from Farm Animals?*)

Speaking & Listening: K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail. (See: *A Day in the Life of a Cow, Pig, and Chicken*)

Speaking & Listening: K.6 - Speak audibly and express thoughts, feelings, and ideas clearly. (See: *What Do Farm Animals Want You to Know?*)

Writing: K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (See: *What Do Farm Animals Want You to Know?*)

Writing: K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (See: *Farm Animals Have Feelings Too*)

Writing: K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (See: *How Are We Similar to and Different from Farm Animals?*)

Grade 1

CCSS:

Reading: Informational Text: 1.1 - Ask and answer questions about key details in a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: 1.2 - Identify the main topic and retell key details of a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: 1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. (See: *Understanding the Needs of Farm Animals*)

Reading: Informational Text: 1.10 - With prompting and support, read informational texts appropriately complex for grade 1. (See: *Making Farm Animal Mini-Books*)

Speaking & Listening: 1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See: *What Do Farm Animals Want You to Know?*)

- CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

Speaking & Listening: 1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See: *A Day in the Life of a Cow, Pig, and Chicken*)

Speaking & Listening: 1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See: *How Are We Similar to and Different from Farm Animals?*)

Speaking & Listening: 1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See: *A Day in the Life of a Cow, Pig, and Chicken*)

Speaking & Listening: 1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) (See: *What Do Farm Animals Want You to Know?*)

Writing: 1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (See: *Farm Animals Have Feelings Too*)

Writing: 1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (See: *How Are We Similar to and Different from Farm Animals?*; *What Do Farm Animals Want You to Know?*)

Grade 2 CCSS:

Reading: Informational Text: 2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (See: *Rescued Farm Animal Stories*)

Reading: Informational Text: 2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (See: *Making Farm Animal Mini-Books*)

Reading: Informational Text: 2.9 - Compare and contrast the most important points presented by two texts on the same topic. (See: *Making Farm Animal Mini-Books*)

Writing: 2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (See: *Understanding the Needs of Farm Animals*)

Writing: 2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (See: *Investigating the Natural Behaviors of Farm Animals*)

Writing: 2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (See: *Farm Animals Have Feelings Too*)

Writing: 2.8 - Recall information from experiences or gather information from provided sources to answer a question. (See: *How Are We Similar to and Different from Farm Animals?*)

Grade 3 CCSS:

Reading: Informational Text: 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (See: *Farm Animals Have Feelings Too*; *Rescued Farm Animal Stories*)

Reading: Informational Text: 3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic. (See: *Making Farm Animal Mini-Books*)

Writing: 3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (See: *How Are We Similar to and Different from Farm Animals?*; *Understanding the Needs of Farm Animals*; *Investigating the Natural Behaviors of Farm Animals*)

- CCSS.ELA-LITERACY.W.3.2.A - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.3.2.B - Develop the topic with facts, definitions, and details.
- CCSS.ELA-LITERACY.W.3.2.C - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- CCSS.ELA-LITERACY.W.3.2.D - Provide a concluding statement or section.

Grade K-3 SEL Core Competencies:

Self-awareness: *How Are We Similar to and Different from Farm Animals?*; *Farm Animals Have Feelings Too*; *Investigating the Natural Behaviors of Farm Animals*

Self-management: *Investigating the Natural Behaviors of Farm Animals*; *Mud Painting*; *Building a Sanctuary*

Social awareness: *How Are We Similar to and Different from Farm Animals?*; *Farm Animals Have Feelings Too*; *Making Farm Animal Mini-Books*; *Understanding the Needs of Farm Animals*; *A Day in the Life of a Cow, Pig, and Chicken*; *Investigating the Natural Behaviors of*

Farm Animals; Rescued Farm Animal Stories; What Do Farm Animals Want You to Know?; Mud Painting; Building a Sanctuary; Enrichment Toys for Chickens; Educational Posters About Farm Animals

Relationship skills: How Are We Similar to and Different from Farm Animals?; Rescued Farm Animal Stories; Wholesome Snacks

Responsible decision-making: Understanding the Needs of Farm Animals; Feeding Time; Building a Sanctuary; Enrichment Toys for Chickens; Educational Posters About Farm Animals; Wholesome Snacks

Grades K-3

Skills:

Building empathy: Farm Animals Have Feelings Too; Understanding the Needs of Farm Animals; Rescued Farm Animal Stories; What Do Farm Animals Want You to Know?; Building a Sanctuary

Comparing and contrasting: How Are We Similar to and Different from Farm Animals?; Understanding the Needs of Farm Animals

Cooking: Wholesome Snacks

Developing fine motor skills: Making Farm Animal Mini-Books; What Do Farm Animals Want You to Know?; Feeding Time; Mud Painting; Building a Sanctuary; Enrichment Toys for Chickens

Developing gross motor skills: A Day in the Life of a Cow, Pig, and Chicken

Drawing: How Are We Similar to and Different from Farm Animals?; Farm Animals Have Feelings Too; Investigating the Natural Behaviors of Farm Animals; Educational Posters About Farm Animals

Following steps: Mud Painting; Wholesome Snacks

Fostering creativity: Building a Sanctuary; Enrichment Toys for Chickens

Listening comprehension: Farm Animals Have Feelings Too; A Day in the Life of a Cow, Pig, and Chicken; Rescued Farm Animal Stories; Wholesome Snacks

Measuring: Feeding Time

Painting: *Mud Painting*

Reading comprehension: *Making Farm Animal Mini-Books; Understanding the Needs of Farm Animals; Rescued Farm Animal Stories*

Reasoning deductively: *Understanding the Needs of Farm Animals*

Reflecting: *How Are We Similar to and Different from Farm Animals?; Farm Animals Have Feelings Too*

Role-playing: *A Day in the Life of a Cow, Pig, and Chicken*

Speaking and listening: *Making Farm Animal Mini-Books; Investigating the Natural Behaviors of Farm Animals; What Do Farm Animals Want You to Know?*

Taking turns: *Investigating the Natural Behaviors of Farm Animals; Wholesome Snacks*

Thinking critically: *Understanding the Needs of Farm Animals; Investigating the Natural Behaviors of Farm Animals; Rescued Farm Animal Stories*

Writing: *Investigating the Natural Behaviors of Farm Animals; Educational Posters About Farm Animals*

Modifications for Virtual Learning

See the suggested modifications for virtual learning below, which demonstrate aspects of each lesson and activity that can be assigned in an asynchronous assignment or facilitated through synchronous learning.

| Grades | Lesson | Focus | Asynchronous | Synchronous |
|--------|--|--|---|---|
| (K–3) | How Are We Similar to and Different from Farm Animals? | <ul style="list-style-type: none"> • Drawing • Reading • Speaking and Listening • Social and Emotional Learning • Writing | The This Is Me worksheet can be completed using an online drawing tool. Their completed worksheets can be shared with the class virtually, so that they can learn about one another's lives. Students can read Meet Bob the Pig, Meet Jerome the Cow, and Meet June the Chicken, and then answer the questions on the Farm Animals Are Similar and Different worksheet. | Educators can facilitate a discussion where students share information about their lives (such as their favorite foods, where they live, what they do for fun, and who is in their family) and then talk about how they are similar and different. Then, play the Guess the Animal Game, and have a discussion about how animals' lives might be similar to and different from each other's and humans'. |
| (K–3) | Farm Animals Have Feelings Too | <ul style="list-style-type: none"> • Drawing • Reading • Speaking and Listening • Social and Emotional Learning • Writing | The Feelings Activity worksheet can be completed using an online drawing tool. Students can read the Rescued Farm Animal stories or the educator can make a recording of themselves reading the stories, which they share with students. Students draw a picture and/or write a sentence describing how the animals in the story might have felt, using an online drawing tool. | Educators can facilitate a discussion where students share times they have felt happy, sad, scared, or angry. Class reads the Rescued Farm Animal stories together and students can use emojis in a chat or messenger tool to indicate how they think the farm animals described in the stories are feeling, or they can show what they think the animals are feeling throughout the story through facial expressions and body language (i.e., charades style). |

Modifications for Virtual Learning

| Grades | Lesson | Focus | Asynchronous | Synchronous |
|--------|--|--|--|---|
| (K–3) | Making Farm Animal Mini-Books | <ul style="list-style-type: none"> • Drawing • Reading | Students draw pictures using the mini-book pages as templates. Alternatively, students can watch videos about the lives of farm animals, which are included in the appendix of the guide, and then write and/or draw what they learned. | Educators can read the books, and then lead a discussion where students share what they learned about farm animals. |
| (K–3) | Understanding the Needs of Farm Animals | <ul style="list-style-type: none"> • Crafting • Drawing • Reading | Provide students with the Farm Animal Needs matching game worksheets. Students will read about the needs of the three animals and draw a picture of an appropriate home for one of the animals. Alternatively, this activity can be paired with the Build a Sanctuary lesson and students can build a home for one of the animals and then submit a photo of their creation. | The educator facilitates the Farm Animal Needs matching game by reading about the needs of the animals, and then students will guess which animal is being described using an online polling tool. Then, the class reads the Rescue Report and the educator leads a discussion about providing for the needs of farm animals. |
| (K–1) | A Day in the Life of a Cow, Pig, and Chicken | <ul style="list-style-type: none"> • Crafting • Drawing • Reading • Speaking and Listening | Students can create cow, pig, or chicken costumes using the masks included in the lesson or by using materials found at their homes. Then, students can record themselves reading one of the Day at the Sanctuary stories. | Educators can read one of the Day at the Sanctuary stories and students will act out various parts of the stories. If possible, the students can create their masks at home before the lesson and wear them as the educator reads the story. |

Modifications for Virtual Learning

| Grades | Lesson | Focus | Asynchronous | Synchronous |
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| (2–3) | Investigating the Natural Behaviors of Farm Animals | <ul style="list-style-type: none"> • Drawing • Reading • Speaking and Listening | Provide students with the Farm Animal Natural Behaviors worksheets for cows, pigs, and chickens. The students will read the worksheets and then complete the Create a Home for Farm Animals worksheet. | Educators can read the Farm Animal Natural Behaviors worksheets and discuss with students how these natural behaviors are similar to the behaviors of humans and/or other animals. Then, the educator will read the About Factory Farms worksheet, and students will discuss how factory farms prevent animals from expressing their natural behaviors. |
| (2–3) | Rescued Farm Animal Stories | <ul style="list-style-type: none"> • Reading • Speaking and Listening | Students can read one of the three Farm Animal Rescue stories, or the educator can record themselves reading one of the stories. Then, students can answer the questions from the Story Tree and/or the Story Organizer. | Educators can read one of the Farm Animal Rescue stories, or they can share one of the stories on the computer screen and students can take turns reading the story. Then, the students can discuss the questions on the Story Tree and/or the Story Organizer. |
| (K–1) | What Do Farm Animals Want You to Know? | <ul style="list-style-type: none"> • Crafting • Speaking and Listening • Social and Emotional Learning | Educators can provide students with video links in Resources About Farm Sanctuaries in the appendix. Then, students can create their puppets using the outline provided in the guide, or they can draw the animals' faces directly on a paper bag or sock. They can record a video of themselves explaining what a cow, pig, or chicken would like people to know using their puppet. | Educators can facilitate a discussion where the students share what they think farm animals would like people to know and how we can be more empathetic toward animals. Additionally, the students could create their puppets before the lesson and use them to “talk as the animals.” |

Modifications for Virtual Learning

| Grades | Lesson | Focus | Asynchronous | Synchronous |
|--------|----------------------|---|---|---|
| (K–3) | Feeding Time | <ul style="list-style-type: none"> • Speaking and Listening • Social and Emotional Learning | Educators can send the directions for the sensory bins to parents and suggest it as an enrichment activity that they can do with their children. | Educators can show images of foods that various farm animals eat and then have students guess which animals would eat these foods. Then, they can discuss with students why it is important for them to provide adequate food for the animals they are responsible for taking care of. |
| (K–3) | Mud Painting | <ul style="list-style-type: none"> • Crafting • Drawing | Educators can send the directions for the mud painting activity to parents and suggest it as an enrichment activity that they can do with their children. | Educators can share the live webcam of pigs at Farm Sanctuary (https://explore.org/livecams/farm-sanctuary/pig-pasture-farm-sanctuary) and have students draw pictures of what they see. |
| (K–3) | Building a Sanctuary | <ul style="list-style-type: none"> • Crafting • Speaking and Listening | Educators can provide students with the Basic Farm Animal Needs chart and video links from the Resources About Farm Sanctuaries in the appendix. Then students can draw a farm sanctuary using an online drawing tool or build one using materials they have at home. If they build them at home, they can take a photo of their creations. | Educators can lead a discussion about how farm animal sanctuaries meet the needs of farm animals by showing students select pictures of farm animals at Farm Sanctuary that are included throughout this guide. Invite students to point out how the needs of the farm animals are being met. Ask students what they would include in a farm sanctuary if they were to build one. |

Modifications for Virtual Learning

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|--------|--|--|--|--|
| (K-3) | Enrichment Toys for Chickens | <ul style="list-style-type: none"> • Crafting • Speaking and Listening | Educators can send the directions for the chicken toys to parents and suggest them as an enrichment activity that they can do with their children. | Educators can ask students what they like to do for fun and then ask students what they have seen other animals, such as their companion animals, do for fun. They can conclude the discussion by talking about how we can create toys or enrichment for animals we are responsible for taking care of. |
| (K-3) | Educational Posters About Farm Animals | <ul style="list-style-type: none"> • Drawing • Speaking and Listening • Writing | After the students learn about farm animals through one of the lessons in the guide, ask them to complete the sentence from the Opinion Statement worksheet and draw a picture demonstrating their opinion using an online drawing tool. | Educators can explain the term “opinion.” Then they can ask students to share their opinion about how they think we should help farm animals and why they think that. |
| (K-3) | Wholesome Snacks | <ul style="list-style-type: none"> • Cooking • Speaking and Listening | Educators can send the recipes for guacamole and smoothies to parents and suggest them as enrichment activities that they can do with their children. | Educators can explain the benefits of eating plant-based whole foods and explain the difference between vegetables, fruits, whole grains, nuts, legumes, and seeds. Then, they can play a game where they show images of these foods (i.e., vegetables, fruits, whole grains, nuts, legumes, and seeds) and ask students to identify which category the food belongs in. |

