

Vegan Education in Schools

Case study of speciesism

Questioning pork - ethics, justice and the future

Years 7 to 12

Lesson 4: Slaughter - Inside the global gas chambers

Overview: This lesson confronts students with the reality of pig slaughter, specifically focusing on the widespread use of gas chambers globally, including in Australia, the United Kingdom and Europe. Students will learn how pigs are stunned in gas chambers before their throats are slit. They will also dissect the industry's misleading language about this method and explore the emotional and physical suffering endured by pigs. The lesson emphasises the abolitionist vegan position that all slaughter is inherently violent and unjustifiable.

Objectives:

- To expose the truth about gas chamber slaughter methods used worldwide
- To analyse the physical and psychological impact of gas chambers on pigs
- To critically evaluate the language and narratives used by the pig industry to justify gas chamber use
- To solidify an abolitionist vegan stance against all forms of pig slaughter

Outcomes: By the end of the lesson, students will:

- Describe the standard use of gas chambers for pig slaughter globally
- Understand the severe suffering caused by gas chambers
- Critically analyse industry language and its role in masking violence
- Apply an abolitionist vegan perspective to the issue of gas chambers

Materials:

- Video: "[BREAKING: 2nd Pig Gas Chamber in UK History EXPOSED](#)" (Joey Carbstrong)
- Video: "[How gas chambers are used to slaughter pigs](#)" (Animals Australia)
- Article: "[Suffering of gassed pigs laid bare](#)" (The Guardian)
- Article: "[Facts](#)" (Pignorant documentary by Joey Carbstrong)
- Article: "[Pig slaughter methods defended by pork industry](#)" (ABC News)
- Whiteboard or digital board
- Student notebooks or digital devices

Lesson steps:

Introduction (10 minutes):

1. Begin with a short recap of the previous lesson.
2. Ask: "How do you think pigs are killed around the world, particularly using gas chambers?"
3. Record answers without correcting yet.

Activity 1: The truth about gas chambers (25 minutes):

1. Watch Joey Carbstrong's video "[BREAKING: 2nd Pig Gas Chamber in UK History EXPOSED](#)" (7.30 minutes).
2. Pause for short reflections and emotional processing.
3. Class discussion:
 - What did you witness?
 - What emotions did you feel?

Activity 2: Industry language vs reality (30 minutes):

1. Watch Animals Australia's video "[How gas chambers are used to slaughter pigs](#)" (2.14 minutes).
2. Read the article from The Guardian "[Suffering of gassed pigs laid bare](#)".
3. Read the ABC News article "[Pig slaughter methods defended by pork industry](#)".
4. Students work in pairs:
 - Identify phrases or terms the industry uses to describe gas chamber slaughter.
 - Contrast them with the reality they saw.

Activity 3: Deep ethical analysis (25 minutes):

1. Read the "[Facts](#)" page from the Pignorant documentary by Joey Carbstrong.
2. Whole-class discussion:
 - Why does the industry continue to use gas chambers despite the suffering they cause?
 - Are there any ethical alternatives to using gas chambers to kill pigs?
 - How does speciesism allow society to ignore this violence?
 - Why is abolitionism the only ethical stance?

3. Students write a personal reflection responding to: "Why must gas chambers be abolished globally?"

Activity 4: Abolitionist action (10 minutes):

1. Students brainstorm ways to challenge the normalisation of gas chamber slaughter in their communities.
2. Each student creates a pledge or action plan for raising awareness about the truth of gas chambers.

Conclusion (5 minutes):

1. Recap key learning points.
2. Reinforce that there is no humane method of slaughter.
3. Preview next lesson on the myths of humane and sustainable pig farming.

Homework: Students write a 300-word essay on why gas chambers must be abolished and why all forms of pig slaughter are fundamentally unethical.

Differentiation:

- Provide video transcripts or still images for sensitive students.
- Allow visual or spoken responses instead of written work for some students.
- Offer additional readings for advanced learners.

Assessment criteria:

- Participation in discussions and group activities
- Critical evaluation of industry narratives
- Depth of ethical reasoning in written or creative work
- Clear application of an abolitionist vegan perspective