

My Friends at the Farm- Teacher's Notes and Lesson Plan

Overview- a one hour class for 8- 11 year olds based around the "My Friends at the Farm" video produced by 'Farm Sanctuary'.

Learning objectives- At the end of the class students should-

- know some of the natural behaviors exhibited by common farm animals
- know some of the problems associated with intensive (factory) farming
- be aware that farm animals are sentient beings with needs similar to humans
- know the 'Five Freedoms'

Evidence of learning-

- Successful completion of the worksheet shows evidence of recall of facts from the video.
- The lesson includes opinion eliciting before and after the video, giving opportunity to assess change.
- Students are able to identify if the five freedoms are met in a given situation.
- Students take action based on their suggestions.

Notes-

- This video was produced in America, however it is still relevant around the world.
- This video contains images of animals in difficult situations, which some students may find distressing.

Plan

- Lead in activities (5 mins) -
- Discussion- 'Describe farms' and 'Describe how animals live on a farm'
 - Write responses on the board. (Leave room to make additions)
 - Discussion- 'What are pigs like?'
 - Write suggestions on the board. (Leave room to make additions)
 - Repeat activity with chickens and cows.
- Video (20 mins) -
- Play 'My Friends at the Farm' Video
- Discussion (5 mins) -
- Go through the points written on the board.
 - Elicit from students any changes that should be made to the lists.
 - Make changes in different colour.
- Worksheet (10 mins) -
- Students complete worksheet questions
- Thinking activity (2+3 mins) -
- Students have 2 minutes to think of the abilities and needs that animals and humans have in common.
 - Write suggestions on the board.
 - Elicit further ideas to ensure list includes those shown on the supplementary sheet.
- Extension (10 mins) -
- Explain the points written on the board can be summarized with five sentences, known as the 'Five Freedoms'
 - Write the Five Freedoms on the board (see supplementary sheet)
 - Using the additional information check understanding of each freedom.
 - Ask students to recall one of the farming methods from the video. (see supplementary sheet for list)
 - Using the five freedoms as a template, students write a simple analysis (does provide/doesn't provide) of the method from an animal welfare perspective.
- Wrap up (5 mins) -
- Recall of the Five Freedoms(remove from board)
 - Animals are sentient and have needs like us
 - Failure of farming methods to allow for these needs
 - Students to try to do at least one thing from their question 10 answer
- Follow- up-
- (either when worksheet is given back or other suitable time)
 - ask if students have done anything from their question 10 answer

My Friends at the Farm- Supplementary Sheet

Abilities and needs in common

Ability to- smell, hear, touch, taste, feel, see
 learn and remember
 experience pain and pleasure

Need to- have food, water and clean air
 be occupied (play/activity)
 have company
 feel comfortable and safe
 be able to keep clean

The Five Freedoms

Additional information for clarification does not need to be written.

1. Freedom from Hunger and Thirst -

(Access to fresh water and a suitable diet)

2. Freedom from Discomfort –

(Having an appropriate environment including shelter and a comfortable resting area.)

3. Freedom from Pain, Injury or Disease –

(By prevention or rapid diagnosis and treatment)

4. Freedom to Express Normal Behaviour –

(For example by providing sufficient space, proper facilities and company of the animal's own kind.)

5. Freedom from Fear and Distress –

(Avoidance of activities or condition that cause mental suffering.)

Farming Methods Shown

Gestation crates for sows
Battery cages for chickens
Intensive milking for cows
Veal crates for calves

After you have watched the video try to answer these questions.

1. What is the name for a mother pig?
2. How do pigs communicate? And, with who?
3. Why do pigs roll in mud?
4. What problems do the pigs living in crates have?
5. Why do chickens peck at the soil?
6. What is roosting? And, why do chickens do it?
7. Why do chickens dust bathe?
8. Name three problems with the battery cages.
9. Describe three ways intensive animal farming can harm the environment.
10. Write three things you can do to help stop the different problems caused by intensive animal farming.

Use these to check the worksheet, marks shown in brackets.

1. What is the name for a mother pig?

Sow (1)

2. How do pigs communicate? And, with who?

By making sounds and sometimes singing. (1) With friends and family. (1)

3. Why do pigs roll in mud?

To stay cool (because they can't sweat). (1) To protect their skin from sunburn and insect bites. (1)

4. What problems do the pigs living in crates have?

Can't turn around. (1) Can't show natural behavior (or examples) (1)

5. Why do chickens peck at the soil?

To search for food (1)

6. What is roosting? And, why do chickens do it?

Flying up to branches to sleep. (1) To protect themselves from other animals. (1)

7. Why do chickens dust bathe?

To clean their feathers. (1)

8. Name three problems with the battery cages.

Three of – Not enough space (1)
Can't dust bathe (1)
Can't build nests (1)
Stress(1)
Wire floors(1)

9. Describe three ways intensive animal farming can harm the environment.

Huge amounts of water used (to grow the grain for food and for animals to drink) (1)
Deforestation (to make room for grain farming) (1)
Pollution by pesticides, chemicals and fertilizers (of water). (1)

10. Write three things you can do to help stop the different problems caused by intensive animal farming.

1 mark for any sensible suggestion. Examples include-
Eat less meat
Become vegetarian
Write to ministers
Talk to farmers
Tell other people about the problems

Just Choices- Teacher's Notes and Lesson Plan

Overview- one hour class, with homework and presentation in next class for 14-18 year olds based around the video 'Just Choices'.

Learning objectives- After the two classes students should-

- understand the meaning of 'social justice movement'
- know some of the issues raised by the animals rights movement
- be aware that through their choices and actions they can make a difference.

Evidence of learning-

- Participation in discussions after the video and presentations will give opportunity to assess the level of students' understanding.
- Successful delivery of a presentation on the given topic demonstrates the students have covered the learning objectives.
- In the long term, students make changes in their lifestyle.

Notes-

- The video is set in America, however students should be aware that the situations mentioned are applicable in most places around the world.
- The video starts after one minute.
- Consider inviting other classes to watch the presentations.

Plan

Lead in (5 mins) -

- Discussion- 'What is a social justice movement?' (See supplementary sheet)
- Discussion- 'What subjects do social justice movements cover?' (See supplementary sheet for examples)
- Elicit, if necessary, 'Animal rights'

Video (25 mins) -

- Watch video 'Just Choices'

Discussion (5 mins) -

- Discuss- 'What was the main message of the video?'
- Elicit 'Everyone can make a difference by making informed choices' (or similar).
- Ask-'What were the four areas of concern within the animal rights movement?' (food, experimentation, clothing, entertainment)

Thinking activity (5+5) -

- Students have 5 minutes to think of as many questions (from both sides) as possible associated with each area of concern. Give examples to demonstrate. (See supplementary sheet)
- Take time to collate all the questions/topics on the board.

Task (3+12)-

- Introduce the task to the students, give copies of or display the presentation brief (See supplementary sheet)
- Divide students into groups of 4 and assign them one of the four areas.
- For the remaining 12 minutes students can formulate a plan for their research and presentation.

Follow- on-

- In the next class the students give their presentations. Be strict on time limit to allow all groups equal opportunity to speak and for discussion.
- After each presentation allow time for questions.
- After the presentations students complete a self assessment of their presentation including their involvement in the planning and production.

Just Choices- Supplementary Sheet

What is a social justice movement?

- Social justice refers to the concept of a just society.
- It is based on the idea of a society which gives individuals and groups fair treatment and a just share of the benefits of society.
- In this context, justice does not refer only to legal matters.
- Different people or groups of people have different ideas about what a just society is.
- A movement is when a group of people act together for a common purpose.

Examples of social justice movement subjects-

- Women's rights
- Racial equality
- Environmental issues
- Anti-capitalism
- Civil liberties
- Animal rights
- Gay rights
- Human rights
- Democracy
- Freedom of speech

Examples of questions

Animals for food-	'Is it possible to farm animals humanely?'
Animals for experimentation-	'Are there health risks if we don't test drugs on animals?'
Animals for clothing-	'Can the wearing fur ever be justified?'
Animals for entertainment-	'What if the animals enjoy performing?'

Presentation Brief

(The time limit will depend on the number of groups, to a maximum of 10 minutes)

The presentation must-

- cover the topic you are given
- be within the time limit
- involve all members of the group
- give practical suggestions on what people can do
- be interesting and coherent

Remember, the topics you have been given are very large, why not use one or more of the questions on the board as a starting point.

Just Choices- student self-assessment and personal commitment form

Making your presentation needed you use many different skills; fill in the table below with your assessment of how you performed and how you think you could improve. Some of the skills refer to how you performed as a team; others refer to your individual performance. Assess yourself and your presentation on a scale of 1- 5, where 1 is the lowest and 5 is the highest.

	Assessment	Improvement
The presentation focused on clear topic.		
The presentation was well organized. And easy to follow.		
The presentation included practical advice.		
The audience seemed interested in our presentation.		
I spoke clearly and loudly enough for others to listen easily.		
We were able to answer questions from the audience.		
During the planning and production stages I contributed my time and ideas.		
During the planning and production stages I listened to others' opinions		

Yours and your classmates' presentations gave practical advice on choices you can make to improve the quality of animals' lives.

In the space below write your personal commitment to a change you are going to make in your life. Remember to make it achievable and specific so you are more likely to stick to it. *E.g.* Every Tuesday and Thursday for the rest of this year I will only eat vegetarian food.

My commitment.....

Everyone Matters- Teacher's Notes and Lesson Plan

Overview- a one hour class for 8-11 year olds based around the video 'Everyone Matters' produced by Share the World.

Learning objectives- At the end of the class students should-

- be aware that animals are sentient beings with needs, abilities and feelings similar to our own.
- know some of the specialized ways in which animals behave
- know that humans use of animals has changed over time and may continue to change
- know the 'Golden Rule' and be able to apply it in different situations.

Evidence of learning-

- Successful completion of the worksheet shows evidence of recall of facts.
- The lesson includes discussion before and after video segments, allowing for a change in knowledge or opinion to be observed.
- In the long term, students make decisions based on the 'Golden Rule'

Notes-

- The video is designed to be viewed in segments with discussion between.
- The video was produced in America, however apart from a few figures it is applicable around the world.

Plan

Lead in (5 mins) -

- Discussion- 'Can animals talk?'
- Elicit that although we cannot always understand, animals do communicate.
- Explain there are other similarities between humans and animals.

Video (10mins)

- View from 1:45 to 10:20 of 'Everyone Matters'

Discussion (5 mins) -

- Discuss the question from the video- 'What are some the similarities and differences between humans and animals?'
- Elicit for similarities-
 - need for homes, food, water etc
 - ability to communicate, smell, see etc
- Elicit for differences- some animals can do things much 'better' than us- with examples

Lead in (3 mins) -

- Elicit from the students as many emotion words as possible (See supplementary sheet for list).
- Ask students which ones they think apply to both animals and humans.

- Video (7 mins) -
- View from 10:20 to 17:15
 - Allow students to make suggestions for the animals' feelings between 10:45 and 11:16, pause if necessary.
- Discussion (5 mins) -
- Discuss what things we still use animals for. (See supplementary sheet for examples)
 - Ask if students know any alternatives to replace/stop these uses.
- Video (5 mins) -
- View from 17:15 to 21:49
- Discussion (5 mins) -
- Ask students to explain the 'Golden Rule' in their own words.
 - Ask for suggestions on simple things we can do to help an animal. Write on board.
- Video (6 mins) -
- View from 21:49 to 27:30 (end)
 - Between 25:27 and end, images of animals are shown without commentary, ask students to name the animals and describe what they are doing, pause if necessary.
- Story (4 mins) -
- Tell the students a local story similar to those in the video. Use the most recent one possible.
 - Elicit from students which abilities, needs and emotions the animal was showing in the story.
 - Confirm with students that animals have similar abilities, needs and emotions to us and we should treat them in a way appropriate to this.
- Worksheet (10 mins)-
- Students complete the worksheet about facts from the video.
 - (Can be completed as homework to allow more time for discussion)

Everyone Matters- Supplementary Sheet

List of emotion words (you do not need to elicit all these, they are only suggestions)

abandoned	happy
affectionate	helpful
annoyed	homesick
bored	ignored
brave	jealous
calm	lazy
cheerful	lonely
childish	naughty
clever	panicked
competitive	pleased
confused	relaxed
determined	sad
envious	stupid
excited	sympathetic
fascinated	tired
frightened	worried
greedy	

Uses of animals (you do not need to elicit all)

Food
Experiments
Clothing/shoes
Entertainment
Companionship (pets)
Sport
Guard animals
Transport
Sacrifices/religious activity
Military e.g dolphins in US military

See how much you can remember from the video.

1. How do bees tell the others in their hive where there is a good food source?
By doing a (waggle) dance (1)
2. How do squid and octopus communicate?
By changing colour (1)
3. In dogs, which sense is especially strong?
Smell (1)
4. Name three things geese use to help them know where they are during their migration.
Landmarks (1)
Stars(1)
Internal compass (1)
5. How long can lobsters live?
Over 100 years (1)
6. What were pigeons used for in war?
To carry messages (1)
7. What is the Golden Rule?
To do unto others as you would have them do unto you (in students own words) (1)
8. Why do turtles sometimes eat plastic bags?
They mistake them for food (1)

Stimulus Response- Teachers Notes and Lesson Plan

Overview- a one hour class for 14-18 year olds based around the video 'Stimulus Response' produced by the Association for the Study of Animal Behavior.

Learning objectives- At the end of the class students should-

- know the steps involved in a response starting with stimulus.
- know there are different types of responses
- be able to define stereotypes and know why they occur
- be aware that animals are sentient beings and respond to stimuli in a similar way to humans.

Evidence of learning-

- Successful completion of the worksheet demonstrates factual recall and an understanding of the topic.

Notes-

- the video contains information gained through experimental work with animals, however this does not imply that experimentation on/with animals which causes unnecessary suffering is condoned.

Plan

Lead in (5 mins) -	<ul style="list-style-type: none">- Discussion- 'Can animals learn?'- Discussion- 'Do animals have the same senses as humans?'- Make notes on the board
Video (25 mins) -	<ul style="list-style-type: none">- Show 'Stimulus Response' video
Discussion (5 mins) -	<ul style="list-style-type: none">- Compare the notes on the board with information from the video.- Elicit from students if there was any information in the video concerning animal behavior that surprised them.
Worksheet (20 mins) -	<ul style="list-style-type: none">- Students complete worksheet questions
Wrap up (5 mins)-	<ul style="list-style-type: none">- Confirm with students that research like that in the video has proved that animals are capable of feeling and learning in a similar way to humans.- Ask for suggestions what the students could do to improve the quality of life for farmed animals.- Suggest that students carry out one of their ideas.

Before you watch the video, read the questions below but don't try to answer the questions while you watch.

1. What is a reflex reaction?
2. What are the five steps in a reaction?
3. In the video, how was habituation demonstrated?
4. What internal stimulus triggers nesting behavior?
5. What happens in classical conditioning? What was the example in the video?
6. What type of learning did the pigs and chickens use when learning more complex reactions?
7. In the video, the cow demonstrated that internal effectors such as the heart respond to external stimuli. How would an increased heartbeat help in a fear situation?
8. What is the definition of a barren environment?
9. What are stereotypies? Name two that were shown in the video.
10. How did the researchers decide whether something, such as nest building, was a need or a luxury?
11. The video states that animals are not automatons. What evidence in the video can prove this?
12. What are two advantages of experiments into animal behavior similar to those in the video?

1. What is a reflex reaction?
A reaction that is automatic/without thinking (and not learnt) (1)
2. What are the five steps in a reaction?
Stimulus, receptor, co-coordinating process, effector, response. (1)
3. In the video, how was habituation demonstrated?
With repetition (1) of the action the calves responded less and less (1) to the umbrella being opened.
4. What internal stimulus triggers nesting behavior?
Hormone(s) (changes) (1)
5. What happens in classical conditioning? What was the example in the video?
Association is made between a stimulus and a result (1). The sheep had linked the sight and sound of the Landrover with the arrival of food. (1)
6. What type of learning did the pigs and chickens use when learning more complex reactions?
Trial and error learning (1)
7. In the video, the cow demonstrated that internal effectors such as the heart respond to external stimuli. How would an increased heartbeat help in a fear situation?
When the heart beats faster, blood is circulated more quickly/increased flow of blood (1). Blood carries oxygen (1) which is necessary for the release of the energy (1) needed for response e.g running. (1)
8. What is the definition of a barren environment?
Without stimuli (1)
9. What are stereotypies? Name two that were shown or mentioned in the video.
Abnormal (1), repeated (1) behaviors.
Two of- Mouthing the cage bar (in pigs), feather peaking (in chickens) or moving head side to side (1)
10. How did the researchers decide whether something, such as nest building, was a need or a luxury?
By testing the 'price' an animal was willing to pay (1). If an animal was willing to spend a large amount of effort to receive the thing it was decided to be a need. (1)
11. The video states that animals are not automatons. What evidence in the video can prove this?
Animals were shown to be able to learn. (1) E.g. the chicken feeding from the red containers after watching the video (or other example) (1)
12. What are two advantages of experiments into animal behavior similar to those in the video?
Two of- Provide information to allow us to - provide better living environments for farm animals, know more about the reactions of animals to different situations, make better laws about farming conditions, prove that animals are sentient and should be treated as such (or similar) (2)

Teacher's Notes and Lesson Plan

Overview- a one hour class for 11-16 year olds based sound the video 'Let's Ask the Animals' produced by the Association for the Study of Animal Behavior.

Learning objectives- At the end of the class students should-

- be aware that farm animals are sentient beings with needs and abilities similar to humans.
- know some of the problems associated with intensive farming
- know the basic needs that humans and animals share

Evidence of learning-

- Successful completion of the worksheet shows evidence of factual recall
- Design of an appropriate housing for chickens shows understanding of chicken's needs.

Notes-

- The video is set in the UK, however, apart from the figures, it is appropriate worldwide.

Plan

- Lead in (5 mins) -**
- Discussion- 'What do you think about sheep?'
 - Write popular opinions on the board
 - Discussion- 'What do we have in common with farm animals?' (Think about needs and abilities)
 - Write summary list of discussion on board
- Video (20 mins) -**
- Watch 'Let's Ask the Animals'
- Discussion (5 mins) -**
- Discuss- 'What were the eight similarities between humans and animals shown in the video?' (See supplementary sheet for list)
 - Compare to the list on the board from before video, and add if necessary.
 - Ask 'What are the basic needs of animals?'
 - Write on board. (See supplementary sheet for list)
- Worksheet (10 mins) -**
- Students complete worksheet
- Creative activity (10 mins) -**
- Write/read instructions for 'Create a chicken house' activity (See Supplementary Sheet)
 - Students complete.

Let's Ask the Animals-Supplementary Sheet

Human and farm animal similarities

Both need- Companionship
 Strong skeletons
 To clean and groom
 Activity

Both use- Senses

Both can- Learn

Both - Reproduce
 Grow

Basic needs

Clean air
Food
Liquid
 plus
Exercise
Clean

Create a Chicken House- instructions

From the video you have learnt about some of things about chickens.
Using this information, design an improved living area for egg-laying chickens to live.
Remember to refer to the lists of needs we made.
You need to produce an annotated diagram of the area with justifications.

Let's Ask the Animals-Worksheet

Answer the questions based on the video.

1. Why do sheep need to eat all day?
2. What example did the video use to show that sheep are able to learn?
3. Why do we need to eat a range of different foods?
4. Why do we need to have regular exercise?
5. How did the behavior of the recently released battery chickens show this?
6. How do chickens clean themselves?
7. Meat chickens have been bred to grow large very quickly; what problem does this cause?
8. How long does a meat chicken live before it is killed?
9. How did the scientists discover that nest building was a need for chickens not just a luxury?
10. Write five words or phrases to describe how you would feel if you were in a cage that didn't allow for your needs.