

## Farms Yesterday vs Today

### *Goals:*

1. For students to develop an understanding that 99% of the farms that “grow” animals for food are more like factories.

2. For students to gain empathy for chickens.

(The drawings and reflection will be based on prior knowledge, so they can be very interesting and may reveal what the students already know or don't know.)

*Grades:* 6<sup>th</sup> and up

*Materials:* Journals, pencils, computers to access NMAS link ([uncooped.org](http://uncooped.org))

### *Procedures:*

1. In their journals, have students draw a line down center of their page.

2. On the left side of the page, ask the students to draw how they think chickens live on farms. The chickens need to be in a scene and they can add color, label the scene, etc.

3. Encourage students to share & discuss their drawings.

5. Give no details and ask them do to the following:

On the right side of the page, have the students draw what they think a factory looks like to them and label the parts.

6. Compare, contrast, describe and discuss the differences.

Ask: What do chickens and all farm animals need to live happily? What setting either farm or factory has the needs that animals need to live happily? If a hen lived in a factory, how do you think she would feel? Would she like it? Is it a kind home for her?

7. Ask the students to title the page Farms, on the left side have the students title Yesterday and the right side Today. Discuss the reasoning for the titles.

7. Conclude today 99% of beef, chicken and pork come from factory farms where animals are not happy.

8. For older students, refer to the UnCooped exhibit to see what it is like for chickens in factory farms.

9. Explain to the students there are things they can do to help chickens! Refer to the UnCooped exhibit for ideas.

10. In smaller groups or a class, decide what you want people in your community to learn about, create a PowerPoint or poster to share on school bulletin boards.