

Vegan Education in Schools

Case study of speciesism

Questioning pork - ethics, justice and the future

Years 7 to 12

Lesson 6: Liberation and justice - The future without pig farming

Overview: This final lesson empowers students to envision and explore a world free from pig exploitation and farming. It focuses on solutions, the role of sanctuaries, vegan alternatives and systemic change through an abolitionist lens. Students will learn how society can transition away from pig farming and create an ethical and just food system that respects all sentient beings.

Objectives:

- To explore real-world solutions for ending pig farming and exploitation
- To understand the role of sanctuaries in providing safe spaces for rescued pigs
- To examine how vegan food systems can replace animal farming
- To apply an abolitionist vegan framework to envision a world without pig farming

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

- Describe how sanctuaries provide lifelong care for pigs
- Identify vegan foods and systems that replace pig-derived products
- Analyse the societal changes needed to phase out pig farming
- Create and present their vision of a liberated, vegan future for pigs

Materials:

- Video: "[Rescued piglets are hungry!](#)" (Farm Animal Rescue)
- Video: "[Ferris Bueller](#)" (Edgar's Mission)
- Article: "[9 vegan 'pork' recipes we think the pigs will appreciate too](#)" (VegKit)
- Article: "[What Animal Sanctuaries Can Teach Us About Creating Sanctuary for Each Other](#)" (Sentient Media)
- Whiteboard or digital board
- Art supplies or digital creative tools

Lesson steps:

Introduction (10 minutes):

1. Recap previous lessons in the series.
2. Ask: "What would a world without pig farming look like?"
3. Record ideas on the board.

Activity 1: Meet rescued pigs (20 minutes):

1. Watch "[Rescued piglets are hungry!](#)" (7 minutes) and "[Ferris Bueller](#)" (5.36 minutes).
2. Class discussion:
 - What stood out about these pigs' lives?
 - How are their needs met in sanctuaries?

Activity 2: Vegan food solutions (20 minutes):

1. Read the article on [9 vegan 'pork' recipes we think the pigs will appreciate too](#).
2. Small group discussion:
 - What are some common products made from pigs bodies and what vegan alternatives exist?
 - How can people transition to vegan alternatives?

Activity 3: Systemic change and abolition (25 minutes):

1. Read the article on [What Animal Sanctuaries Can Teach Us About Creating Sanctuary for Each Other](#).
2. Whole-class discussion:
 - What role do sanctuaries play beyond rescue?
 - What societal changes are needed to end pig farming permanently?

Activity 4: Visioning a vegan world (15 minutes):

1. Students create an artwork, story or short video titled "A Future Without Pig Farming".
2. Students share their creations with the class.

Conclusion (5 minutes):

1. Recap key learning points.
2. Reinforce that the abolitionist vegan vision is ethical, just and achievable.
3. Invite students to reflect on how they can contribute to this vision.

Homework: Students write a personal action plan outlining three steps they can take to support a world without pig farming.

Differentiation:

- Offer visual, written or spoken formats for the creative project.
- Provide simplified readings or guided summaries if needed.
- Suggest additional resources for students who want to pursue activism or advocacy.

Assessment criteria:

- Participation in discussions and activities
- Thoughtfulness and creativity in the future vision project
- Depth of reflection in personal action plans
- Clear application of an abolitionist vegan perspective