

CULTIVATING COMPASSION

TEACHERS' GUIDE & STUDENT ACTIVITIES

A HUMANE EDUCATION PROJECT
OF FARM SANCTUARY

ELEMENTARY LEVEL
(RECOMMENDED FOR GRADES 3-5)



CULTIVATING COMPASSION

TEACHERS' ACTIVITY GUIDE - GRADES 3-5

Most children love learning about animals. Farm Sanctuary's *Cultivating Compassion* program builds on this fascination with animals by encouraging empathy, cooperation, and critical thinking. The exercises are designed to increase awareness and build compassion and respect for others, both human and nonhuman.

WHAT IS FARM SANCTUARY?

Farm Sanctuary is a nationwide, non-profit, farm animal protection organization which was formed in 1986. The organization works to improve the way society views and treats farm animals through educational programs, legislative efforts, and the operation of two large shelters for farm animals, one in California and one in New York. The animals rescued by Farm Sanctuary are allowed to live out their lives in peace and freedom, and they become like ambassadors for their species, touching thousands of visitors who tour the shelters annually. Besides conducting day tours, Farm Sanctuary hosts workshops, internships, conferences, and other farm events.

WHY TEACH HUMANE EDUCATION AND WHY FOCUS ON FARM ANIMALS?

Humane education has been taught in the schools for generations, often centering around the proper treatment of cats and dogs, and other animals who may live in our homes. Increasingly, there is concern about human impacts upon other animals, including wild animals and farm animals, and humane education programs are needed to address these issues. Farm animals comprise over 90% of all animals exploited by humans in the United States, amounting to roughly 10 billion animals per year - so a critical look at our treatment of these animals is more than warranted. But in addition to simply providing information about animals on farms, *Cultivating Compassion* promotes respect for all animals, including our fellow humans. It inspires compassion and teaches critical thinking, helping students to examine and evolve their own personal value systems. With the information and empathy gained through *Cultivating Compassion*, students will be better equipped to make informed, humane choices.

HOW TO USE THE CULTIVATING COMPASSION TEACHER GUIDE

Each of the three *Cultivating Compassion* Teacher Guides - Elementary, Intermediate, and Secondary - includes five lesson plans, each comprising a complete lesson, including information and activities which can be copied for handouts. The lessons relate to learning standards prescribed by schools everywhere. Language skills, such as critical analysis and evaluation, information and understanding, and social interaction, are predominant. References to science and technology standards are included, as well as links to creative and artistic standards. While the lessons could be used all within a week or throughout the semester, they would best be done in sequence #1-5. Additional exercises included at the back of each booklet can be used as follow-up activities to reinforce learning and to further encourage students to examine their preconceived ideas about animal agriculture. The intent is not to tell the students what to believe or how to behave. Rather, the purpose of these exercises is to help students explore their own values by developing critical thinking, while promoting compassion and respect for the animals, the environment, and each other.

EXERCISE 1 - IMAGINARY FARM

MATERIALS:

- Children's books showing happy animals on pleasant farms
- Advertisements showing happy farm animals (dancing cows, etc.)
- Chalkboard or erasable white board
- "What Do You Think?" handout (pages 7-8)

PROCEDURE:

1. Ask how many students have ever been to a farm or know what a farm looks like.
2. Ask that everyone close their eyes or put their heads down and imagine a farm. What kinds of animals are there? What are they doing? Are they indoors or outdoors? Are there any baby animals? Are they with their parents? Do the animals look happy or sad?
3. Have the students open their eyes and let a few students describe the farms they imagined. If they imagined pleasant places, do they think that all farms are like this? Where do we get the idea that all farms are like this? (Pass around children's book with pictures of happy animals.) What about advertisements? (Pass around copies of ads with dancing cows, etc.)
4. Thinking of farms as shown in these books, ads, movies, or in the pleasant farms they imagined, ask students to list things about that farm that might make the animals there happy. Then list things that might make those animals sad. Write these answers on the chalkboard.

ACTIVITY:

Pass out "What Do You Think?" handout (Parts 1 and 2) and ask students to quickly record their answers. Be sure to discuss the answers on both Parts 1 and 2. Part 2 should be repeated at the very end of the program, after doing all five exercises. Use a different symbol to mark the answers the second time in order to evaluate learning and attitude changes.

EXERCISE 2 - WHO NEEDS A SANCTUARY?

MATERIALS:

- "Safe Places" handout (page 9)
- Chalkboard or erasable write board

PROCEDURE:

Sanctuary Questions and Answers

Q. Does anyone know what a sanctuary is? (Write this word on the chalkboard.)

A. A sanctuary is a safe place. It can also be called a "refuge" or a "haven." (Write these words on the board). There are lots of different kinds of sanctuaries. In some, the animals can live there

for their whole lives and be given plenty of good food, shelter and love. However, these places fill up fast, and sometimes there isn't room for all the animals who need help. Others are just temporary, like wildlife rehabilitation centers where injured squirrels, raccoons and other native wild animals can stay until they are ready to go back into nature, or like animal shelters where dogs and cats stay until someone adopts them.

There are even sanctuaries for people. Homeless shelters are places where people can go for food and a place to sleep when they have no home. Orphanages are shelters for children who don't have parents and are waiting to be adopted. There are also shelters for people to go when they are in danger of being hurt by someone else. All of these places provide safety, care, and protection. No harm will come to one who lives in a sanctuary, and the care-givers at the sanctuary will try to meet all of his or her needs.

(Pass out "Safe Places" handout. Quickly do it and discuss. As an additional activity, students could be asked to write a paragraph about a sanctuary or shelter they have visited.)

Q. Since this sanctuary is called Farm Sanctuary, who do you think lives there?

A. Farm Sanctuary cares for nine different species of animals: cows, pigs, sheep, goats, chickens, turkeys, ducks, geese, and rabbits. (If students guess horses, explain that there lots of special sanctuaries for horses, and very few for cows, pigs and other "farm" animals.)

Many animals on farms are raised to become food for humans. Up until the 1900s, people didn't eat too much meat. They raised small herds of cattle and mainly let them graze on grass in open pastures. Now a lot of cows are squeezed into penned areas called feedlots and fed grain to fatten them up for slaughter. Did you know that a grain-fed cow has to eat 12 pounds of grain to grow enough flesh for only one pound of hamburger?

In the 1940s, people found a way to produce meat cheaply. They started with chickens. By stuffing a lot of chickens together in buildings or cages, they didn't need as much land. They invented machines to give the chickens food and water automatically, so they didn't need to pay as many workers. This way, more people could afford to buy chickens and eggs all the time. Soon, ways were found to crowd other animals into small spaces so that people could have cheap meat. These businesses that stressed efficiency and high production rates over humane treatment of the animals became known as factory farms.

Less than 10% of the animals raised for people to eat get to live on "free-range" farms. On these farms, the animals are not in cages, so they have more room to move around. They may even be able to go outside. Although they are still eventually killed so that people can eat them, their lives are much happier than those of factory farmed animals.

ACTIVITY:

Have students write a paragraph or a poem describing an animal's life at a sanctuary.

EXERCISE 3 - BARNYARD GOSSIP

PREMISE:

Many students have no contact with cows, pigs, chickens and other farm animals. Others may have grown up on farms, but never considered the animals as individual, feeling beings. Dispelling myths about these animals is very important in helping children connect with, appreciate and respect them. This exercise encourages students to take a closer look at what they think they know about farm animals and discover some fascinating truths.

MATERIALS:

- Pictures of a pig, a cow, and a chicken. (photo packet)
- Set of "Fact" cards for each animal (pages 10-15) (Most facts found at <http://www.hsus.org>)
- Set of "Story" cards for each animal (pages 10-15)
- Chalk board or erasable white board

PROCEDURE:

1. Make three columns on the blackboard with these headings:

a. I heard that chickens...

b. I heard that pigs...

c. I heard that cows...

then collect "gossip" about these animals from the class. Some possible answers might be:

I heard that chickens...
are cowardly
are dirty
are stupid

I heard that pigs...
are dirty
are mean
are greedy

I heard that cows...
are stupid
are lazy
have to be milked or they will explode

[**Note for Teachers:** Some misinformation portrays animals as living in much better circumstances than they actually do (*i.e.*, "I heard that pigs are happy on farms"). This would be a good time to talk about how animals live in factory farms and show pictures if appropriate.]

2. Talk about the fact that gossip can be true or false, but that it helps create "reputations" (the way someone is thought of by others) and often leads to "stereotypes" (thinking that every one of a group is just like every other one). Before we accept the gossip as true, we need to investigate it. Then we can decide how to respond to it.

3. Divide the class into three groups: Friends of Cows, Friends of Pigs, and Friends of Chickens. When assigning these groups, ask if anyone has ever known a living cow, pig, or chicken and has a positive story about that animal that they would like to share. If so, put those people in the appropriate groups. The groups need not be the same size. Each group should have a picture of their "honoree." [One member could hold the picture and "become" that animal.

Finger puppets (pg. 21) may also be used as children describe how each animal was rescued.]

4. Each group member without a personal anecdote about their animal is given either a fact card or a story card to read aloud. Each member of the first group then reads their card or tells their personal anecdote. [They could also make drawings or a poster supporting their animal.]

5. Evaluate each bit of “gossip” in that animal’s column on the blackboard by three criteria:

A. Is it true?

B. Is it a good or a bad thing for this particular animal?

C. How could we help this animal be more appreciated?

Repeat steps 4 and 5 with the next group.

6. To reinforce the importance of getting to know an animal before accepting a stereotype, ask if any of the students have ever been the subject of gossip, or known someone with a bad reputation which they found to be wrong once they got to know that person. Is this fair to the person? Is it fair to animals to give them undeserved reputations? How can gossip hurt them?

Activity: Complete “Farm Animal Quiz” (page 16) and/or pass out “Thank You!” cards (page 17).

EXERCISE 4 - WHO LIVES AT FARM SANCTUARY?

MATERIALS:

- Ten Rescue Pictures (photo packet)
- Five sets of ten Rescue Story Cards (pages 18-20)

PROCEDURE:

Arrange the ten pictures of rescued animals where the students can see them. Divide the class into five groups and give each group a set of Rescue Story Cards. Each group will then try to discover which animal each card describes and to write in the type of animal on the card. Cards may either then be passed in and tallied or the results gathered by a show of hands. Let various students read the rescue stories aloud, then let the class explain how they matched the picture to the animal and what feelings they have about the rescue story. A rescue card would then be taped up next to each picture.

OR

Display the ten pictures of rescued animals, as above. Divide the class into ten groups and give each group one Rescue Card. By reading the card carefully, they will find clues connecting the rescue story to the animal’s picture. Let each group claim their picture and, one by one, present the animal’s story to the rest of the class. Discuss feelings about the rescue.

Note to Teacher: This exercise can also be done using the finger puppets provided on page 21. Students could decorate their puppets, then hold lively discussions between the puppet animals describing how they were rescued, what it was like before they were rescued, and what sort of things they need to make themselves happy. This is a good way to encourage empathy and creativity and reduce self-consciousness.



EXERCISE 5 - I'VE GOT A NAME

MATERIALS:

- Pictures of rescued animals who live at Farm Sanctuary (photo packet)
- Pictures of pig in gestation crate, calf in veal crate, chickens in battery cages (photo packet)
- Pictures of overcrowded animals (turkeys and pigs in packet; others may be added)

PROCEDURE:

Refer to the rescue photos. Point out that all of these animals have names and are cared for as individuals. Next refer to the factory farming photos showing overcrowding and intensive confinement. How are the lives of the sanctuary animals and the factory-farmed animals different? Where do the animals seem more contented? Does giving an animal a name make him or her seem more special? Why or why not?

PROCESSING INFORMATION:

ACTIVITY 1:

Ask students to choose one particular animal from one of the factory farming photos and write a paragraph or two about the animals they have chosen - what their lives are like, how they feel, what they would like to change, etc.

ACTIVITY 2.

What can we do to make these animals' lives better?

Write students' ideas on the board. Some might include:

- Try to be more animal-friendly in the things you eat or buy.
- Make posters about how farm animals should be treated.
- At a school fair or assembly, create a space where other people can get inside a veal crate and tell about how calves are treated.
- Write to your senators and congressmen and ask them to make laws so that animals can live more naturally.
- Write letters to local newspapers telling people what you have learned about how animals are raised and ask them to help make changes.

Remember, every choice each of us makes can make a difference for the animals!

Note for Teachers: Asking students to do Part 2 of "What Do You Think?" again (using a different mark on the same page) helps measure what they have learned from these exercises. Part 1 could also be discussed, in light of what they have learned about modern-day "farms." For more advanced classes, Intermediate Exercise 3: Life on the Factory Farm (pages 22-24), can be included in place of or in addition to Elementary Exercise 3: Barnyard Gossip. Other exercises such as "Crack the Code (page 25)," "Farm Talk" (page 26) and "What Do You Feed a Vegan?" (page 27) can be done at any appropriate time. The "Thank You!" cards (page 17) relate to information gained in Elementary Exercise 3: Barnyard Gossip.



WHAT DO YOU THINK? - PART 1

1. USE THREE WORDS TO DESCRIBE LIFE FOR THE ANIMALS ON A FARM.

2. WHY DO WE HAVE ANIMALS ON FARMS?

3. USE THREE WORDS TO DESCRIBE PIGS.

4. USE THREE WORDS TO DESCRIBE CHICKENS.

5. USE THREE WORDS TO DESCRIBE COWS.

6. IF YOU COULD BE ANY ANIMAL ON A FARM, WHICH ONE WOULD YOU LIKE TO BE? _____ WHY?

7. WHAT THINGS DO ANIMALS ON FARMS NEED?

8. IN YOUR OPINION, ARE THEY GETTING ALL OF THESE THINGS?

9. WHAT COULD WE DO TO BE KIND TO ANIMALS ON FARMS?

WHAT DO YOU THINK? - PART 2

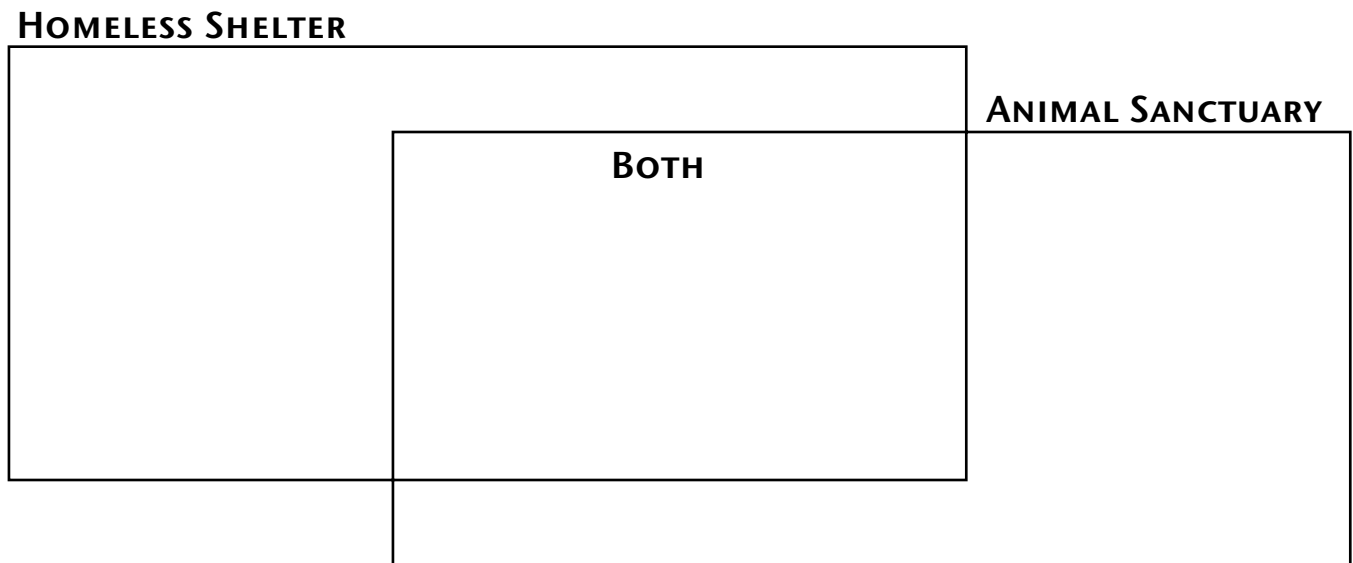
HOW I FEEL ABOUT THIS STATEMENT	AGREE	DON'T KNOW	DISAGREE
1. ANIMALS ON FARMS LIVE GOOD LIVES UNTIL THEY ARE KILLED FOR FOOD.			
2. IT IS ALL RIGHT TO TAKE MILK AND EGGS FROM ANIMALS BECAUSE IT DOESN'T HURT THEM.			
3. IT DOESN'T MATTER HOW WE TREAT ANIMALS RAISED FOR FOOD SINCE THEY WILL BE KILLED ANYWAY.			
4. ANIMALS AREN'T AS SMART AS HUMANS, SO THEY DON'T CARE HOW THEY LIVE AS LONG AS THEY GET ENOUGH FOOD.			
5. ANIMALS HAVE FEELINGS SUCH AS FEAR, HAPPINESS, FRUSTRATION, ANGER, JOY OR PAIN.			
6. BABY ANIMALS ON FARMS SHOULD STAY WITH THEIR MOTHERS UNTIL THEY ARE PAST INFANCY.			
7. PIGS ROLL IN THE MUD BECAUSE THEY ARE JUST DIRTY ANIMALS.			
8. HENS OFTEN GET PART OF THEIR BEAKS CUT OFF TO KEEP THEM FROM PECKING EACH OTHER.			
9. WHEN COWS ARE BRANDED WITH A HOT IRON, THEY DON'T FEEL ANY PAIN.			
10. ANIMALS WERE PUT ON THE EARTH TO PROVIDE FOOD, CLOTHING AND ENTERTAINMENT FOR HUMANS.			



SAFE PLACES

Sanctuaries are safe places for those who need protection. The main purpose of an animal sanctuary is to provide care and shelter for those who have nowhere else to go. Like animal sanctuaries, shelters for homeless people also provide shelter for those who have nowhere else to go.

Write words that describe what an animal sanctuary is in the sanctuary box. Write words that describe a homeless shelter for people in the shelter box. Write words that describe them both in the space where the boxes overlap.



**HERE ARE SOME WORDS TO DESCRIBE ANIMAL SANCTUARIES,
HOMELESS SHELTERS, OR BOTH.**

PROTECT PEOPLE PROTECT ANIMALS NEED DONATIONS TO FUND IT

HAVE BEDS, BLANKETS, SHEETS, AND PILLOWS PROVIDE SLEEPING QUARTERS

GIVE MEDICINE TO THE SICK RESCUE PEOPLE RESCUE ANIMALS

VOLUNTEERS HELP TO OPERATE IT PROVIDE FOOD

PROVIDE LIFETIME ASSISTANCE

This exercise courtesy of Kim Sturla and The Fund for Animals' newspaper, *Animal Crusaders*.

PIG STORIES

PIG STORY



1

Spammy was born on a small farm in California. She was named Spammy so the farmer's children wouldn't forget that she would someday become food. Spammy shared a shed with a young calf, named Spot. The two of them were friends who like to cuddle and rub noses.

One day a fire broke out in the shed. Spammy was then just a 40-pound piglet, but she saved herself and her friend. People later figured out from looking at the scratch marks, burn blisters, and soot marks on her behind, that she had pushed a hole in the shed wall with her rump, and led Spot out after her. Perhaps her bravery saved her from becoming bacon. What do you think?



PIG STORIES

2

One hot day in Texas, a young boy named Anthony was swimming in a lake with his mother. They had brought along Priscilla, a 2-month-old, 22-pound pig that they had raised. Priscilla loved the water and could swim very well, but Anthony, a mentally handicapped child, could not.

Anthony swam a little too far from shore. Suddenly, he panicked and began to sink. Priscilla swam to the boy faster than his mother could. Anthony weighed four times more than Priscilla, but when he grabbed her leash, the little pig was able to tow him back to shore.

Priscilla was honored with a "Priscilla the Pig" day in Houston, Texas. Pigs have long memories, and she still gets upset when she sees children near the water.

PIG FACTS

PIG FACT



PIGS ARE GREAT SWIMMERS. IN THE WILD, THEY SOMETIMES SWIM FOR MILES.



PIG FACTS

PIG FACT



PIGS HAVE TESTED HIGHER ON INTELLIGENCE TESTS THAN MOST OTHER ANIMALS.

PIG FACT



PIGLET'S LOVE PLAYING WITH BALLS AND OTHER TOYS, AND THEY HAVE FUN PLAYING CHASE WITH EACH OTHER.

PIG FACT



SOME ANIMALS WILL EAT AND EAT UNTIL THEY ARE SICK, BUT PIGS KNOW WHEN TO STOP, AND ONLY EAT WHAT THEY REALLY NEED.

PIG FACT



PIGS ARE NEARLY HOUSEBROKEN WHEN THEY ARE BORN. THEY WILL USE ONE CORNER OF THE NEST AS A TOILET AND KEEP THE REST CLEAN.

PIG FACT



PIGS DON'T SWEAT LIKE HUMANS, SO THEY ROLL AROUND IN THE MUD TO COOL OFF. THE MUD ALSO PROTECTS THEIR SKIN FROM SUNBURN AND INSECT BITES.

PIG FACT



PIGS USE THEIR NOSES AS DIGGING TOOLS TO HELP THEM LOOK FOR THINGS IN THE GROUND LIKE GRUBS, SNAILS, AND SOME PLANT ROOTS.

PIG FACT



A MOTHER PIG HAS A STRONG URGE TO BUILD A NEST. WHEN HER PIGLETS ARE OLD ENOUGH, THEY HELP HER GATHER STRAW AND TWIGS TO BUILD A NEW NEST.

PIG FACT



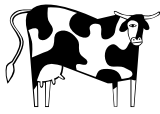
BEFORE A MOTHER PIG LAYS DOWN, SHE ROOTS AROUND IN THE STRAW TO MAKE SURE ALL HER PIGLETS ARE OUT OF THE WAY, SO SHE WON'T ROLL ON THEM.

PIG FACT

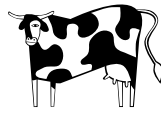


HAPPY PIGS REST FOR OVER 82% OF THE DAY.

COW STORIES



COW STORY

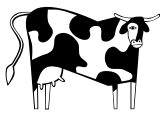


1

In England, a man once sold a cow and her calf at the market. They were sold to two different farmers who lived seven miles apart. When the cow got to her new home, she somehow broke away from the farm, crashed through a hedge and set out to find her baby.

The next morning, she was discovered at the other farm, happily feeding her calf. She had somehow traveled the seven miles to a place she had never been before to be with her baby.

When the farmer who had purchased her tried to take her back, his wife insisted that he buy the calf, too.

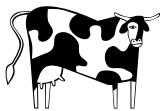


COW STORY



2

When Diane Miller, Farm Sanctuary's California shelter manager, hurt her arm in the cow barn, she laid on the ground and cried out loud. Soon, she heard two steers (neutered male cows), Henry and Valentino, moo to her. Then, Henry and Valentino came into the cow barn, walked over to Diane, and started licking her hair. They stayed with her until she felt better.



COW STORY



3

Have you ever heard of a Seeing Eye Cow? When Rev. Robertson of Tennessee began losing his eyesight, his cow, Mary, began nudging him around the farm with her nose, making sure he didn't bump into things. Before he died, he became almost totally blind, and relied almost completely on Mary to act as his eyes.

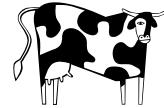
COW FACTS

COW FACT



COWS CAN RECOGNIZE AND RESPOND TO THE NAMES THAT HUMANS GIVE THEM.

COW FACT



COWS SHARE BABYSITTING DUTIES. IF THERE ARE SEVERAL CALVES IN A HERD, ONE OR TWO COWS (OR BULLS!) STAY WITH THE CALVES WHILE THE OTHERS GO FOR FOOD AND WATER.



COW FACT



COWS ARE KNOWN TO BE ABLE TO REMEMBER GOOD AND BAD EVENTS FOR AT LEAST THREE YEARS.

COW FACT



COWS HAVE SUCH GOOD SENSES OF SMELL THAT THEY CAN SMELL THINGS UP TO SIX MILES AWAY.

COW FACT



COWS OFTEN STAND HEAD TO TAIL AND WAVE THEIR TAILS IN FRONT OF EACH OTHER'S FACES TO KEEP FLIES AWAY.

MORE COW FACTS

COW FACT



MOTHER COWS SEPARATED FROM THEIR CALVES BY A FENCE WILL MOO LOUDLY AND SEEM VERY UPSET. THEY'LL WAIT THROUGH HUNGER, COLD, AND BAD WEATHER TO BE WITH THEIR CALVES.

COW FACT



COWS SEEM TO FORM FRIENDSHIPS. IN ANY HERD OF COWS, THERE ARE SOME WHO LIKE TO "HANG OUT" TOGETHER AND OTHERS WHO ALWAYS AVOID EACH OTHER.

COW FACT



COWS ONLY PRODUCE MILK AFTER THEY HAVE A CALF.

COW FACT



COWS MOVING FAST CAN MEAN RAIN, SINCE HAIRS IN THEIR EARS ARE SENSITIVE TO WEATHER CHANGES.

COW FACT



ONE BREED OF COWS WITH VERY LONG HORNS SLEEPS IN A CIRCLE AT NIGHT WITH THE CALVES IN THE MIDDLE.

CHICKEN STORIES & FACTS



CHICKEN STORY



1

Every flock of chickens needs their roosters to protect them. One morning in Maryland, a woman came out to find that a heavy rainstorm had blown the chicken house door shut the evening before. Some of the chickens could not get inside for safety. The woman discovered the rooster, Pepper, sitting on the fence with his two hens, Henny and Penny, on either side of him. He had a wing spread over each one for protection.



CHICKEN STORY



2

A naturalist (someone who studies animals and plants) once gave some duck eggs to a hen. She sat on the eggs and hatched them as if they were her own. She didn't even seem surprised when ducklings came out of the eggs instead of chicks.

Some people might have thought she was too dumb to know the difference, but then she did something very unusual. She walked up on a plank over a stream and clucked, inviting the little ducklings into the water.

CHICKEN STORY

3



Roosters can be gentlemen around their hens. At the Poplar Springs Animal Sanctuary where he lives in Maryland, Howard always calls his hens over to eat whenever he is given a special food treat. He won't touch the food until the hens no longer have any interest in it.

CHICKEN FACT



BUILDING A PRIVATE NEST IS SO IMPORTANT TO LAYING HENS, THAT THEY WILL GO WITHOUT FOOD AND WATER IF NECESSARY TO INSTEAD BE ABLE TO USE A NEST.

CHICKEN FACT



HENS SITTING ON NESTS OFTEN CLUCK AND CHIRP TO THEIR CHICKS WHILE THEY ARE STILL INSIDE THE EGGS.

CHICKEN FACT



CHICKENS TAKE DUST BATHS INSTEAD OF SHOWERS AND THEN USE THEIR BEAKS TO CLEAN THEIR FEATHERS.

CHICKEN FACT



CHICKENS DON'T HAVE TEETH. THEY SWALLOW THEIR FOOD WHOLE ALONG WITH SMALL STONES, AND THEIR "GIZZARDS" (LIKE SECOND STOMACHS) GRIND IT UP.

CHICKEN FACT



MOTHER HENS WILL FIGHT TO THE DEATH TO DEFEND THEIR CHICKS FROM HARM.

CHICKEN FACT



CHICKENS CAN SEE LIGHT IN THE MORNING ALMOST A WHOLE HOUR BEFORE HUMANS CAN. ROOSTERS RESPOND BY CROWING.

CHICKEN FACT



AT NIGHT, CHICKENS LIKE TO FLY UP TO SAFE PLACES IN TREES TO SLEEP. THIS IS CALLED "ROOSTING."

CHICKEN FACT



CHICKENS WHO LIVE FREELY IN GROUPS ALL HAVE A SPECIAL PLACE IN THE GROUP. THIS "PECKING ORDER" DECIDES WHO EATS FIRST, GETS THE BEST ROOSTING SPOT, ETC.

CHICKEN FACT



MOTHER CHICKENS TEACH THEIR CHILDREN TO EAT, DRINK, ROOST AND AVOID ENEMIES.

CHICKEN FACT



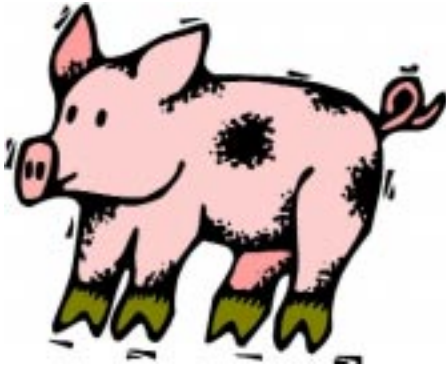
EACH ROOSTER CAN RECOGNIZE THE CROW OF AT LEAST 30 OTHER ROOSTERS.

FARM ANIMAL QUIZ

AFTER EACH STATEMENT, MARK T FOR TRUE, F FOR FALSE, OR NS FOR NOT SURE.	T	F	NS
1. MOTHER HENS CHIRP TO THEIR BABIES WHILE THEY ARE STILL IN THE EGG.			
2. CHICKENS DO NOT HAVE TEETH. THEY SWALLOW THEIR FOOD WHOLE ALONG WITH SMALL STONES. THE STONES ARE STORED INSIDE THEIR SECOND STOMACH, CALLED A GIZZARD. THE STONES IN THE GIZZARD GRIND THE FOOD INTO SMALL PIECES LIKE TEETH WOULD.			
3. CHICKENS LIKE TO TAKE BATHS, JUST LIKE PEOPLE DO, BUT CHICKENS USE DUST INSTEAD OF WATER. THEY USE THEIR BEAKS TO CLEAN THEIR FEATHERS.			
4. CHICKENS LIKE TO SLEEP IN TREES. WE CALL IT ROOSTING.			
5. IN FACTORY FARMS, FOUR OR FIVE EGG-LAYING HENS ARE OFTEN CROWDED INTO A CAGE ONLY 12 INCHES BY 18 INCHES AND LIVE THAT WAY THEIR WHOLE LIVES.			
6. WILD TURKEYS CAN FLY UP TO 55 MILES PER HOUR.			
7. DOMESTIC TURKEYS CANNOT FLY OR EVEN MAKE BABY TURKEYS WITHOUT HELP FROM HUMANS BECAUSE HUMANS HAVE BRED THEM THAT WAY.			
8. PIGS CANNOT SWEAT, SO THEY ROLL IN THE MUD TO KEEP COOL AND TO PROTECT THEIR SKIN FROM INSECTS AND SUNBURN.			
9. PIGLETS ARE ALMOST TOTALLY HOUSEBROKEN FROM THE DAY THEY ARE BORN. THEY CHOOSE ONE CORNER TO USE AS A TOILET AND KEEP THE REST OF THEIR BARN CLEAN.			
10. PIGS LIKE TO SWIM AND TO HAVE THEIR BELLIES RUBBED.			
11. PIGS HAVE GOOD SENSES OF SMELL AND LIKE TO DIG, BUT MOST SPEND THEIR LIVES IN VERY STINKY BUILDINGS ON HARD, BARE FLOORS THAT HURT THEIR FEET.			
12. COWS HELP KEEP FLIES AWAY FROM EACH OTHER' FACES BY STANDING HEAD TO TOE AND WAVING THEIR TAILS.			
13. COWS DO NOT NEED TO GIVE BIRTH TO MAKE MILK.			
14. COWS HAVE GOOD SENSES OF SMELL AND CAN SMELL THINGS UP TO SIX MILES AWAY.			
15. COWS ARE BRANDED AND HAVE THEIR HORNS CUT OFF WITHOUT ANY PAIN-KILLERS AT ALL.			

THANK YOU CARDS

**THANK YOU !
FOR BEING AS SMART AS A PIG.**

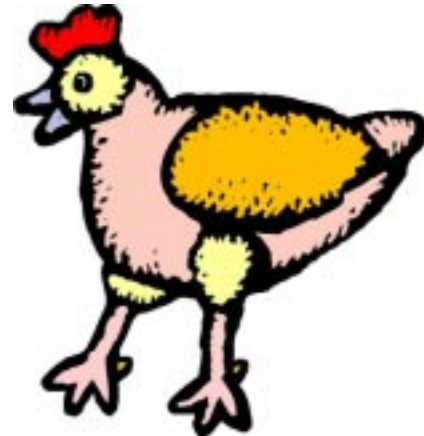


PRESENTED TO _____

BY _____

ON _____

**THANK YOU !
FOR BEING AS PROTECTIVE AS A
CHICKEN.**

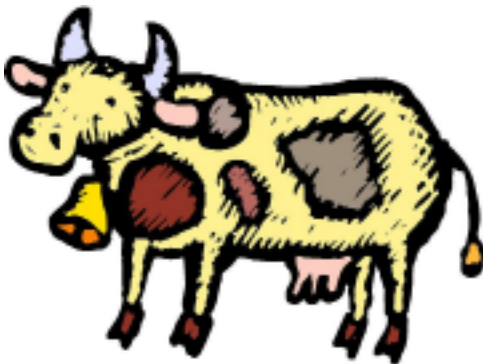


PRESENTED TO _____

BY _____

ON _____

**THANK YOU !
FOR BEING AS CARING AS A COW.**



PRESENTED TO _____

BY _____

ON _____

THESE CARDS CAN BE USED IN CONNECTION WITH EXERCISE 3, BARNYARD GOSSIP, TO EMPHASIZE SOME OF THE QUALITIES OF COWS, PIGS, AND CHICKENS THAT ARE SELDOM RECOGNIZED. PRESENT THEM TO STUDENTS IN THE APPROPRIATE GROUPS (FRIENDS OF COWS, FRIENDS OF CHICKENS, AND FRIENDS OF PIGS). ASK THEM TO WRITE ON THE BACK OTHER POSITIVE THINGS THEY HAVE LEARNED ABOUT THEIR ANIMAL.

Idea courtesy of "Kids & Critters" and Peninsula Humane Society, San Mateo, CA.

RESCUE CARDS

HILDA

[1]

Farm Sanctuary was started because of this animal. Hilda and many others like her had to ride in a very crowded, hot truck for many hours. They were on their way to a stockyard to be sold. Hilda got so hot and thirsty that she fell down and people thought she was dead. Luckily for her, Gene and Lorri, two people who wanted to help animals, saw her raise her head off of a pile of dead animals. They rescued her and started Farm Sanctuary so she would have a place to live. She's gone now, but her sweet woolly face lives on in pictures. Hilda was a _____ .

QUEENIE

[2]

Some large cities have markets where people can choose the live animal they want killed for their dinner. Queenie ran for her life from a place like that and found herself on the streets of New York City. Police finally captured her, but they did not take her right back to the market. Instead, they listened to all the people who called and said that such a big, brave animal should go to live at Farm Sanctuary. Queenie made the news! She also made people think about why she escaped. She didn't want to become a steak, and neither does any other _____ !

CHRISTIE

[3]

Many people might not eat animals if they had to kill them first. But if animals are going to be eaten, someone has to do it. Some clubs buy animals from farms and give them to students to teach them how to raise animals for food. Christie was one of those animals and would have ended up cooked. The farm could also have sold her to make part of a fur coat. The farm treated its animals so badly that it was closed. Christie went to live at Farm Sanctuary instead. Now she can play outside, dig tunnels, eat carrots, or snuggle into her nice warm bed in the _____ barn.

SCHNOOK

[4]

Someone dropped off Schnook and twelve members of his family next to a lake and left them there. Since they were tame, not wild animals, they didn't know how to take care of themselves. They were not getting enough to eat. Unkind people were even throwing rocks at them. When people from Farm Sanctuary came to rescue them, they didn't know that these people were trying to help, so they stuck out their long necks and hissed and tried to get away. Finally, they were all captured and taken to a safe pond at Farm Sanctuary with lots to eat. Schnook and his family are _____ .

RESCUE CARDS CON'T

WILLOW

[5]

Sometimes animals like Willow are killed for food and hung upside down in store windows for people to buy. This might have happened to Willow, but she escaped. Then she was alone and afraid out on the street. She was still not safe! Finally she wandered into someone's backyard, where a big, scary dog had her trapped in a corner. Just then, some kind people rescued her and took her to live at Farm Sanctuary. Now she can spend all day just eating, cleaning her bright feathers and splashing in the pond if she wants. She's a very lucky _____ !

BROOKLYN

[6]

"Brooklyn" used to live in the city, if you could call it living. Some kind people found him tied to a tree in Brooklyn, New York, with no food or water or shelter. His horns were painted red. He was probably going to be sacrificed (killed) in a special type of ceremony. That happens to many animals like him. The person who found him took him to Farm Sanctuary. Now all he has to do is eat lots of good, fresh greens and get lots of sleep. Then he can butt heads the rest of the day with his _____ friends!

EVE

[7]

It's no picnic being this kind of animal and no holiday either! Modern science has made them grow so big and heavy that their hearts often give out or their legs can't hold up their bodies. They are usually killed when they are 3 or 4 months old. They live so crowded together that they often fight, so they have part of their beaks cut off to stop it. That never happened to Eve, because she was so sick when she was hatched that she was just thrown away. Now she lives at Farm Sanctuary's California shelter, eating lots of greens and "giving thanks" for sunshine with her _____ friends.

DAWN

[8]

Dawn likes to play tricks on people. Sometimes she unties their shoelaces and then watches until they notice the joke. Her life was no joke before she came to live at Farm Sanctuary. Most young animals like her are crowded into small pens and given lots of food to fatten them up. Then they are killed and eaten. Dawn must have been sick when she was born. She was left in a room with others like her to die. A kind person heard their cries and took them to Farm Sanctuary. Now she gets lots of love and she can do her favorite thing - roll in the mud! Dawn is a _____ .

RESCUE CARDS CON'T

ALBY

[9]

Alby was a little black and white baby when he came to live at Farm Sanctuary, but his life had been very hard. He had been taken away from his mother at only one day old and put in a crate so narrow that he couldn't even turn around. This was so he couldn't move and grow muscles that would make his flesh tough. Only males were put in the crates because they would never grow up to produce milk like their mothers. One day the farmer got angry and stopped feeding them. Farm Sanctuary got there just in time for Alby. He's big and healthy now, but he used to be a sick, starving _____ .

BESS

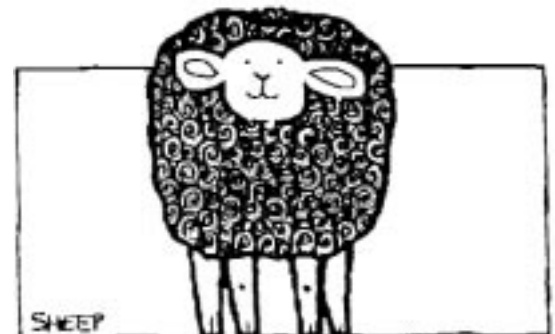
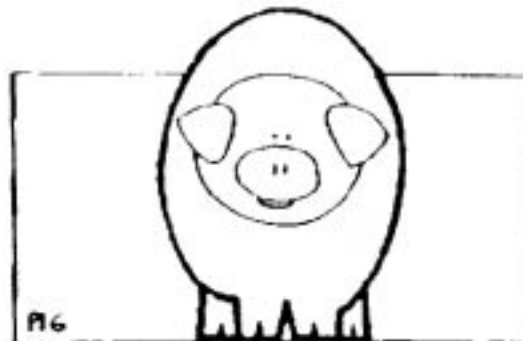
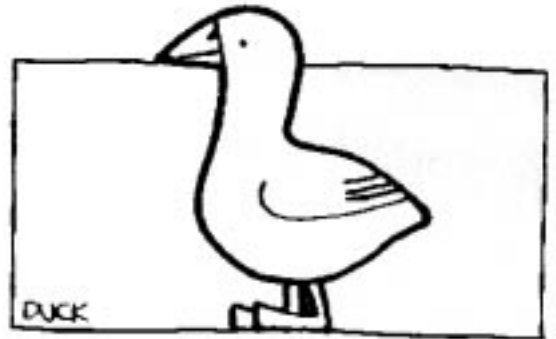
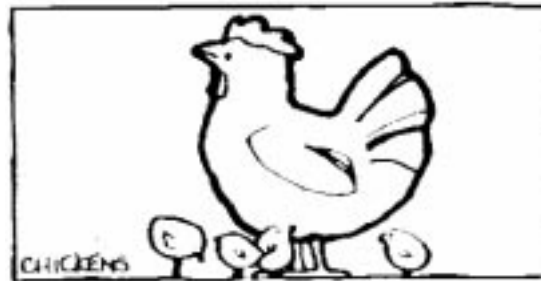
[10]

When tornados strike, nobody and nothing is safe. Often animals get separated from the people who care for them or the people lose their homes. But what if you were in a cage when a tornado hit, and you couldn't get out? That's what happened to Bess and almost a million others like her. She was crowded in with four others and the building was about to fall in. Many brave people who cared about animals came to Ohio to rescue them if they could. Bess and many others now roost peacefully at Farm Sanctuary. They prove *every* one in a million is important! Bess is a _____ .



FARM ANIMALS AS FINGER PUPPETS

TO MAKE PUPPETS, TAPE FLAPS INTO A CYLINDER THAT FITS AROUND FINGER.
SUGGESTED FOR USE WITH EXERCISE 3: BARNYARD GOSSIP OR EXERCISE 4: WHO LIVES AT FARM SANCTUARY?



Courtesy of "Kids & Critters" and Peninsula Humane Society, San Mateo, CA.

LIFE ON THE FACTORY FARM (SIMULATION EXERCISE)

MATERIALS:

- Two plastic milk crates
- Enough chairs and tables to arrange two small “confinement areas”
- Paper collar with paper chain attached (plastic headband also works well for collar)
- 3 Clue Cards (page 24)
- Pictures of uncaged, but overcrowded animals (turkeys and pigs, in photo packet)
- Pictures of pig in gestation crate, calf in veal crate, chickens in battery cages (photo packet)
- Chalkboard or erasable white board

PROCEDURE:

Ask for two volunteers to take their shoes off and stand on plastic crates. They are to remain there quietly while the class continues. Ask for two other volunteers to get on their hands and knees between desks or chairs placed in such a way that they cannot turn around without standing up. These should be in two different areas of the room, and one volunteer should have a paper collar around his/her neck with a dangling chain. Group the rest of the class into a space so small that no one can spread their arms. Ask for complete silence and shut off the lights for 1 full minute (only if there is some natural light in the room).

TURKEYS AND PIGS

After turning the lights back on, address the large group and ask how they would feel in such close quarters. How would the children feel if they suddenly doubled in size? (Show pictures of overcrowded animals, such as turkeys in growing sheds or pigs in “finisher” pens. Explain that they will stay there until they are big enough to be killed for people to eat.) Ask students to imagine how this would feel. Allow students to return to their seats.

Background for teachers: Piglets are taken away from their mothers when they are two or three weeks old and crowded into small “nursery” pens. As they grow, they are moved into “grower” pens (at 40-120 pounds) and finally into “finisher” pens (at 120–250 pounds), both equally crowded. When they are six months old, they will weigh about 250 pounds and will be slaughtered for food. Most pigs spend their entire short lives crowded together this way, but sows (female pigs) used to produce piglets are kept by themselves in “gestation crates,” barely big enough for them to lie down. After several years, when their production of piglets drops off, they, too, are sent to slaughter.

Turkeys grow very rapidly and get more and more crowded as they grow. To keep them from scratching and pecking each other, part of their upper beaks and their toes are sliced off. They have been genetically altered to put on lots of “white meat,” but their legs often cannot support the extra weight and they frequently develop lameness. In addition, their abnormal growth rate contributes to heart failure. They are killed when they are between 12 and 26 weeks old.

PIG IN GESTATION CRATE

Approach the student on all fours between the chairs (without the chain). Ask the class: What animal might this student represent?

(Read the clues for #1 one at a time and allow only one answer per clue, right or wrong. When the correct answer is given, hold up a picture of a pig in a gestation crate. The remaining clues should be read and the students encouraged to speculate on how an intelligent, clean, 600-800 pound animal with a keen sense of smell would react to living in a two-foot-wide metal crate.)

Background for Teachers: Only female pigs are put in these crates, called “gestation crates,” and they stay there while they are pregnant. When their piglets are born, they nurse them through the bars of a “farrowing crate” until they are two or three weeks old. Then the mother pig (called a “sow”) is made pregnant again and goes right back into the gestation crate. Her whole life is spent in these crates producing baby pigs.

CHICKENS IN BATTERY CAGES

Let the student playing the pig sit down and approach the two students standing on the crates. Ask how they feel. Would they like to stay up there another hour? A day? A week? Simulate a cage around them with your arms and ask that they imagine invisible walls coming up from the crates. How would they feel about each other after an hour or more? Ask the class: What animal might these students represent?

(Read the clues for #2 one at a time and allow only one answer per clue, right or wrong. When the correct answer is given, hold up a picture of chickens in battery cages. The remaining clues should be read and the students asked to speculate on how a social animal who loves taking care of her babies, being outdoors and keeping clean can cope with life in a 12-inch by 18-inch cage with three or four other chickens. Show an example of something this size for visual learning.)

Background for Teachers: Since chickens are so crowded together, they sometimes peck each other, and the weak ones can’t run away, as they would in the normal “pecking order.” So 1/3-1/2 of their beaks are cut off. They never see the sun or get to stretch their wings.

(Discuss how the chickens might feel, why they are in these cages (to produce eggs), and what the students could do to keep them from living this way.)

CALVES IN VEAL CRATES

After the two “chickens” have returned to their seats (with applause for being such good sports), approach the student between the chairs with the chain around the neck. How does she/he feel? Ask the students: What animal might this student represent?

(Read the clues for #3 one at a time and allow only one answer per clue, right or wrong. When the correct answer is given, hold up a picture of a calf in a veal crate. The remaining Clues should be read and the students encouraged to speculate on how a rapidly growing, playful animal who wants to eat grass next to his mother would react to being chained in a wooden crate for his whole life.)

Background for Teachers: Calves often spend less than one day with their mothers before being put in the crate, and these confined calves are never allowed to go outside and play or eat any-

thing but a liquid diet deficient in iron and fiber. They are kept from moving so that they won't develop muscles. They aren't allowed to eat grass because it contains iron, which would make their flesh darker. Some people think very white, soft meat (called "veal") is a gourmet treat.

PROCESSING INFORMATION

Ask the students: Now that we have looked at the way chickens, calves, pigs and turkeys live on factory farms, do you think they need sanctuaries? Why or why not? What things could they get at a sanctuary that they could not get at a factory farm? (Write answers on chalkboard).

CLUE CARDS

CLUES - #1

1. THIS ANIMAL HAS A SENSE OF SMELL SO STRONG THAT SHE CAN SMELL THINGS GROWING UNDERGROUND.
2. SOME SAY THIS ANIMAL IS SMARTER THAN A DOG.
3. THIS ANIMAL PREFERS TO BE CLEAN, AND WOULD NORMALLY PICK A SPECIAL PART OF HER BARN AS A TOILET AND KEEP THE REST NEAT.
4. THIS ANIMAL MIGHT WEIGH BETWEEN 600 AND 800 POUNDS.

CLUES - #2

1. THIS ANIMAL MOTHER "TALKS" TO HER BABIES BEFORE THEY ARE BORN.
2. THIS ANIMAL LOVES SOAKING UP SUNSHINE.
3. THIS ANIMAL LIVES IN GROUPS AND HAS A SPECIAL PLACE WITHIN THE GROUP.
4. THIS ANIMAL KEEPS CLEAN BY TAKING DUST BATHS TO REMOVE THE EXTRA OIL FROM HER BODY.

CLUES - #3

1. THIS ANIMAL DOUBLES HIS WEIGHT ONLY EIGHT WEEKS AFTER HE IS BORN, AND MIGHT WEIGH 350 POUNDS AT THE AGE OF FOUR MONTHS.
2. THIS ANIMAL WOULD NORMALLY STAY WITH HIS MOTHER FOR OVER A YEAR AFTER HE IS BORN.
3. THIS ANIMAL ENJOYS KICKING UP HIS HEELS AND PLAYING WITH OTHERS.
4. THIS ANIMAL NATURALLY EATS GRASS.



CRACK THE CODE

Solve these math problems and crack the code to a secret message. First solve the problems, then go to the space below. Fill in the letters indicated above the answers to the problems.

1. $\begin{array}{r} 50 \\ \times 12 \\ \hline \end{array} = N$	2. $\begin{array}{r} =K \\ 9 \overline{)99} \end{array}$	3. $\begin{array}{r} 1,234 \\ +4,321 \\ \hline \end{array} = I$	4. $\begin{array}{r} 1,000 \\ - 999 \\ \hline \end{array} = C$
5. $\begin{array}{r} 25 \\ \times 4 \\ \hline \end{array} = D$	6. $\begin{array}{r} =U \\ 2 \overline{)150} \end{array}$	7. $\begin{array}{r} 88 \\ + 8 \\ \hline \end{array} = E$	8. $\begin{array}{r} 749 \\ - 50 \\ \hline \end{array} = T$
9. $\begin{array}{r} 49 \\ \times 6 \\ \hline \end{array} = S$	10. $\begin{array}{r} =R \\ 6 \overline{)330} \end{array}$	11. $\begin{array}{r} 764 \\ + 64 \\ \hline \end{array} = O$	12. $\begin{array}{r} 3,593 \\ - 3,333 \\ \hline \end{array} = L$
13. $\begin{array}{r} 116 \\ \times 6 \\ \hline \end{array} = F$	14. $\begin{array}{r} =A \\ 4 \overline{)144} \end{array}$	15. $\begin{array}{r} 365 \\ + 36 \\ \hline \end{array} = P$	

ABOVE EACH ANSWER, WRITE IN THE LETTER IT REPRESENTS.

$\overline{11}$ $\overline{5,555}$ $\overline{600}$ $\overline{100}$ $\overline{600}$ $\overline{96}$ $\overline{294}$ $\overline{294}$ $\overline{1}$ $\overline{828}$ $\overline{75}$ $\overline{600}$ $\overline{699}$ $\overline{294}$.

$\overline{55}$ $\overline{96}$ $\overline{294}$ $\overline{401}$ $\overline{96}$ $\overline{1}$ $\overline{699}$ $\overline{36}$ $\overline{260}$ $\overline{260}$ $\overline{260}$ $\overline{5,555}$ $\overline{696}$ $\overline{96}$.

FARM TALK



CIRCLE THE WORDS IN THE PUZZLE ABOVE THAT YOU MIGHT HEAR WHEN VISITING FARM SANCTUARY. THEY MAY APPEAR GOING UP, DOWN, ACROSS OR DIAGONALLY.

VEGAN
GIZZARD
CHICKEN
PIG

SHEEP
TURKEY
CALF
RESCUE
DUCK

SANCTUARY
ROOST
COW
FACTORY
GOAT

VEGETARIAN
FARM
SHELTER
EGG

WHAT DO YOU FEED A VEGAN*?

When they're not making movies, TV shows, or recordings, many celebrities take time to help animals. Some, like Alicia Silverstone, Joaquin Phoenix, Drew Barrymore and Jonathan Taylor Thomas have even become vegans because they don't want to cause animal suffering. Imagine that one of them is coming to your house for the weekend. If you went to the store to help your mother buy groceries for their visit, what things would you suggest she serve them?

BREAKFAST

Waffles with butter	Grapefruit	Toast with soy [†] margarine	Bacon
Yoghurt	Eggs	Scrambled tofu**	Canadian veggie bacon
			Non-dairy yoghurt

LUNCH OR DINNER

Hamburgers	Cheese sandwiches	French fries	Corn on the cob
Watermelon	Tofu hotdogs	3-bean salad	Vegetable pot pie
Soy burgers (veggie burgers)	Chicken soup	Vegetable stew	
Pasta with tomato sauce	Tuna sandwiches	Un-turkey salad sandwiches	

SNACKS

Beef jerky	Nacho cheese chips	Corn chips with salsa
Popcorn with soy margarine	"Buffalo" wings	Milk shakes
		Nuts
Soy milk ice cream	Fruit	Raisins

* Vegan (vee-gann) - a person who chooses not to eat animals or foods that come from animals, like eggs or dairy products.

** Tofu - This is a mild-tasting, pudding-like food made from soybeans. It can be used in many different dishes and can be salty or sweet according to the spices used.

† Soy - Anything made from soybeans usually has a name starting with "soy." There is soy milk, soy ice cream, soy cheese, soy yoghurt and soy burgers. Soybeans can be used to make all kinds of animal-friendly foods. Soybeans are amazing!

ANSWER SHEET

FARM ANIMAL QUIZ

Only Statement #13 is False. All others are True.

FARM SANCTUARY RESCUE CARDS

- | | | | |
|-----------|----------|-----------|-------------|
| 1. Sheep | 4. Goose | 7. Turkey | 10. Chicken |
| 2. Cow | 5. Duck | 8. Pig | |
| 3. Rabbit | 6. Goat | 9. Calf | |

WHAT DO YOU FEED A VEGAN? QUIZ

BREAKFAST

Grapefruit, Toast with soy margarine, Scrambled tofu, Canadian veggie bacon, Non-dairy yoghurt

LUNCH OR DINNER

French fries, Corn on the cob, Watermelon, Tofu hotdogs, 3-bean salad, Vegetable pot pie, Soy burgers (veggie burgers), Vegetable stew, Pasta with tomato sauce, Un-turkey salad sandwiches

SNACKS

Corn chips with salsa, Popcorn with soy margarine, Nuts, Soy milk ice cream, Fruit, Raisins

CRACK THE CODE

- | | | |
|--------------|------------|-------------|
| 1. N = 600 | 6. U = 75 | 11. O = 828 |
| 2. K = 11 | 7. E = 96 | 12. L = 260 |
| 3. I = 5,555 | 8. T = 699 | 13. F = 696 |
| 4. C = 1 | 9. S = 294 | 14. A = 36 |
| 5. D = 100 | 10. R = 55 | 15. P = 401 |

K I N D N E S S C O U N T S
 11 5,555 600 100 600 96 294 294 1 828 75 600 699 294

R E S P E C T A L L L I F E
 55 96 294 401 96 1 699 36 260 260 260 5,555 696 96

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RESOURCES INCLUDED:

Animal Factories: What the Agribusiness is Doing to the Family Farm, the Environment and Your Health, Mason & Singer (Crown Publishers, Inc., 201 East 50th St., NY, NY 10022, 1990)

Battered Birds, Crated Herds: How We Treat the Animals We Eat, Gene Bauston (copyright © 1996 by Farm Sanctuary, Inc.)

Diet for a New America, John Robbins (Stillpoint Publishing, Box 640 Walpole, NH 03608, 1987)

EarthKind: A Teachers' Handbook on Humane Education, David Selby (Trentham Books Limited, London, 1995)

Famous Vegetarians and Their Favorite Recipes, Rynn Berry (Pythagorean Publishers, P.O. Box 8174, NY, NY 10116, 1995)

Prisoned Chickens, Poisoned Eggs, Karen Davis (Book Publishing Company, P.O. Box 99, Summertown, TN, 1996)

Vegan: The New Ethics of Eating, Eric Marcus (McBooks, 120 W. State St., Ithaca, NY 14850, 1998)

PHOTO CREDITS:

Eric Mindel - Eve; Blanche Johnson - Hilda

STORY CREDITS (FOR ELEMENTARY BOOKLET):

- Pig story (2) from "Share the World," Lifetime Learning Systems, Inc.
- Chicken story (1) from United Poultry Concerns, www.upc-online.org
- Chicken story (2) from *Diet for a New America*, John Robbins
- Cow stories (1) and (3) excerpted from *Peaceful Kingdom*, by Stephanie Laland, copyright @ 1997, reprinted by permission of Conari Press

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FOR MORE INFORMATION, PLEASE SEE: WWW.FARMSANCTUARY.ORG.

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