BCSPCA Humane Education

Farm-Food Connection

A Little Eggstra Space

Overview: Understanding where our food comes from and the conditions in which animals are typically raised for food will allow students to think critically and make choices that are in sync with their values.

Key Questions:

- How are farm animals' needs met in the different housing systems?
- What is the difference between chickens raised in battery cage, free run and free range systems?
- How do we ensure the animals we get our products from are treated humanely?
- Does labelling always clearly reflect how the animals were treated?
- How do we value the treatment of animals used for production versus animals kept as pets?

Big Ideas:

Career Education: Public identity is influenced by personal choices and decisions. New experiences, both within and outside of school, expand our career skill set and options.

Science: All living things sense and respond to their environment.

English Language Arts: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

**curriculum links listed at the end of this packet*

Activity:

Lesson 1: What do chickens need? Have students complete the first two worksheets to see what their knowledge is prior to watching the video. Then watch Cluck!

Lesson 2: Living conditions of chickens Students match the housing systems to their definitions. Next, they will "be a chicken" by doing the chicken dance in smaller and smaller spaces. See directions below.

Additional Resources

spca.bc.ca/teacher-resources

Chicken Dance Instructions:
Gather the class into a circle in a large space, so everyone can stretch out their arms without touching anyone. Do a round of the Chicken Dance, (add music to make it more fun!) doing natural chicken behaviours (things that make them feel happy and healthy) like flapping, dancing, foraging or pecking. Then have them take a step towards the centre and do another round. Continue until the students are side by side in a small circle and unable to move or stretch their arms, representing the space a caged hen would have. Now have them try to do their natural chicken behaviours! Ask students how it feels not to be able to go outside that space. Follow up with a discussion on why it's important for animals to have space as well.

Lesson 3: What do the labels mean: Students are challenged to organize the egg cartons based on their method of production, paying attention to misleading or vague labels.

Lesson 4: What's in your egg? Students will predict if more people buy caged, free-run, or free-range eggs and why. Next, they gather data from their own home and add it to the chart, collaborate with their classmates (or contact several other family members, friends, etc.) to add to the chart, and then put their data into a graph. They will then draw a conclusion about their findings and how they compared to their original prediction.

Discussion Questions:

- What are the major differences between the housing systems?
- Why do you think 88% of eggs in BC are produced by caged chickens?
- How might these housing systems affect the production of the egg? What about the well-being of the chicken?
- Does yolk and shell colour have any effect on the nutrition of the egg?
- How can we ensure we are eating eggs from humanely raised chickens?
- How can we change the egg industry so that all egg-laying chickens can live a happy and healthy life?

	Brown Shell	White Shell	Orange Yolk	Yellow Yolk
Caged				
Free Run				
Free Range				
Organic				
Omega 3				
Other				

Extension Questions:

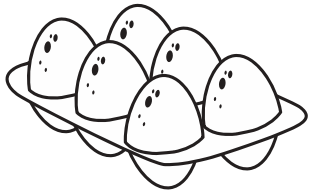
- What could you do to change the minds of people buying caged eggs?

BCSPCA
Humane Education

Name:

A Little Eggstra Space

Lesson 1: What do Chickens need?



Materials: Worksheets on the following pages. writing utensil, scissors, carton of eggs, measuring tape

Have you ever thought about how the chickens that lay the eggs for your breakfast live? Or why those eggs are brown or white? What about what it means when egg cartons say caged and free range? The labels on our egg cartons can tell us how the chickens that laid them were raised and help us to choose eggs that come from happy and healthy chickens. Do you think most people buy eggs from happy chickens? Let's find out!

Circle the things you think chickens NEED

Water

Entertainment

Love and Friendship

Shelter/Inside Space

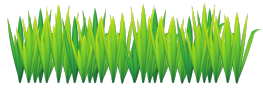
Places to perch

Places to nest

Treats

Nutritious Food

Grooming



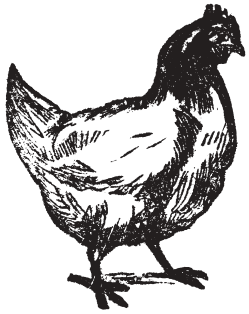
Outside Space

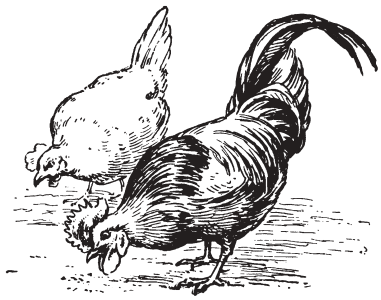
BCSPCA Humane Education

Name:

Lesson 1: What do Chickens need?

Look at the two images below. What differences do you see? Write them in the box below.





BCSPCA Humane Education

Name:

Lesson 2: Living Conditions of Chickens

How are chickens raised? Match the 3 housing systems with their description.

Caged

These hens are free to roam and have access to the outdoors, weather permitting, but do not always have more space than hens in other non-caged housing systems. They are also provided food, water and access to nest boxes, perches and litter for foraging and dust-bathing, allowing them to engage in their natural behaviours.

Free Run

Around 88% per cent of egg-laying hens in BC are raised in this housing system. There are four to six hens housed together, with each hen receiving less space than a standard size piece of notebook paper. They have access to food and water but there is little to no enrichment, leaving the hens with nothing to do but eat, drink, lay eggs and peck each other.

Free Range

These hens are kept entirely indoors in a barn and have access to food and water. This housing system gives a little more space for each hen, and also has to provide nest boxes, perches and litter for foraging and dust-bathing. These hens do not have access to the outdoors.

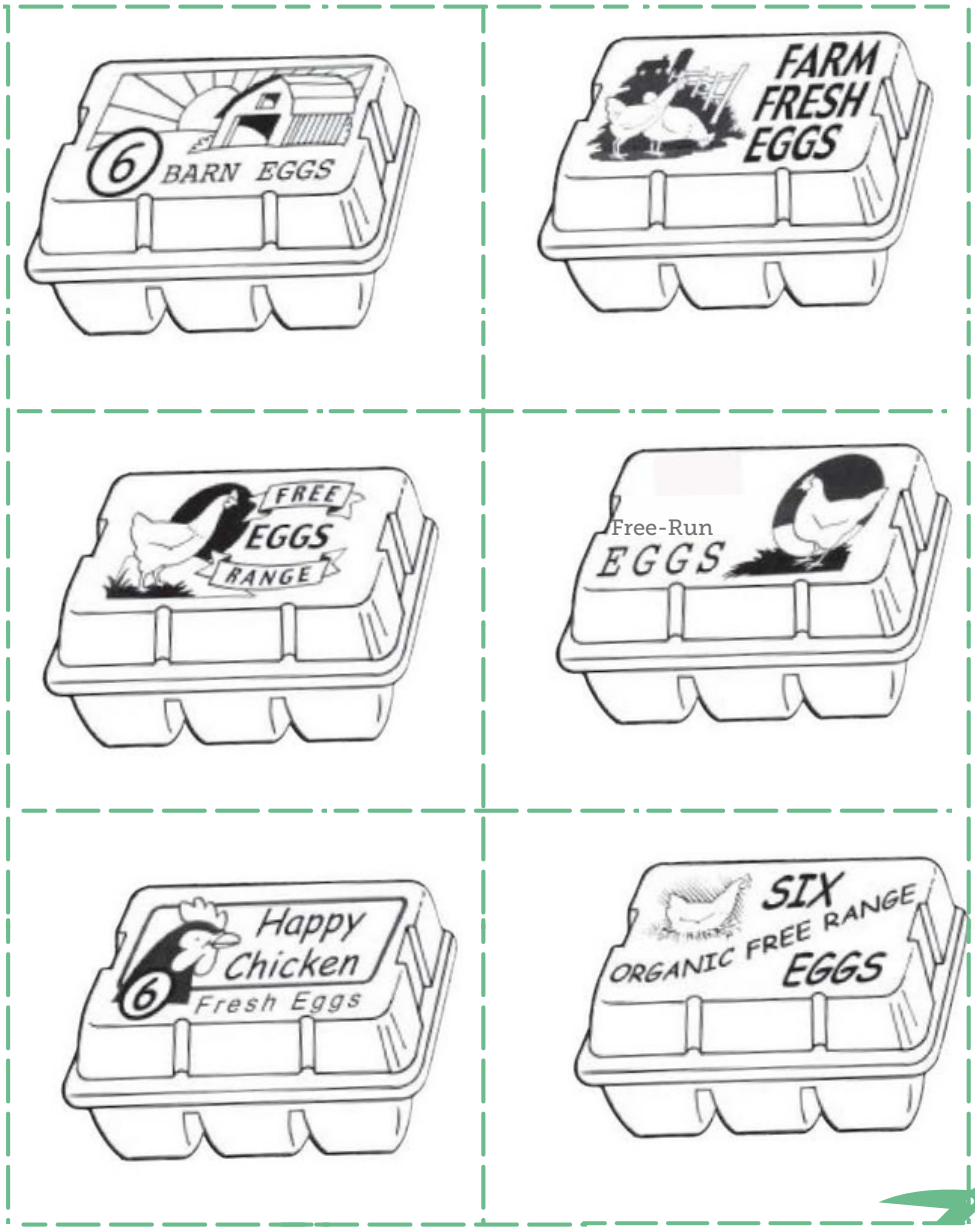
BCSPCA Humane Education

Name:

Lesson 3: What do the labels mean?

Cut out the egg carton pictures and sort them into 3 groups: eggs from caged hens, eggs from free-run hens (barn hens), and eggs from free-range hens. If you are not sure put them aside. Glue the cut-out cartons in the boxes on the next page based on their production methods.

Notice with some egg boxes the method of production is not obvious. Eggs from cage systems might look like they're from the barn or free-range systems, as the words 'Eggs from caged hens' can be in very small letters or not at all.



???

Are some labels misleading? Why would some cartons have pictures of lovely farms and happy chickens when the eggs came from a battery farm?

BCSPCA Humane Education

Name:

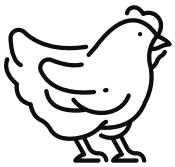
Lesson 3: What do the labels mean?

Caged eggs	Free run eggs
Free range eggs	Not sure

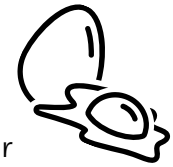
BCSPCA Humane Education

Name:

Lesson 4: What's in your egg?



In the prediction box, write a sentence guessing what type of housing system you think most of the eggs you and your classmates buy are produced in. Why do you think this?



Now take a look at the carton of eggs in your fridge and see if they are labelled caged, free run, free range, Omega-3 or organic. Open the carton, are the eggs brown or white? Crack one open into a bowl, what colour is the yolk? Record your answers into the chart below. Then enter your answers into the class chart.

	Brown Shell	White Shell	Orange Yolk	Yellow Yolk
Caged				
Free Run				
Free Range				
Organic				
Omega 3				
Other				

Use the numbers from the class chart to create 3 graphs. The first graph comparing the number of caged, free run and free range eggs, the second comparing brown and white shell colour, and the third comparing yellow and orange yolk colour.

BCSPCA Humane Education

Name:

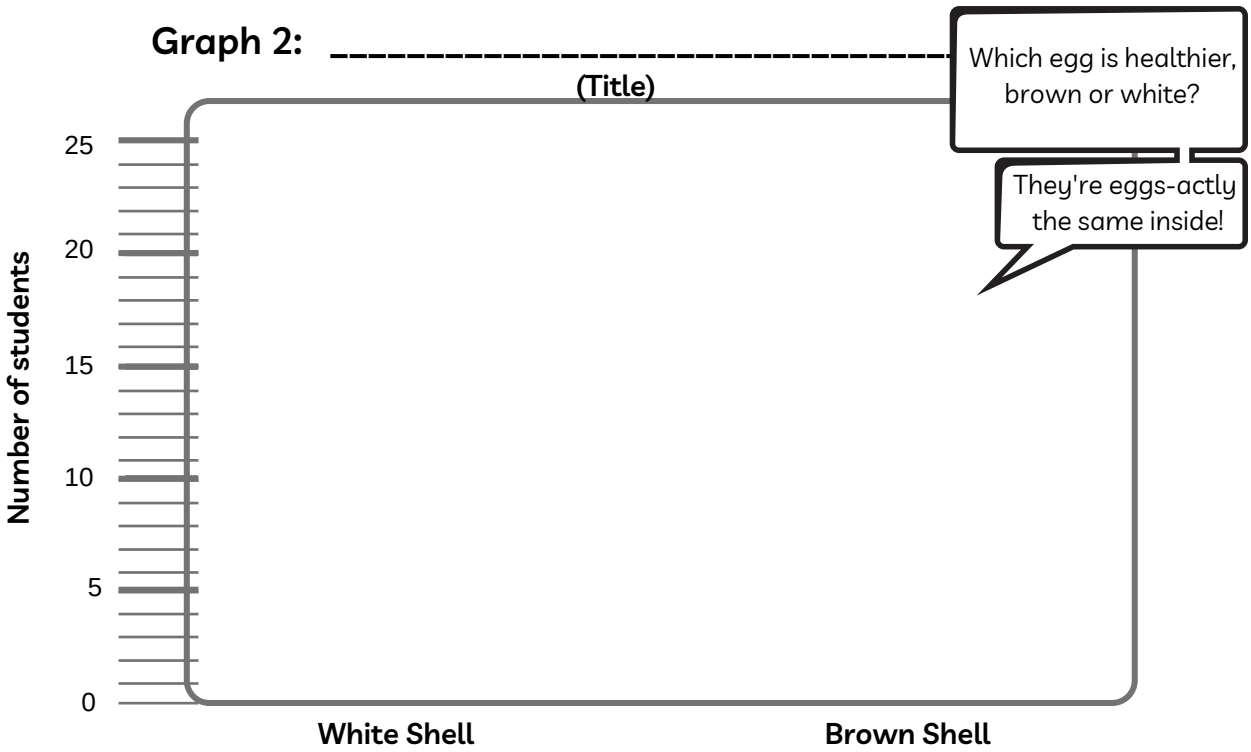
Lesson 4: What's in your egg?

Graph 1: _____

(Title)

Graph 2: _____

(Title)



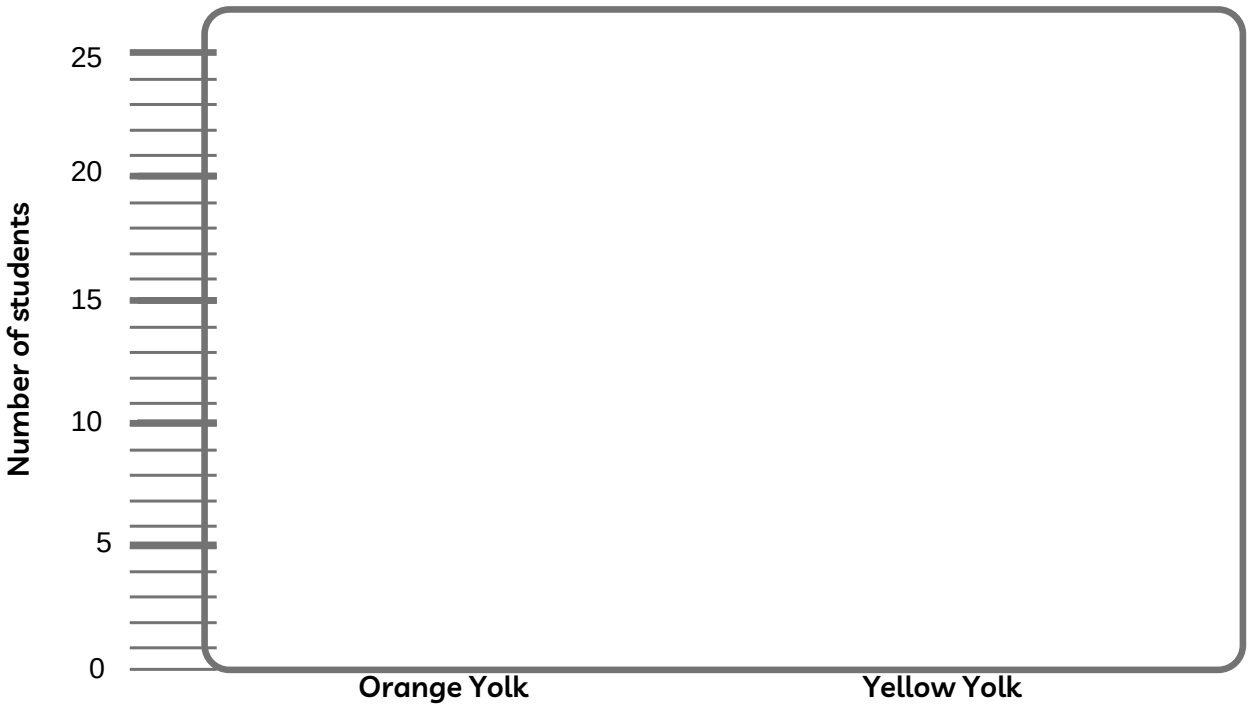
BCSPCA Humane Education

Name:

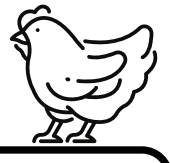
Lesson 4: What's in your egg?

Graph 3: _____

(Title)



Write a 1-2 sentence conclusion. Was your prediction correct or not? Why or why not?



BCSPCA Humane Education

Farm-Food Connection

A Little Eggstra Space Curriculum Links

Curricular Competencies and Content:

Science

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make predictions based on prior knowledge
- Collect simple data
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings
- Make simple inferences based on their results and prior knowledge
- Demonstrate an understanding and appreciation of evidence
- Identify some simple environmental implications of their and others' actions
- Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches
- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate

Mathematics

- Develop mental math strategies and abilities to make sense of quantities
- Model mathematics in contextualized experiences
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use multiple strategies to engage in problem solving
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
- Communicate mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms
- Connect mathematical concepts to each other and to other areas and personal interests

Core Competencies:

Thinking:

- I can think critically about how my personal decisions also affect others and the environment.

Additional Resources