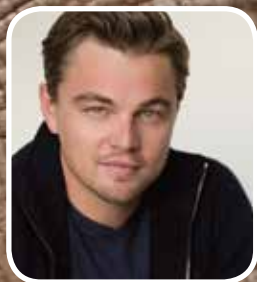


Elephants

Never Forget



"In the past century, the number of elephants in the wild has declined by 50 per cent. Their disappearance could devastate ecosystems and have a lasting impact on the biodiversity of our planet. I hope this programme will inspire and empower you to help protect elephants worldwide."

**Leonardo DiCaprio,
Actor & Activist**



Elephants Never Forget

How to Use This Programme

Elephants, Never Forget aims to educate pupils about wild elephants and their unique role in our shared world, including topics related to biodiversity and habitats, as well as some of the issues and challenges elephants face. Here's one possible approach to teaching this programme:

Follow the footprints...

Look for this symbol to lead you to additional lessons, activities and resources.



Meeting Curriculum Aims

This resource meets programmes of study in science, English and geography. Pupils will also learn about life science concepts, practice purposeful reading and comprehension strategies. They will also conduct role-play, public speaking and other activities that encourage understanding and presentation of various viewpoints and perspectives on an issue.

Companion Film

The educational film runs for approximately 18 minutes and is appropriate for general youth audiences.

View at: <http://vimeo.com/23640203>

Online Resources

IFAW's Animal Action education programmes offer a wealth of free teaching resources about animals and the environment: www.ifaw.org/education

Animal Action Education

IFAW's Animal Action Education programme offers free resources focusing on animals and the environment. Curriculum-linked education materials are locally adapted for free distribution in eight languages and 20+ countries, reaching more than 5,000,000 young people worldwide each year. For more information about IFAW and the Animal Action Education programme, email animalactionweek@ifaw.org, or call 0207 587 6700.



International Fund for Animal Welfare

IFAW UK, 87-90 Albert Embankment, London, SE1 7UD.
Tel: +44 (0) 207 587 6700 Email: animalactionweek@ifaw.org

1. Introduce Topic and Develop

Content Knowledge Film (<http://vimeo.com/23640203>), **Lesson Plan 1**, **Worksheet 1: Viewing/Reading Guide**, **Worksheet 2: Film Quiz**

- **Film** View the film with your class to build background and tap into pupils' prior knowledge about elephants. Pupils may use the **Worksheet 1: Viewing/Reading Guide** to build background around key vocabulary as they watch the film. Following the viewing, pupils may take the short **Worksheet 2: Film Quiz** and discuss what they have learned.
- **Pupil Magazine** Use suggestions from Lesson 1 to prepare pupils to read the Pupil Magazine in this guide. During reading, pupils may also use Worksheet 1 to record information about key vocabulary.

2. Conduct Lesson Activities *Pupil Magazine, Lesson Plans, and Worksheets 3-4*

- **Lesson 2** focuses on understanding concepts of habitat loss and building empathy for elephants.
- **Lesson 3** presents activities to support the learning about biodiversity and the interactions between elephants and other species in their ecosystems.
- **Lesson 4** and **Worksheet 3: Elephant Rescue** provide a narrative about an elephant rescue with various possible written, dramatic, and discussion-oriented activities.
- **Lesson 5** guides pupils to categorise and compare threats to elephants with threats to other animal species – to reflect topics described in the pupil magazine.
- **Lesson 6** and the **Worksheet 4: Daily News** guide pupils to communicate an argument taking account of different viewpoints, drawing upon on what they have learned through research and debate.

3. Extend Learning and Take Action

Use the optional suggestions within the lessons as homework or extra projects to reinforce learning. You can find an Interactive Poster, perfect for whiteboard or individual pupil exploration at www.ifaw.org/world-of-elephants and elephant craft and fun activity ideas at www.ifaw.org/elephants-never-forget-uk

Go Online

Go to: www.ifaw.org
Click on 'Our Work' and 'Protecting Elephants'

Links to the Key Stage 2 National Curriculum

ENGLISH

Spoken Language

Years 1 – 6 pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – word reading

Years 3 – 6 pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, - both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Years 3 – 6 pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes.
- understand what they read in books they can read independently by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.

In addition, Years 5 and 6 pupils should also:

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Writing – composition

Years 3 – 4 pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas.
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - in non-narrative material, using simple organisational devices [for example headings and sub-headings].

Years 5 – 6 pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary.
- draft and write by:
 - using further organisational and presentational devices to structure text and to guide the reader [for example headings, bullet points, underlining].

Writing – vocabulary, grammar and punctuation

Years 3 – 6 pupils should be taught to:

- Develop their understanding of the concepts set out in the primary national curriculum English Appendix 2 by:
 - learning the grammar for years 3 - 6 in English Appendix 2
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Links to the Key Stage 2 National Curriculum

SCIENCE

Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Animals, including humans

Year 3 pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

Living things and their habitats

Year 4 pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Year 6 pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Evolution and inheritance

Year 6 pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

GEOGRAPHY

Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- describe and understand key aspects of:
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

PSHE

Non-statutory Personal, Social, Health and Economic Education

The non-statutory nature of Personal, Social, Health and Economic Education offers the opportunity to creatively explore the three core themes of the subject through the lens of animal welfare and conservation as well as human interaction with animals. The PSHE Association identifies the following core themes for PSHE Education:

- Health and Wellbeing
- Relationships
- Living in the Wider World



Lesson 1

Building Knowledge – Film and Text

Learning Outcomes: Pupils will tap into prior knowledge, make connections as they view a film and read an informational text and demonstrate acquisition of new vocabulary and information about elephants. Meets programmes of study in English and science.

1. In pairs, have pupils discuss things they *know* about elephants. Then ask each pair to share what they know with the group as you record their information on flipchart paper in the *K* column of a **KQL chart**.

K Know	Q Question	L Learned

2. Ask pairs what they *wonder* about elephants. Tell each pair to come up with at least one question and write it on a Post-it note. Have the pairs share their question(s) with the class as they stick each one on the chart in the *Q* column.
3. Show the **film**.

After Viewing the Film

4. Independently or as a group, ask your pupils to take the **Worksheet 2: Film Quiz**. When they are finished, discuss what pupils learned about elephants. Use questions such as the following to stimulate discussion.
 - How does an elephant use its trunk?
 - How do elephants talk to each other?
 - In what ways are elephants like people?
 - What are ways that elephants help other animals?
 - How do people both help and create dangers for elephants?
5. Ask pupils which questions on the KQL chart have been answered. Remove these Post-it notes and have pupils help you write what they *learned* in the “L” column.

Before/During Reading the Pupil Magazine

6. Preview the text, images, and **glossary** with pupils. Discuss the meanings of some or all of the words.
7. Read the text aloud or ask pupils to read independently. Provide **Worksheet 1: Viewing/Reading Guide** as an optional resource or homework.

After Reading the Pupil Magazine

8. Use the question prompts above to discuss the written text.
9. With pupils, review the questions on the KQL chart to decide whether they have been answered. If any questions remain unanswered, help pupils think of Internet and print sources they could use to find answers.



What's Your View?

Extend learning during pre- or post- film viewing and text reading by exploring perspectives with a lesson, **What's Your View**, from the *Under One Sky* Animal Action programme which you can find at www.ifaw.org/underonesky-uk.

Bringing It Home: Invite your pupils to imagine and explore – through colourful artwork, non-fiction writing or report, short story, poem, or another creative project – the topic: *A day in a world without elephants*. Submit original pupil artwork to the Animal Action Art Contest. All the details and an entry form can be found at www.ifaw.org/art-contest-uk.

Viewing/Reading Guide

Name _____ Date: _____

Directions: Use the boxes to fill in information about how each word relates to elephants.

Word	How is the word related to elephants?	What I found out
tusks		
trunk		
communicate		
matriarch		
poaching		
biodiversity		
keystone species		
Most Important Facts		

Worksheet 2

Film Quiz

• Reproducible

Name _____

Date: _____

What have you learned from the film you just watched?

Answer the questions below.

- Which of the following is NOT related to today's elephants?
☐ a) a pig
☐ b) a manatee
☐ c) a woolly mammoth
- Which adaptation helps elephants cool off on the African savannah?
☐ a) padded feet
☐ b) large ears
☐ c) long tusks
- Elephant tusks are teeth.
☐ a) true
☐ b) false
- How much might an African bull elephant weigh?
☐ a) as much as a young child
☐ b) as much as 6 children
☐ c) as much as 80 people
- Which of the following is NOT something an elephant could do with its trunk alone?
☐ a) carry a tree trunk
☐ b) pick up a blade of grass
☐ c) drink water
- Which of the following is a way that elephants help their habitats?
☐ a) Elephants create a huge amount of methane gas that cleans the air.
☐ b) Elephants produce a huge amount of dung that helps spread plants.
☐ c) Elephants make loud vibrations that knock down trees to make room for grass.

7. What best describes how elephants living near people get into conflict?

- ☐ a) When elephants get bored, they chase people, trample crops, and destroy villages.
- ☐ b) When elephants run out of plants, they eat other animals that people hunt for food.
- ☐ c) When elephants run out of space, they move into human areas and both people and elephants can get hurt.

8. What are three ways that elephants have been important to humans in history?

9. What are three threats to elephants today?

10. Why does the author write that it's important we don't forget elephants?

Answers: 1. a; 2. b; 3. a; 4. c; 5. c; 6. b; 7. c; 8. Answers may include: for transportation, heavy lifting, war, and religion; 9. Answers may include: building roads and railways that break up migration routes, destruction of habitat, poaching for the sale of tusks/ivory, climate change effects, and conflicts between people and elephants over living space; 10. It's your decision!



Lesson 2

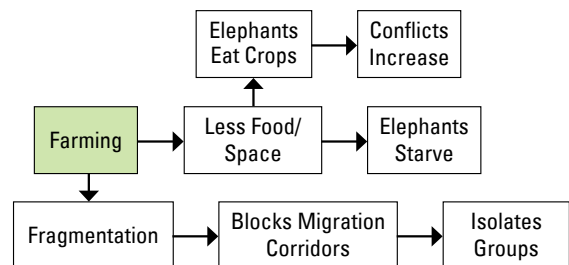
Understanding Habitat – Simulation and Role Play

Learning Outcomes: Pupils will demonstrate an understanding of concepts of habitat loss and fragmentation gained from reading the text and through role-play and simulation activities. Activities meet programmes of study in maths, science and English.

Introducing the Magazine

1. Read the text sections 'Big Is Just the Beginning,' 'Room to Roam,' and 'Climate Change' aloud.
2. Read the questions below and write them on the board. Ask pupils to turn and talk to a partner about each question before they discuss it as a group. Model how to find answers in the text and how to infer from text clues.
 - *What reasons does the text give for loss or fragmentation of elephant habitat?* (farming, settlement, climate change, disruptions due to road and railway building)
 - *How does habitat loss create problems for elephants?* (changes access to food and water, increases conflicts with humans, isolates groups, limits mating choices, increases illness)

- *What are some things people can do to help elephants' habitat issues?* (make elephant corridors, preserve habitat, use less paper so forests aren't cut down, use less energy to limit climate change effects, write to leaders, educate others)
3. Ask pupils to help you create a shared diagram on flipchart paper that lists/illustrates the effects of habitat loss. One example of how your completed chart may look is pictured below.



Habitat Loss Simulation

1. Write the following scenario on the board: *A local village has expanded the number of houses and the amount of farmland around it, which has meant a loss of 25 percent of the elephants' habitat. What does this mean for the elephants?*
2. Ask pupils to measure the size of the classroom and record the area on the board. Then have pupils calculate how much area is lost if 25 percent is removed. Record this.
3. Ask pupils to create 'habitat islands' that are respectively 50 percent and 25 percent of the original total area. Help them mark these spaces on the floor with string or rope.
4. Assign about 75 percent of the class to the bigger space and 25 percent to the smaller space. Conduct regular class activities with pupils sitting in the reduced spaces. Tell them that the two groups cannot communicate.
5. Discuss with pupils how losing communication and 25 percent of their classroom space affected them. How did sitting so close make them feel? Was it harder to go about normal activities? How might elephants feel about the loss of 25 percent of their habitat? What might they do?
6. Mark off paths that pupils follow to resources such as reference books, lunch bags, or water fountains. Then close off these 'corridors.' Ask pupils to attempt to go about their normal activities with their regular classroom 'routes' blocked. Make comparisons to elephants cut off from water or a traditional migration route.

Habitat Loss Role-Play

1. Write the following words on flash cards: *mothers, babies, food, water, travelling, health, enemies, and communicating.*
2. Assign partners and tell pupils they are elephants. Ask each pair to pick a card. Explain that each pair is going to discuss how the word on their card relates to them, as elephants, living in two different situations. One elephant is living in a wide, open area that has been unaffected by human settlement. The other elephant is living near a village that has been expanding into his/her habitat.
3. For younger/less able pupils, you may need to model examples. Say: *I picked the card for water. First, I am an elephant living in a wide, open space. I sometimes need to travel a long distance in search of water. There is a drought and I can't find enough water.... Next, I am an elephant living near people. The water is on the other side of the village. My herd tramped through the village to get to the water. The people got angry and killed some of my herd.*
4. After pupils have discussed the word from the perspective of both elephants, ask each pair to create a dialogue, sharing the two elephants' points of view.



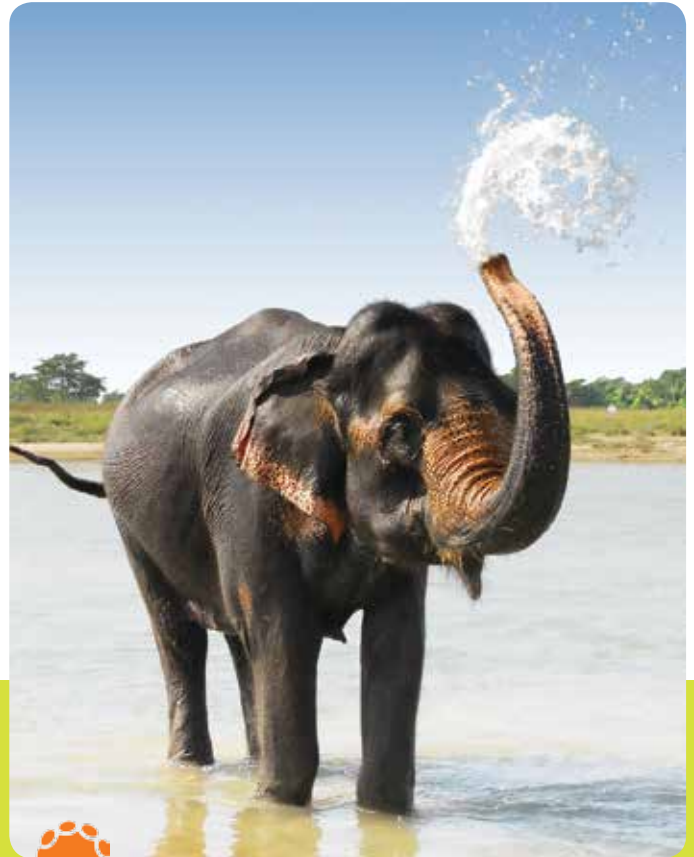
Lesson 3

Elephants and Ecosystem Connections

Learning Outcomes: Pupils will demonstrate an understanding of the importance of elephants in their ecosystems, the interrelationships they have with plants and other animals, and the roles they play in maintaining biodiversity. Activity meets programmes of study in science and English.

1. Read the magazine section *Key Roles of Elephants* (page 17) aloud to pupils as they follow along.
2. Help pupils begin to understand the roles of elephants in their ecosystems. The concepts of biodiversity and keystone species discussed in the text will be difficult for many pupils, so focus on the concrete 'jobs of elephants' (write this phrase on a whiteboard). Highlight phrases from the text such as the following and ask pairs of pupils to discuss them and draw pictures to represent them.
 - "As elephants in a forest eat, they create gaps in the vegetation. These gaps allow new plants to grow and create pathways for other animals."
 - "They spread the seeds from these trees through their dung. The dung fertilises the seeds as they grow into new plants."
 - "During the dry season, savannah elephants use their tusks to dig water holes that other animals can use."
3. Ask the pairs of pupils to share their drawings with the larger group. Discuss as necessary. Then discuss the more complex cause-and-effect series from the text about savannah elephants eating trees and shrubs, encouraging grass growth, and in turn helping grazers and predators

that eat grazers. As a group, map this series of relationships on the board. Then expand this cause-effect chain to a web by adding other side effects from grass growth, presence of grazers, and so on.



Animal Classification and Relationships

1. As a class, brainstorm and list animals and insects that live on the African savannah with elephants. Some are: antelopes, ants, cheetahs, dung beetles, gazelles, hyenas, meerkats, raptors, rhinoceroses, and vultures.
2. Ask pupils to suggest ways to organise the animals on the list into categories – for example, by ecological role or niche (producers, herbivores, carnivores, grass eaters, scavengers) or by taxonomic group (birds, insects, mammals).
3. **Optional:** Ask each pupil to research one animal and its relationship to elephants. Assign several pupils to each chosen animal. After they research individually, ask pupils with the same animal to discuss findings in small groups before reporting to the class. As a class, discuss why it is important to biodiversity that elephants survive on the grasslands.

Take It Outside: Explore Your World

Extend classroom learning by taking your pupils outside to discover animals, biodiversity and ecosystem connections close to home.

IFAW's *Explore Your World Lesson and Worksheet* in our Under One Sky resource (www.ifaw.org/underonesky-uk) are based on basic fieldwork techniques that introduce pupils to local biodiversity through visual identification during a guided study of an outside area you have identified, such as the school playground, a nearby park, meadow, or conservation area. The lesson also helps promote better understanding of the impact of human activities on animals and habitat.



Lesson 4

Responding to a Narrative

Learning Outcomes: Pupils will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text about an elephant rescue. They will show acquired knowledge through a selection of activities that meet programmes of study in science and English.

Introducing the Text

1. Ask pupils to read the text *Elephant Rescue* silently.
2. To ensure understanding of the text, use these prompts:
 - *What does the fact that the elephants were at the farm suggest about their habitat?*
 - *What do you know about the way the farmers felt about the elephants?*
 - *Why did each baby elephant have its own caretaker?*
 - *Why did the caretakers take the babies on walks together?*
3. Allow pupils to choose from the list of activities on **Worksheet 3: Elephant Rescue** as a follow-up response to the text. Help choose an activity that they can complete. Work with these pupils to help them complete the activity or have them work in pairs to complete it. Further discussion of the activities is included below.

Rewrite the Story from an Elephant's Perspective

Make sure pupils understand that the text's point of view is that of an outside observer telling the perspectives of all the participants: the elephants in the herd, the baby, and the workers. To rewrite the text, pupils need to focus on just the point of view of the baby. Model how they can do this through first-person narrative, allowing them the freedom to change the story at any point if it helps them to write creatively and in character.

First person modelling: Suddenly, I heard loud noises and watched in dismay as the herd ran away. I cried out to tell them to come back and not leave me behind in the hole. I looked up and saw a human peering down at me. *What was going to happen to me*, I thought.

Follow up on the writing exercise with a group discussion about how it felt to write from the perspective of the baby elephant. Ask pupils how it helped them understand the elephant's situation.

Write a Newspaper Article, Blog Entry, or Graphic Novel

Provide models of newspaper articles or news-oriented blogs for pupils to use as references. Ask the pupils to work in pairs (or model for less able readers) to find the answers to the questions *who/what*, *where*, *when*, *why*, and *how*. Ask the pupils to divide a sheet of paper into five sections and write one of the question words at the top of each column. Ask them to refer to the text about the baby elephant to answer the questions. Then tell readers to assume the role of a foreign reporter or blogger. Ask them to use their answers to rewrite the story as a news article or blog.

Optional: As variations on the activity, consider asking pupils to present the story as a series of text messages or an Internet news feed that is posted as the story unfolds. Or ask them to recreate the story as a graphic novel. Provide models of whichever text you ask them to attempt, and help them recognise the characteristics (such as a limit on number of characters) of the genre.

Write a Mock Interview

1. Provide pupils with a model of an interview or remind them of interviews they may have seen on news programmes with young people as hosts and reporters.
2. Ask pupils to think about the role of the caregivers at the rescue centre and what questions they would like to ask them. Ask them to record their questions and answers.
3. Pupils could then work with a partner to develop a role-play of an interview to present to the class. As an alternative to the role-play, ask pupils to write a mock email thread in which one pupil writes interview questions, the other responds in writing, and then the first asks further questions for clarification.
4. Work with less able pupils to brainstorm a list of questions they could ask one of the caregivers. Write the questions on the board. Then ask pupils to respond to the questions orally as if they were caregivers. If necessary, model for pupils how you would answer one of the questions in the role of a caregiver.

Stage a Mock Rescue

Ask pupils to read the story and then stage a similar story of an animal rescue. You might choose to split the class in half and have each prepare and perform their own interpretation for the other. Encourage them to change details about the story for dramatic effect, and to add the part of a narrator if they wish. If time allows, give them the option of writing a script or planning loosely and then improvising.

For less able pupils, help to write a simple script that they can follow as they perform. After the activity, hold a class discussion on how the experience helped them understand the situation of stranded animals and animal rescuers. As an optional variation, have pupils take on the role of theatre critics or reviewers when they are not performing, encouraging them to take notes and later write up short reviews.

Name _____ Date: _____

Directions: Read the story. Choose a response activity.

The Rescue

In the middle of the night in India, a herd of elephants wandered out of the forest and into a farm looking for food. The elephants came to a deep, muddy ditch at the edge of the fields. Suddenly, a small baby elephant slid down into the ditch. She tried scrambling up the sides of the ditch to get out, but she wasn't strong enough or big enough to escape. She cried out in fear, calling to the other elephants for help.

Her mother and the other elephants tried to help, but the ditch was too deep for them to reach her with their trunks. There was nothing they could do to help the baby, but they stayed nearby to keep her company.

In the morning, farmers saw the elephants near their fields. They grabbed sticks and pots and rushed at the elephants, banging loudly on the pots to scare them away from their crops. The elephant herd was frightened by the noise and ran off, leaving the baby alone in the ditch. Then the farmers heard the cries of the baby elephant. They called for help from the Forest Department, which arrived with a bulldozer to dig away the dirt around the baby elephant. As the little elephant kicked and struggled, workers from the Forest Department finally were able to pull her out.

When a vet checked the baby elephant, he found she was tired and thirsty and scared, but not badly hurt.

The forest workers tried to find the herd and the baby's mother, but they were gone. The workers knew that the baby wouldn't be able to survive in the wild on her own, so they loaded her onto the back of their truck and drove her to the Wildlife Rescue Centre in Assam, India.

At the Rescue Centre, the baby elephant had a caregiver who stayed with her all the time, feeding her several times a day. The caregiver even slept near her! The caregivers at the Rescue Centre took the babies they were caring for on walks together so they could learn how to find food and water in the wild. The baby elephant became part of a family of other baby elephants. When these elephants were older, they were all released back into the wild to live together as a herd.



Choose an Activity

- ☐ Rewrite the story from the point of view of the baby elephant, telling what the baby elephant thinks and feels.
- ☐ Find out more about animal rescues and stage a mock rescue.
- ☐ Write an imaginary interview with a caregiver at the Rescue Centre. Then work with a partner to role-play the interview for the class.
- ☐ Write a newspaper article, blog entry, or graphic novel about the rescue of the baby elephant.



Lesson 5

Comparing Animals in Danger

Learning Outcomes: Pupils will research threats to animals in the wild and make comparisons between them. They will gather, evaluate, and analyse data from a variety of sources to communicate their discoveries. Activity meets programmes of study in geography, science and English.

Comparing Animal Threats

1. Place pupils in groups or pairs and ask them to list the threats to elephants, along with a short description of how each threat affects elephants and what is being done to protect elephants. Pupils can use the text to find and list the different problems elephants face. Remind them to also think back to the film. Then have pupils recall the main threats to elephants as a group.
2. Write the following research questions on the board:
What are the most significant threats to _____ [name of animal]? How does the threat affect the animal? What is being done to protect the animal?
3. Choose a set of threatened animals that pupils will explore in more detail. Like the elephant, the following animals face danger from poaching and other threats: tigers, whales, rhinoceroses, leopards, gazelles, leatherback turtles, birds of paradise, and scarlet macaws. Write the animal names on the board and decide how many pupils will research each. Then put the animal names in a hat and ask pupils to choose them until the slots for each animal are filled.
4. Ask the groups to consider where they will find information about their animal. IFAW has developed materials on tigers, whales, seals, and other animals that pupils can access on the IFAW website at www.ifaw.org.
5. Allow time for groups to research their animals, take notes, and prepare an oral presentation. Ask pupils to present their information to the class on a chart or interactive whiteboard in the following format.

ANIMAL: _____		
WHERE ANIMAL IS FOUND: _____		
Threats	How these affect the animal	What is being done

6. **Optional:** As a variation on the activity, ask pupils to create the chart for display (and comparison), but allow pupils to make presentations in some non-standard form, such as a dramatic presentation of the threats to their animals.

7. After each presentation, discuss how the threats to the particular animal are similar to or different from those facing elephants and how they relate to the other animals presented by the different groups of pupils. For example, the elephant and the rhinoceros are under threat because of the poaching of the elephant's tusks and the rhino's horns. The leopard, tiger, and gazelle are poached for their skins, and the gazelle, like the rhino, is also poached for its horns. The tiger's body parts are also used in medicines. As a result of habitat destruction, animals like the leopard, tiger, and elephant come into conflict with humans.
8. Prompt pupils to think about the similarities between habitat-loss conflicts in Africa and Asia and issues caused by loss of habitat in other areas – such as habitat loss bringing animals into contact with people in their own country. Also encourage pupils to think about how climate changes can create both threats and advantages to certain animals (such as increasing temperatures affecting krill food sources for whales or plant foods for grazing animals).
9. After pupils present and discuss the problems various animals face, ask each group to create a chart that compares the problems their chosen animal has with those of the elephant. A partial example follows.

THREATS	ELEPHANTS	TIGERS	WHALES
Poaching	Ivory from their tusks	Hides, body parts for medicine	
Habitat loss	Human activities can crowd out elephants and lead to lack of food and access to waterholes. Fragmentation can lead to isolation of groups, less genetic variation and more health problems.		Drift nets can 'block' whale migration through entanglement.
Conflict with humans			
Climate change			



Lesson 6

Who's to Blame?

Learning Outcomes: Students will express and explain their own opinions to others through discussions and debates. They will take account of different viewpoints and draw on what they have learned through research and debate. They will represent the views of others with which they may or may not agree. This lesson meets curriculum aims in English, geography and PSHE. Suitable for Years 5 and 6.

1. Discuss with the class the following definition:
The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) is an international agreement between governments. Its aim is to ensure that international trade in specimens of wild animals and plants does not threaten their survival.

Using information from the CITES website (www.cites.org) and the 'Trouble with Tusks' (page 20) section of the Pupil Magazine, explain to the class the role of CITES and how 'CITES decisions' have affected elephants.

2. Using the **Glossary**, highlight key vocabulary, such as poaching and stockpiling. Discuss the notion of illegal and legal ivory.
3. Hand out **Worksheet 4: The Daily News**, with a fictional newspaper article: *Elephant poacher pleads guilty*. Have students read it independently or read it aloud with the class.
4. Ask students for their ideas and reactions to the text. You may want to use some of the following question prompts:
 - How do they feel about elephants being poached for their ivory?
 - Can they imagine what will happen to the calf?
 - What are their impressions of Mr. Wachiru? What do they know about him? How do they feel about what he has done?
 - What do you think the words 'investment' and 'lobbied' mean? (You could also discuss the meaning of other words bolded in the news article with your class).

5. Divide the class into small groups. Assign each group a role from the chart below so they can prepare for the group role-play activity: **Who's to blame?**
6. Ask each group to spend some time researching and/or imagining the lives of the people on the role play cards.
7. Have each group make an oral presentation to the class about why the ivory is so important to their role and why elephants should be allowed to be killed for it.
8. After the role play, ask the class to consider the following questions:
 - Who is really to blame for the ivory trade?
 - What should happen to Mr. Wachiru?
 - What should CITES do about the ivory trade?
9. Ask the class to consider their own solutions to protecting elephants and stopping the ivory trade.



ROLE	DESCRIPTION
Government official	The official wants to sell stockpiled ivory in her country to bring in extra money.
Local wildlife trader	The trader wants to buy ivory from poachers and sell it to dealers in the city to make money to support his family.
Chinese ivory worker	The worker wants to continue her family's centuries-old craft tradition and make money from selling ivory ornaments worldwide.
The poacher	The poacher sells the tusks from the elephants he kills to buy food for his family and to send his children to school.
Wealthy ivory collector in London	She attends auctions of hand-carved ivory ornaments all over the world. She considers ivory carving an important art form and believes the ornaments are an investment.
Secretary General (the Leader of CITES)	He is being lobbied by some African countries who want to sell their stockpiles of ivory. He is expected to be impartial.

Daily News



© IFAW/R. Sobol

Elephant poacher pleads guilty

A 23-year-old man caught cutting the tusks from a dead female elephant while her distressed calf paced up and down nearby, appeared in Joweri District court today.

Officer Fariki Kamau told the court the accused, Ajuma Wachiru, an unemployed father of three children, had earlier offered to sell tusks to an undercover wildlife officer.

Wachiru – who pleaded guilty – is charged under this country's Wildlife Act with killing an endangered species and for the illegal trade of ivory.

Officer Kamau explained the elephant was one of about 60 killed by poachers in Njogu National Park every year to fuel the illegal trade in ivory.

"More and more local people like Ajuma Wachiru are trying to make money out of **poaching** elephants and selling the ivory. This is most likely because of the

2008 ruling by the Convention on International Trade in Endangered Species (CITES), which may have encouraged increasing demand for elephant ivory in the East," he said.



© R. van Aarde

Carvings and other trinkets made from elephant ivory on sale at a market in southeastern Africa.

"The elephant was one of about 60 killed by poachers in Njogu National Park every year to **fuel** the illegal ivory trade."

– Officer Fariki Kamau

He explained that the ruling had allowed some countries which had **stockpiles** of ivory to start selling it again.

"Because there is no way to tell the difference between the 'legal' stockpiled ivory and that from elephants killed illegally, poachers know they have a good chance of making money from **unscrupulous** buyers."

An expert from the International Fund for Animal Welfare, which assists wildlife authorities in protecting elephants, said Njogu's elephant population was under severe threat from the illegal ivory trade.

"The threat to elephants makes the situation for the whole region and its people very **grave**. Additionally, elephants are a main tourist attraction in the region and therefore, a vital source of revenue for local communities. Everyone in this region would be much worse off without elephants," he said.

Addressing the court, Mr. Thiongo Odinga, Wachiru's legal aid counsellor, said Wachiru's **dire financial situation** had driven him to kill the elephant with the intention of selling its tusks.

"Although it is obviously very wrong to kill an elephant, Mr. Wachiru is **virtually destitute** and unable to support his family.

Most people in Joweri District live on less than £1 a day – and depend only on what is available in their natural surroundings for survival. It's not surprising that sometimes people break the law to put food on the table and send their children to school," he said.

Wachiru pleaded guilty to the charges and will be sentenced tomorrow. He faces a maximum prison sentence of six months and a fine of between Sh500 and Sh2000 (£3.70 – £14.25).

Elephants Never Forget



Elephants are big – *really* big. They are the largest land animals in the world. They are also clever and sensitive. Elephants have good memories – they can remember their relatives for a long time.

They care for their families and appear to show sadness when loved ones die.

These animals are strong and gentle. They are also in danger. Today, many herds of wild elephants are fighting to survive. Many thousands of years ago, large elephant-like mammals

called American mastodons and woolly mammoths roamed the earth. These ancient relatives of today's elephants are now **extinct**.

Today, there are two main groups of elephants – African and Asian. They are easy to tell apart if you know what to look for. Scientists have also discovered that African elephants may include two different **species** – forest elephants and **savannah** elephants. Savannah elephants are larger than forest elephants. Their ears are bigger and their tusks are more curved.



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Elephants in Africa



© IFAW/M. Booth

Elephants in Asia

About 3 m tall at shoulder	2.4 – 3 m tall at shoulder
Males weigh up to 5,987 kg	Males weigh up to 4,990 kg
Huge ears cover shoulders	Large ears don't reach shoulders
Flat back with a dip in the middle	Rounded back
Trunk has two finger-like tips for grasping	Trunk has one finger-like tip for scooping
Long tusks on both males and females	Shorter tusks, only found on some males; females may have very short, blunt tusks called <i>tushes</i>
Skin is more wrinkled and brownish-grey	Skin is less wrinkled; grey to brown, with pink patches
Relatively flat crown of head with no dent in middle	Domed crown of head with dent in middle
Lives up to 70 years in the wild	Lives up to 60 years in the wild

All elephants are herbivores. They eat grasses, bark, twigs, leaves, and fruit. They can spend 18 hours each day eating. An adult elephant might eat more than 180 kg of food in one day. They also need about 115–190 litres of water each day. They travel long distances to find it.

Big Is Just the Beginning

Elephants' bodies have many unusual and useful parts. Their trunk and tusks are great tools for eating, communicating, and other tasks. Elephants' large ears and feet are useful too. In fact, most things about their bodies help them to survive.

Besides having amazing bodies, elephants have amazing brains! One thing their brains help them do is work well together in groups. Elephants live in family groups of female elephants of all ages and young male elephants. Females stay with the same group for their whole lives. Males usually leave the group when they are

between 12 and 17 years old. They live alone or together in small herds.

An older female elephant called a **matriarch** leads each group. She keeps the elephants safely together and helps them find food and water. She makes important decisions, such as when to charge and when to flee from danger. She also teaches other females about caring for their young.

Elephants show their amazing memories by remembering relatives after years of being apart. When they meet, they sometimes turn in circles, flap their ears, and trumpet loudly.



Elephants signal friendship by resting their trunks on each other's foreheads.

Elephants have emotions, and the females form strong relationships. They may celebrate births with trumpeting. They may take turns shading an injured calf. Elephants kiss or wrap trunks to show affection. They play games, such as throwing around objects. When an elephant dies, its relatives may bury it with leaves and twigs. Even years after a death, elephants may visit the bones and mourn.

EARS: The Asian elephant in this picture has big ears. And African elephants have even bigger ears! Elephants fan their ears to cool down. They also use them to hear faraway sounds, shoo insects, show feelings, and make themselves look bigger when facing enemies.

TUSKS: Tusks are overgrown teeth. Elephants use tusks to carry things, pull bark off trees, clear paths, dig for roots and water, fight enemies, and impress other elephants.

TRUNK: A trunk is a nose and an upper lip. This useful body part helps elephants smell, eat, scratch, greet friends, threaten enemies, and move or throw things. Elephants might use trunks as showerheads or as snorkels when they swim!

HAIR: Elephants have very little hair

SKIN: Elephants can get sunburned and suffer insect bites. To protect their skin, they roll in mud or give themselves dust showers. Also, water trapped in skin wrinkles cools down elephants.

MOUTH: Elephants' back teeth, are the size of bricks.

TAIL: Elephants use their tails to shoo insects. A young elephant will sometimes follow its mother by grasping her tail with its trunk.

FEET: Feet have thick padding. The padding softens elephants' heavy tread.



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© IFAW/Dusty Foot Productions

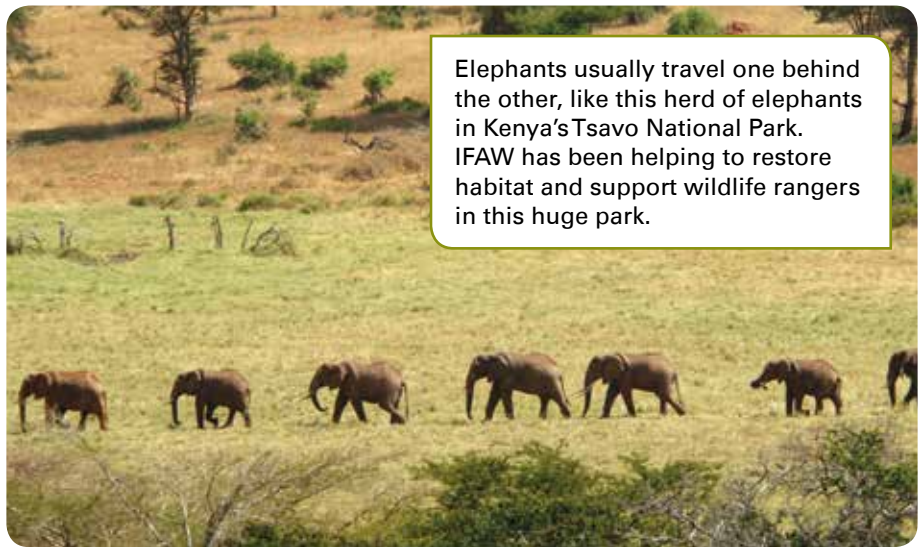
Key Roles of Elephants

Scientists consider elephants to be **keystone species**. This means they have an important role in maintaining the **biodiversity** – the wide variety of plant and animal species – of their **ecosystems**.

One way elephants help their ecosystems is by eating. As elephants in a forest eat, they create gaps in the vegetation. These gaps allow new plants to grow and create pathways for other animals. In West Africa, forest elephants are the only animals big enough to eat the branches of some large trees. They spread the seeds from



The eating habits of elephants help support forest biodiversity. To help elephants move between areas of protected habitat, IFAW protected a migration route in India used by more than 1,000 elephants.



Elephants usually travel one behind the other, like this herd of elephants in Kenya's Tsavo National Park. IFAW has been helping to restore habitat and support wildlife rangers in this huge park.

© IFAW/D. Willets

these trees through their dung. The dung fertilises the seeds as they grow into new plants. Many of these trees would disappear without the help of elephants.

Elephants that live on the savannah eat the sprouts of trees and shrubs. This keeps the plants from growing out of control and blocking sunlight. If sunlight did not reach the savannah's grasses, they would die. Antelopes and other animals that graze on the grasses would disappear. And the **carnivores** that depend on those grazers for food would disappear too. During the dry season,

Long-Distance Communication

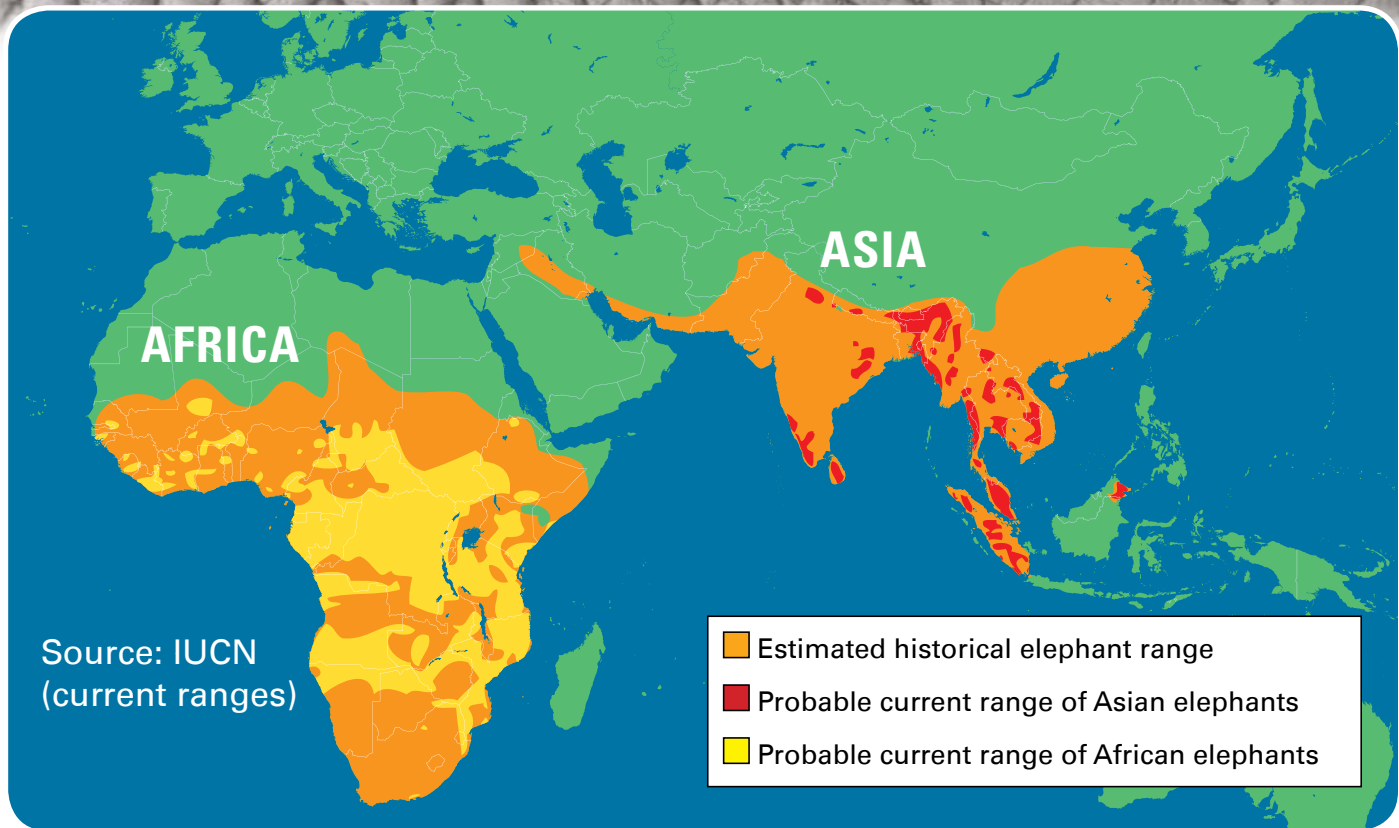
Elephants communicate by grunting, whistling, snorting, bellowing, rumbling, trumpeting, and more. Some sounds elephants make are too low for humans to hear. But other elephants may hear these sounds from more than 8 km away. These sounds help elephant groups communicate for weeks without ever getting close together.

Elephants also communicate by stomping. These sounds may travel 32 km or more through the ground.

savannah elephants use their tusks to dig water holes that other animals can use. These water holes may be the only sources of water in the area.

Its a Fact!

- An elephant may weigh 120 kg when it is born. That's more than most adult people!
- An elephant trunk has tens of thousands of muscles. A whole human body has fewer than 650!
- Elephants can collect water in a special pouch in their throat. They can spray it later, when they get hot.
- Baby elephants suck their trunks, just as children suck their thumbs.



Room to Roam

African elephants used to roam through much of Africa. However, their range is now smaller because people are clearing more land for farming and living space.

Today, elephants live in parts of 37 African countries. They live in protected parks and places with little human settlement. The range of Asian elephants has also shrunk. They now live in parts of 14

Asian countries, in forest, scrub, and grassland areas.

As elephants are being crowded out of their habitats, they are being left with small patches of disconnected land. This habitat fragmentation creates more conflicts between people and elephants. Roads and railways have cut off many of the old elephant migration routes. Or, the routes take herds through new farms and settlements. Herds have trouble getting to food and

water. They also may not meet other elephant groups, so the elephants have fewer choices of mates. This is not healthy for the elephant population.

Because of these problems, conservation groups are working to protect elephants' habitats and migration routes. They are also protecting strips of land that connect one patch of habitat to another. Elephants can move safely between areas of their habitat along these elephant corridors.



Climate Change

Climate change happens when gases in the air keep heat near the earth. This causes the earth to warm over time. Climate change can cause many problems, such as floods or droughts (long periods without rain). During a drought, there may not be enough water for animals and people.

Protecting elephant habitats – especially forests – can limit the effects of climate change. Forests capture some of the gases that otherwise trap heat. Therefore, protecting elephant habitat may be helpful for all plants and animals – even people.

Elephants and Us

Elephants are important to the history, lives, and culture of people in Asia and Africa. They are gods in some religions. They are celebrated at festivals. They are included in weddings. For hundreds of years, people have used elephants as work animals for transportation and for lifting heavy objects. They have even been trained and used in wars. Today, tour guides use them to carry people and to frighten away predators.

In recent years, problems between elephants and people have grown. Elephants have had to compete with people for space, food, and water. They sometimes wander into



China's last rainforest, Xishuangbanna (shee-shuang-bahn-nah), has fewer than 300 elephants – the last ones in China. Elephants in China face many challenges due to human activities. In 2003, IFAW began to help people find new ways to make money, so they wouldn't need to farm in elephants' habitat. IFAW also helped teach people about elephant conservation.

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villages and fields, looking for food. Farmers drive elephants away to protect their farms, often killing or injuring elephants. People may also be killed by elephants during these clashes.

Sometimes, people have turned to culling, or killing some elephants to control the elephant population. They may kill individual elephants or entire families. It is very

disturbing to elephants that see the killings. They may become very sad, avoid other elephants, or act more aggressively.

In some African countries, people can connect protected areas to make 'mega-parks' where people and elephants don't meet. In ways such as this, people are working to stop conflicts between people and elephants before they happen.

Jumbo Move

Malawi, in southern Africa, is one of the poorest countries in the world and the site of many human-elephant conflicts. In the summer of 2009, IFAW, in partnership with the Malawi government, relocated 83 elephants – including the young calf and its mother pictured below – to Majete Wildlife Reserve. The elephants now have a safe, secure home, and they're living proof that human-elephant conflict doesn't have to end in violence.



To the Rescue

An IFAW rescue and rehabilitation centre in Assam, India, helps Asian elephant calves that are injured or orphaned before they are old enough to survive on their own. When a calf is found in trouble, rescuers first try to bring it back to its herd. If that isn't possible, the calves are raised with care at the centre until they are one to two years old. Then they are released into a protected wildlife reserve.



© IFAW/R. Janes

The Trouble with Tusks

Millions of wild elephants once roamed the continents of Africa and Asia. But scientists believe that there are only half as many elephants now as there were about 100 years ago.

One of the biggest reasons for this is the killing of elephants for their ivory tusks. Ivory has been used by people for thousands of years. It is used to make piano keys, fancy chopsticks, and other luxury trinkets. But the only way to get ivory is from a dead elephant.

The buying and selling of ivory was banned following a 1989 agreement among governments. But elephants are still illegally **poached** because many people still want to buy ivory, and there is not enough protected habitat. Also, in many poor countries, it is difficult to enforce the laws.

Conservation organisations are working to protect elephants from poachers. They help enforce the ban on trading ivory and work to teach people not to buy ivory products of any kind.

In addition, scientists have a new way to help end elephant poaching. They are now able

© IFAW/D. Willetts



Ivory and the Law

In 1989, a treaty called the Convention on International Trade in Endangered Species (CITES) gave all wild elephants the highest level of protection. The buying and selling of ivory and other body parts from African and Asian elephants was banned.

But a change in the agreement allowed ivory **stockpiles** to be sold a few times since then. The stockpiles were mainly comprised of ivory from elephants that had died natural deaths or that were killed to control their populations.

Conservationists say that if it is legal to sell any ivory, there's always the chance for poachers to smuggle illegal ivory and sell it. And it's impossible for people to tell the difference between legal and illegal ivory.

Many people around the world believe that the ivory trade must be completely stopped for African and Asian elephants to survive.

to examine ivory and figure out which living elephants are relatives of the elephants that were killed for the ivory. This research tells scientists where the ivory came from and where elephants were killed.

This helps law enforcement officials and other people working to protect elephants to identify the places where a lot of poaching is taking place.

Internet Trading

The Internet has become an easy place for people to illegally trade wildlife and wildlife products. IFAW discovered that close to three-quarters of wildlife products offered online in 11 countries advertised elephant ivory for sale. As a result, the Internet auction site eBay banned the sale of ivory at the start of 2009. People can help save elephants by choosing not to buy ivory online or anywhere else.



© IFAW/D. Willetts

Glossary

biodiversity: biological diversity; a measurement of variation in species, genes, and living communities in an area

carnivores: meat-eating animals

conservation: the protection or careful use of something, such as a species or a natural resource

ecosystems: interacting communities of plants, animals, and the non-living components of the environments in which these plants and animals live

elephant corridors: pathways that elephants travel between habitat areas

endangered species: species that are in great danger of dying out completely

extinct: no longer living (as in a species that no longer lives on earth)

habitat fragmentation: the process of breaking up a habitat into smaller and more disconnected patches

herbivores: animals that eat only plants

keystone species: species that strongly affect the structure and function of an ecosystem, as a keystone in an arch affects its strength

matriarch: the female leader of a family group

migration: the movement of animals from one place to another

poached: hunted and killed illegally

range: the entire area where a type of wild animal lives

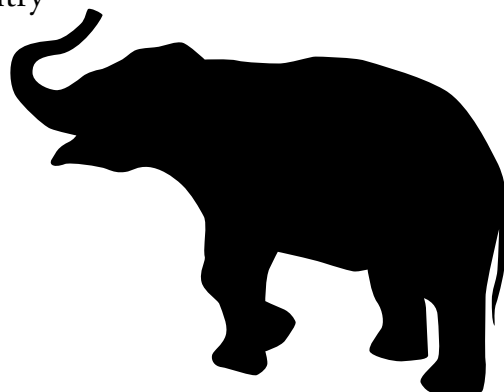
rehabilitation: restoration to a state of health or normal activity after a period of difficulty

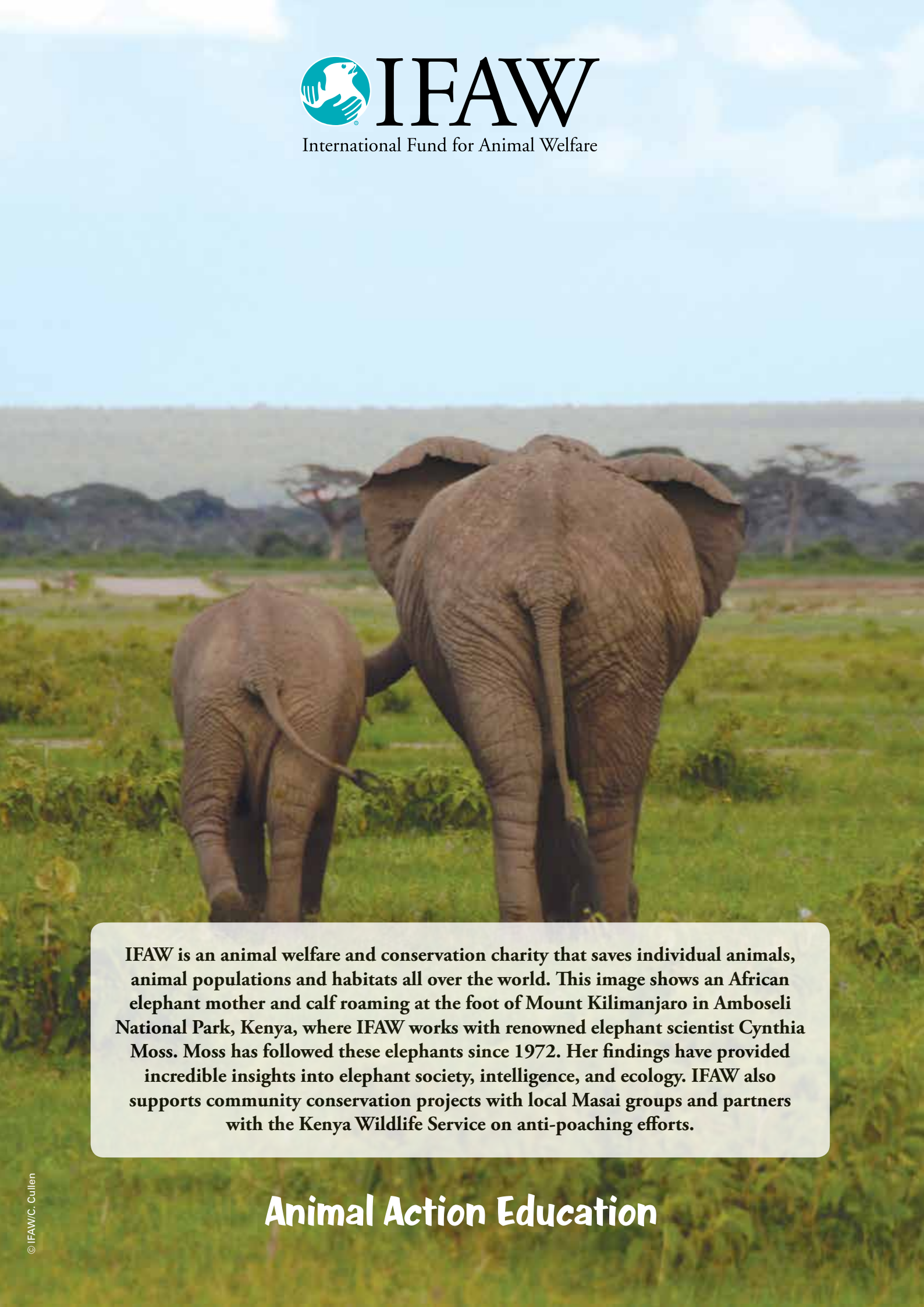
savannah: a flat grassland without many trees

smuggling: illegally moving goods into or out of a country

species: a group of living things that are similar and can have babies with each other

stockpiles: large, stored-up supplies





IFAW is an animal welfare and conservation charity that saves individual animals, animal populations and habitats all over the world. This image shows an African elephant mother and calf roaming at the foot of Mount Kilimanjaro in Amboseli National Park, Kenya, where IFAW works with renowned elephant scientist Cynthia Moss. Moss has followed these elephants since 1972. Her findings have provided incredible insights into elephant society, intelligence, and ecology. IFAW also supports community conservation projects with local Masai groups and partners with the Kenya Wildlife Service on anti-poaching efforts.

Animal Action Education