

TEACHER MATERIALS - Pig Party

CONCEPTS:

Math, Science, and Technology
-Standard 4.6- Living Environment
ELA
-Standard 1.1- Listening and Reading
Career Development
-Standard 3a.1- Basic Skills
Social Studies
-Standard 4.1- Economics

OBJECTIVE:

The students will:

1. make pig masks and have a "Pig Party."
2. have an understanding of what foods come from hogs.
3. learn what other commodities come from hogs.
4. dispel some myths children have about pigs.

BACKGROUND: Pigs and pork are among the most maligned, misunderstood, and ill treated (by literature) of all farm animals. Quite to the contrary of popular myth, pigs are the cleanest of farm animals, can balance their own diet down to micro amounts of minerals, and are extremely intelligent. Today's hogs are no longer fat and sloppy, but are bred to be lean and trim. The old fashioned, fat hog was at one point quite desirable because its fat was a valuable commodity. Fat today has little value and consumers prefer lean meat. The industry has responded.

We are utilizing "**Learning About Pork**" from the National Pork Council Women as a part of our primary mission. New York Agriculture in the Classroom is a joint effort of the four partners listed inside the front cover of this booklet and agriculture in general. It is a public and private effort. To reduce duplication of efforts, we use high quality materials produced across the United States. This booklet is one such example. We would like to thank the New York Pork Council for sponsoring these booklets.

For more information about pork, see the "**Pork Industry Progress**" brochure located in the Resource Section.

ACTIVITIES:

1. Have the students make the pig masks or headbands and noses following the directions.
2. Hold a **"Pig Party"** following the directions on pages K-171 through K-172.
3. Learn the correct names of hogs on pages K-20 through K-25 in the language arts section.
4. Learn about pork following the instructions on pages K-163 through K-179.
5. Make mobiles of pork by-products following the directions for **"Everything but the Squeal Mobiles"** or send the instructions home for a family project.
6. Utilize the **"Learning About Pork"** booklets. Read the information to the students. Have them color the pictures.
7. Contributed by a pilot teacher:

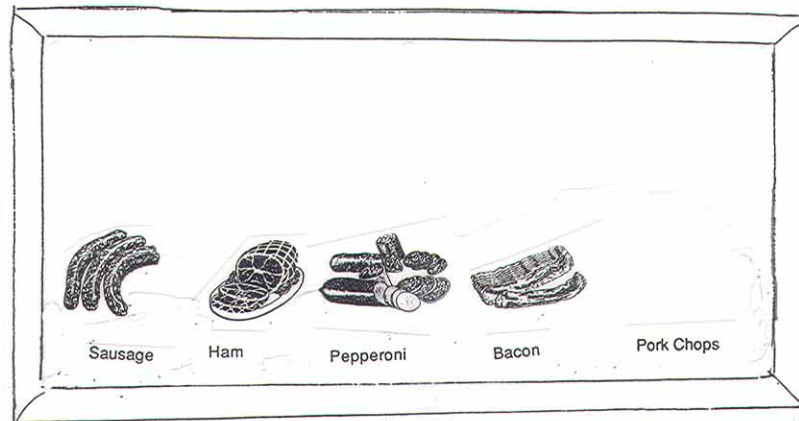
Piggy Bank Reading - 2 week project

- A. Each child has a paper piggy bank at school.
- B. Every time a child reads a book at home with a parent, the adult sends in a form with the book name and their signature.
- C. See page K-178 and K-179 for sample **"Piggy Bank Reading"** forms and **"I'm Hog Wild About Reading"** bookmarks.

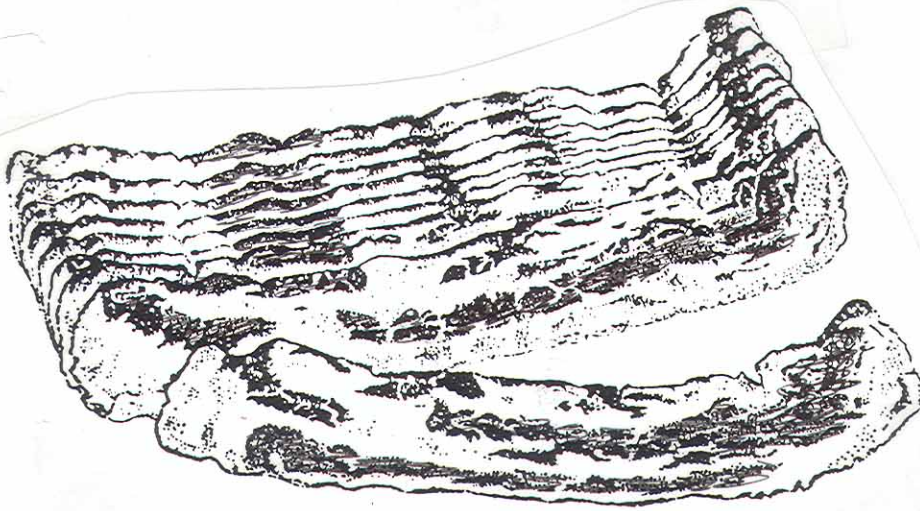
Food From Hogs - Pork

MATERIALS: copies of pages K-164 through K-165 or magazine pictures
construction paper
markers

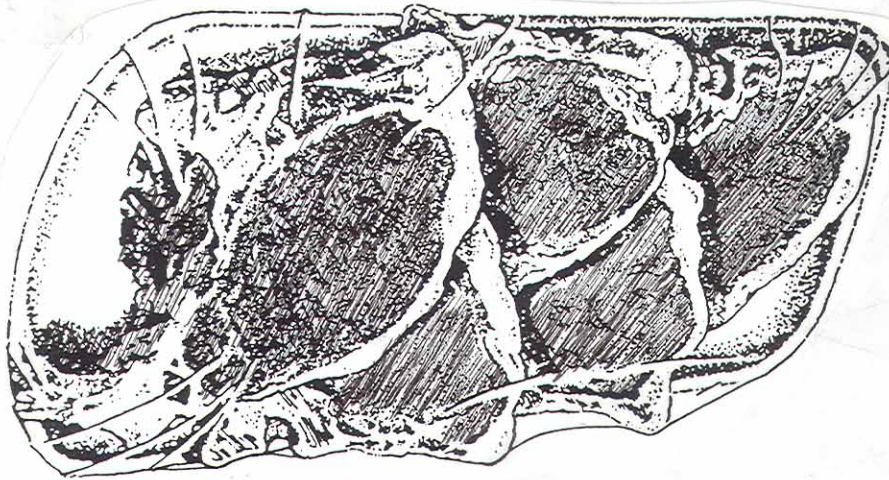
- DIRECTIONS:**
1. Make copies of the meats enclosed.
 2. Label the bulletin board "Meat From Hogs - Pork."
 3. Ask the students to list the meats they eat. Write these on the chalk board. From this list, select those meats which are pork. Make copies of the illustrations on pages K-164 through K-165 label the illustrations or have the students cut out pork dishes from magazines and place these on the bulletin board.



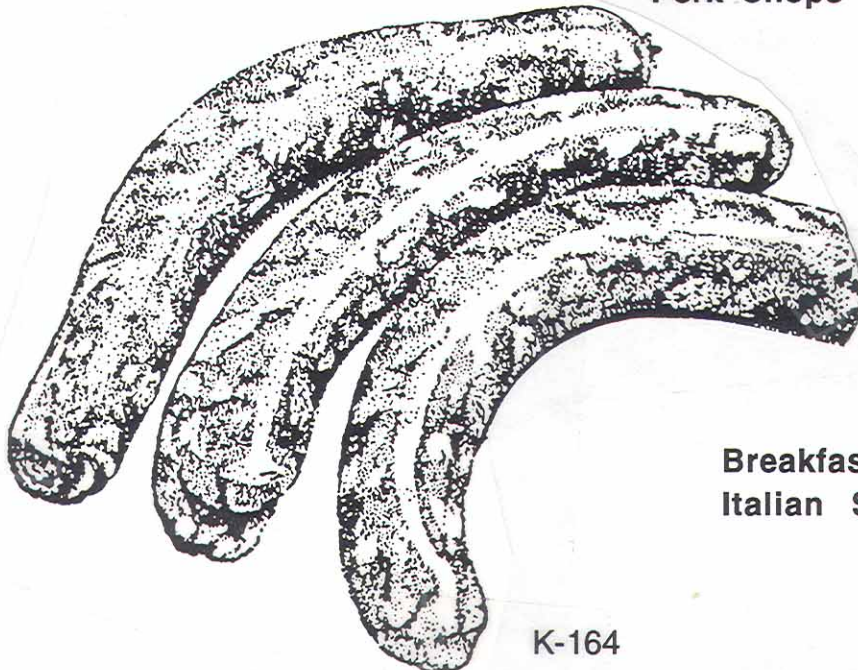
4. On one portion of the bulletin board, you can graph student preferences as to what types of pork they prefer. Make smaller versions of the meats and tally the student votes.



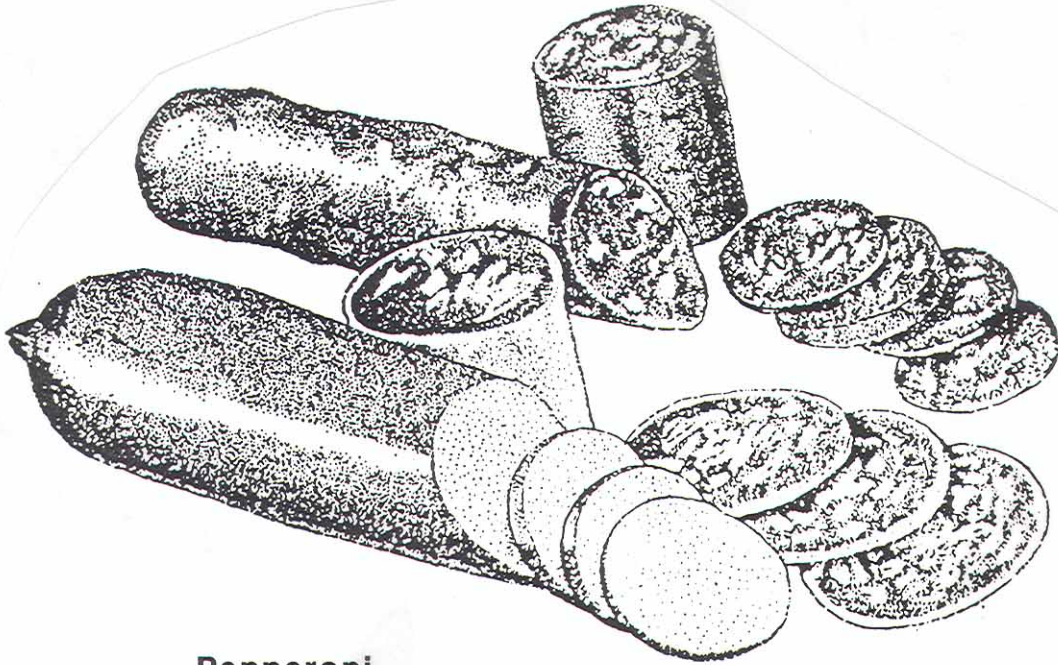
Bacon



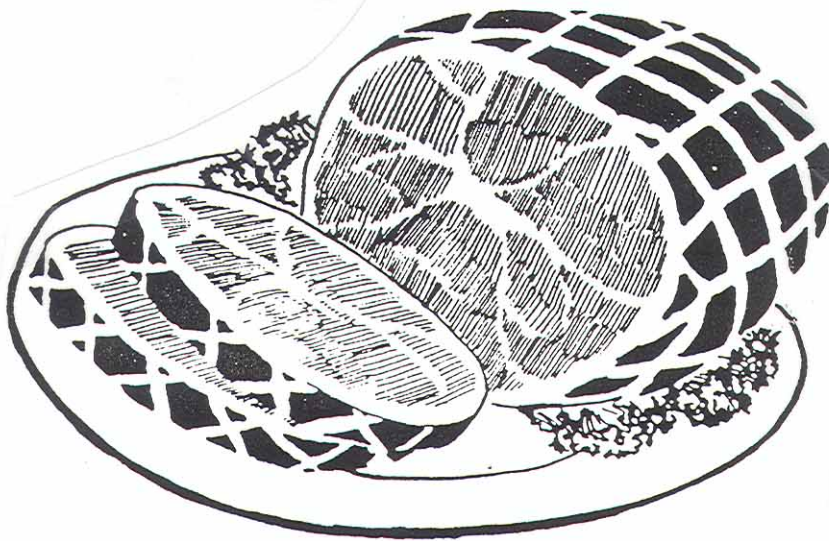
Pork Chops



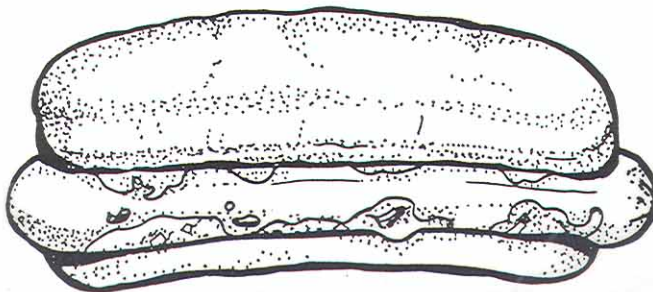
**Breakfast Sausage or
Italian Sausage**



Pepperoni



Ham



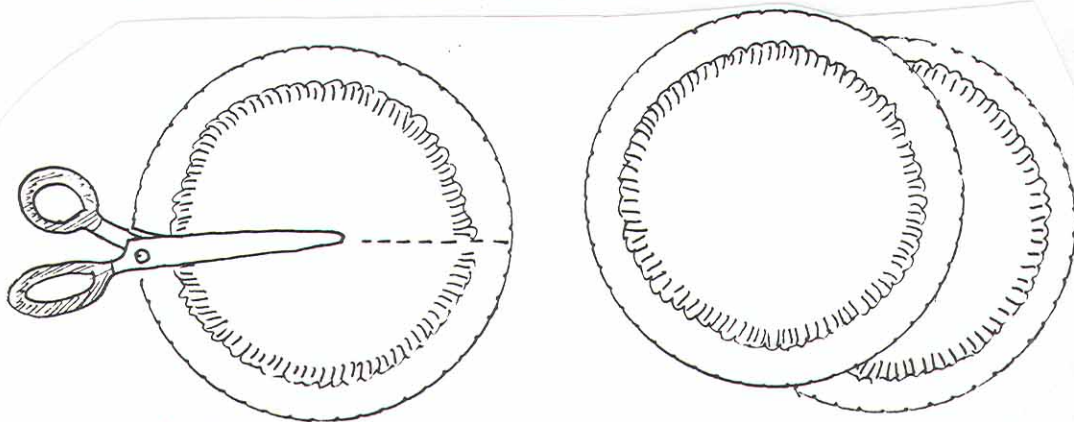
Hot Dogs

Pig Masks

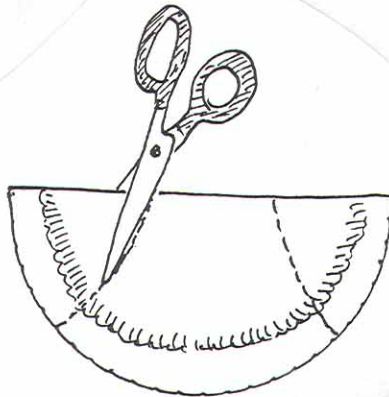
Option 1 - Paper Plate Masks

MATERIALS: 2 paper plates per student
scissors
markers or crayons
string (2 one-foot lengths)

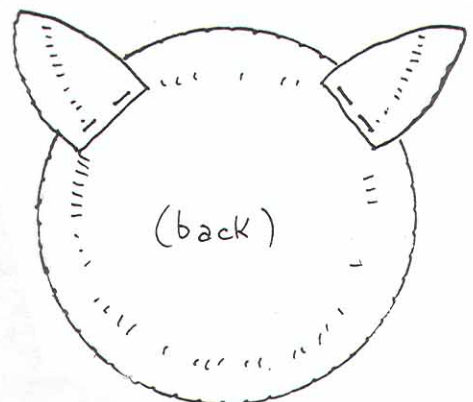
INSTRUCTIONS: 1. Have each student cut one paper plate in half.



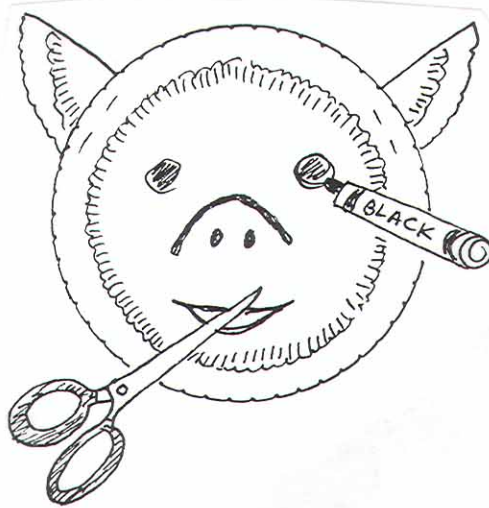
2. On one half, mark out two corners as ears - these can either be straight or curved and cut off "the ears."



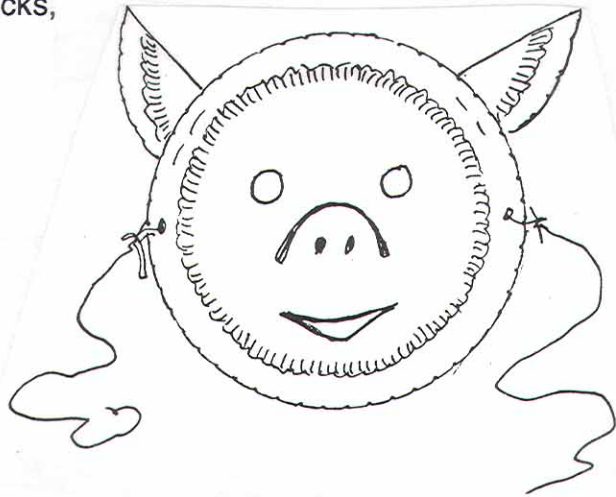
3. Staple the ears onto the dish top side of the plate (the bottom side of the plate is the side which will be drawn on).



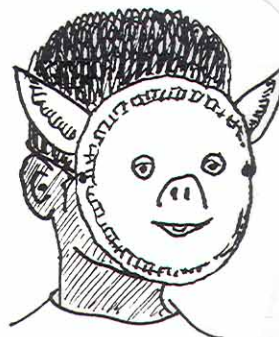
4. Have the students draw and paint a pig face onto the bottom side of their plate.
5. Help the students cut out the eyes and mouth.



6. Punch holes and tie string onto the mask or fasten the masks onto wooden sticks, such as tongue depressors.

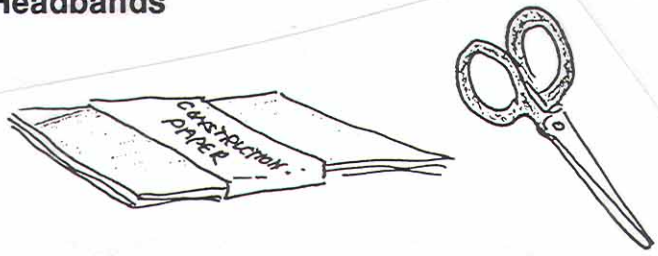


7. Have the students wear the masks when you have a "Pig Party."



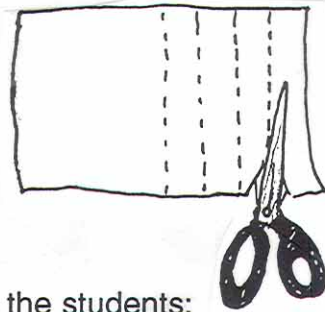
Pig Masks - Option II: Noses and Headbands

MATERIALS: construction paper
scissors
crayons or markers
tape or stapler



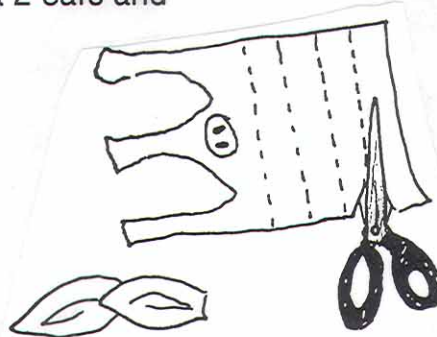
ACTIVITY:

1. Give students a sheet of construction paper.
2. Have each student cut 4, 1 1/2 inch strips lengthwise across the end of the paper.

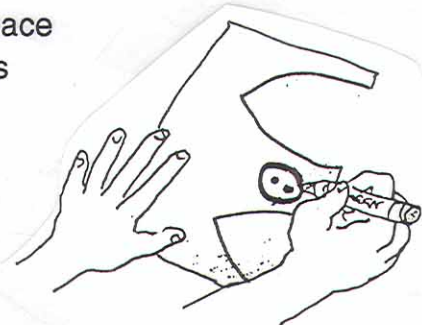


3. On the remaining portion, have the students:

A. draw and cut out 2 ears and

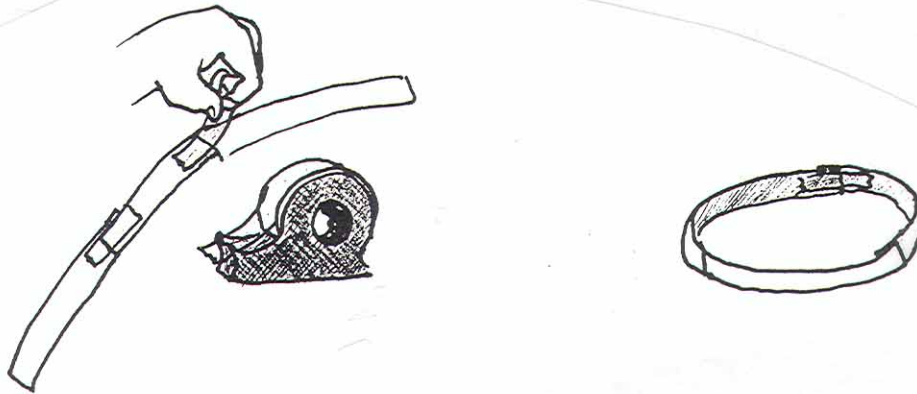


B. draw a big "O" wherever space is left about 1 1/2 - 2 inches across.

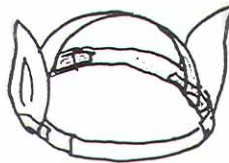


4. Draw two "nostrils" on it and cut it out.
5. Or use the patterns on the next page for Steps 1 through 4.

6. Tape or staple the bands together to form a "helmet." Adjust to the students' heads.

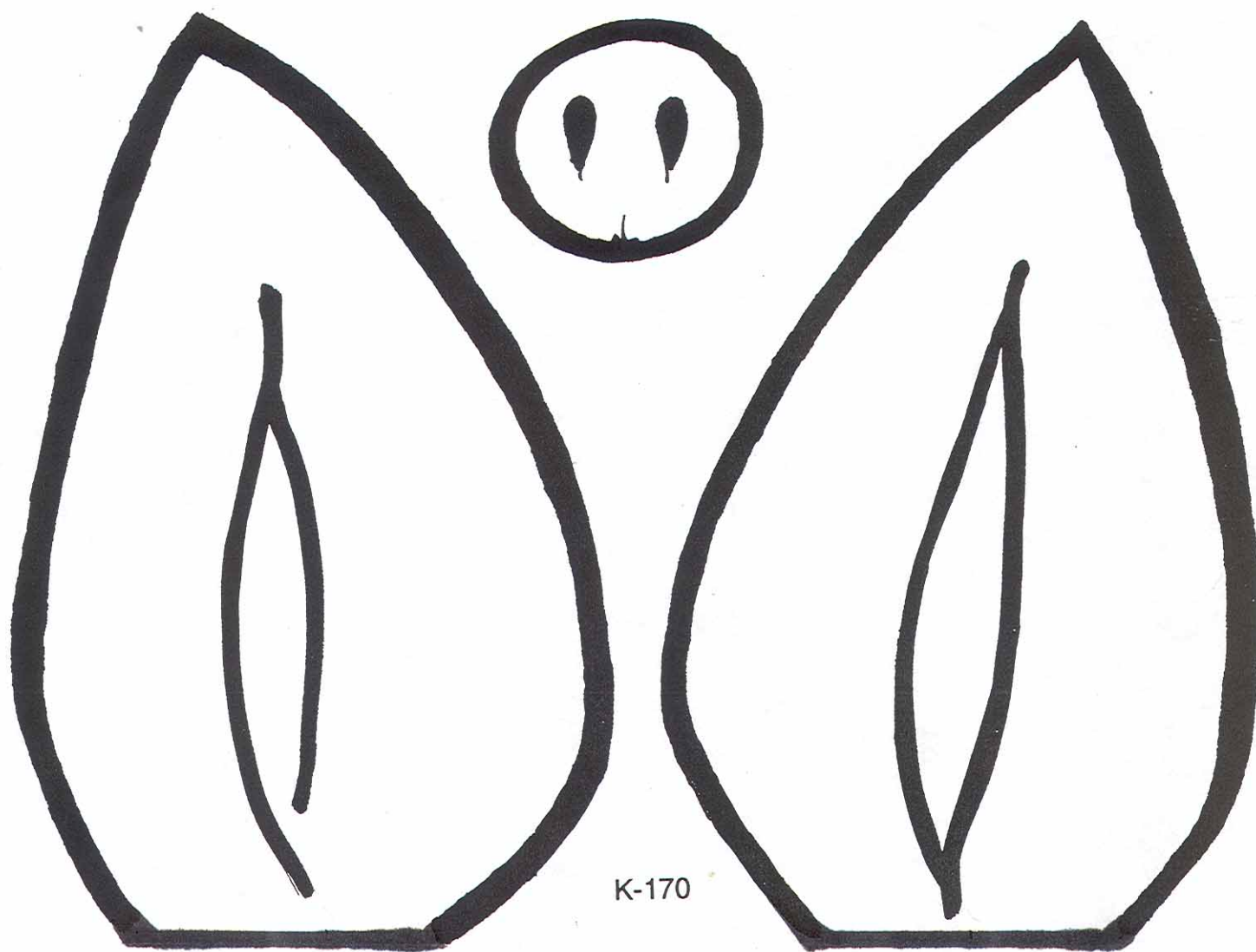
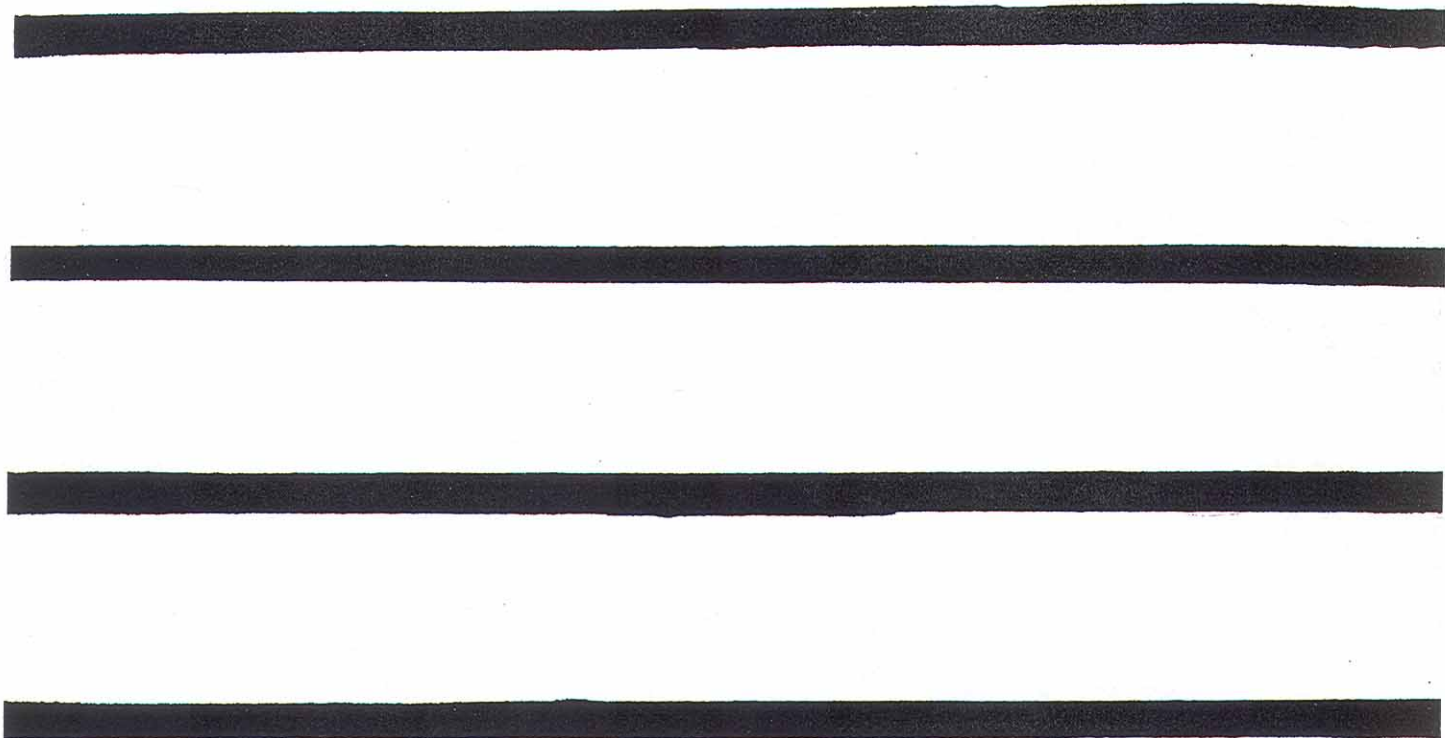


7. Tape or staple the ears onto the headband.



8. Roll up tape and fasten nose to student's own nose.





K-170

Pig Party

MATERIALS: Pig Masks
crayons

- DIRECTIONS:**
1. Announce that you are going to have a "Pig Party" and learn about Pigs/Hogs.
 2. Complete the "Meat From Hogs - Pork" lesson.
 3. Complete the "Everything But The Squeal Mobile" lesson.
 4. Ask the students what the difference is between pigs and hogs. Pigs are usually small swine - under 50 pounds. Once pigs become larger, they are known as hogs.
 5. Ask the students what they know about pigs - make a list on the blackboard. Let's see if these are true:

Students - Pigs/hogs are dirty.

Students - Pigs/hogs wallow in mud.

True or False? "In the old days" pigs were kept in sties and did wallow in mud. Pigs will "root" with their snouts and eat insects, roots, etc. In so doing, they dig themselves a hole and lay in it. Why? A pig cannot sweat to cool off. The only place a pig can sweat is on the end of its nose. To cool off, the pig will lay in the soil or mud. A pig can also get sunburned - covering itself with a coating of mud prevents this from happening. Today, most pigs are very clean. They are raised indoors and are naturally clean. They will deposit their manure in one corner of their pen and it is as far away from their food as possible.

Students - Pigs/hogs are fat and sloppy.

True or False? Today's pigs/hogs are trim and lean. Fat once was a desired commodity for cooking (lard), soap making, lubrication, and waterproofing. Today, fat is not only considered undesirable by consumers, it also is difficult to sell - little market exists. Therefore, producers

do not want to raise fat hogs—it costs too much money.
Today's hogs are lean and trim.

Students - Pigs/hogs overeat.

True or False? Pigs and hogs are one of the only animals (including most humans) which can and will limit its food intake. If given free amounts of all nutrients, a pig will balance its own diet right down to vitamins and minerals. Most other animals will overeat and their feed intake needs to be carefully controlled.

Students - Sweating like a pig.

True or False? Pigs cannot sweat.

Students - Pigs/hogs are stupid.

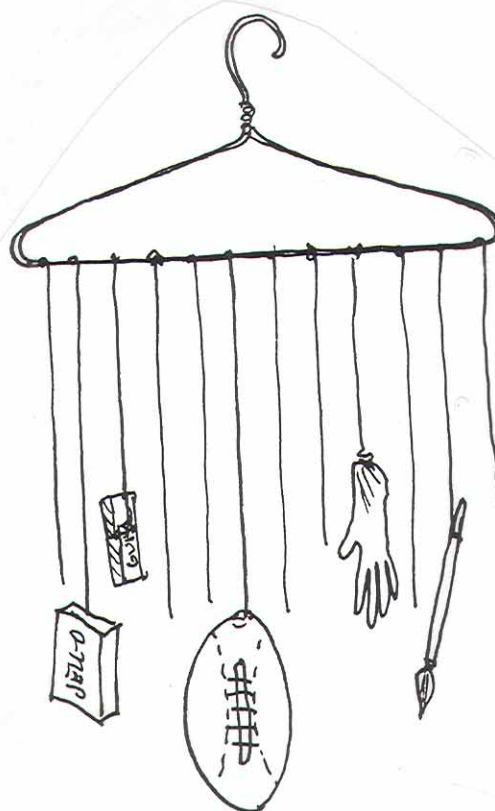
True or False? Pigs/hogs are the smartest of all farm animals, perhaps smartest of all animals.

6. With this new information, create your own "pig play." Have the students wear their pig masks as they dispel myths.
7. While wearing their masks, have the students make hog noises - "grunts, oinks, and squeals."
8. Invite a cardiologist into class and ask him/her to describe how they do their job. Ask how hog heart valves are used in humans. Ask also about insulin, burn victim treatments, and blood clotting agents from hogs.
9. Read the "Three Little Pigs."
10. Ask a farmer to bring a piglet to class.
11. Have the students describe why pigs make good pets (as in the "Pot Bellied Pig") which many U.S. citizens have as pets.

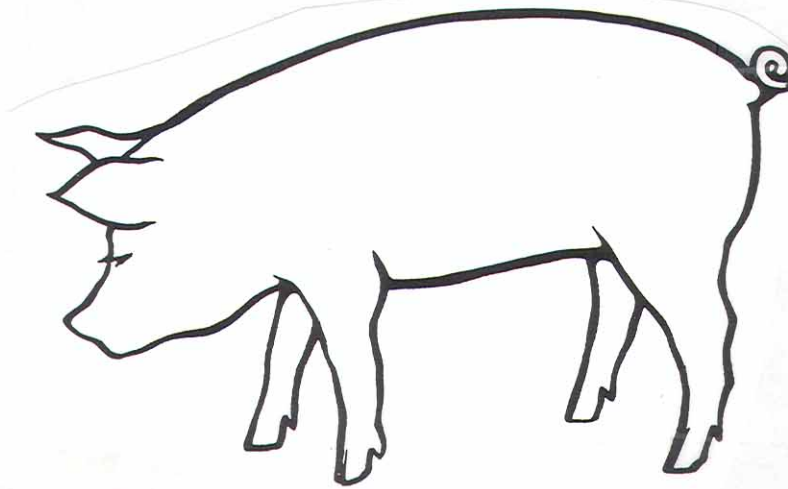
Everything But The Squeal Mobiles

MATERIALS: coat hangers
string
pork by-products
crayons
copies of the letter

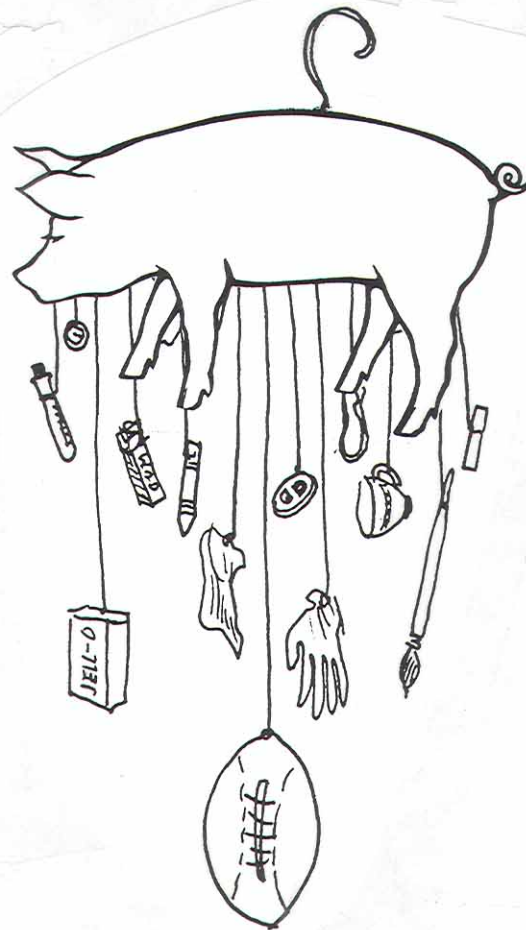
- DIRECTIONS:**
1. Give the students a pork by-products list to take home. Ask the parents to send packages of these products in with the child to school. (Use the letter provided if desired on page K-175).
 2. Tie strings onto various pork by-products and hang them onto the coat hanger.



3. Copy the hog in the resource section and use it as a pattern to cut out two hogs per hanger.



5. Tape or glue the hogs onto the coat hanger.



6. Or, skip the coat hanger (steps 2-5) and tape strings directly to back of pig.

7. Hang the "Everything But The Squeal Mobiles."

Dear Parent/Guardian:

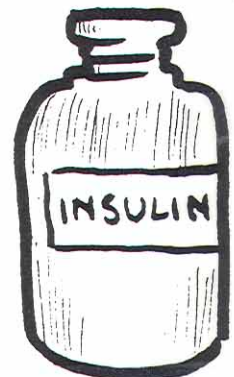
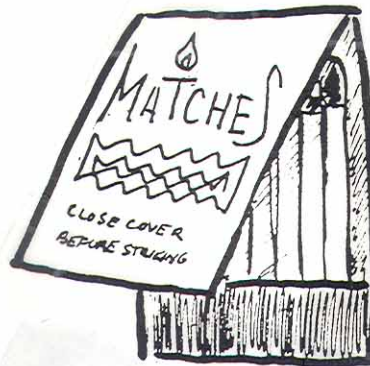
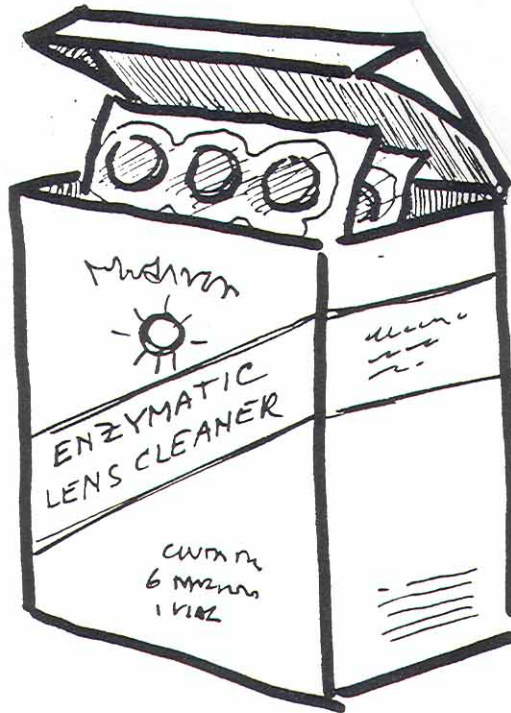
In school we are learning about animals. One of our topics is Pigs and Pork. As we learn about pigs, one of our subjects is that many items we use everyday come from pigs/hogs. Here are some of those items considered pork by-products:

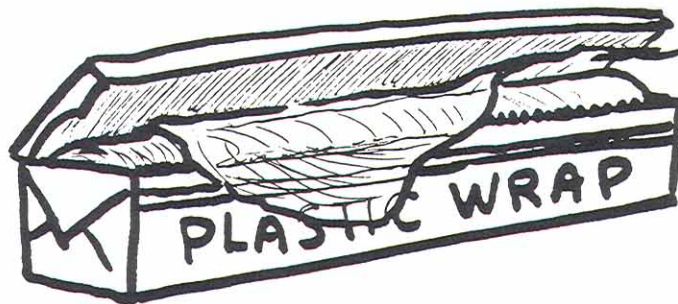
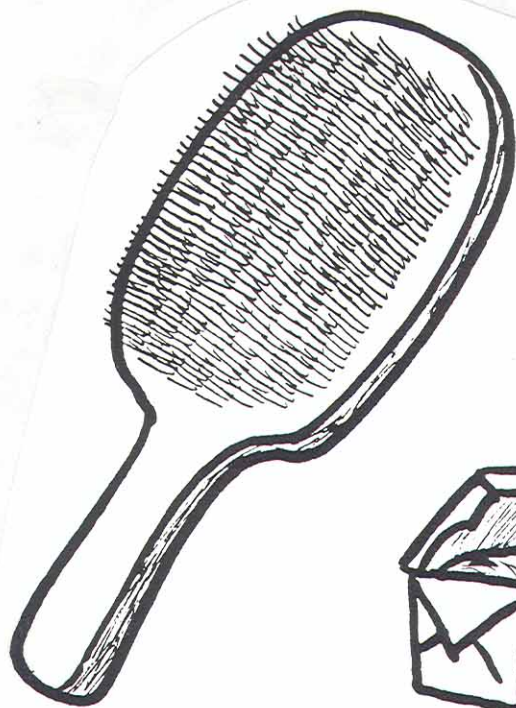
crayons	cosmetics	floor wax	chalk
matches (empty)	putty	linoleum	cellophane
plastics	antifreeze (empty)	artist brushes	pet foods
buttons	bone china	glass	plywood (adhesive)
rubber	gelatin (jello)	chewing gum	insulin (empty vial or box)
pigskin gloves	pigskin shoes	football	floor waxes
blood meal (gardening)		bone meal (gardening)	
water-proofing agents		printed or dyed fabrics	
ice cream (stabilizers)		enzymatic contact cleaner (pepsin, mucin empty container)	

If you have any empty containers or literature on these items, please send them with your child to school by _____ .
(date)

Thank you for your assistance.

Sincerely,





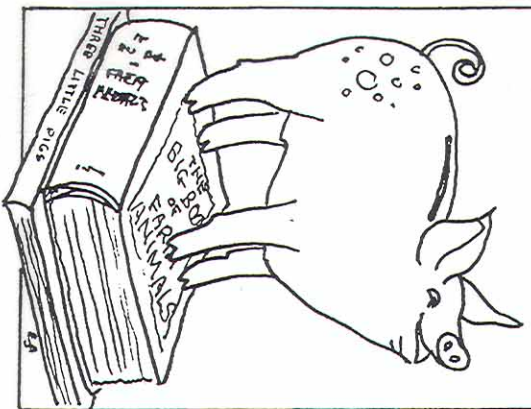


Piggy Bank Reading

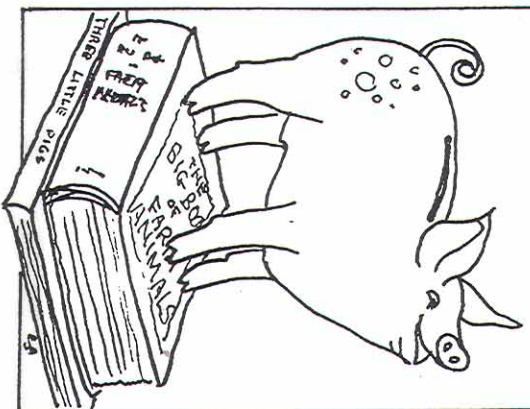
My child, _____, and I
read the book, _____,
this week.

signed _____
(parent or guardian)

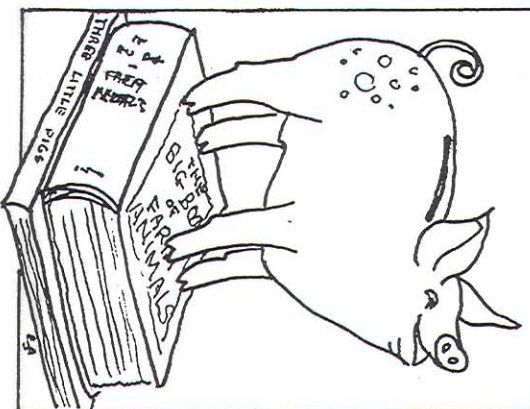
I'm

HOG
MILDabout
reading!

I'm

HOG
MILDabout
reading!

I'm

HOG
MILDabout
reading!

I'm

HOG
MILDabout
reading!