



A Pig's Tail

Basic Needs: The Old Farm vs. New Farm

The Humane Society of the United States has partnered with Aardman Studios to create "A Pig's Tail," a short animated film about a pig's perspective of factory farming. Use this lesson plan, developed by Humane Society University, to explore with your students the themes presented in the film.

Objective: Students will be able to describe the basic needs of all living beings and compare and contrast the care provided to story characters throughout the plot.

Grade level: 2-3

Standards Addressed:

NS.K-4.3 Life Science—Students will develop an understanding of:

- The characteristics of organisms
- Organisms and environments

NS.K-4.6 Personal and Social Perspectives—Students will develop an understanding of:

- Personal health
- Changes in environments

Character Concepts: Respect and Empathy for Others

Materials Needed:

- **A Pig's Tail** video (available at humanesociety.org/apigstail)
- T-chart in large form or copies for each student (see page 4)
- white board, chalk board, or poster board
- scratch paper or writing paper for each student
- "The Real Deal About Pigs" from the Dec. 2012/Jan. 2013 issue of *Kind News*, available at humanesociety.org/assets/pdfs/publications/kind_news/kn-the-real-deal-about-pigs.pdf



Preparation:

1. Write *Basic Needs* on the board or poster board hung in the classroom.
2. Prepare copies of the T-chart for each student (optional)

Procedure

Opening:

1. Ask students to name the things that they need to remain alive, happy, and healthy. Accept all answers, making sure that food, air, water, light, shelter, care, and exercise are included and write them under the title *Basic Needs*.
2. Introduce that these are called basic needs and that basic needs are what living beings need to stay alive.

Lesson Body:

1. Ask students to watch **A Pig's Tail**, a movie about a pig and her mom. Request that students look for the way the basic needs of the pig and her mom are provided in the movie in the settings of the Old Farm and the New Farm.
2. After the movie, create a T-chart on the board or pass out a copy of the T-chart to each student. Ask students to compare and contrast:

- a. setting – Ask students to describe the settings of the Old Farm and the New Farm
- b. basic needs – Ask students to describe the needs provided to the characters in the beginning of the movie to those at the ends of the movie. Answers should include, but are not limited to air, food, water, light, shelter, care, and exercise.
- c. character feelings and actions – Ask students to describe the main characters and their feelings and actions (including body language) at the beginning of the movie and to compare it to the feelings and actions at the end of the movie.

When using the T-chart, ask students to compare each item and note what makes them the same or different.

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Old Farm	New Farm
-setting: dark barn; small pens -basic needs: *air *food *water *light *shelter *care *exercise -characters feelings and actions:	-setting: outside in the sun; room to roam -basic needs: *air *food *water *light *shelter *care *exercise -characters feelings and actions:

3. Provide each student with a piece of paper. Ask students to take part in a “think-pair-share.”
 - a. Step One: Ask students to privately think about the following questions and write his or her answers on the piece of paper:
 - At which farm, the Old Farm or the New Farm, were the basic needs of the pigs taken care of? Provide details to support your answer.
 - In your opinion, at which farm, the Old Farm or the New Farm, would the pigs be happiest? Provide details to support which environment you selected.
 - b. Step Two: Ask students to turn to a neighbor and share what they wrote down.
 - c. Step Three: Ask the entire class to share which farm they feel provides the best basic needs for the pigs.

Closure:

1. Share with students that there are both good farms, like the New Farm, and farms that do not treat their animals well, like the Old Farm.
2. Provide each student with a copy of "The Real Deal About Pigs" article from *Kind News* and ask them to read it.
3. After reading, provide each student with a piece of paper. Ask each student to draw a pig and write one thing that they learned about pigs from the film or the article they read. (Alternatively, you can print out a pig coloring page for students, like the one found at supercoloring.com/pages/pig-smells-something/).
4. Collect the pig drawings and place around the room or on a bulletin board resembling a grassy farm.

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