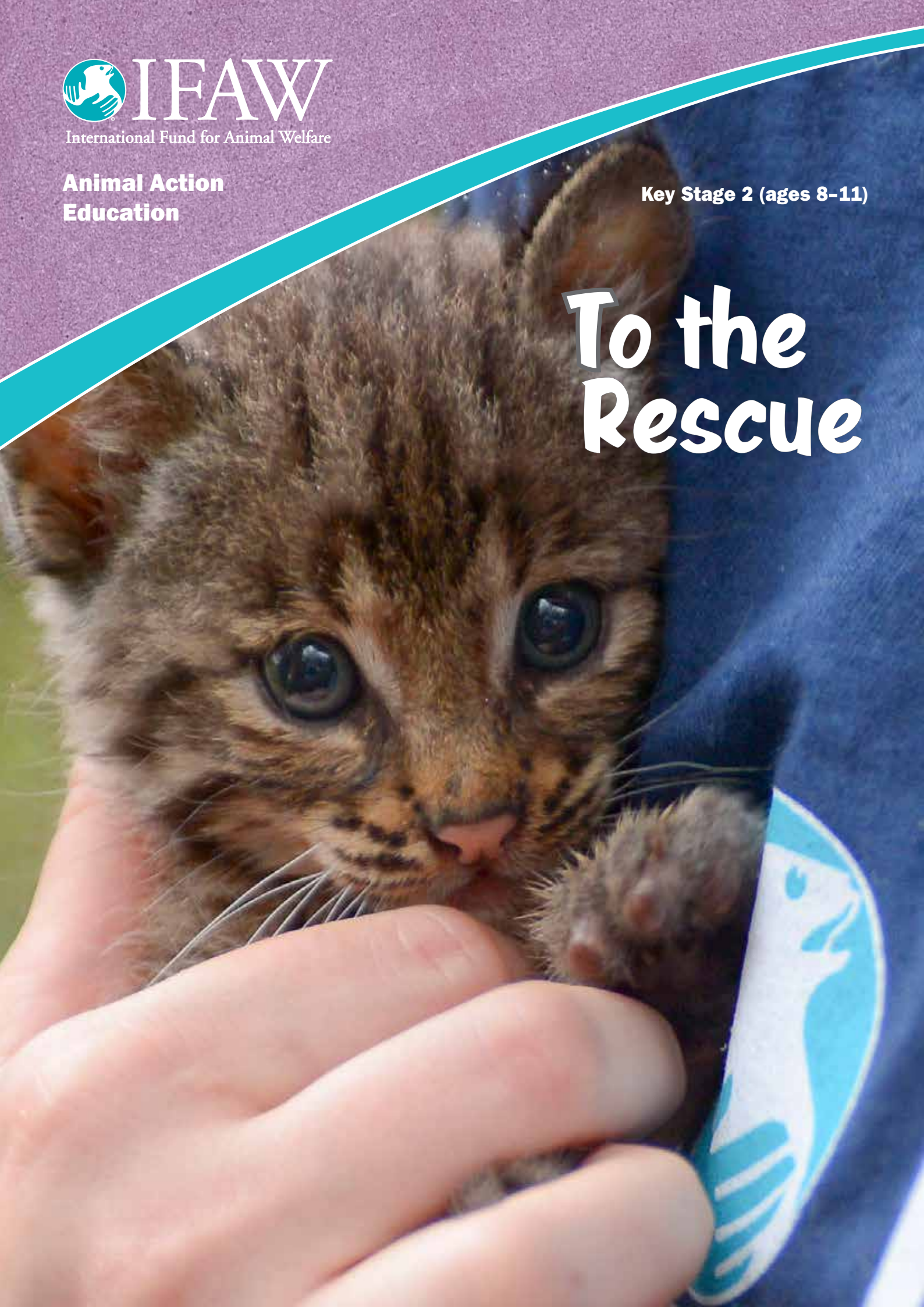


To the Rescue





© IFAW/Jon Hrusa

To the Rescue

How to Use This Programme

To the Rescue aims to educate pupils 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 pupils' 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 pupils focus their responses and discuss some issues brought up in the film.
- **Pupil Magazine** Display the Pupil Magazine on an interactive whiteboard or digital projector, or on individual computers. You may want to have pupils read section by section over a period of days.

2. Conduct Lesson Activities *Pupil Magazine, Lessons 2 – 3, and Worksheet 1: You are in Charge*

- **Lesson 2** focuses on assessing pupil opinion related to disaster relief and animals.
- **Lesson 3** and **Worksheet 1: You are in Charge** guide pupils to consider how best to implement disaster relief if they were in charge and thrown into an emergency.

3. Extend Learning and Take Action

Use the extension suggestions with Lesson 3 as homework to reinforce learning.

Go Online

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

Meeting Curriculum Aims

This resource can be applied to a variety of curriculum areas including English and science, and may be incorporated into PSHE and geography lessons.

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

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

An endangered and orphaned clouded leopard cub rescued by IFAW in India and provided with the care needed it was able to survive on its own in the wild.



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:

- 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.

Living things and their habitats

Year 4 pupils should be taught to:

- 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.

GEOGRAPHY

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe 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:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Talking about disasters

Learning Outcomes: Pupils will formulate their ideas about the issues surrounding disasters and express their views clearly with their peers. This activity meets programmes of study in science, geography and English.

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 pupils 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, which 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 **Pupil Magazine** and the **Film To the Rescue** should help give some past examples.
- Ask the class to go back into their groups.
- Give each group a story from a page of the pupil 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 pupils to write a one-page journal entry expressing their views on the topics.



IFAW rescue teams saved this dog who narrowly escaped injury during the China earthquake in 2008 while chained outside his home.



Lesson 2

What's your view?

Learning Outcomes: Pupils will provide examples of conflicting viewpoints about an issue; defend decisions; reach a consensus prioritising statements about disaster situations. This activity meets English programmes of study and could be used in PSHE.

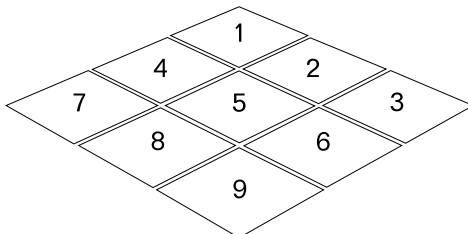
ACTIVITY

- 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 pupils 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 pupils 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. 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: Pupils 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 English and geography programmes of study and could be used in PSHE.

ACTIVITY

- Make copies and distribute **Worksheet 1: *You are in Charge*** to pupils.
- 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 pupils 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 pupils 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 pets – 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



When a disaster happens, organisations like the Red Cross leap in to help humans; groups like IFAW jump in to rescue animals.

Disasters can be catastrophic events, affecting thousands of animals. Or a disaster may be a crisis that affects just a few or even one animal.

Natural disasters include hurricanes, earthquakes, floods, volcanoes, and marine mammal strandings. Man-made disasters can include oil spills, fires and wars.

An animal rescue team is made up of veterinarians (animal doctors) and other experts who help animals survive and recover.

The team must make a plan and understand the situation. They go to the disaster areas and work with the local government and volunteers.

The work is very hard, with long hours in bad conditions.

The team rescues as many animals as possible. They treat

sick and injured animals, and rehabilitates wildlife. That means they take care of injured or abandoned animals until they can be released back into the wild.

Disaster areas are often cut off from the world, and it isn't easy getting people and supplies to them. The teams may need to bring in lots of pet food and medical supplies for the animals. They may also

have to set up shelters to give the animals a temporary home.

Saving animals in disasters also helps keep people safe and healthy. Farmers cannot survive without their livestock. Disease in animals can spread to people. People need their pets rescued. The animals that are saved also help make the human survivors feel better and give them hope when they have lost so much.



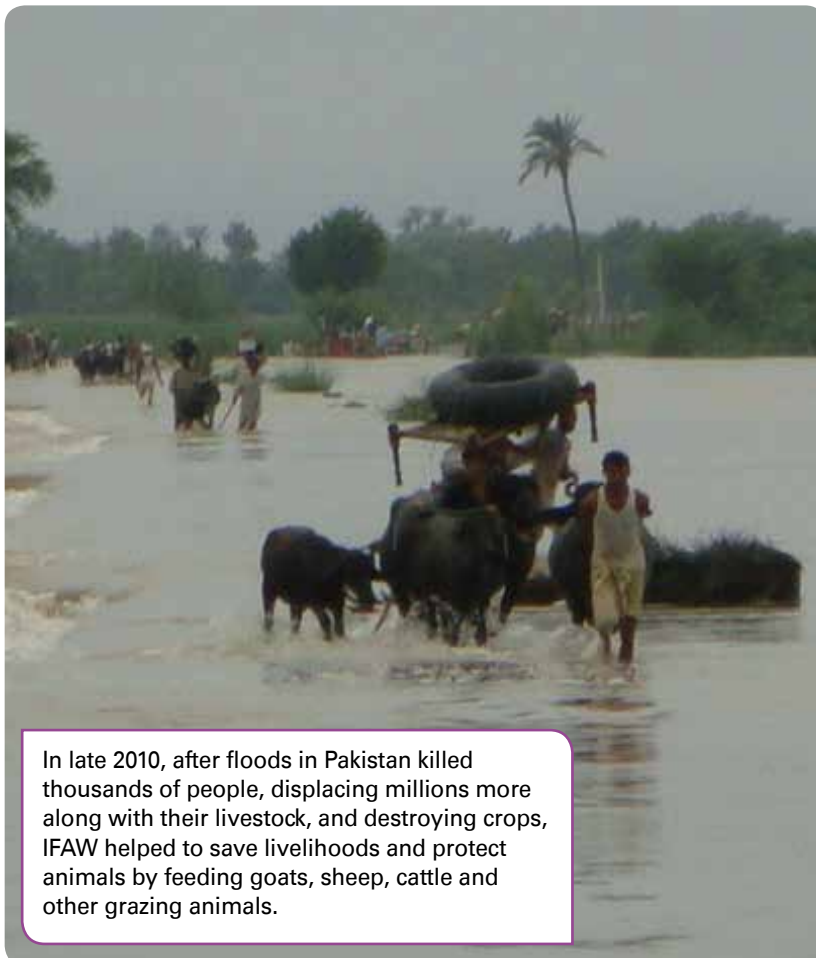
A member of the IFAW Animal Rescue team carries a wounded kangaroo saved during devastating wildfires in Victoria, Australia, in 2009.



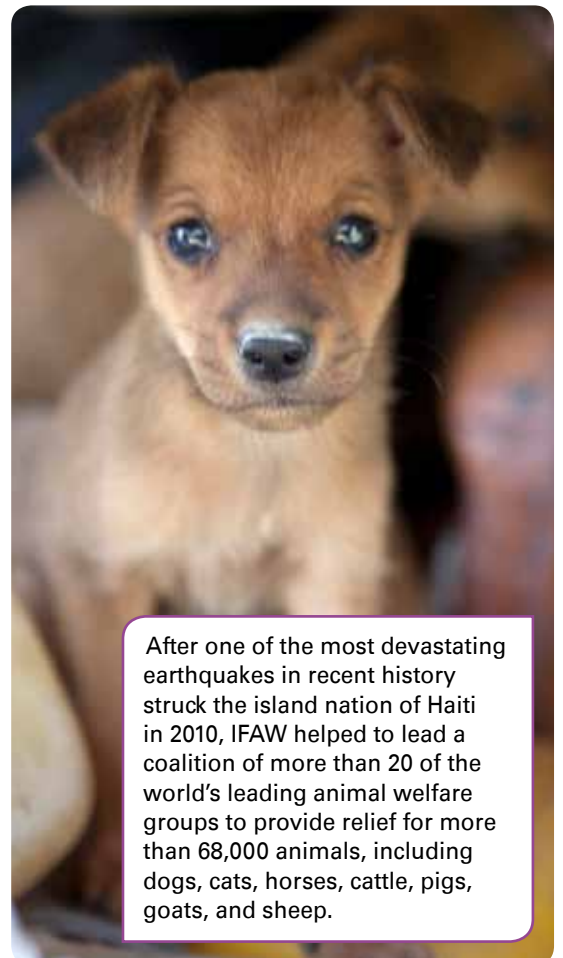
An IFAW veterinarian rescues a dog in Sichuan Province, China, epicenter of a devastating earthquake in 2008.



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



In late 2010, after floods in Pakistan killed thousands of people, displacing millions more along with their livestock, and destroying crops, IFAW helped to save livelihoods and protect 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 to provide relief for more than 68,000 animals, including dogs, cats, horses, cattle, pigs, goats, and sheep.

Stranded

Here's a mystery that has baffled people for centuries. Why do whales, porpoises, and other marine mammals sometimes get stranded along the shore?

Animals may strand when they are sick or injured or lost. Sometimes they strand because of humans. The animals get tangled in fishing gear or marine rubbish, or are struck by boats.

Some strandings are of large numbers of animals at once. Most marine mammals depend upon their group in order to survive. This is helpful to them at sea but can cause healthy animals to beach themselves as a group. When one animal enters shallow water or strands, the entire group may follow and get stuck.

The group may also be trying to avoid predators. Sometimes the underwater landscape is confusing. Tides and storms can cause strandings.

Sometimes underwater noise can confuse the animals. Stranding along the Pacific coast of the United States has been linked to the U.S. Navy's use of sonar.



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© K. Mingora/Cape Cod Times

Saving Marine Mammals, Cape Cod, USA

In 2012, more than 200 Common dolphins stranded along the beaches and marshes of Cape Cod, Massachusetts. IFAW's Marine Mammal Rescue Team worked around the clock to rescue the dolphins and return them safely to the sea. The Team found 98 of the dolphins alive and were able to successfully release most of them back to the ocean.

All of the released dolphins were fit with ID tags so the Team could track their location and make sure they were doing well in the wild.

The IFAW team has rescued thousands of seals, dolphins, whales, and porpoises since 1998. Some of those animals were entangled in fishing gear.

Lessons from this work helps to develop the best rescue methods, which IFAW shares with other groups around the world.

A Very Slick Problem

One of the worst man-made disasters faced by seabirds and marine animals is an oil slick on the sea. Millions of litres of oil pour into the seas yearly at huge costs to people, the environment, and animals. Spills can be due to a single ship going aground, failures at oil rigs, or the illegal dumping of oil waste from ships' bilges.

In April 2010, the explosion of a deep water oil rig pumped about 644 million litres of oil into the Gulf of Mexico over several months. In spite of a huge rescue effort, more than 8,000 birds, sea turtles, and marine mammals were injured or died in the six months after the spill.

Ten years earlier an oil tanker, the MV Treasure, sank off South Africa. It spilled more than 997 tonnes of heavy oil from its broken tanks.



After the spill, rescuers collected penguins from nearby beaches or at sea. They were taken to a temporary centre. There, 5,000 volunteers worked for three months to clean the birds. They tried to get the birds 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. It was hard work but nine out of 10 of the rescued penguins survived.

These oil spills and the subsequent rescue efforts helped improve the national and international laws to protect sea life from spills at sea.

After the MV Treasure sank off South Africa in June 2000, spilling more than a thousand tonnes 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 wild animals that have been injured or orphaned can recover so they can have a second chance at life in the wild.

Back to the Wild

Rescued animals are often taken to a wild animal sanctuary. A sanctuary is a temporary home where an animal can recover before it is returned to the wild.

Natural disasters aren't the only reason animals need sanctuary. Often humans put animals in harm's way. They do this by hunting them, destroying their habitats, and by capturing and selling them. No matter how animals are harmed, sanctuaries can play a big part in saving them.

Some animals can be released after just a few weeks. Others may take years of care before they can return to their natural habitat. Many creatures in a sanctuary were orphaned, injured or lost before being

rescued. So sanctuaries need a skilled staff that knows how to care for animals.

Scientists have discovered that workers in a sanctuary should not have any more contact with the animals than necessary. That way, the animals do not become used to people. They won't depend on humans for food and company or lose their natural fear of them. That is why some sanctuaries are located in far-away, hard-to-reach places.

Finding the right spot to release animals into the wild is also a problem. The location must be the right habitat for that

animal. There must be enough food and no humans around to harm the animals. This sometimes means that animals have to be carried long distances to be released.



In China, IFAW rescues owls and other birds of prey that have been injured or saved from wildlife traders, with the goal of eventually releasing 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 pounds 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

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

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

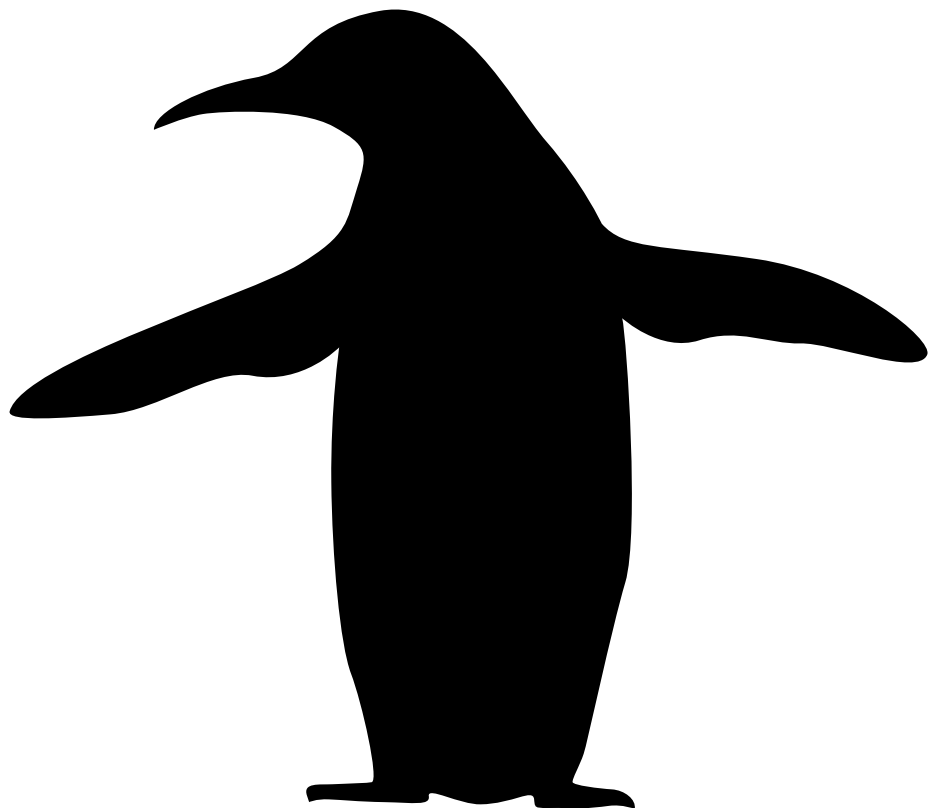
natural disasters: events such as hurricanes, earthquakes, floods, volcanoes, and marine mammal strandings that occur in nature

poaching: hunting or capturing animals illegally

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

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

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 rescues and protects animals around 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. IFAW has also rescued and treated wild and domestic animals in more than 30 of the world's worst disasters over the past five years. As we work to protect species, we never forget the individual animals in crisis that need our compassion and care.

Animal Action Education