IFAW
International Fund for Animal Welfare

Animal Action Education

Key Stage 2 (ages 8–11)

Under One Sky

Why Animals Matter

"Under one sky, all animals matter. They are a critical part of the web of life."

Leonardo DiCaprio
Actor and Activist

Under One Sky

How to Use This Programme

Under One Sky aims to educate pupils about the many reasons why animals matter and about the interdependence of humans and animals. The programme covers topics related to biodiversity and habitats, as well as some of the issues and challenges animals – and humans – face as our habitats increasingly intersect and complex human activities impact ecosystems. Here's one possible approach to teaching this programme:

1. **Introduce Topic and Develop Content Knowledge** *Film* (**vimeo.com/7063703**); **Lesson 1:** *What's Your View?;* **Worksheet 1:** *What's Your Score?*
   - **Film** View the film with your class to build background and tap into pupils' prior knowledge about the relationships among people, animals and plants and how people impact animal habitats and ecosystems. Following the viewing, pupils may take the short quiz on the **Worksheet 1:** *What's Your Score?* and discuss what they have learned.
   - **Pupil Magazine** Display the Pupil Magazine pages on an interactive whiteboard or bookmark them on individual computers. Have pupils read the magazine. You may want to do this in two-page sections over a period of days.
2. **Conduct Lesson Activities** *Teaching Guide, Pupil Magazine, Lesson Plans and Worksheets*
   - **Lesson 2** and **Worksheet 2:** *South India Gazette* focuses on understanding concepts of habitat loss and fragmentation of habitat and their impact on both animal and human populations.
   - **Lesson 3** and **Worksheet 3:** *Explore Your World* introduce pupils to scientific fieldwork with a structured and easy-to-implement collection and organising activity.

Meeting Curriculum Aims

This programme meets programmes of study in science, geography and English.

Companion Film

The *Under One Sky* film is an excellent introduction to the content and concepts presented in this teaching guide. Narrated by actor and environmentalist Leonardo DiCaprio, the film runs about 10 minutes and is appropriate for general youth audiences.

Please note that some children may find a few scenes in this film upsetting.

View at **http://vimeo.com/7063703**

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.

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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:

- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- 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
- using straightforward scientific evidence to answer questions or to support their findings.

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

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 5 pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

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:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In addition, lessons in this pack could also be linked to statutory requirements for learning about plants.

GEOGRAPHY

Pupils should be taught to:

Locational knowledge

- 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.

Geographical skills and fieldwork

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

PSHE

Non-statutory Personal, Social, Health and Economic Education

The non-statutory nature of Personal, Social, Heath 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

What's your View?

Learning Outcomes: Pupils will demonstrate their listening and critical thinking skills about science by completing a quiz about a film. Activities meet programmes of study in science and English.

Activity 1: Thinking about pets

1. As a class, discuss the pros and cons of people keeping and taking care of animals at home. Record pupils' responses in a chart on a piece of paper.
2. In your discussion, encourage pupils to think about the costs and benefits to both people and animals. For example, people often enjoy the comfort and company that animals bring. But animals can also be expensive and a lot of work. A 'pro' from an animal's perspective might be receiving food, water, and shelter. A 'con' might be spending a lot of time in a cage.
3. Challenge pupils to also think about special situations. For example, is there a difference between keeping a domesticated animal, such as a cat or dog, and a wild animal, such as an alligator? What if an elderly person gets sick and can no longer care properly for an animal? What would happen to domesticated animals like cats and dogs if people didn't take care of them?
4. Explain to pupils that many people refer to animals living with humans as 'companion animals' rather than 'pets' because they feel the term more accurately describes the two-sided relationship between humans and animals – each brings the other companionship and humans do not necessarily own the animal. What do pupils think about this? What are the differences between the words?
5. Wrap up the discussion by talking about pupils' own experiences with animals. Have those experiences influenced their beliefs about companion animals? What have pupils learned from your discussion?
6. **Homework:** Invite pupils to choose a common companion animal and research its proper care online or at the library. What does the animal need in terms of space, food, hygiene, discipline, and love? Ask children to make posters illustrating the best ways to care for their chosen animals.

For homework, invite your pupils to creatively explore – through artwork, non-fiction writing, short story, or poem – the topic: *A day in a world without animals*.

What you need

- **Activity 1:** Paper or sugar paper, markers
- **Activity 2:** *Under One Sky* Film (**vimeo.com/7063703**). **Worksheet 1:** *What's Your Score?* on page 6.

Activity 2: Film

1. Before watching the film, ask pupils to keep your discussion about pets in mind.
2. As a class, watch *Under One Sky: Why Animals Matter*.
3. Distribute the **Worksheet 1:** *What's Your Score?* Invite pupils to work in groups to complete the worksheet. When pupils are finished, review the answers as a class.
4. Ask pupils whether or not watching the film made any impact on their feelings about keeping pets. Add any additional pros and cons to your chart.

What's your Score?

• Reproducible

What have you learned from the film you have just seen?

Check the correct answers below.

1 How many species of animal on earth have scientists named?

- ☐ a) approximately 10 million
- ☐ b) more than 1.8 million
- ☐ c) fewer than 800,000

2 The variety of species on earth can be described as:

- ☐ a) biodiversity
- ☐ b) true biology
- ☐ c) an ecosystem

3 Elephants are the largest land animal on earth.

a) True ☐ b) False ☐

4 Hummingbirds can flap their wings at:

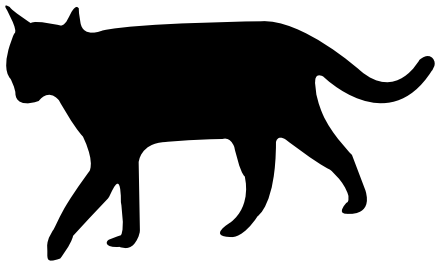
- ☐ a) 220 beats per second
- ☐ b) 20 beats per second
- ☐ c) 200 beats per second

5 To navigate and find food, whales use:

- ☐ a) their excellent senses of smell
- ☐ b) echolocation
- ☐ c) translocation

6 Cats are believed to first have been kept as pets by

- ☐ a) the Egyptians
- ☐ b) the Hebrews
- ☐ c) the Americans



7 Why do you think some countries still hunt whales?

8 Why do you think that pets can make some people feel better?

9 If responsible whale-watching protects whales and generates revenue, why do you think some countries still hunt whales?

10 What two things you can do to make the world a better place for animals?

Answers: 1. b; 2. a; 3. True ; 4. c; 5. b; 6.a; questions 7 – 10. It's your decision!

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Lesson 2

Understanding Habitat

Learning Outcomes: Pupils will use text analysis of a newspaper article and comprehension skills to demonstrate an awareness of the many issues and concerns that impact implementing solutions to habitat loss and fragmentation. This lesson links to Science (Year 4: Living things and their habitats) and geography.

Lesson Plan

1. Ask pupils if they know the definition of an animal's habitat. Record their observations on paper or a whiteboard and then share this definition:
   An animal's habitat is the combination of resources (e.g., food, water) and environmental conditions (e.g., temperature) in an area that makes it possible for that species to survive and reproduce.
2. Discuss the four main elements of habitat: shelter, food, water, and space.
3. Ask pupils to imagine what they think would happen to a particular animal, such as an elephant, if just one of those elements is taken away.
4. Stress the interdependency of the four elements. It is no good, for example, if there is lots of space, food, and shelter in an elephant's territory, but it can't get to its water hole because a big road is being built that splits the territory in half.
5. Distribute the **Worksheet 2:** *South India Gazette* on page 8. Read aloud the article as a class. Afterwards, ask pupils to describe what is happening to the elephants' habitat. What are the pros and cons of building the road? Record these in a chart.
6. Draw pupils' attention to the word *fragmentation* in the article. Explain that fragmentation is caused when large areas of habitat are broken up, in part, by human activity.
7. Divide the class into four groups. Give each group one of the following scenarios:
   - Geese that each year build their nest in the same spot can't do so any longer when a new playground is built by their pond.
   - Bears lose access to their fishing ground when a new dam is built.
   - Polar bears have to swim farther and farther to find food and shelter because of melting ice caps.
   - Farmers spray their fields with insecticide to prevent their crops from being eaten.
8. Invite the groups to discuss their scenarios and challenge them to come up with a brief, three-minute drama/comedy sketch illustrating the situation.
9. Have the groups perform the sketch for the entire class
10. Discuss how each scenario is a form of fragmentation. Which element(s) of habitat (food, water, shelter, or space) are affected in each scenario? What was the human activity that prompted the fragmentation? Are any of these scenarios good? Why or why not?

Resources

Worksheet 2: Fictitious newspaper article reproducible, 'Road puts 1,000 elephants at risk,' on page 8.

Extension activity

Invite small groups to research a species that has experienced fragmentation and create a poster that explains how the fragmentation occurred, what elements of habitat were affected and how the species has reacted. Display the posters in the hallway so the whole school can learn from pupils' research.

© IFAW/S. Pazhentnov

This article is based on real issues and events, though the project described & the people quoted are fictitious.

• Reproducible

SOUTH INDIA

Gazette

Road puts 1,000 elephants at risk

New highway could cut through vital wildlife habitat in southern India

The lives of more than 1,000 wild elephants are at risk from a road that could cut through their habitat in Southern India. Wildlife groups believe that the road will cut through a critical corridor of land linking two wildlife reserves. The road will stop the elephants from moving safely along their natural migratory routes for foraging and breeding. Almost half of the wildlife corridors in India already have roads passing through them.

"It is crucial that something is done to help these elephants," said conservationist and elephant expert Anand Kumar.

© IFAW/ Aidong

"Today, there are only 25,000 wild Asian elephants remaining in the whole of India. They are suffering greatly from poaching, habitat loss, and fragmentation. We must work with the Indian government to protect it now."

> "It is crucial that something is done to help these elephants."
>
> – Anand Kumar, conservationist

The corridor between the two reserves is a narrow strip of land currently owned by local people. The land is not only used by elephants, but by animals such as leopards and tigers.

Government officials say the new highway would better connect human settlements to the north and south of the reserves

However, a road cutting through the forest could threaten the ability of elephants to move safely between the protected areas, and it could also result in collisions between vehicles and animals straying onto or crossing the roadway.

Local villagers are also divided in their views of the proposed road. Some think it will help their area develop and to reach nearby towns more easily.

Others are concerned that the road will split the corridor and that elephants may stray into local villages and fields looking for food. The elephants could destroy crops and endanger their families.

If the road is given the go-ahead by the Indian government, work could begin within the next 18 months.

In the meantime, said Kumar, "We will be working to come up with solutions that not only protect the elephants' habitat but that will help local people and the government too."

Lesson 3

Explore Your World (Fieldwork)

Learning Outcomes: Pupils will develop skills of working scientifically and using practical scientific methods. They will demonstrate an understanding of the impact of human activity on animals and habitat by participating in a fieldwork project. The activity meets statutory requirements of science and geography programmes of study.

Lesson Plan

1. Begin by asking pupils if they know the definition of an ecosystem. Record their observations on a whiteboard, and then read the following definition: Ecosystem is a scientific term to describe the complex interactions between animals, plants, and the non-living features of their habitats.
2. Explain that there are ecosystems in your community, and that you will be going outside to study one of them. Choose the school grounds, a nearby park, or other outdoor area.
3. Before you go outside, talk with pupils about what they expect to observe in the local ecosystem. What plants and animals do they expect to find? Why?
4. Remind pupils that it is important not to disturb the ecosystem. Together, discuss appropriate behaviour, such as speaking quietly and not removing found items.
5. Once you're outside, distribute the **Worksheet 3:** *Explore Your World* and invite pupils to observe the general area. Ask them to record the overall conditions, such as weather, plants, animals, and human impact on the site.
6. Next, divide the class into small groups. Give each group a 3.5 metre length of string or rope. Invite each group to use the string to mark the perimeter of a smaller sample area the group members wish to study.
7. Challenge the groups to record as much as possible about their sample areas using the worksheet. Remind them to look for all types of animals, and signs of animals too, like footprints, droppings and even bird song. They should also note the plant life, as well as any non–living things, such as rocks, soil, or man–made objects.
8. Encourage pupils to take detailed notes. If they don't know the name of a plant or animal, they might write, 'small, red-chested song bird' or 'short, stubby, bluish-green grass.'
9. When pupils are finished, gather again in the classroom to discuss the results. Did pupils find what they expected? Why or why not?
10. Ask each group to identify the most unusual plant or animal they found. Challenge the groups to use the field guides or the Internet to identify the correct name of the plant or animal, as well as its basic needs. How does this plant or animal fit into your local ecosystem?
11. Finally, discuss what pupils noticed about human impact on the area. How does their activity affect the local ecosystem? Is there anything pupils might do differently now that they have studied the ecosystem?

Resources

- You can find more information about biodiversity and ecosystem definitions on the companion film to this pack at **http://vimeo.com/7063703**
- Field guides/pictures of animals specific to local region
- Magnifying glasses/binoculars/cameras (optional)
- String or rope to mark study area; rulers and measuring tape
- Explore Your World data collection worksheets reproduced from page 10
- Pencils, clipboards, extra sheets of paper for sketches, diagrams etc.

Extension activity

Make a class mural of the area you studied. Invite each of the groups to create a large-scale drawing or painting of the sample area they studied on poster board. Group the posters together to re-create the entire ecosystem.

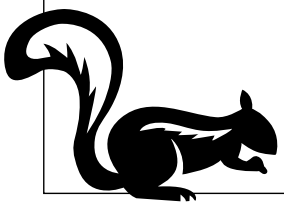
Explore Your World

• Reproducible

Name _____ Date _____ Time _____

Weather (check all that apply) Sunny ☐ Light rain or snow ☐ Light wind ☐ Cloudy ☐ Heavy rain or snow ☐ Strong wind ☐

Sketch your sample area below (Make sure your drawing includes what's unique to your area!)



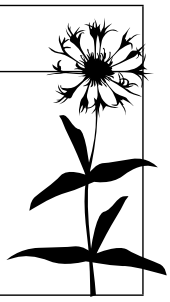
General observations (about the entire study area)

Record as much information as you can about the living and non-living items in your sample site. Include data such as name, description, number of individuals, and location within site.

Plants

What to look for: colour, texture, patterns, shape and size of leaves, bark, branches, buds, flowers, seeds

(trees, shrubs, vines, ferns, mosses, grasses, herbs...)



Animals

What to look for: animal behaviours such as flying, jumping, crawling, eating, hiding, and nesting; animal signs such as tracks, droppings, eggs, gnawing, nests, songs and calls

(Mammals, birds, fish, reptiles, insects, spiders, worms...)

Non-living things

Rocks, soil, sources of water, human-made features, dead logs and leaves...

Under One Sky

For hundreds of millions of years, animals have inhabited the land, the seas and the skies of our planet. From the smallest insects to the largest mammals, animals are vital threads in the web of life that sustains us all.

Animals have lived and worked with us for thousands of years. We are amazed by animal wonders, and can find them as close as in our own backyards. Look at the extraordinary engineering of a spider's web. Check out an ant that can carry ten times its weight.

Earth has a huge variety of animal life. There are up to 30 million animal species inhabiting our planet. This variety is called biological diversity, or biodiversity. Plants and animals form a giant web of living things. Scientists are still trying to learn exactly how it works. What they do know is that hurting just one strand of the web can do a lot of harm.

The huge variety of life on Earth is called 'biological diversity.' It is often shortened to 'biodiversity.' It describes the richness of the animal and plant kingdoms and the way animals and plants depend on each other for survival.

Today about one fifth of all species, or groups, of mammals and one eighth of all birds are threatened with extinction – being wiped out. Fifteen per cent of Europe's sea and land species are also facing the threat of extinction.

What happens when biodiversity is lost? It plays a big role in how ecosystems work and survive. (An ecosystem is a community of animals, plants, and environments.) For example, some studies suggest that less biodiversity is hurting the ocean's ability to provide food and water quality.

Loss of diversity can affect the survival of a species. Northern right whales were hunted almost to extinction in the 19th century. By the early 20th century, only about 100 individuals remained. Today, some researchers think that the entire group may be descendants of only two or three females. This lack of variety can make the population weak.

In partnership with the Kenya Wildlife Service, IFAW has helped to protect the incredible diversity of wildlife in Tsavo National Park, home to 400 bird species and 60 mammal species, including the largest single populations of elephant and rhino in Kenya.

Complex Connections

Each species has its own needs for the place or type of place that it lives – its habitat.

A whale that lives in the ocean could not live in a freshwater lake; a polar bear could not survive in the desert. But every habitat needs to offer four things: water, food, cover, and space.

Habitats are part of ecosystems, which can be as small as an anthill or as large as the entire Earth.

Ecosystems are formed by the interactions of all the living and non-living things in an area. From a rotting log to the rainforest, a forest stream to the ocean floor or a farm field, ecosystems provide habitat that is as important to animals as neighborhoods are to people.

A population of species may become endangered when their habitat is reduced or cut up because they may find it harder to find the food, water, shelter, and space that they need to survive.

Some animals move between different habitats. Harp seals follow floating ice from Arctic feeding grounds to more southern waters to give birth and nurse their young. The round-trip journey is about 5,000 km. When the amount of floating ice is reduced, it endangers the seals.

© IFAW/K. Gruys

Above

Grizzly bears, like elephants, are vital in sustaining the ecosystems in which they live. IFAW supports the rehabilitation and release of orphaned grizzly bears.

Below

Asian elephants are as important in their forest ecosystems as African elephants are to the savannah. In the Wild Elephant Valley of southwest China, IFAW's unique Asian elephant conservation initiative promotes successful solutions to human/wildlife conflict that has plagued this remote, forested region.

© IFAW/C. Cullen

Humpback and right whales, among others, travel thousands of kilometres in a seasonal migration between multiple habitats. IFAW works to protect migrating whales from being hit by ships, entangled in fishing gear and other threats.

© IFAW

Above

Many species of falcons, hawks, owls and other birds of prey have sharply declined due to habitat loss, hunting and other human impacts. In China, IFAW's Beijing Raptor Rescue Centre saves these breathtaking birds, like this owl, from illegal wildlife trade, habitat loss and other threats. The goal is to release them back into the wild.

Below

Pollution in all forms is one of the biggest threats to wildlife and habitats. IFAW is a world leader in successfully rescuing and cleaning penguins and other seabirds caught in oil spills so they can return to a healthy life in the wild.

© IFAW/J.M. Barredo

One Home For Us All

Healthy ecosystems provide homes for animals and people. Unfortunately, some human activities have been damaging animal and plant ecosystems.

The activities include: pollution; overhunting and overfishing; and humans overtaking animal habitats with housing developments, agriculture, ranching, mining operations and logging. Many of these activities are important to humans. So groups like IFAW are searching for ways that people can do less damage when they do these activities.

When habitats are cut up by logging, mining, or development, many animals can be threatened.

One way humans can help is by creating wildlife corridors. These are chunks or strips of land that connect two or more habitats. They give animals a way to move between separated sections of habitat in safety.

Corridors are important for species such as elephants and tigers that migrate or roam across landscapes that have become disconnected due to human use.

Most scientists agree that climate change is taking place due to global warming caused by humans.

A large scientific study on four continents was recently conducted. It found that this climate change could drive more than a million animal and plant species to extinction by 2050. This may be one of the greatest threats animals will face during our lifetime.

© IFAW/S.Cook

Since 1979, sea ice off the East coast of Canada has been going down by six percent a decade, with dire consequences for harp seals, who need the floating ice to give birth and nurse their pups. IFAW has been working for more than 45 years to protect these fascinating animals, which are also threatened by the largest marine mammal hunt in the world.

Koalas are marsupials that are native to Australia and the only surviving members of the family Phascolarctidae. When wildfires surged through Australia in early 2009, IFAW helped to rescue and rehabilitate koalas, kangaroos, wombats and other animals injured and displaced by the smoke and flames. In 2015, animal lovers from around the world sent cotton mittens they had sewn to IFAW, to help protect bandaged paws of koalas who had suffered burns in bushfires in the country.

Animals and Us

Animals and people have always had a powerful bond. Millions of people everywhere share their homes with animals, from cats, dogs, and horses to rabbits and pigs.

Wolves were among the first animals to be domesticated. Humans hunted with them more than 10,000 years ago. The ancient Egyptians domesticated wild cats 6,000 years ago, probably to protect their grain stores from rats and mice. Cats became important to early farmers, just as dogs had become important to hunters.

The 21st century looks very different from the early days of human civilisation. For many people today, companion animals are their best friends and part of the family. Working animals, such as guide dogs and donkeys, help their owners in their daily lives. Some animals, including dogs, cats, and horses, are used as therapy animals to help people with the stresses of illness.

But the world's soaring population is now using the planet's resources at rates that are too high. According to a United Nations report, hunting and trade are pushing many species to the edge of extinction. We need to find creative ways of living with animals. For example, responsible whale watching can be a profit-making alternative to whaling. It promotes protecting whales while creating millions of pounds a year for coastal communities worldwide. In India, some coastal towns have adopted the whale shark as their mascot. Whale sharks were once hunted by fishermen in many of the communities that now protect them.

© IFAW/J. Hrusa

Above

From the townships of South Africa to the Navajo Nation in the United States, IFAW provides crucial veterinary care for dogs and cats in impoverished communities around the globe, caring for some 50,000 companion animals worldwide each year.

Below

Hundreds of whales, dolphins, seals, and other marine animals receive hands-on help from the IFAW Marine Mammal Rescue Team each year, from the shores of Cape Cod in the United States to the African island of Madagascar.

© IFAW

Animals are not only victims when disasters strike but are also among the bravest heroes. When a devastating earthquake shook China in 2008, IFAW emergency relief teams were among the first organisations on the ground, working alongside search and rescue dogs to find survivors—both animals and people. Exhausted from searching the wreckage, this rescue dog fell asleep with his special protective boots lined up before him.

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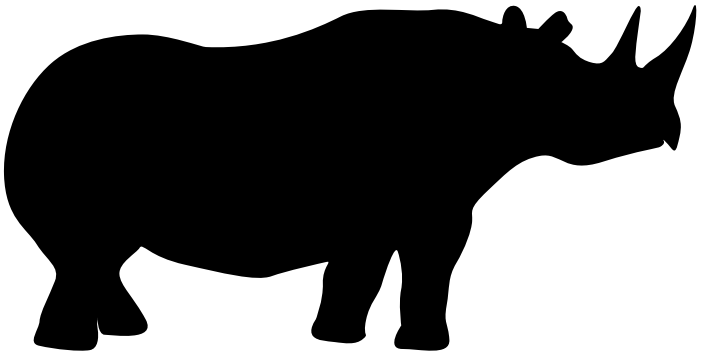
Glossary



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

domesticated animals: animals that have been adapted over time to be dependent on humans for food and shelter. Domesticated animals were adapted by humans to be useful to them for food, companionship, or work.

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

habitat: the area where a type of plant or animal lives

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

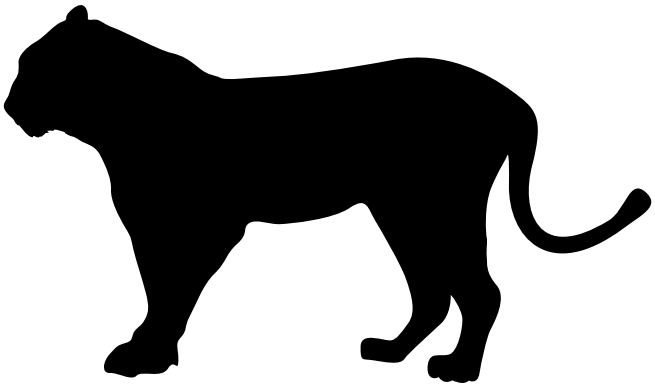
keystone species: species that strongly affect the structure and function of an ecosystem, as a keystone in an arch affects its strength

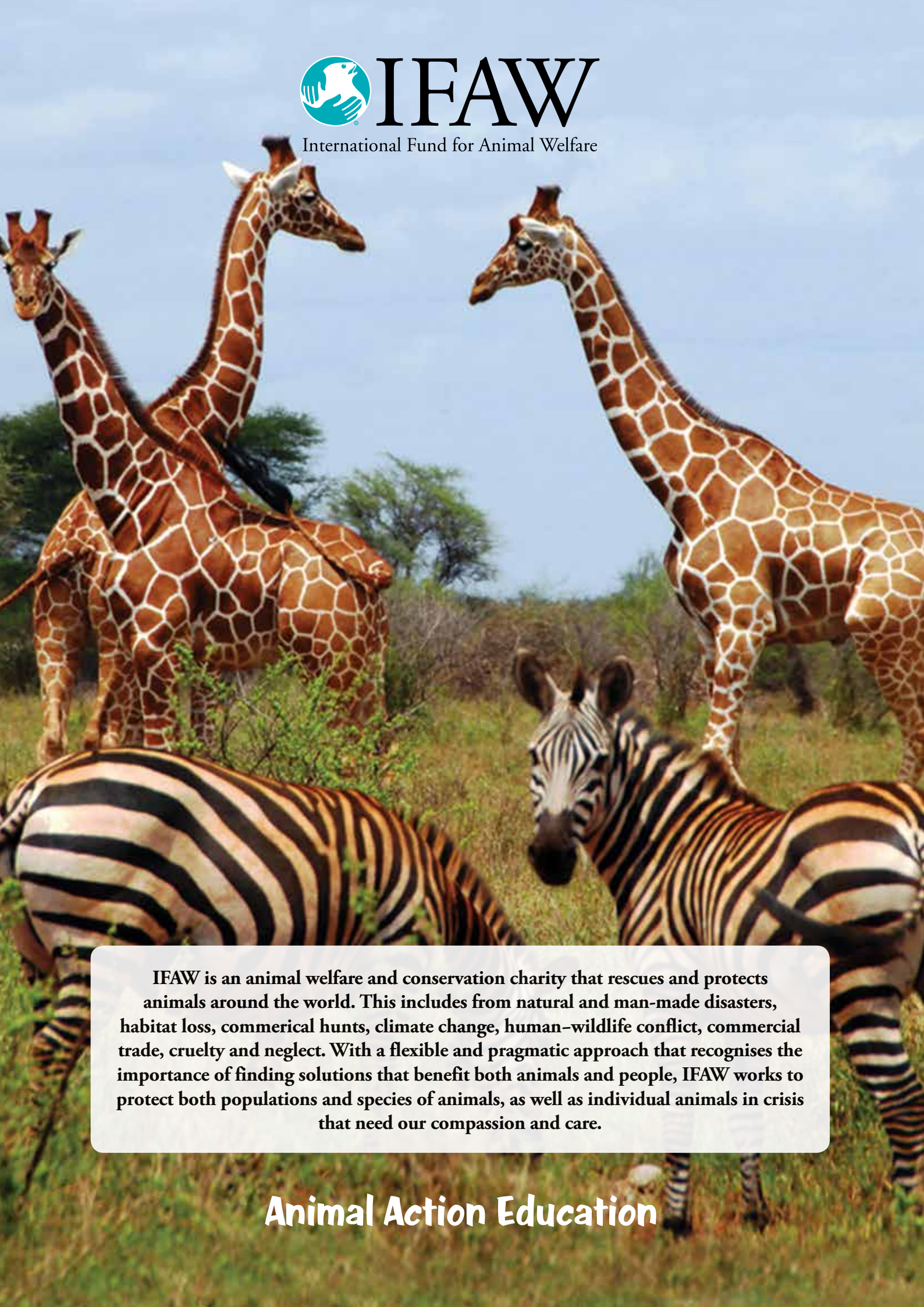
marsupials: mammals whose females have a pouch. Their babies are born before they are completely developed. So the babies live in their mother's pouches while they finish their development. Kangaroos and koalas are marsupials.

savannah: a flat grassland without many trees

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

wildlife corridors: connecting areas of land or water, across which animals travel from one habitat to another, for food, safety, or seasonal migration. Also known as migratory corridors.





IFAW

International Fund for Animal Welfare

IFAW is an animal welfare and conservation charity that rescues and protects animals around the world. This includes from natural and man-made disasters, habitat loss, commerical hunts, climate change, human–wildlife conflict, commercial trade, cruelty and neglect. With a flexible and pragmatic approach that recognises the importance of finding solutions that benefit both animals and people, IFAW works to protect both populations and species of animals, as well as individual animals in crisis that need our compassion and care.

Animal Action Education