

# CULTIVATING COMPASSION

TEACHERS' GUIDE & STUDENT ACTIVITIES

A HUMANE EDUCATION PROJECT  
OF FARM SANCTUARY

SECONDARY LEVEL  
(RECOMMENDED FOR GRADES 9-12)



# CULTIVATING COMPASSION

## TEACHER'S ACTIVITY GUIDE - GRADES 9-12

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 - WHAT IT IS AND WHERE WE GET IT

**Note for Teachers:** Keeping a Farm Sanctuary Learning Journal for *Cultivating Compassion* materials would be useful for students. In it, they could keep any written exercises completed during the course of this program, including creative writing, research projects and daily journals. This will help students not only retain the information, but clarify their own objective and subjective responses to it, with the goal of strengthening values and teaching compassion.

### Part 1: What It Is (Who Do You Eat?)

A. Ask students how many of them eat meat, and which animals they eat. Ask if they think it would be upsetting to them to eat a cat, a dog, an insect, a chimpanzee, a pig, a goat or a turkey. Discuss why they responded the way they did. Explain that this is very much a cultural issue. For instance, eating dogs and cats is quite common in some countries, though it might seem horrible to us. A person from India, where cows are considered sacred, might find it appalling that most Americans eat cows. We tend to find it ethical and good to eat the things we were raised eating and that our culture promotes. Explain that these exercises will look at modern animal agriculture in the U.S. and encourage students to think critically about what is or is not ethical in our agribusiness approach to raising animals for food.

[Suggested activity - "Which Do You Pet and Which Do You Eat?" - page 10]

B. Chickens, turkeys, cows, pigs and sheep (lambs) are the animals most often slaughtered for food in this country. Ask students to list commonly held opinions or stereotypes about these animals (*i.e.*, pigs are dirty, cows are lazy, turkeys are stupid, etc.). Discuss why we have these negative stereotypes. Three reasons might be:

1. They are true.
2. We are essentially blaming the victims for their actions, *i.e.*, animals may be dirty because we force them to live in conditions unlike those they would choose in nature.
3. They make it easier for us to justify eating them, confining them, and altering their bodies to suit our purposes.

### Part 2: Where We Get It (Breakfast Beginnings)

#### MATERIALS:

- Picture of typical American breakfast of bacon, eggs, and glass of milk
- 3 copies of Breakfast Beginnings Questionnaire (page 11) for each student

#### PREMISE:

When asked where they got their breakfast, most people never think beyond the refrigerator or their local grocery store. This exercise challenges students to seek the source of the products they regularly consume, to compare accepted beliefs with daily realities, and, weighing the acceptability of these realities, consider how they might affect changes.



**PROCEDURE:**

A. Hold up a picture of a typical American breakfast of bacon, eggs, and a glass or milk (or write BACON, EGGS, and MILK as headings of columns on the blackboard). Ask of each item, "Where did this come from?" and proceed with short classroom discussion, touching on questions from the "Breakfast Beginnings Questionnaire." Ask students to complete one of these questionnaires for each item.

**Note:** This should be done using existing knowledge or assumptions, not by doing any sort of research.

B. When questionnaires have been completed, ask students to keep them in their Learning Journals for future reference.

**EXERCISE 2 - 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)
- Pictures of overcrowded animals (turkeys and pigs in photo packet)
- Pictures of pig in gestation crate, calf in veal crate, chickens in battery cages (photo packet)

**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. [Note: This can be done standing up and without the chain as long as there is very little room to move.] Group the rest of the class into a space so small that no one can spread their arms. Ask for total silence and shut off the lights for 1 full minute (only if there is some natural light in the room).

**Efficiency or Overcrowding?: More Animals in Less Space**

1. After turning the lights back on, address the large group and ask how they would feel in such close quarters. How would they feel if they suddenly doubled in size or if each one of them gained 100 pounds? (Show pictures of overcrowded animals, such as turkeys in a growing shed or pigs in "finishing" pens. Explain that the turkeys will stay there until they are big enough to slaughter for food. Like the turkeys, the pigs are being fattened up so that they will produce more meat when they are killed.) Ask the students to imagine what it would feel like to be a pig. Consider the crowded conditions, the smell, the lighting, and the procedures done to them, such as ear and tail clipping and castration.

2. If the crowded situation is not too uncomfortable, stay there and let six different students each read a paragraph of "Student Information Sheet A - Factory Farming" (page 12). This can also

be done after the students return to their seats, if preferred.

3. The fifth paragraph of the information sheet briefly describes the conditions in which all three of the animals represented by the volunteers must live their lives. Approaching each of the volunteers in turn, ask students to identify which volunteers are representing which animals, by using the following procedure:

### **Pig in Gestation Crate**

Approach the volunteer in “confinement,” without the chain. Ask the class what species of animal this student represents. Clues could be given from the following highlighted information:

**Background for Teachers:** Pigs are naturally **clean, intelligent** animals with a **keen sense of smell**. An **adult weighing 600-800** pounds may be housed in a crate only two feet wide. 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.

(Show photo and describe the animal’s needs, the type of confinement system and the reasoning behind it.)

### **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?

Let the class discern who they represent by giving clues from the following highlighted information:

### **Background for Teachers:**

Chickens are descended from jungle fowl, and, if allowed to roam freely, exhibit the same behaviors. They will **roost in trees, take dust baths, and scratch the ground** in search of worms, seeds and insects. Hens will fiercely protect their chicks, and roosters watch over them all. They are social animals with a definite “**pecking order**.”

An egg-laying hen in a factory farm spends her adult life in a 12 x 18 inch “battery cage” with three or four other chickens. Since the chickens are so crowded together, they sometimes peck each other and the weak ones can’t run away, as they normally would, so 1/3-1/2 of their beaks are cut off. They never see the sun or get to stretch their wings.

(Show photo and discuss the animal’s needs, life in confinement, and reasoning behind it.)

### **Calves in Veal Crates**

After the “chickens” have sat down, approach the student wearing the collar and chain. Determine his or her animal identity with help from the following highlighted clues:

**Background for Teachers:** Calves have **strong bonds with their mothers** and are **naturally playful**. They grow rapidly, and may weigh **350 pounds at the age of four months**. Male calves being raised for veal 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 anything 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. (Show photo and discuss as above.)

**Note:** Be sure to applaud all the volunteers, especially those representing chickens, for being such good sports.

### Sorting It All Out

Student Information Sheets A-D (pages 12-15) should be passed out to students or the information presented by the teacher. After students have read or discussed this material, have them refer back to the "Breakfast Beginnings" material saved in their Learning Journals and ask them to put a symbol next to any of their answers on the Breakfast Beginnings Questionnaire that disagree with this information.

Weighing conflicting viewpoints and making informed choices is an important part of humane education. Students may or may not agree with the facts given in the Student Information Sheets. Some of them may have experience with farms that are less mechanized and more humane. Even when facts are not disputed, ethical questions arise. Ask students to add a paragraph stating which of their opinions have changed and why or why not. How could they discover the truth? How would they resolve the ethical questions?

## EXERCISE 3 - FRIEND OR FOOD?: HOW WE VIEW AND TREAT ANIMALS

### MATERIALS:

- Computers with Internet access
- "Farm Animals on the Web" student worksheet (page 16)

### PREMISE:

This activity is designed to help students explore the human relationship with farm animals and to evaluate inconsistencies in the ways they are treated as compared with other species. Using the Internet, students will compare and contrast various web sites to understand different perspectives on farmed animals. They will learn how information can be used to influence opinion and will be challenged to reflect on their own point of view.

### HUMANE TREATMENT UNDER THE LAW

### PROCEDURE:

1. Discuss the fact that our society generally recognizes basic rights for people regardless of their race, gender, religion, class, age, etc. Our modern legal system protects people from having these rights taken away, but it hasn't always been this way. At one time human slavery was considered an economic necessity by some people. Mormons were once persecuted and forced to move to another part of the country. Only long struggles by various groups have gained basic rights

for groups like women, children, and people of color. Even now, prejudice exists, and groups such as gays and lesbians must still work to gain equal treatment under the law. Some people feel that the circle should widen even more to include animals' basic rights. Some protection is already given to endangered species and companion animals like dogs and cats, but what about other animals?

2. Ask students if it would be legal to go home and press a piece of hot metal into their dog's flesh with no painkillers. When they say "no," ask if it should be legal. Ask if they can think of an animal for whom this practice is not only perfectly legal, but practiced routinely every day. The answer is cows, who are "branded" for identification purposes.

3. Ask students if it would be considered "cruelty to animals" and against the law to cut half of their parrot's beak off without anesthetic or to keep her in a cage so small she couldn't spread her wings. Should it be? Do they know of any animals that are legally treated in a similar way every day? The answer is egg-laying hens and turkeys, who are regularly "de-beaked" and denied enough space to spread their wings properly.

4. Ask students if it would be all right under the law to castrate their dog or cat at home without any anesthetic. Are there any animals for whom this is legal? The answer is cows, pigs, and sheep, for whom this is a standard agricultural practice.

5. How can the students explain these inconsistencies? Do they reflect a prejudice?

**Activity:** On the Internet, in the library, or by telephone, have the students research the animal cruelty statutes in their home states. Is cruelty to animals a felony or a misdemeanor? What animals are included in these laws? What animals are excluded and why? How would they like to see the laws changed?

## **FARM ANIMALS ON THE WEB**

### **PROCEDURE:**

Using the web sites listed on the "Farm Animals on the Web" student worksheet, ask students to research one or more of the animals mentioned in 2, 3, and 4, above, and then answer the questions on the "Let's Think About It!" portion of the worksheet.

**Background for Teachers:** Internet media is useful in helping students learn basic skills such as critical thinking, evaluating information, and detecting bias. Students will be directed to specific pages on each website to be used for comparison. Some photos might be disturbing, so it is recommended that teachers view them before beginning this exercise.

## EXERCISE 4 - RESCUED FROM WHAT?: FARM SANCTUARY'S RESIDENTS

### MATERIALS:

- 10 Pictures of Farm Sanctuary residents (photo packet)
- 10 Rescue, 10 Animal Advocate, and 10 Animal Industry Cards (pages 17-24)

### PREMISE:

In a role-playing format, students have a chance to investigate their feelings about the treatment of animals and gain a better understanding of the reasoning behind other viewpoints. Critical thinking will be emphasized, as well as verbal communication skills and writing skills.

### PROCEDURE:

Cut apart 10 Rescue Cards, 10 Animal Industry Cards and 10 Animal Advocacy Cards. Display pictures of the 10 rescued residents of Farm Sanctuary in the front of the class. Divide the class into 10 groups of at least three students each, and give each group one of the ten Rescue Cards. (**Note:** If the class is small or time is short, this can be done with fewer animals.) By carefully reading the Rescue Card, students can pick out the picture of the animal it describes and bring that picture into their group. Pass out the appropriate Animal Industry Cards and Animal Advocate Cards to the groups. Present information in role-plays. Two suggestions are:

#### A. Role-playing in groups

The three cards pertaining to the same animal are divided among the members of a group. The animal's picture should be in plain view. Participants may read their cards aloud verbatim or present the information in their own words. They may include other facts or opinions consistent with those printed on their card. The Rescue Card should be read first. When all three cards have been read, allow the three participants to continue to discuss the issue, still in their roles as Rescuer (or Reporter), Animal Industry Representative and Animal Advocate. Then, stepping out of their roles, the group (and the rest of the class, if they are listening to the discussion) should evaluate the three speakers' viewpoints using these questions:

1. What is each speaker's overriding viewpoint on the treatment of this particular animal?
2. What biases might each speaker have? What do they stand to gain or lose?
3. Was the rescue justified? If not, why not? If so, how could we prevent other animals from needing rescue from the same type of situation?
4. Were you in total agreement with either the animal industry's or animal advocate's opinions or what changes would you make to bring them closer to your own ideas?

**Note:** These questions could be answered in a writing assignment or students could write a paper describing the rescue and the events surrounding it from the animal's, the rescuer's, or another viewpoint. Add these compositions to the Farm Sanctuary Learning Journal.

## B. Talk show format

Part 1: Distribute the three cards and the pictures for 2-4 different animals, depending on time available. Role-play a panel discussion as on a TV talk show. The “host” shows the picture and reads the rescue card as a news item. Then, the two guests, one representing an animal rights group and one representing the meat industry, present their positions as printed on the cards, perhaps with some embellishments. The “audience” may ask questions and participate in the discussion. The “host” may stimulate discussion by asking the questions in A. above.

Part 2 - “Pros and Cons” Activity: With each animal discussed, write at the top of a chart the “use” from which that animal was rescued. (e.g.: Christie, the rabbit, was rescued from becoming a school project. Such projects could be evaluated or the topic could be rabbits used for food, for their fur, or in experiments). Under the main heading, write reasons FOR using the animal in that way on one side of the chart, and reasons AGAINST that use on the other side. Try to fill up both sides of the page, then poll the “audience” as to which viewpoint they agree with most. This exercise could also be done with A. above.

## EXERCISE 5 - MAKING COMPASSIONATE CHOICES

### A. DAILY CHOICES AFFECT FARM ANIMALS

#### MATERIALS:

- One set of Choices Cards (pages 25-26)
- Explanations for Choices Cards (for teacher) (pages 27-28)

#### PREMISE:

We all face many choices every day and our actions may have far-reaching effects. The object of this exercise is to identify the choice which causes the least harm to animals who might be rescued by Farm Sanctuary. None of our choices involve “no harm” at all, but we can try to cause the least harm possible. This exercise highlights the significance of, and the power behind, all of our choices, big and small.

#### PROCEDURE:

1. Copy the Choices Cards pages, cut the cards apart *on horizontal lines only*, and fold them in half, so that each half shows a choice that could be made affecting farmed animals.
2. Either give one card to each student or divide the class into 4 or 5 groups and give several cards to each group.
3. Ask students to decide which of the choices on the card would harm animals on farms the least. Emphasize that none of the choices would cause “no harm,” but that the idea is to pick the choice that harms the least.
4. Ask students to report on their choices and why they made them. If they are in groups with several choice cards, the group may pick one of their choices and report on it.
5. After all reports are given, ask the entire group why they do or do not agree with each choice.



## B. FAMOUS VEGETARIANS

### MATERIALS:

- Computer with Internet access, encyclopedias, *Bartlett's Quotations*
- Copies of "Vegetarian Hall of Fame" handouts (page 29)

### PREMISE:

Throughout history, many people have chosen to obtain all of their nutrition through plants. Some have done it for ethical reasons associated with their reluctance to cause animal suffering. Others have felt that a plant-based diet is more natural for *homo sapiens* and much more healthful. Still others, especially recently, are concerned with the effect large-scale animal agriculture is having on the environment. This exercise encourages students to explore these motivations and determine their relevance for their own lives.

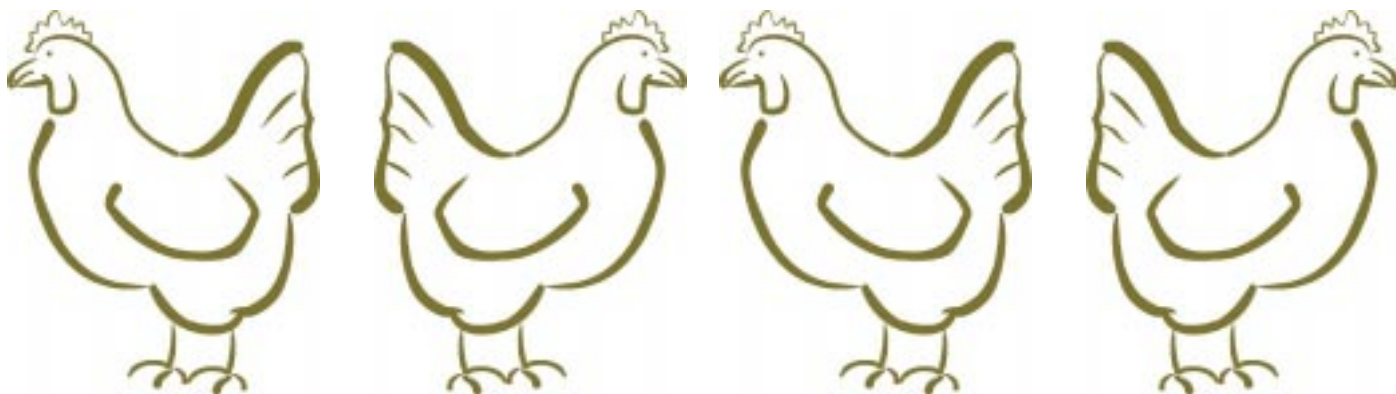
### PROCEDURE:

Copy and distribute "Vegetarian Hall of Fame" handouts to each student. Ask each student to choose a name from the lists provided and research their "famous vegetarian," using the library, the Internet, or whatever other resources are available. [Note: One excellent source of information is *Famous Vegetarians and Their Favorite Recipes* by Rynn Berry (New York, Pythagorean Publishers, 1995).

When research is completed, hold a class discussion, evaluating the relevance of these historical figures' ideas and food choices to contemporary living. Students can add the information they gathered to their Farm Sanctuary Learning Journal.

Besides going vegetarian, brainstorm other ways that students could make a positive difference for farm animals.

*Remember that every choice we make affects others. By making compassionate choices, we help the animals, the environment, and each other.*



# WHICH DO YOU PET AND WHICH DO YOU EAT?

## WHY?

Study the picture below and consider how you would answer the questions posed. Then compose a brief essay around one of the following statements:

- IT IS ACCEPTABLE TO EAT ONE ANIMAL AND NOT THE OTHER BECAUSE...
- IT IS UNACCEPTABLE TO EAT ANY ANIMAL BECAUSE...
- IT IS ACCEPTABLE TO EAT ANY ANIMAL BECAUSE...



## WHAT DO YOU THINK?

# BREAKFAST BEGINNINGS QUESTIONNAIRE

1. Where did this \_\_\_\_\_ come from?  
(Food item)

2. Is this generally considered a healthy food? \_\_\_\_\_

3. What animal produces this product? \_\_\_\_\_

4. Under what conditions was this animal raised?

(Indoors or outdoors? Describe amount of space provided for movement, number of other animals present, cleanliness and health precautions, food provided, and any other details.)

5. At what age was the animal slaughtered? \_\_\_\_\_

6. What is the natural life expectancy of this animal? \_\_\_\_\_

7. How was the animal killed?

8. In your opinion, are production, transportation, and slaughter of this animal as humane as they could be? If not, what changes would you make?

9. Besides the animal producing this item and the humans consuming it, can you think of any other animals affected by its production? If so, explain.

# STUDENT INFORMATION SHEET A

## FACTORY FARMING

Though many people still think of farms as peaceful places where animals have space to move and access to the outside world, very few farms are really like this now. In the past 50 or 60 years, a new type of farming has developed, which people call “factory farming.”

Just as cars are mass-produced in Detroit, factory farming is the mass production of farm animals for food by crowding large numbers of chickens, pigs or other animals into small places so that they can be managed more efficiently. Fewer workers are required to take care of the animals because automatic feeders deposit the food in front of them, automatic fans provide some ventilation, and automatic lights control an artificial cycle of night and day. There is also less work involved when the animals are never allowed to leave their cages or pens, but can always be found in the same place. And by crowding as many animals as possible into small spaces, more money can be made because there are more animals to slaughter for food.

Hormones are given to the animals to make them grow faster so that they can be taken to market quicker. But overcrowding can create problems. When one animal gets sick, all those squeezed in next to him or her often contract the disease as well. To keep this from happening, animals are routinely given doses of antibiotics whether they are sick or not. Residues from these antibiotics can stay in the flesh, making those same antibiotics less effective for curing diseases of people who eat it. Physical and psychological stresses also affect animals in factory farms.

Less than 10% of the roughly 10 billion animals who are raised for the food industry every year are allowed to live on “free-range” farms. On these farms, their lives are not so tightly controlled by the farmer. They have more room to walk around and stretch their wings and legs and they may even be outdoors. Since no government standards define exactly what “free-range” is, animals may still suffer from overcrowding and painful procedures on these farms. Although they are still eventually killed for food, their lives are often significantly happier on these “free-range” farms.

Some people are working to make laws so that animals can behave more naturally than they do on factory farms. For instance, some people would like to make it illegal to chain calves in crates too small for them to turn around and feed them nothing but a liquid diet deficient in iron and fiber, so that they become anemic. This is how many calves spend their whole lives (about 4 months) before they are killed to make veal. With pigs, the treatment is similar. “Breeding sows,” who are kept only to produce litters of piglets, are put into cramped boxes called “gestation crates,” also too narrow for them to turn around. They may spend 3 or 4 years inside before they are killed for people to eat. Their piglets are also tightly crowded together in “grower” pens until they weigh about 120 pounds, then moved into “finisher” houses until, at six months old and 250 pounds, they are slaughtered. Ear and tail clipping and castration are routinely done to them with no pain-killers. And egg-laying breeds of chickens are crowded so tightly into cages that they can never spread their wings or move away from other chickens who might be trying to peck them. Because they are so stressed, the chicks have 1/3-1/2 of their beaks cut off to prevent them from pecking each other to death as they grow larger in confinement. No anesthesia is used. These are also practices that some people would like to make illegal.

Others think the best way to make things better for animals is not to eat them at all. These people are called vegetarians or vegans. The difference is that vegetarians do not eat animals and vegans do not eat animals or use any products that come from them, like eggs, dairy products, wool, silk or leather. They also avoid using animals for testing products or for entertainment.

# STUDENT INFORMATION SHEET B

## A DAY IN THE LIVES OF EGG-LAYING CHICKENS

Unlike vegans, some vegetarians feel that it is all right to eat eggs, since the chickens don't die to produce them. Egg-laying hens do, however, spend their entire adult lives - up to two years - crammed into cages just 1 1/2 by 2 feet wide with five or six other birds. These "battery cages" are stacked three or four high in long rows so that as many as 200,000 chickens can exist in one building. The discomfort of standing on nothing but wire causes their feet to hurt and become deformed. Sometimes their toes will even grow around the wire.

These chickens are specially bred to lay about 10 times the number of eggs per year that they would have in nature. They use more calcium in producing eggshells than their diets can supply, so their bones become brittle and break easily. After about a year, they become "spent" - meaning that they don't produce as many eggs - and many are sent to slaughter. Others are "force-molted." This process involves starving the hens for up to two weeks or more to shock their systems into another egg-laying cycle. Between 5% and 10% of them die when this is done. Even if they do survive, their turn at the slaughterhouse is soon to come.

Chickens naturally have a "pecking order" in which some birds are dominant over others. In close confinement, the weaker birds cannot move out of the way, so they are often pecked, sometimes to death, by the stronger ones. One way to prevent this behavior would be to allow birds much more room to move around, but agribusiness, as the highly mechanized, high-production, factory-farming system is called, prefers to keep thousands of chickens closely confined because, in their words, "Chickens are cheap; cages are expensive." To keep birds from pecking each other to death, 1/3-1/2 of their beaks are cut off when they are very young. They can still peck each other out of irritation, but they can't kill each other. The shock of this painful "debeaking" itself can sometimes kill chicks or make it difficult for them to eat.

Male chicks in egg-laying facilities have a special problem. Over the years, agribusiness has genetically changed chickens so that some breeds grow big, in order to produce a lot of meat, while others stay smaller and lay more eggs. Since roosters don't lay eggs, the male chicks of egg-laying breeds (which don't produce a lot of meat) are tossed in the garbage soon after they hatch. They will die of suffocation or get ground up for fertilizer. Because of this, at least half of all chickens in egg-laying breeds are killed while they are still chicks. If allowed to live out their full lives, domestic chickens could live to be 13-14 years old.

Although chickens on "free-range" farms are not confined in battery cages, they may still be severely crowded, since there are no government regulations clearly defining "free-range." The male chicks of egg-laying hens are still destroyed since they will not produce eggs or grow large enough to make it profitable to raise them. And the practice of "debeaking" chickens to keep them from pecking each other is very often followed on these farms, as well.

# STUDENT INFORMATION SHEET C

## DAIRY COWS TO VEAL CALVES

Many people think that “giving milk” is just something that female cows always do, much the way birds fly or fish swim. Actually, cows are mammals and the only reason they produce milk is to feed their babies. So, in order for a cow to keep producing milk at a profitable level, she has to keep having calves, usually one or two (twins) every year. This presents a problem for dairy farmers. What can they do with all those calves?

The answer depends on whether the calves are males or females, and the ratio is usually about half and half. The young female calves, called “heifers” will be raised to be “milkers” and replace their mothers in the milking line. But in order to produce milk, they must go through a nine-month pregnancy before giving birth to their first calves when they are only two years old. These calves are taken away from them after only one or two days, because humans want to drink the milk intended for the calves. Each cow must produce a calf every year for several more years until her milk production drops off. Then, after only three or four years of producing milk, she is sent to slaughter to be made into hamburger or pot pies. Normally, a cow’s life expectancy is about 20 years.

The other half of the calves born each year - the males - will never grow up to give milk or get large enough to make it profitable for farmers to raise them for meat, so they are usually raised for veal. Like the male chicks of egg-laying hens who are thrown away because they will never lay eggs, raising calves for veal is another instance where the males get the worst deal on factory farms. Each young bull, for instance, may spend his entire short life of only four months standing on slick wooden slats in a crate only two feet wide - so narrow he couldn’t turn around, even if he weren’t chained at the neck. Instead of nursing his mother’s milk, he is fed a liquid diet containing only a little milk and none of the iron or roughage needed to make him healthy. He becomes very anemic from iron deficiency, which makes his flesh very white. His lack of exercise keeps him from developing muscles, so his flesh becomes very soft. Farmers don’t treat calves this way simply to be cruel, but rather to fulfill the market demand for pale, tender veal.

Other male calves may be sold to “free-range” farmers who allow them to eat some grass or grain, move around a little more freely, or even occasionally nurse from a mother cow. But when these calves reach four months old and weigh about 350 pounds, they, too, are loaded on trucks and sent off to be slaughtered for “veal.” However they are raised, this abundance of male calves born to dairy cows is why many people say that the veal industry is a by-product of the dairy industry.

# STUDENT INFORMATION SHEET D

## THE PLIGHT OF PIGS

Far from being lazy, dirty or stupid, pigs are very playful, clean, intelligent animals. They are nearly housebroken at birth, and will set aside one corner of their nest as a toilet, keeping the rest clean. This is important, since their sense of smell is so keen that they can find grubs, mushrooms and other good things to eat buried underground. They use their noses as digging tools to uproot their food. Though we sometimes accuse people of “eating like pigs,” pigs eat only as much as they need. Since they have no sweat glands, pigs like to keep cool by swimming or by wallowing in the mud. Some people say that pigs are smarter than dogs. They can be good companions and have even saved people’s lives. One pig pulled a drowning boy out of a lake and another managed to attract attention and bring rescuers back to the home where the woman who cared for her had collapsed from a heart attack.

Most pigs today, however, live closely crowded together in factory farms. Female pigs (called “sows”) spend most of their lives in very narrow crates with metal bars for sides. These are called “gestation crates.” When the sows are ready to give birth, they are placed in “farrowing crates” designed so that their piglets can nurse through the bars without their mothers rolling over on them. Sows can have up to 14 piglets in a litter, but when they are 2 or 3 weeks old, they are taken away from her to be fattened up for slaughter. The mother is made pregnant again and goes back into her gestation crate. When the young pigs are about six months old they will weigh about 250 pounds. They will be forced onto trucks using electric prods and driven to the slaughterhouse. Instead of calling the finished product “pig meat,” the food industry calls it “pork” or “bacon” or “ham.”

Raised indoors, pigs must constantly smell and stand in their own waste. More than 230,000 pounds of waste per second comes from factory-farmed animals and there are no sewage treatment plants. Consequently, farmed animal excrement has polluted more than half of our waterways. For the pigs, the fumes are so bad that they often get pneumonia or other respiratory problems. To prevent this, pigs are routinely given antibiotics. They get no exercise and the hard floors they have to stand on hurt them over time, often causing deformed legs and hooves. This kind of stress often causes fighting, during which pigs tend to bite each other’s tails, so their tails are cut off without anesthetics when they are very young. Notches are cut in their ears, also with no painkillers, so that people can tell them apart. In some years, over 10% of all pigs born in factory farms die of injuries, diseases, or stress. None of these things are done to be purposely cruel to the animals. They are done because raising lots of animals in close quarters costs less, even if more than one in ten of them die.

Some people do find factory-farming practices cruel and unfair to the animals, so they choose not to support this system by not eating animals. They are called “vegetarians.” Other people also choose not to eat eggs from chickens who are raised crowded together in battery cages or to drink milk that was meant for baby cows who end up in veal crates. These people who avoid all animal products are called “vegans.” To show respect for the animals, more and more people are becoming vegans.

# FARM ANIMALS ON THE WEB

## HENS AND THEIR EGGS

- (A) <http://www.unitedegg.org/useggindustry.htm>
- (A) <http://www.aeb.org/eii/production.html>
- (B) <http://www.poultry.org/eggs.htm>
- (B) [http://www.factoryfarming.com/gallery/photos\\_egg.htm](http://www.factoryfarming.com/gallery/photos_egg.htm)

## PIGS

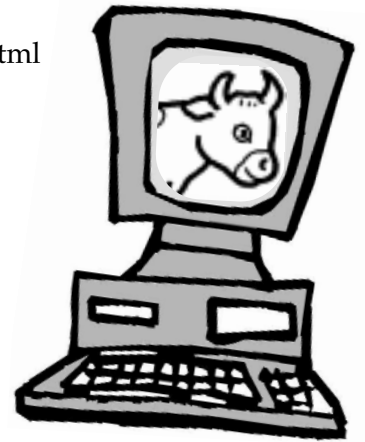
- (A) [http://www.porkscience.org/dispTopicOverview.asp?topic\\_id=3&TID=3&level=1&TPID=3&tier2ID=](http://www.porkscience.org/dispTopicOverview.asp?topic_id=3&TID=3&level=1&TPID=3&tier2ID=)
- (A) <http://www.pork4kids.com/kids/goHogWild.asp#> (Cyber Farm Tour)
- (B) <http://www.factoryfarming.com/pork.htm> or [www.freefarmanimals.org/gc\\_intro.htm](http://www.freefarmanimals.org/gc_intro.htm)
- (B) [http://www.factoryfarming.com/gallery/photos\\_pork.htm](http://www.factoryfarming.com/gallery/photos_pork.htm)

## CALVES RAISED FOR VEAL

- (A) <http://www.vealfarm.com/education/pdfs/calf-care.pdf>
- (A) <http://www.ontarioveal.on.ca/Pages/All%20About%20Veal/vealquestions.html>
- (B) [http://www.freefarmanimals.org/vc\\_intro.htm](http://www.freefarmanimals.org/vc_intro.htm)
- (B) [http://www.factoryfarming.com/gallery/photos\\_dairy.htm](http://www.factoryfarming.com/gallery/photos_dairy.htm)

## DAIRY

- (A) <http://www.moomilk.com/tour.htm>
- (A) <http://www.nmpf.org/faq/index2.cfm>
- (B) <http://www.factoryfarming.com/dairy.htm>
- (B) [http://www.factoryfarming.com/gallery/photos\\_dairy.htm](http://www.factoryfarming.com/gallery/photos_dairy.htm)



## LET'S THINK ABOUT IT!

1. The websites designated with (A) have a different view of farm animals than the websites designated with (B). Describe the difference.
2. Pick one category of animals and compare the websites. Respond to each question for each website.
  - a. Why was this website created?
  - b. What is their message (the point they are trying to make)? How can you tell?
  - c. What does the organization/industry stand to gain when people agree with their position?
  - d. What kind of persuasion techniques are being used?
  - e. How did they decide what to include and what to leave out of this website? Why?
  - f. Many times a picture has more than one message being communicated. Select a picture from each website and identify the intended and hidden messages. How did the picture affect you personally?
3. Is there any conflicting information between the (A) and (B) websites for the animals you researched? How can you decide what information is accurate?
4. What is your opinion on the goals of the web sites you visited? Do you support the organization/industry's position or goals?
5. How does our perspective on farm animals affect how we treat them?

# RESCUE CARDS

**HILDA** (Rescue Story) (1)

It was because of this animal that Farm Sanctuary was started. Hilda had been crowded onto a truck with dozens of others like her. The truck had been driving for many hours in the heat, and Hilda got so hot and thirsty that she collapsed. When the truck got to the stockyard, where animals are bought and sold, she was thrown on a pile of dead animals. Gene and Lorri Bauston were there investigating the stockyard and saw her raise her woolly head. They had to help her, but there weren't any places to take rescued farm animals, so they started Farm Sanctuary. Hilda became the first resident and lived a long, happy life there. Now her memory is honored in many special ways, and the sanctuary she helped create goes on helping thousands of animals in need.

*Using the information above, match this rescue story to Hilda's Farm Sanctuary photo.*

**QUEENIE** (Rescue Story) (2)

In a daring escape from certain death, this young 500-pound animal, later named Queenie, ran away from a meat market in New York City that keeps live animals and lets people choose which ones they want butchered. Queenie's choice was freedom and she braved the streets of New York City to get it, surprising motorists and passers-by. Police finally tranquilized her and delivered her to the custody of the city. Many people made calls asking the city and the owner of the slaughterhouse not to turn Queenie into steaks, but to let her go to Farm Sanctuary. Queenie made national news with her great escape, making it clear that animals have feelings too, and showing why many people choose not to eat them. She now lives happily with her new friends at Farm Sanctuary.

*Using the information above, match this rescue story to Queenie's Farm Sanctuary photo.*

**CHRISTIE** (Rescue Story) (3)

Many people might not eat animals if they had to kill them themselves. But sometimes students in 4-H Clubs are given animals to raise to learn about "food production." Christie was being raised for just such a project. She would have ended her life as the main course at a barbecue. The breeding farm where Christie was born could also have sold her to a laboratory for cosmetics testing or a furrier to be made into ear-muffs or a jacket, but they were closed because of animal cruelty and neglect. Christie went to live at Farm Sanctuary's New York shelter, where digging tunnels, nibbling on carrots, and hopping through green pastures will be her lot in life from now on.

*Using the information above, match this rescue story to Christie's Farm Sanctuary photo.*

**SCHNOOK** (Rescue Story) (4)

This animal and his whole family - 9 adults, 2 youths, and a baby - were abandoned near a lake. Since they were domestic animals, not wild ones, Schnook and his family didn't know how to care for themselves and they were starving. Some people even threw rocks and firecrackers at them because they said the animals were "bothering" them. Even though the animals stuck out their long necks and hissed, dedicated rescuers from Farm Sanctuary kept trying until they caught the whole frightened family and took them to safety at their New York shelter. Other domestic animals like this who live in factory farms are force fed to make a "gourmet treat" called "foie gras" (pronounced "fwa grah") by having a metal pipe shoved down their throats. We wish that all of them could live as happily as Schnook and his family are living at Farm Sanctuary, just being themselves.

*Using the information above, match this rescue story to Schnook's Farm Sanctuary photo.*

# RESCUE CARDS CON'T

**WILLOW** (Rescue Story) (5)

Anyone wandering through a large city may find neighborhoods where these animals are hung upside down in store windows for people to buy. Willow found herself in just such a place - waiting in the back room for her turn to become someone's dinner! Not waiting for her grisly ending, she escaped, only to be alone and frightened in the city streets. She finally wandered into a back yard, where she was cornered by a dog, but was rescued in the nick of time by a caring human who called Farm Sanctuary's New York shelter. Now she enjoys nibbling delicious feed, splashing in the pond, and playing with her new sanctuary friends. She may be a red-faced Muscovy, but she is not embarrassed to accept help from kind strangers.

*Using the information above, match this rescue story to Willow's Farm Sanctuary photo.*

**BROOKLYN** (Rescue Story) (6)

A "city slicker" who is now residing happily at Farm Sanctuary's New York shelter, Brooklyn was discovered tied to a tree in a Brooklyn, New York backyard, with no food, water or shelter. His long, curved horns were painted red and it seemed likely that he was going to be used for animal sacrifice. Every year, thousands of these medium-sized animals are the victims of ritual slaughter. Brooklyn was discovered by a Farm Sanctuary member who made sure that he was safely delivered to his new home. Now he can relax in a comfy straw-filled bed, nibble tasty greens in the pasture and play "head-butting tag" and "king of the mountain" with his new sanctuary friends.

*Using the information above, match this rescue story to Brooklyn's Farm Sanctuary photo.*

**EVE** (Rescue Story) (7)

When we think of these animals, we think of holidays, yet life is no holiday for most of them. Modern technology and genetic engineering have caused them to grow so big and so fast that their hearts can't keep up with their bodies and their legs often can't support their weight. At only 12-16 weeks of age, they are slaughtered for food. Eve never had to go through being debeaked, being crowded in tightly with others like her, and then being hung upside down by her feet to get her throat cut. When she came into the world at the hatchery, she was too weak and sickly to bother raising, so she was simply thrown away. Now she lives at Farm Sanctuary's California shelter, enjoying the sunshine with others like her, and getting lots of greens, fresh air and exercise.

*Using the information above, match this rescue story to Eve's Farm Sanctuary photo.*

**DAWN** (Rescue Story) (8)

Dawn is a very mischievous animal who likes to play tricks on people who come to visit her. Sometimes she will untie their shoe laces, then casually walk away, waiting for them to discover the joke. Before she came to Farm Sanctuary, her life was certainly no joke. She may have been born weak or sickly, for something caused the factory farming facility where she was born to leave her in a room with others like her to starve. Neighbors heard the desperate cries of the young animals and called Farm Sanctuary to help. Soon Dawn and the others who were still alive were whisked away to the New York sanctuary, where loving hands, warm barns and delicious mud puddles welcomed them.

*Using the information above, match this rescue story to Dawn's Farm Sanctuary photo.*

# RESCUE CARDS CON'T

## ALBY (Rescue Story) (9)

Alby's mother probably spent her life having one baby after another so that she would continue to produce milk. Her babies would have been taken away after only 1 or 2 days so that humans could drink all of her milk. Then she would have been slaughtered at 5 or 6 years old. Since males don't produce milk and this breed won't grow large enough to produce much meat, these unwanted males are put in very narrow wooden crates so they can't move and are fed a liquid diet low in iron and fiber. That way their flesh stays very pale and tender and is called "white veal." The farmer who was paid to raise Alby got angry at the company he worked for and stopped providing food. By the time Farm Sanctuary found out about it, 51 of the 64 babies had starved. Little black and white baby Alby was nursed back to health and now, over twelve years later, is still happily living at the New York shelter.

*Using the information above, match this rescue story to Alby's Farm Sanctuary photo.*

## BESS (Rescue Story) (10)

When natural disasters like tornados strike, much concern and effort is put into rescuing people, providing medical care and helping them relocate. Many animal groups also work on saving dogs, cats and other animals who may have been separated from their human companions. But for animals in factory farms, trapped in their cages or crates, the situation is even more desperate. When a tornado demolished a factory farm in rural Ohio in September, 2000, Bess and nearly a million feathered creatures like her were left starving inside their crowded cages in dangerously ruined buildings. Daring rescuers from Farm Sanctuary and other groups helped many of these birds, including Bess, start a new life of freedom at their sanctuaries. Now Bess happily proves that *every* one in a million is important.

*Using the information above, match this rescue story to Bess's Farm Sanctuary photo.*

## KEY TO ANIMAL IDENTIFICATION

### FARM SANCTUARY RESCUE CARDS

1. SHEEP

2. COW

3. RABBIT

4. GOOSE

5. DUCK

6. GOAT

7. TURKEY

8. PIG

9. CALF

10. CHICKEN



# ANIMAL ADVOCATE CARDS

## **SHEEP** (Animal Advocate Viewpoint)

Many people think sheep receive better treatment because more of them live on the open range in the West. But there they often have no protection from extreme weather conditions. A growing number of sheep are being raised in crowded factory farm feedlots. Almost a third of all lambs born in the U.S. die from exposure, disease, attack by predators or starvation before they can be taken to slaughter, so a lot of lambs have to be born to fill the demand. They have thick pieces of plastic pushed through their ears for identification, are castrated, and have their tails cut off, all with no anesthetic. Sheep shearing for wool is done rapidly to increase profits and the rough handling often injures the sheep. Most sheep, however are raised for meat. Like Hilda, they often suffer terribly while being transported to slaughter.

**Total number of sheep and lambs killed for food in the U.S. in 2000 - almost 3.5 million**

## **COWS** (Animal Advocate Viewpoint)

Though not as intensively confined as some other animals, cows raised for beef still receive harsh treatment. Most spend a portion of their lives grazing on range lands. For identification, these are branded with hot irons. They are terrified when people come to round them up and they often get injured in the cattle trucks driving them to auction. There they may be slaughtered directly or sold to a feedlot to be fattened up. The dusty feedlot air, full of manure particles, gives many of them lung diseases and the food meant to fatten them quickly plus the growth hormones make them sick in other ways. At the slaughterhouse, most animals are supposedly stunned first, but rapid line speeds in the slaughterhouse mean that many are still conscious when the butchering begins. Kosher and Halal slaughter require animals to be fully conscious when they are killed, so they are often lifted into the air by one rear leg before their throats are cut. Queenie escaped from a Halal meat market.

**Number of cattle killed for food in the U.S. in 2000 - over 37 million.**

## **RABBITS** (Animal Advocate Viewpoint)

Perhaps one of the most exploited of all creatures, rabbits are sometimes eaten by humans, worn as fur items, or used as the subjects of experiments. Many cosmetics, poisons, and household products are tested by dropping them into rabbits' eyes, spreading them on their shaved skin, or force-feeding them. Laboratories learned that rabbits could be raised in intensive confinement systems, and the meat industry has followed their lead. Rabbits can be made pregnant on the same day that they give birth. Breeding rabbits may spend their entire lives inside the same cage, usually pregnant and nursing their last litter at the same time. Those to be killed for food must gain weight quickly, so crowding keeps them from running, playing and wasting energy. Rabbits from these factory farms could be used for school projects, like Christie was, sold to "live markets" or sent directly to slaughter.

**Number of rabbits slaughtered for food in the U.S. in 2000 - over 466,000**

## **GEESE** (Animal Advocate Viewpoint)

Abandoning animals is never a kind thing to do. Just because wild geese survive on their own, we should not assume that domesticated geese can find food or protect themselves. Yet, in a factory farm, these geese would have suffered even worse treatment. Some are killed for food, but many are raised on "foie gras" farms (pronounced "fwa grah") just for their swollen livers. Long, metal pipes are shoved down their throats and up to 7 pounds of food are pumped into their stomachs daily - comparable to a human eating 16 bowls of spaghetti at one sitting. Some die when their stomachs burst. Only male geese are used for "foie gras" since they have larger livers. The females are killed as soon as they hatch. The down for down jackets is really the soft feathers near the goose's body. It can be taken from slaughtered geese, but some are plucked while they're still alive.

**Number of geese slaughtered for food in the U.S. in 2000 - almost 170,000**

# ANIMAL ADVOCATE CARDS CON'T

## DUCKS (Animal Advocate Viewpoint)

In markets such as the one from which Willow escaped, ducks and other "poultry" such as chickens, turkeys and geese are offered for sale. Many times customers can pick the live animals they want and either have them killed on the spot or take them away live to use any way they choose. Ducks are also factory farmed. Some are kept in cages on wire floors which can hurt their feet. Others are crowded into filthy sheds where they have no chance to fly, swim or even see the sun. Ducks are naturally very clean animals, but without water they cannot clean themselves. The ammonia from their own waste sometimes causes them to go blind. Some farmers actually shorten their upper bills by cutting or burning them. This helps stop feather pulling, caused by stress, but makes it difficult to eat.

**Number of ducks killed for food in the U.S. in 2000 - over 24,000,000**

## GOATS (Animal Advocate Viewpoint)

In most parts of the world, goats are more commonly used for food or clothing than cows are. As more ethnic populations move into the U.S., they bring their customs with them, so more goats are being kept for their milk or killed for meat. Ritual sacrifice is practiced by some members of these cultures and "Brooklyn" was probably destined for that. Also some "live markets" perform religious slaughter where the animals must be fully conscious while being hung upside down and bled to death. Goats may be raised on the range or kept in feedlots. Often they have no protection from extreme weather conditions. In crowded feedlots, the dusty pens full of manure can give them respiratory diseases. Other goats are raised for their milk or their hair (Mohair). All of them are eventually sold for slaughter.

**Number of goats in the U.S. killed in USDA slaughterhouses in 2000 - over 530,000**

## TURKEYS (Animal Advocate Viewpoint)

Tossing live animals in the trash is not uncommon in the poultry industry. Even if she had not been thrown away, Eve's life would have been short and horrible. Often 15,000 or more turkeys may be confined in a building with only 3 square feet of space apiece. They must stand on filthy floors, breathing dusty, ammonia-filled air, which can burn their eyes or damage their lungs. To keep them alive, they are given large doses of antibiotics. Domestic turkeys have been genetically altered so that they will grow very big, very fast. Often they become crippled because their legs can't support their bodies, or they have heart attacks. They cannot fly or even mount and reproduce naturally, because their huge breasts, genetically engineered for more "white meat," get in the way. They may be transported in open trucks for hours with no food, water, or protection from the weather. No federal laws regulate the way they are transported or slaughtered.

**Number of turkeys killed for food in the U.S. in 2000 - over 268,000,000**

## PIGS (Animal Advocate Viewpoint)

Pigs are intelligent, have very sensitive noses, and prefer being clean. On factory farms, female breeding sows are confined in "gestation crates," barely larger than the sows themselves, for most of their lives and repeatedly made pregnant, then moved into even smaller "farrowing" crates to deliver their babies. The piglets' tails are cut off to prevent tail-biting caused by stress and notches are cut in their ears for identification, both without anesthetic. They are removed from their mothers at 2-3 weeks of age. The air in hog factories is so full of dust and foul gases from the animals' waste products that farm workers who spend only a few hours a day there develop respiratory problems. Pigs in these conditions develop lung diseases. With no exercise and hard concrete or metal floors, pigs often develop crippled legs or arthritis. When they are 6 months old and weigh about 250 pounds, they are sent to slaughter.

**Number of pigs slaughtered for food in the U.S. in 2000 - 98,000,000**

## ANIMAL ADVOCATE CARDS CON'T

### CALVES (Animal Advocate Viewpoint)

The proportion of male to female calves born is about 50/50, but what good is a male dairy cow? He'll never produce milk and his breed of cow won't grow large enough to be used by the beef industry. Yet, some people prize the tender, white flesh of baby cows as a gourmet treat. Normally, calves would eat grass next to their mothers and build muscles by running and playing. However, the iron in grass would darken their flesh and the exercise make it tougher. That is why male calves are taken away from their mothers at one or two days old and chained in wooden crates about 2 feet wide. For food, they get only a liquid milk diet containing antibiotics, but little iron or fiber. They can't play with other calves or even turn around. Their legs and feet get very sore from standing and lying down on slick, filthy floors. Often they get sick and die. In some countries, it is illegal to raise calves this way.

**Number of calves slaughtered for veal in the U.S. in 2000 - almost 1.2 million**

### CHICKENS (Animal Advocate Viewpoint)

Factory farming (or intensive confinement systems) began with chickens. Hens of egg-laying breeds are confined in battery cages - small wire cages stacked on top of each other and lined up in long rows. Four or five hens live in each cage, so tightly crowded that they cannot stretch their wings or legs. Originally jungle birds, chickens enjoy roosting in trees, taking dust baths, and sunning themselves, but these social needs are frustrated in battery cages. Chickens have "pecking orders" in which some birds are dominant. In cages, the weak ones can't get away, so they are sometimes pecked to death. To prevent this, chickens are "debeaked" - 1/3-1/2 of their beaks are cut off - when they are chicks. Male chicks are thrown in the trash, since they can't produce eggs. When hens stop producing enough eggs, they are sent to slaughter. One "egg farm" can have over a million chickens.

**Number of hens caged in egg-laying facilities in the U.S. - over 300,000,000**

## ANIMAL INDUSTRY CARDS

### SHEEP (Animal Industry Viewpoint)

The more sheep that can be put on a truck, the higher the profits. This causes a certain amount of stress on the sheep, but sheep are not the hardest animals around anyway. Between the time they are born and the time they are slaughtered, we have to figure that about 20% of them are going to die of something - disease, stress, injuries or something else. The person who took that sheep off the truck probably thought it was dead or too close to death to save. If farmers want to make a profit, they have to use their time efficiently and raise a high volume of animals. If sheep farmers can't make enough money, you can forget about wool and lamb chops.

### CATTLE (Animal Industry Viewpoint)

People can get all upset over one cow and go right out and order a Big Mac. The slaughter process for all cattle is highly regulated by the government, but this cow would have had the added safeguards of being slaughtered by the Halal method. This strict Muslim ritual is similar to Kosher slaughter, and requires one quick slice to the neck from an extremely sharp knife. Hundreds of Muslims and other locals came to this "live" market to pick out their own fresh poultry or to buy meat from larger animals who were killed in the proper ritual way. What about their rights to buy the kind of meat called for by their religion? Why wasn't this cow returned to the market?

# ANIMAL INDUSTRY CARDS CON'T

## RABBITS (Animal Industry Viewpoint)

As long as there is a demand for meat in this country, we are going to need people who are familiar with the processes involved in raising animals for food. Clubs such as 4-H and the Future Farmers of America have been helping young people become contributing, caring, capable members of society for many years. Raising and marketing food animals teaches kids responsibility and leadership skills and helps them learn to set goals, plan projects and solve problems. Facilities that supply animals for their projects are closely regulated, resulting in the closing of this particular one which didn't measure up. It is unlikely that this farm would have been selling rabbits to laboratories or fur farms, since those facilities generally breed their own.

## GEESE (Animal Industry Viewpoint)

Whoever left a dozen geese on a lake may have saved themselves the trouble of feeding them, but they also gave up a nice profit by not selling them to a farmer who raises geese. Geese serve many purposes. On farms where goose liver pate, called foie gras (pronounced "fwa grah") is made, the geese are fed extremely well until it is time to quickly and humanely slaughter them. Then the soft feathers close to their bodies, called "down," are collected to make cozy warm down jackets and comforters. What's wrong with serving a purpose in life?

## DUCKS (Animal Industry Viewpoint)

Most of the markets such as the one from which this duck escaped are in Asian neighborhoods. People in this culture have been raising and slaughtering ducks for food for thousands of years, and they need a place to buy the food they enjoy. Hanging a dead duck in a store window so that people can judge its size and leanness is no different from displaying frozen turkeys or hams in a freezer case. Targeting ethnic stores because they choose to arrange their products differently from the dominant culture or because they like to eat different food is racist.

## GOATS (Animal Industry Viewpoint)

In America, everyone is supposed to have freedom of religion, even those who belong to minority religions. In some of the religions, animal sacrifices do play a part in the sacred rituals, but the animals are slaughtered more quickly and more humanely than in many commercial slaughterhouses. If the animal was being held for a long period of time without proper care, then the authorities in charge of animal cruelty should have been called to handle the situation. The goat should not have been taken just because the "rescuers" assumed it was to be part of ritual sacrifice. What right do they have to keep others from practicing their religions?

# ANIMAL INDUSTRY CARDS CON'T

## **TURKEYS** (Animal Industry Viewpoint)

What would Thanksgiving be without a turkey dinner? Since the Pilgrims first shared a wild turkey feast with the Indians, Americans have loved to dine on this traditional dish. Today turkey producers supply nearly 300,000,000 turkeys for Americans to consume, and not just at Thanksgiving. Many doctors advise that turkey meat is lower in fat and cholesterol than beef or pork, so turkey loaf, turkey hotdogs and other turkey products have become popular. Modern technology has created turkeys that grow faster and heavier, so they can be harvested at a very young age and processed early. The industry even has ways to improve the taste and texture of turkey meat. Clean, efficient farms and processing plants are working to supply the American demand for turkey.

## **HOGS** (Animal Industry Viewpoint)

Pork producers are simply trying to provide a quality product to the public. Selected breeding and genetics have helped produce leaner, faster growing animals. Farmers have no reason to mistreat their animals, and every reason to make sure they are strong and healthy when they go to market. If one particular farmer was actually guilty of neglecting to feed some young pigs, it was an isolated incident. Sick or injured animals in the majority of pork facilities are treated by a veterinarian or humanely euthanized. Young pigs may have their tails shortened to stop their natural tendency for tail-biting, and they may have their needle teeth trimmed shortly after birth to keep them from hurting their mother or their litter mates. Farmers even take special care to put nursing sows in farrowing crates so they won't crush any of the piglets.

## **VEAL CALVES** (Animal Industry Viewpoint)

It is a rare occurrence when any farmer walks away from his investment and allows the animals to suffer for it. Most calves raised for veal are fed twice a day in safe, warm barns. Most of them do come from dairy farmers who do not need their male calves because they don't produce milk, but the calves have good lives. Each calf has his own stall, like a little apartment, where a veterinarian can easily check him for diseases and treat him if he gets sick. Veal barns have computers that keep the barns cool on hot days and warm on cold days. Farmers want to produce a good product, so they take very good care of the calves.

## **LAYER HENS** (Animal Industry Viewpoint)

Natural disasters, like tornados, are beyond anyone's control. While it is a tragedy that nearly a million chickens died for nothing, think of the loss to the farmers at the Buckeye Egg Farm. Besides their chickens, they lost millions of dollars worth of cages, computers and other equipment, as well as their buildings. Some people lost their jobs. The chickens would normally have been safe inside their temperature controlled housing and kept producing thousands of dozens of eggs for our breakfasts, but tornados are too strong and too unpredictable. It makes good sense to keep many chickens in smaller spaces so that we don't waste land and we produce eggs cheap enough for everyone to eat.

## CHOICES CARDS

<b>“GARDEN BURGER”</b>	<b>HAMBURGER</b>
<b>HOT DOGS</b>	<b>“SMART DOGS” OR “TOFU PUPS”</b>
<b>SOY MILK</b>	<b>COW’S MILK</b>
<b>ICE CREAM SANDWICH</b>	<b>“TOFUTTI CUTIE”</b>
<b>LEATHER JACKET</b>	<b>“PLEATHER” OR VINYL JACKET</b>
<b>TOFU SCRAMBLE</b>	<b>SCRAMBLED EGGS</b>
<b>JOINING “4H”</b>	<b>VOLUNTEERING AT A FARM ANIMAL SANCTUARY</b>
<b>ORGANIC COTTON SWEATER</b>	<b>WOOL SWEATER</b>
<b>ATTENDING COUNTY FAIR</b>	<b>ATTENDING MUSIC OR CRAFTS FESTIVAL</b>
<b>BUYING MEAT IN THE SUPERMARKET</b>	<b>BUYING MEAT AT A FARMER’S MARKET</b>

## CHOICES CARDS CON'T

<b>35MM CAMERA</b>	<b>DIGITAL CAMERA</b>
<b>“SUCANAT”</b>	<b>REFINED SUGAR</b>
<b>“CHEETOS”</b>	<b>PLAIN POTATO CHIPS</b>
<b>ATTENDING A RODEO</b>	<b>ATTENDING A FOOTBALL GAME</b>
<b>VEGETARIAN PATÉ</b>	<b>FOIS GRAS</b>
<b>“CAGE-FREE” EGGS</b>	<b>COMMERCIAL EGGS</b>
<b>“LUBRIDERM” LOTION WITH LANOLIN</b>	<b>“AUBREY ORGANICS” LOTION</b>
<b>FRUIT SALAD</b>	<b>JELLO</b>
<b>DOWN JACKET</b>	<b>“ARCTIC FLEECE” JACKET</b>
<b>THANKSGIVING TURKEY</b>	<b>THANKSGIVING “TOFURKY”</b>

# EXPLANATIONS FOR CHOICES CARDS

OF THESE TWO CHOICES,	THIS CHOICE CAUSES LESS HARM	BECAUSE
GARDEN BURGER / HAMBURGER	GARDEN BURGER	NO ANIMALS WERE KILLED OR MADE TO SUFFER FOR THE INGREDIENTS.
HOT DOGS / "SMART DOGS" OR "TOFU PUPS"	"SMART DOGS" OR TOFU PUPS"	NO ANIMALS WERE KILLED OR MADE TO SUFFER FOR THE INGREDIENTS.
SOY MILK / COW'S MILK	SOY MILK	DAIRY COWS ARE SLAUGHTERED AFTER ONLY TWO OR THREE YEARS OF PRODUCING 10 TIMES THE AMOUNT OF MILK THEY WOULD NORMALLY PRODUCE, AND THEIR MALE CALVES ARE TAKEN AWAY TO BE RAISED IN CRATES FOR VEAL.
ICE CREAM SANDWICH / "TOFUTTI CUTIE"	"TOFUTTI CUTIE"	THEY CONTAIN NO ANIMAL PRODUCTS, SO COWS ARE NOT EXPLOITED TO MAKE THEM.
LEATHER JACKET / "PLEATHER" JACKET OR VINYL JACKET	"PLEATHER" JACKET OR VINYL JACKET	NO ANIMALS ARE SLAUGHTERED TO MAKE THEM.
TOFU SCRAMBLE/ SCRAMBLED EGGS	TOFU SCRAMBLE	EGG-LAYING CHICKENS LIVE MISERABLE LIVES CROWDED TOGETHER IN BATTERY CAGES AND DIE VIOLENT DEATHS.
JOINING "4H"/ VOLUNTEERING AT A FARM ANIMAL SANCTUARY	VOLUNTEERING AT A FARM ANIMAL SANCTUARY	ONE CAN LEARN TO CARE FOR ANIMALS WHO WILL BE PROTECTED THEIR WHOLE LIVES, RATHER THAN RAISING THEM TO BE KILLED.
ORGANIC COTTON SWEATER / WOOL SWEATER	ORGANIC COTTON SWEATER	SHEEP SUFFER FROM ROUGH HANDLING AND TEMPERATURE EXTREMES AFTER SHEARING, AND ARE OFTEN KILLED FOR FOOD, TOO.
ATTENDING COUNTY FAIR / ATTENDING MUSIC OR CRAFTS FESTIVAL	ATTENDING MUSIC OR CRAFTS FESTIVAL	A MAJOR PURPOSE OF COUNTY FAIRS IS TO DISPLAY LIVESTOCK BEING RAISED FOR FOOD.
BUYING MEAT IN THE SUPER-MARKET / BUYING MEAT AT A FARMER'S MARKET	BUYING MEAT AT A FARMER'S MARKET	THE MEAT IN SUPERMARKETS OFTEN COMES FROM ANIMALS WHO HAVE BEEN TRANSPORTED LONG DISTANCES UNDER VERY STRESSFUL CONDITIONS.
DOWN JACKET / "ARCTIC FLEECE" JACKET	"ARCTIC FLEECE" JACKET	DOWN COMES FROM DUCKS AND GEESE WHO MAY BE PLUCKED AFTER SLAUGHTER OR WHILE THEY ARE STILL ALIVE.

# EXPLANATIONS FOR CHOICES CARDS CON'T

OF THESE TWO CHOICES,	THIS CHOICE CAUSES LESS HARM	BECAUSE
THANKSGIVING TURKEY / THANKSGIVING "TOFURKY"	THANKSGIVING "TOFURKY"	ONE CAN STILL ENJOY THE HOLIDAY TRADITION WITHOUT CONSUMING AN ANIMAL WHO SUFFERED AND WAS KILLED FOR THE FEAST.
35MM CAMERA / DIGITAL CAMERA	DIGITAL CAMERA	REGULAR CAMERA FILM CONTAINS GELATIN, WHICH IS MADE FROM THE BONES OF ANIMALS.
"SUCANAT" / REFINED SUGAR	"SUCANAT" (A BROWN, POWDERED SWEETENER MADE FROM EVAPORATED SUGAR CANE JUICE)	CANE SUGAR IS OFTEN FILTERED THROUGH ANIMAL BONE SHARDS DURING THE REFINEMENT PROCESS.
"CHEETOS" / PLAIN POTATO CHIPS	PLAIN POTATO CHIPS	CHEESE IS A DAIRY PRODUCT, SO IT CONTRIBUTES TO THE SUFFERING OF COWS AND THEIR MALE CALVES.
ATTENDING A RODEO / ATTENDING A FOOTBALL GAME	ATTENDING A FOOTBALL GAME	HORSES, CALVES, BULLS AND OTHER ANIMALS ARE OFTEN ABUSED IN RODEOS.
VEGETARIAN PATÉ / FOIS GRAS	VEGETARIAN PATÉ	FOIS GRAS IS PRODUCED BY FORCING LARGE AMOUNTS OF FOOD DOWN GEESSE'S THROATS THROUGH A METAL PIPE.
"CAGE-FREE" EGGS / COMMERCIAL EGGS	"CAGE-FREE" EGGS	CHICKENS MAY HAVE MORE SPACE TO MOVE AROUND, THOUGH THEY MAY STILL BE DEBEAKED AND MALE CHICKS KILLED.
"LUBRIDERM" LOTION WITH LANOLIN / "AUBREY ORGANICS" LOTION	"AUBREY ORGANICS" LOTION (HAS NO LANOLIN)	LANOLIN IS A PRODUCT MADE FROM WOOL FAT, AND THE COMPANY WHICH MAKES "LUBRIDERM" (PFIZER) TESTS ITS PRODUCTS ON ANIMALS. "AUBREY ORGANICS" DOES NOT TEST ITS PRODUCTS ON ANIMALS OR USE ANIMALS AS INGREDIENTS.
FRUIT SALAD / JELLO	FRUIT SALAD	JELLO CONTAINS GELATIN, WHICH IS MADE FROM ANIMAL BONES.

# VEGETARIAN HALL OF FAME

Throughout history, many people have chosen to obtain all of their nutrition through plants. Some have done it for ethical reasons associated with their reluctance to cause animal suffering. Others have felt that a plant-based diet is more natural for *homo sapiens* and much more healthful. Still others, especially recently, are concerned with the effect large-scale animal agriculture is having on the environment.

Listed below are a few of the famous vegetarians in history. Choose one and research his or her life with the following questions in mind:

1. Why is this person famous?
2. What did you learn about his or her dietary preferences in your research? Did they relate in any way to the reason the person is famous?
3. Did this person choose vegetarianism for ethical, health or environmental reasons? A combination? [Hint: Often, finding famous quotes from the person is a good way of discovering this.]
4. Do you think the reasoning behind this person's food choices is solid? Would you advocate her/his choices for others? For yourself? Why or why not?

## FAMOUS HISTORICAL VEGETARIANS

Pythagoras  
Guatama the Buddha  
Plato  
Socrates  
Plutarch  
Leonardo da Vinci  
Percy Bysshe Shelley

Leo Tolstoy  
Annie Besant  
Mahatma Gandhi  
George Bernard Shaw  
Sylvester Graham  
Dr. John Harvey Kellogg  
Henry Salt

## FAMOUS CONTEMPORARY VEGETARIANS

Paul (and Linda) McCartney  
George Harrison  
Dick Gregory  
Dennis Weaver  
Isaac Bashevis Singer

Brigid Brophy  
Alecia Silverstone  
Joaquin Phoenix  
Brigitte Bardot  
Mary Tyler Moore

Note: Some information can be gathered on the Internet at [www.ivu.org](http://www.ivu.org). Other suggested resources include: Berry, Rynn, *Famous Vegetarians and Their Favorite Recipes* (New York, Pythagorean Publishers, 1995) Bartlett's Quotations encyclopedias

*Remember that every choice we make affects others. By making compassionate choices, we help the animals, the environment, and each other.*

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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:

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# NOTES

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**FOR MORE INFORMATION, PLEASE SEE: [WWW.FARMSANCTUARY.ORG](http://WWW.FARMSANCTUARY.ORG).**

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