

To the Rescue





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To the Rescue

How to Use This Programme

To the Rescue aims to educate students about the importance of rescuing animals – both farm animals and companion animals – in the face of disasters, both natural and man-made. Here's one possible approach to teaching this programme:

1. **Introduce Topic and Develop Content Knowledge** *Film and Lesson 1: Talking about Disasters.*
 - **Film** Watch the film with the class to build background and tap into students' prior knowledge about disasters and how they can affect animals and their human companions. Following the viewing, use the activities in **Lesson 1** to help students focus their responses and discuss some issues brought up in the film.
 - **Student Magazine** Display the Student Magazine (pages 9-14) on an interactive whiteboard or digital projector, or on individual computers. You may want to have students read section by section over a period of days.
2. **Conduct Lesson Activities** *Student Magazine, Lessons 2 – 3, and Worksheet*
 - **Lesson 2** focuses on assessing student opinion related to disaster relief and animals.
 - **Lesson 3** and **Worksheet** *You Are in Charge* guide students to consider how best to implement disaster relief if they were in charge and thrown into an emergency.

Go Online

Go to: **www.ifaw.org**
Click on "Our Work" and "Animal Rescue"

Meeting Curriculum Aims

These materials may be adapted to meet curriculum aims in a number of subject areas including Science, English, Geography and Personal, Social and Health Education. See pages 3-4 for more details.

Companion Film

The educational film runs for approximately 14 minutes and is appropriate for general youth audiences.

View at: <http://vimeo.com/3018166>.

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

Every two years, IFAW launches a new thematic education programme focusing on animals and the environment. Standards-based educational 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

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Links to the Key Stage 3 National Curriculum

Studies have shown that most children have an affinity for and interest in animals, meaning that lessons with animal content are more likely to capture pupils' attention, making learning more interesting for children. Teachers can use this interest to develop knowledge and skills relevant to both the national and whole school curriculum.

National Curriculum for England

Specific links to a number of National Curriculum subjects are detailed below. Each lesson in the pack identifies broad subject learning outcomes which can be made more specific using the lists on this chart.

The 'whole school curriculum'

Children's interest in animals as well as associated conservation, welfare and environmental issues will offer all schools an opportunity to demonstrate that they deliver that balanced and broadly based curriculum that 'prepares pupils at the school for the opportunities, responsibilities and experiences of life'.

Teachers who have used IFAW's educational resources judge these lessons as excellent for delivering a range of core skills and competences essential for work based learning, social and emotional development and for community engagement and participation.

English

Pupils should be taught to:

Spoken English

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- **speak confidently and effectively, including through:**
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - participating in formal debates and structured discussions, summarising and/or building on what has been said

Reading

- develop an appreciation and love of reading including a wide range of non-fiction in order to gain an understanding of increasingly challenging texts through making inferences and referring to evidence in the text.

Writing

- **Write accurately, fluently, effectively and at length for pleasure and information through:**
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non narrative texts, including arguments, and personal and formal letters
 - Summarising and organising material, and supporting ideas and arguments with any necessary factual detail

Grammar and Vocabulary

- Pupils should be taught to consolidate and build on their vocabulary and use this in their writing and speech to achieve particular effects

Links to the Key Stage 3 National Curriculum

Science – Biology

Pupils should be taught about:

Interactions and interdependencies; Relationships in an ecosystem

- the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- the importance of plant reproduction through insect pollination in human food security
- how organisms affect, and are affected by, their environment, including the accumulation of toxic materials

Genetics and evolution; Inheritance, chromosomes, DNA and genes

- the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection
- changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

Citizenship

The national curriculum for citizenship aims to ensure that all pupils:

- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions

Pupils should be taught about:

- human rights and international law (key stage 4)

Geography

Pupils should be taught to:

Human and physical geography

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork:

- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Non-Statutory Personal, Social, Health and Economic Education

The non statutory nature of PSHE offers teachers and students 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

These materials can also be useful for schools working towards the **Rights Respecting Schools Award**, encouraging children to participate in classroom activities and have their opinions heard and, through learning about the rights of others, learn about their own responsibilities to themselves and the wider global community.



Lesson 1

Talking about disasters

Learning Outcomes: Students will formulate their ideas about the issues surrounding disasters and express their views clearly with their peers. This activity meets curriculum aims in science, English, geography and PSHE.

ACTIVITY – Part 1

- Write the word disaster on the board or on a large piece of paper that you pin up in the room.
- Divide the class into groups of four or five and invite them to nominate one person in the group as spokesperson who will feed back to the class when the discussion is finished. Ask each group to talk about what the word disaster means to them.
- Ask each group to feed back their answers while you record them on the large piece of paper or the board.
- Work with the class to come up with their definition of a disaster.
- Give the class the following Oxford English Dictionary definition of the word disaster:

Disaster

1. A sudden accident or a natural catastrophe that causes great damage or loss of life.
2. An event or fact leading to ruin or failure.

Origins: the Italian word *disastro*, which means an ill-starred event.

- Ask the class if they see any differences between the dictionary definition and their own thoughts on disaster.
- Some students may have made the disaster issue specific to themselves – their conception of a disaster could be showing up at a party in the wrong clothes or personal trauma or disaster (parents splitting up/death in the family).

- Explain to the class that specifically for this activity, you will be discussing large-scale disasters that affect lots of people, animals and big areas. These in turn cause great personal trauma/disasters to individuals.

ACTIVITY – Part 2

- Ask the whole class to quickly brainstorm some large-scale disasters that they have heard about both recently and in the past. If they are stuck, pages 9–10 of the **Student Magazine** and the **film To the Rescue** should help.
- Ask the class to go back into their groups.
- Give each group a story from a page of the student text that you have chosen and a large piece of paper.
- Ask them to write the name of the disaster they have been given at the top of the page.
- Ask them to discuss whether the disaster they have been given is natural or man-made.

- Ask them to discuss its impact on animals.
- Ask them to think about and list on the paper who and what might have been affected by the disaster.
- Ask them to talk about and list on the paper their feelings if they had been involved in the disaster.
- Ask each group to spend a maximum of two minutes feeding back to the whole class.
- Ask the class if they have noticed differences between the groups in terms of feelings expressed relating to the type of disaster. For example: have the groups that discussed marine mammal strandings identified different feelings from those that discussed disasters relating to events like earthquakes?

Wrap-up

- Instruct students to write a one-page journal entry expressing their views on the topics.





Lessons 2

What's your view?

Learning Outcomes: Students will provide examples of conflicting viewpoints about an issue; defend decisions; reach a consensus prioritising statements about disaster situations. This activity meets curriculum aims in English, geography and PSHE.

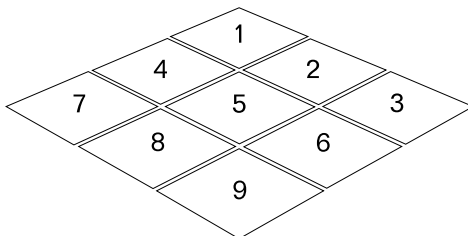
ACTIVITY

- Make four large signs: **Agree;** **Disagree;** **Strongly Agree;** **Strongly Disagree.**
- Put up the signs in each corner of the classroom.
- Read each of the nine statements in the panel opposite in turn.
- After each statement ask the students to move to one corner of the room marked with the sign that best represents their response: Agree; Disagree; Strongly Agree; Strongly Disagree; and to discuss their response with their other classmates there.
- You can explain that they can change their minds and move to a different corner as a result of discussions.

Make a diamond nine

In conclusion, ask the students to reach a consensus and prioritise their statements as a diamond nine.

The statement with which most of the class strongly agrees should go at the top and the statement which is least agreed with should go at the bottom.



The statements

1. Only humans in disaster areas should be saved.
2. Farm animals are more important to people in disaster areas than companion (pet) animals.
3. We should only help people and animals in our own country with disaster relief.
4. Rare animals in a disaster area should be rescued before anything else.
5. It is cruel not to help anyone or anything that needs help in a disaster area.
6. People who live in disaster areas should not be allowed to keep animals.
7. There is no point giving money to overseas organisations that help humans in disaster areas.
8. There is no point giving money to overseas organisations that help animals in disaster areas.
9. Humans and animals need each other in disaster areas – you can't separate the two.



Stranded cats and dogs received food and care from IFAW rescuers after Hurricane Sandy devastated coastal communities in New York and New Jersey in 2012.



Lesson 3

You are in charge

Learning Outcomes: Students will learn what help might be required in disasters; understand the damage inappropriate disaster relief could cause; understand why working with local people/agencies is essential. This activity meets curriculum aims in English, geography and PSHE.

ACTIVITY

- Make copies and distribute **Worksheet** *You Are in Charge* to students.
- Use the decision-making activity for the whole class, groups, or individuals focusing on the worksheet. The discussion points in the panel below will help you guide the students in their answers.
- **Please note:** the correct answers to the worksheet situations are: 1c; 2b; 3b; 4c.



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EXTENSION ACTIVITY

Climate change

Many scientists believe that climate change will be responsible for more natural disasters in the future. As a homework or extension activity ask students to research what climate change actually means; what causes it and what types of natural disasters could occur in future that would have an impact on humans and the animals upon which they depend.

You Are in Charge Discussion Points

- Local agencies and contacts in the country concerned are usually the best people to identify the needs of an area.
- When sending disaster relief (people, money, etc.) to help areas in crisis, it is important that the aid is based on what the people and animals in this area really need, not what people elsewhere think they need.
- Aid also needs to be coordinated. In some emergencies too many people arriving at once in the area all wanting to do the same things can cause confusion and actually make things worse.
- Sending people, who have not been asked for, to help in areas that they do not know and where they don't speak the language can sometimes do more harm than good. They simply get in the way.
- Workers need special training and expertise to deal with sick and injured animals. Untrained people trying to clean oiled birds, for example, could kill them.
- It's not always a good idea to send things like food, blankets, and medicines directly to countries in distress. People working on the relief operations find they have to spend too much time sorting these items out and some may not be right for the area anyway.
- Not all countries affected by disasters need money. Some can afford to pay for aid themselves. But, they may need help from the international community in other ways such as providing expertise and experience in working in similar situations.
- In disasters, local people and organisations usually give the main relief efforts, but the media very often doesn't focus on their work.
- If people have lost everything, and then their farm animals – which represent their livelihoods and future – start to die of starvation too, they will feel great distress. Giving both people and animals aid in these situations gives back hope.
- Workers from local aid agencies may have been killed or injured in the disaster.
- Transportation and communications are usually major issues for people in disaster areas. Airports, roads etc. may have been knocked out and telecommunications may be affected.
- Many organisations that work with both animals and humans stay on in the aftermath of disasters offering long and short term help. The media doesn't usually cover this work.

You are in Charge

Read through each statement carefully and tick the answer which sums up what you would do in a crisis.



1 A hurricane has badly affected part of your country. People have had to leave their homes and have become separated from their companion animals – some of the animals will be sick and starving and their owners are distressed. You are in charge of a large animal welfare organisation based in the nation's capital. What do you do?

- ☐ **a)** Immediately fly at least 50 of your staff – including yourself – to the area so you can have a look around, take charge, rescue the animals and sort things out.
- ☐ **b)** Nothing. You know that local organisations will be able to cope with this on their own easily. It's wrong to interfere on their territory.
- ☐ **c)** Find out how what is happening from all government and other organisations involved and where they feel help is needed most.
- ☐ **d)** None of the above.

2 A terrible flood has struck a country on the other side of the world. Thousands of people and their farm animals have been killed and injured. You are in charge of an animal welfare charity based in the UK – what will you do to help?

- ☐ **a)** Contact all the vets you know who have some spare time and pay for their flights to the country so they can go and help the animals.
- ☐ **b)** Contact the government of the country and the animal welfare organisations that you know there and find out what help they need.
- ☐ **c)** Start an immediate campaign to raise funds specifically to buy more and better farm animals for all the people affected by the disaster.
- ☐ **d)** None of the above.

3 Fires have devastated a country far away. Hundreds of thousands of people have become refugees and are living in camps. Disease and starvation are rife. Many of the people have taken their donkeys and other farm animals with them, but these are now dying too. You are in charge of a large international animal welfare organisation. What do you do?

- ☐ **a)** Nothing – this is a people issue.
- ☐ **b)** Look at the amount of money you have for disaster relief, skilled employees who are familiar with the area and its people, the contacts you have in the area and make a decision on what is possible.
- ☐ **c)** Immediately launch a powerful fundraising campaign featuring distressing images of starving animals asking the public to give large donations. Once the money comes in you will be able to decide what help you can give.
- ☐ **d)** None of the above.

4 An oil tanker has gone aground off your coast and crude oil is pouring into the sea. Thousands of seabirds – some very rare – are at risk. You are in charge of a small wildlife charity that raises funds for small mammals in a town near the spill. What do you do?

- ☐ **a)** Think that the spill is too big for you to help with and that birds are not your specialist area, so you focus on your other wildlife work in the area.
- ☐ **b)** Quickly, open up emergency bird cleaning centres in the kitchens and bathrooms of your workers' homes and ask local supermarkets to donate washing up liquid to help clean the birds. You tell everyone to go out and find the rarest birds first.
- ☐ **c)** Contact the local authority, the coastguard and national wildlife and bird organisations to find the best way to help.
- ☐ **d)** None of the above.

To the Rescue



We are all used to seeing people being saved when disasters strike, but now it is recognised that saving animals is vital too. In most instances, helping people and animals goes hand in hand. Farmers cannot survive without their livestock, animal diseases can spread to people, communities depending on wildlife tourism can be ruined, and people in disasters want their pets rescued.

Disasters can range from catastrophic events, affecting thousands of animals, to a crisis that may impact upon just a few or even one animal.

These include natural disasters, such as hurricanes, earthquakes, floods, volcanoes, and marine mammal strandings, and man-made disasters, such as oil spills and fires – even working in war zones.

When disasters strike around the world an urgent emergency relief response is required. Along with the many international groups providing aid for people there is a vital need for animal rescue organisations at the same time.

An animal rescue team is made up of experts, including veterinarians, animal rehabilitators, and staff to handle logistics and communications

When a disaster happens, this hands-on animal rescue team is mobilised on the ground rapidly to

make an assessment of what is needed and where.

Then a plan is put into place and the team can swing into action. This requires working closely with the appropriate government and other agencies, local animal groups, and volunteers. Cooperation between all those involved is essential for a successful response.

The work is very hard, with long hours in challenging conditions. Disaster areas are often cut off from the world, and it isn't easy getting people and supplies to the most hard-hit areas of the disaster zone.

For animal rescuers, the main goal in a disaster is to make a difference to both animals and people.

To do this, the team rescues as many animals as possible, treats sick and injured animals, and rehabilitates wildlife for release back into the wild. All of this not only helps the animal population, but helps keep people impacted by the disaster safe and healthy too.

The animals that are saved also help make the human survivors feel better and give them hope when they have lost so much.



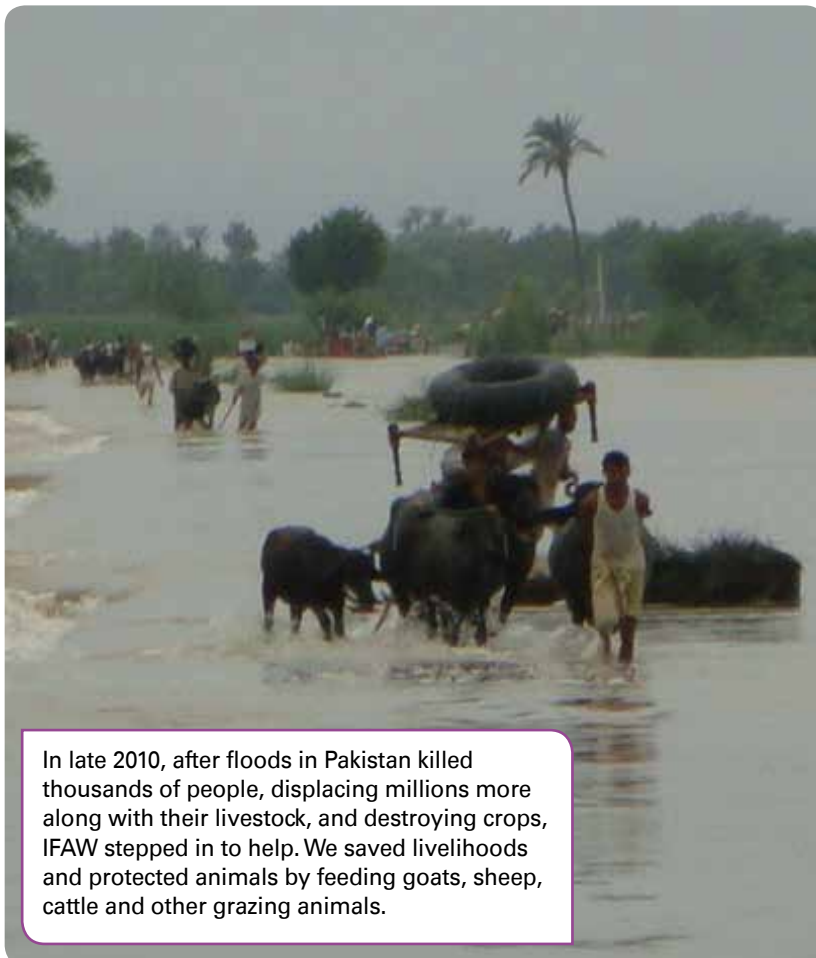
A member of the IFAW Animal Rescue team carries a wounded kangaroo saved during devastating wildfires in Victoria, Australia, in 2009.



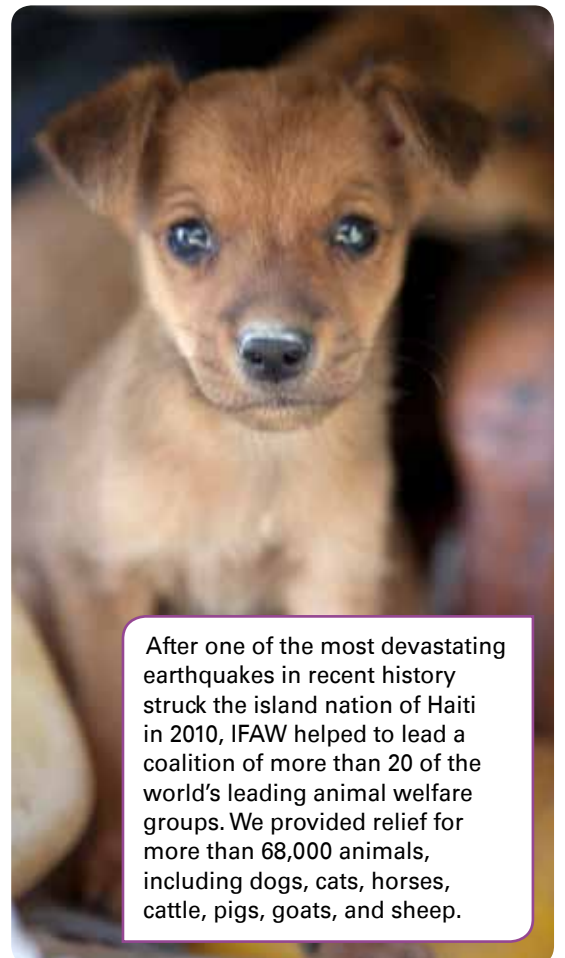
An IFAW veterinarian rescues a dog in Sichuan Province, China, epicenter of a devastating earthquake in 2008.



When Hurricane Katrina flooded New Orleans in the United States in 2005, we saved thousands of animals and reunited hundreds of pets with their owners.



In late 2010, after floods in Pakistan killed thousands of people, displacing millions more along with their livestock, and destroying crops, IFAW stepped in to help. We saved livelihoods and protected animals by feeding goats, sheep, cattle and other grazing animals.



After one of the most devastating earthquakes in recent history struck the island nation of Haiti in 2010, IFAW helped to lead a coalition of more than 20 of the world's leading animal welfare groups. We provided relief for more than 68,000 animals, including dogs, cats, horses, cattle, pigs, goats, and sheep.

Stranded

One of the most baffling disasters is when whales, dolphins and other marine mammals become stranded along the shore or in shallow water.

Marine mammal strandings – when whales, dolphins, porpoises, and seals become stuck in shallow water or beached on shore – have mystified humans for centuries. Although some strandings occur when animals become ill, injured or disoriented, the cause of others is still largely unknown, particularly mass strandings.

Some animals strand and/or die as a result of human interaction, such as entanglement in fishing gear and marine debris, being struck by ships, being shot, and even being harassed by well-meaning beachgoers.

Researchers are still not sure what caused record-breaking numbers of common dolphins to strand in two different regions during 2012. More than 200 Atlantic common dolphins stranded along the shores of Cape Cod in the United States and as many as 2,800 of the same species were reported stranded along a 220 km (137 mile) stretch of coastline in Peru.

One constant in all mass strandings is that most cetaceans are highly social animals that depend upon the group in order to survive. This 'group mentality' that is so helpful to these animals at sea can unfortunately cause healthy animals to beach themselves en masse. When one animal enters shallow water or strands, the entire group may follow.



Mass strandings may also occur due to predator evasion, complex topography, tidal fluctuations, extreme weather, and acoustic disturbances. For example, a stranding along the Pacific coast of the United States was linked to the U.S. Navy's use of sonar.

Saving Marine Mammals, Cape Cod, USA

During two months in early 2012, an unprecedented 214 Common dolphins stranded along the beaches and marshes of Cape Cod, Massachusetts, one of the world's stranding hot spots.

IFAW's Marine Mammal Rescue Team, which responds to stranding reports along 1,126 km (700 miles) of coastline, worked around the clock to rescue the dolphins and return them safely to the sea. The Team found 98 dolphins alive and successfully released 73 back to the ocean, an extraordinary success rate for stranded animals.

All of the released dolphins were fitted with ID tags so the Team could track their location and make sure they were doing well in the wild. Cape Cod is one of only a few places in the world where multiple whales and dolphins frequently beach themselves together on the shore. One likely reason is because Cape Cod's natural hook shape can trap wildlife.

The IFAW team has rescued thousands of animals, including four species of seals and fifteen species of cetaceans (dolphins, whales, and porpoises), since 1998, including animals that have been entangled in fishing gear.

Lessons from IFAW's work are being used to develop the best possible rescue methods that are then shared with other groups around the world. The team's experience, research and data has helped guide better responses to marine strandings in many other parts of the world, including Brazil, the United Kingdom, Canada, and India.



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A Very Slick Problem

One of the most devastating man-made disasters faced by seabirds and marine animals is an oil slick spreading over the sea's surface.

Millions of gallons of oil pour into the seas annually at huge cost to communities, the environment, and wildlife. Spills can be due to a single ship going aground, failures at ocean-based oil rigs, or the illegal dumping of oil waste from ships' bilges.

In April 2010, the explosion of a British Petroleum deepwater oil rig pumped an estimated 170 million gallons (644 million liters) of oil to the Gulf of Mexico over several months, devastating coastal ecosystems and wildlife. Despite a huge rescue effort by a coalition of government agencies, animal rescue organisations, and volunteers, more than 8,000 birds, sea turtles, and marine mammals were found injured or dead in the six months after the spill.

Ten years earlier, the MV Treasure sank off South Africa in June 2000, spilling more than 1,100 tons (997 metric tons) of heavy oil from its ruptured tanks.

The area where the bulk carrier went down supports more than 40 percent of the world population of this species, which is classified as vulnerable to extinction.

After the spill, rescuers collected the penguins from beaches or by boats at sea. They were taken to a temporary rescue and rehabilitation center, where 5,000 volunteers worked over three months to clean the birds and get them healthy enough to return to the wild. It took 1,000 volunteers a day just to feed the penguins, each of which had to be hand-fed fish four times a day.



A remarkable nine out of 10 of the rescued penguins survived. These oil spill disasters and the subsequent rescue efforts helped improve the national and international laws affecting oil companies and their tankers.

After the MV Treasure sank off South Africa in June 2000, spilling more than a thousand tons of oil, IFAW helped to lead a response team to clean and rehabilitate more than 19,000 rare African penguins.





IFAW supports rescue centres around the world where injured or orphaned wild animals can recover and have a second chance of life in the wild.

Back to the Wild

When animals are rescued from disasters or a crisis, they often need to be found a home in a wild animal sanctuary. Whether the situation is airlifting bears to safety or saving orphan elephants, care at a sanctuary may be needed as part of the rescue process. Sometimes large numbers of wild animals may need help, other times a rescue may just involve a single animal.

It's not just natural disasters that affect wildlife. Animals are continually being placed in crisis as a result of human activities, such as unethical hunting, habitat loss, wildlife, trade and commercial exploitation.

This process of rehabilitation and release varies greatly from one animal to another. Some animals can be released after just a few weeks, but others require years of care with a gradual process of reintroduction back into their natural habitat.

Sanctuaries need a dedicated and highly trained staff. These include veterinarians and animal rehabilitators,

as animals may have been orphaned, injured, or traumatised before being rescued.

In recent years ground-breaking work by experts has led to a greatly increased chance of success in releasing animals that were previously thought impossible to rehabilitate.

Scientists have discovered that it is often best to have a minimum of human contact with animals. This is so that they do not become used to people and rely on them, or lose their natural fear. Because of this, some sanctuaries are located in remote and relatively inaccessible places.

Finding suitable sites for release can also be a problem. It is important to identify a location where there is suitable habitat, enough food and where the animals are safe from human activity.

This sometimes requires transporting animals over long distances prior to their release. The time of year for the release can also be critical, taking into account such issues as the need for animals to migrate or hibernate.



In China, IFAW rescues owls and other birds of prey that have been injured or saved from wildlife traders. Our goal is to eventually release them back to the skies.

Wildlife Rescue, India



IFAW's Wildlife Rescue Centre in Assam, India, cares for elephants, rhinos, tigers, leopards and many other wild animals injured or orphaned due to natural disasters. It also helps those affected by human activities, such as being hit by vehicles, falling into deep farming ditches or poaching.

The facility is the first of its kind in India and aims to be the country's centre of excellence in wildlife rescue and rehabilitation. Its ultimate aim is to successfully return all treated animals back to their native habitat.

Between 2002 and 2012, more than 1,600 animals representing 150 different species were cared for by the Centre.

Bear Cub Sanctuary, Russia



A remarkable project in Russia is saving orphaned bear cubs and successfully returning them to the wild. During the winter, wealthy hunters pay thousands of dollars each to wake brown bears from hibernation and kill them as they come out of their dens. This leaves thousands of orphan cubs behind with little chance of survival.

Since 1995, IFAW has been working with Russian scientist, Professor Valentin Pazhetnov to rescue these orphaned cubs. They hand-rear them until they are old enough to survive

on their own and then release them back to the wild.

The rescued cubs usually arrive in January or February. They are bottle-fed five times a day with warm milk and bathed to replace the licking their mothers would normally provide.

At seven or eight months old the bear cubs can be released into protected areas where brown bear populations are low. The cubs are monitored using radio transmitters and identifying ear tags to track their progress and ensure they are doing well.



Glossary

animal sanctuary: a habitat for wildlife rescued from a disaster or crisis that can provide suitable space, access to food , and safety

emergency contingency plans: advance preparation for possible disasters

emergency protocols: standards, rules, and procedures for emergency response

man-made disasters: crises such as oil spills, fires, and deforestation created by human activity

mass strandings: events in which large numbers of marine animals (such as whales, dolphins, porpoises) become stuck in shallow waters or beached on shore

natural disasters: events such as hurricanes, earthquakes, floods, volcanoes, and marine mammal strandings that occur in nature

poaching: hunting or capturing animals illegally

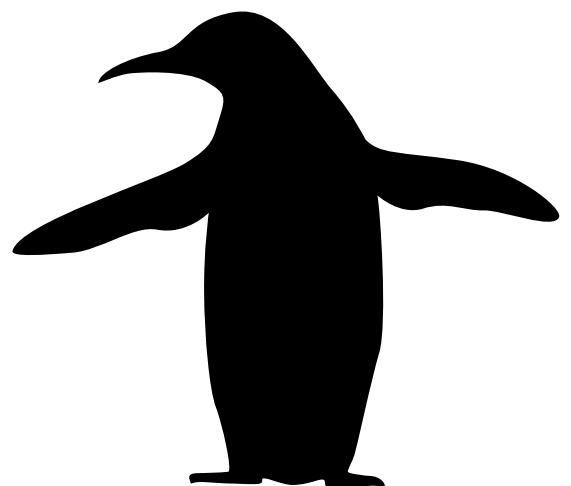
rehabilitation: restoration to a state of health or normal activity after a period of difficulty

reintroduction to the wild: the process of easing a rescued animal back into its natural habitat, following rehabilitation

tsunami: an ocean wave, caused by underwater earthquakes or eruptions, that is capable of destroying coastal habitats and communities

vaccination: injecting or feeding an animal with a preparation of a weakened virus or disease-causing agent that builds up immunity to a life-threatening disease

wildlife rehabilitation: care for animals rescued from a disaster or crisis that returns them to health





IFAW is an animal welfare and conservation charity that saves individual animals, animal populations and habitats all over the world. Each year, IFAW rescues elephants, bears, penguins, rhinos and other wildlife that would otherwise perish. We rehabilitate rescued animals and return them to the wild. We have also rescued and treated wild and domestic animals in more than 30 of the world's worst disasters over the past five years and as we work to protect species, we never forget the individual animals in crisis that need our compassion and care.

Animal Action Education