To the RESCUE
Emergency Relief for Animals

Meets National Standards for Grades 5–9!

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- Case Studies: Emergency Animal Rescues
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Introduction

Welcome to To the Rescue – Emergency Relief for Animals, an information-packed Teaching Guide launched during IFAW’s Animal Action Week 2007.

This year the focus is on disaster and emergency situations. To the Rescue explores how, in many disaster situations, the needs and welfare of both humans and the animals upon which they depend are intertwined.

The lessons and activities in this book meet national standards in language arts, social studies, and science. See back cover for curriculum chart.

To the Rescue Teachers’ Notes

DVD introduction

The DVD included with this kit is a great introduction to the ways in which disasters create emergency situations affecting animals and people all over the world.

The information in this booklet also gives useful background information for all of the educational activities on pages 10-15. You may wish to use it in discussion with the students and write some points on the board before they see the DVD.

About IFAW

Founded in 1969, IFAW — the International Fund for Animal Welfare — works around the globe to protect animals and habitats. IFAW works from international headquarters in Yarmouth Port, Massachusetts, and offices in 16 countries to promote practical solutions to animal welfare and conservation challenges that benefit both animals and people. To learn more, visit www.ifaw.org.

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More copies

Additional copies of this pack can be downloaded online at www.animalactionweek.org or ordered from IFAW Public Affairs, 411 Main Street, Yarmouth Port, MA 02675

You can also request a pack via e-mail to aawus@ifaw.org.

Credits

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Front cover image ©IFAW/Stewart Cook
Overview

Helping Animals and People
Of course saving people is a priority when disasters strike, but now it is recognized that saving animals is vital too. Indeed, in most instances, helping people and helping animals go hand in hand. Farmers cannot survive without their livestock, diseases in animals can spread to people, communities that depend on wildlife tourism can be ruined, and people in disasters want their pets rescued.

The disasters 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, fires, and war.

There are growing fears that climate change will increase the number of disasters the world faces and place many animal species under threat.

Emergency Response
IFAW’s Emergency Relief Team and other animal organizations operate around the globe. Rescue teams have to be activated at a moment’s notice. It is important to work with local people and other organizations, including governments. Sometimes thousands of volunteers are needed to help in emergencies and on other occasions just a small team of experts.

Rehabilitation and Sanctuary
In many cases rescuing animals from emergency situations is not enough. Often the animals need ongoing care at a place where they can be rehabilitated until they have recovered and can be released back into the wild.

Prevention
Major disasters also grab attention in the media. This provides the opportunity to gain public and political support for campaigns for better laws and regulations to protect animals.

Preparation
A key part of effective emergency relief is advance preparation. Contingency plans are developed with governments, industry, and international agencies using scientifically sound standards and protocols. When a response takes place, it also provides an opportunity to train local people so they are prepared to handle any similar crisis in the future.

The Future
In the last couple of decades emergency relief responses have resulted in many thousands of animals being saved and the expertise of those involved has grown year by year. It is clear that in the future such expertise will continue to be important if we are to provide a better world for animals and people.
To the Rescue — Emergency Relief for Animals

Rescuing Animals in Disasters

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 organizations at the same time.

The first step is to identify such disasters and the locations affected at the earliest possible time. Then a hands-on Emergency Relief Team is mobilized rapidly to make an assessment of what is needed on the ground.

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

The main goal in a disaster is to make a difference to animals and people. To do this, the relief team rescues as many animals as possible, treats sick and injured animals, and rehabilitates wildlife for release back into the wild, while maintaining health and safety standards.

An Emergency Relief Team is made up of experts, including veterinarians, animal rehabilitators, and staff to handle logistics and communications.

The work is often grueling, with long hours in terrible conditions. Getting the necessary resources into disaster zones is never easy and communication can be difficult.

Hurricane Katrina, USA

Hurricane Katrina ripped through the southern states of the United States in August 2005. Large parts of the city of New Orleans were destroyed by flooding.

Many people died and more than a million were evacuated. In the wake of the humanitarian disaster response came one of the largest emergency relief animal rescue efforts in history.

Tens of thousands of owners were forced to abandon their animals, including horses, dogs, cats, and other pets, when they evacuated. IFAW and many other animal groups sent in teams to coordinate the massive operation. Rescuers used boats to get around the flooded streets of New Orleans. Command centers were based in giant specialized rescue trucks designed for emergencies. Vast stockpiles of pet food were brought in along with medical supplies.

Huge rescue shelters were set up for the animals in nearby Gonzalez and at Louisiana State University, plus other centers opened across the disaster zone.

Thousands of animals were rescued and given temporary homes at the shelters. For more than a month thousands of veterinarians, animal welfare workers, and volunteers cared for the rescued animals around the clock.

Then followed a major operation to locate owners and reunite them with their pets. Computer databases with photos were put on the Internet to help owners identify their animals. Because of the hot weather a fleet of refrigerated trucks was used to move animals while others were sent by plane.

Above all, Katrina showed that in disasters the saving of animals is essential to reduce human suffering and provide survivors with hope. For those families who had lost everything, getting their animals back was a critical part of their recovery.
To the Rescue — Emergency Relief for Animals

Rescuing Animals in Disasters

Natural disasters that have required responses in recent years include:

- Asian Tsunami that devastated wildlife, livestock, and pets in countries including India, Sri Lanka, and Thailand
- Hurricane Katrina in the USA, which led to thousands of pets being abandoned
- An earthquake and volcano in Indonesia that devastated farm animals
- Forest fires in Borneo from which orangutans needed rescuing

Case Study

South Asia Tsunami

A devastating tsunami — giant wave — hit southern Asia on December 26, 2004, destroying coastal communities. More than 280,000 people died, making it one of the deadliest natural disasters in history.

Alongside the human tragedy was an animal crisis that also had to be dealt with for the benefit of both the animals and those people still alive.

Many of the areas hit by the tsunami depended on animal-based agriculture for survival. Their livestock needed to be rescued and cared for so that the farmers would have a future.

The spread of disease by animals was a major risk — tens of thousands of farm and pet animals needed to be vaccinated against life-threatening diseases, like foot-and-mouth disease and rabies, to avoid the further tragic loss of animal and human life.

Emergency Relief Teams operated in the worst-hit areas in India, Sri Lanka, Thailand, and Indonesia.

In India an animal relief and vaccination program was launched to find new homes for displaced livestock and help prevent the outbreak of disease.

An island in coastal Tamil Nadu called MGR Thittu was totally destroyed and the remaining residents pleaded: “Who will take care of our cattle?” The IFAW Emergency Relief Team provided the answer with much-needed medicine and food for the livestock as well as vaccinations for the islanders’ pets.

A mass vaccination program for 1,500 livestock was launched in coastal villages near north and south Madras and areas of Mahabalipuram, using a mobile veterinary team. This helped prevent diseases such as foot-and-mouth and tetanus.

In Sri Lanka, mobile veterinary teams carried out vaccinations on thousands of pet dogs and cats as well as strays. This was critical to avoid the risk of a rabies outbreak creating a second tragedy.

In Thailand, relief efforts targeted stray dogs, cats, and livestock. The Emergency Relief Teams provided food to hundreds of homeless pets and wild boars. Stray dogs were vaccinated and dewormed.

Care was also provided for rescued cats, which were spayed and given new homes through adoption programs.

In Banda Aceh, Indonesia — one of the worst-hit areas — wild animals from the destroyed zoo were rescued and relocated. Care was also provided for livestock and stray pets.

Inis Zelaya spent 12 days trapped by the floods that hit after Hurricane Katrina in New Orleans. During that time she repeatedly risked her life climbing across to her neighbors’ properties on a ladder stretched between windows to rescue 21 dogs.

Animal Rescuers

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Animal Sanctuaries — Rehabilitation and Release

When animals are rescued from disasters, they often need to be found a home in a wild animal sanctuary.

Where possible, sanctuaries are a temporary measure that allows an animal to recover before being released back into the wild.

Whether airlifting bears or saving orphan elephants, sanctuary care is an essential part of the process. Sometimes large numbers of wild animals may need help or a rescue may involve just a single animal. In addition to natural disasters, wild animals are continually being placed in crisis by human activities, such as unethical hunting, habitat loss, wildlife trade, and commercial exploitation.

Where possible, sanctuaries are a temporary measure that allows an animal to recover before being released back into the wild.

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 require a dedicated and highly trained staff, including veterinarians and animal rehabilitators, particularly as animals may have been orphaned, injured, or traumatized 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 interaction with animals so that they do not become used to people and either begin to 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 a 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.
Case Study

Wildlife Center in India
The Centre for Wildlife Rehabilitation and Conservation (CWRC) in Assam, India, cares for orphan elephants and rhino calves as well as other wildlife. The facility is the first of its kind in India and aims to be the country’s center of excellence in wildlife rescue and rehabilitation.

CWRC also coordinates disaster emergency response teams in the region bringing rescued animals to the sanctuary. Northeastern India is one of the world’s biodiversity hot spots. It is also threatened by annual flooding and human activities such as poaching. The result is that a large number of wild animals move to avoid rising waters and many are seized for illegal trade. When animals are rescued from such threats, the ultimate aim is to successfully return them to their native habitat.

A unique breakthrough in animal rehabilitation and release in Asia began in 2006 when a hand-raised rhino calf from the Centre was moved to the Manas National Park in Assam for reintroduction into the wild. The park was once home to more than 100 rhinos, but they were wiped out by poaching and habitat loss.

Also in 2007, nine orphaned elephant calves will be moved from the Centre to the same national park, a step toward the first elephant reintroduction into the wild in India. They will spend the entire day foraging and roaming the forest and hopefully interacting with wild elephants. At night they will be returned to a special rehabilitation center for rest. All the elephant calves will also be radio collared for monitoring before being released.

Case Study

Russian Orphaned Bear Sanctuary
A remarkable project in Russia is saving orphaned bear cubs and successfully releasing them back into the wild.

During the winter months, wealthy hunters pay thousands of pounds each to wake brown bears from hibernation and kill them as they come out of their dens, leaving thousands of orphan cubs behind with little chance of survival.

In 1995, IFAW started a new project to raise and release orphaned bear cubs with a Russian scientist, Professor Valentin Pazhetnov, who has dedicated his life to studying, rehabilitating, and releasing brown bears in Russia. With his family he set up a center for orphan bear cubs and with IFAW’s support has released more than 100 back into the wild. He is internationally renowned for his work and lectures all over the world.

Animal Rescuers
After starting out as a professional hunter, 70-year-old Professor Valentin Pazhetnov decided to devote his life to studying, rehabilitating, and releasing brown bears in Russia. With his family he set up a center for orphan bear cubs and with IFAW’s support has released more than 100 back into the wild. He is internationally renowned for his work and lectures all over the world.
Spills can be due to a single ship going aground or the illegal dumping of oil waste from ships’ bilges. Whatever the cause, the fact is that millions of gallons of oil pour into the seas annually at devastating cost to communities, the environment, and wildlife.

Oiled birds may need to be collected from beaches or rescued by boats at sea. They are then taken to a temporary rescue and rehabilitation center, which the Emergency Relief Team sets up at the start of any response.

The Emergency Relief Team, which includes experts in veterinary medicine, rehabilitation, and natural history, can spend weeks or months at an oil spill helping to coordinate the wildlife response, working closely with local groups, government agencies, and industry. Involvement in activities such as training and prevention planning can continue well beyond that.

By highlighting the wildlife disasters caused by oil spills, these rescue efforts also improve the national and international laws affecting oil companies and their tankers. In some areas, for example, single-hull oil tankers are still allowed even though they have a higher risk of leaking than double-hull tankers when they go aground.

Case Study

Treasure Oil Spill
South Africa

The largest oil spill wildlife operation ever took place in June 2000 when the MV Treasure sank off South Africa, spilling more than 1,100 tons of heavy oil from its ruptured tanks.

IFAW’s Emergency Relief Team partnered with the Southern African Foundation for the Conservation of Coastal Birds (SANCCOB) to lead a response that over three months involved 60 other groups and 15,000 volunteers and saved more than 19,000 rare African penguins.

The area where the bulk carrier went down, between Dassen and Robben Island, supports about 73,000 African penguins, more than 40 percent of the world population of this species, which is classified as vulnerable to extinction. A remarkable nine out of 10 of those rescued survived.

A huge warehouse was turned into a rehabilitation center that would care for 20,000 oiled birds. It was up and running in three days.

The rescued penguins were suffering from dehydration and hypothermia. They were kept warm and fed fluids by tube until they could eat fish. They were given blood tests by veterinarians and once strong enough they went through the lengthy process of washing. Next the penguins needed to recover their waterproofing in tanks prior to their being released back into the sea.

Just feeding the penguins was a huge task because each bird had to be hand-fed at least four fish a day. A total of more than 361 tons of fish was fed to the penguins. Every day there were about 1,000 volunteers at the center and between them they worked 556,000 hours during the rescue.

In addition, thousands more penguins were transported 500 miles (800 kilometers) east to Port Elizabeth to keep them safely away from the oil spill.

In total, 38,506 were moved out of harm’s way, rescued, or rehabilitated. The total mortality rate of the MV Treasure spill was 10.3 percent, compared to figures as high as 50 percent in earlier spills.

Teamwork saved the day. Each link in the chain was vital: scientists, planners, rehabilitators, vets, managers, conservation officials, fund-raisers, and publicists all worked together to make this epic volunteer effort possible.

Animal Rescuers

For more than 35 years Jay Holcomb has been responding to oil spills around the world. As well as having rescued tens of thousands of seabirds, Jay is responsible for taking major steps forward in the treatment of wildlife at oil spills. Jay leads IFAW’s oil spill team and its partner organization International Bird Rescue Research Center.
Climate Change

It is widely accepted by scientists that the world’s climate is changing because of global warming. One of the results is an increase in disasters, such as flooding, fires, droughts, and storms.

A recent scientific review on climate change warned that 40 percent of animal species were at risk of becoming extinct. Already we are witnessing the disappearance of Arctic sea ice and the melting of some of the world’s biggest ice sheets in Antarctica and Greenland. It is estimated that the collapse of the West Antarctic ice sheet could raise sea levels by 20 feet in just a few decades.

The vanishing ice will put at risk some seal species that depend on it for breeding, nursing, resting, and moulting. Polar bears will be left without the ice floes they need to survive.

Greenhouse gases, such as carbon dioxide, have increased by nearly a third in about the last 100 years. But improvements can be made by such simple changes as fuel-efficient cars, reductions in the waste of fuel by planes, and saving electricity. For example, an enormous 20 percent of electricity is consumed in homes, offices, and shops. The simple truth is we can all make a difference by making fairly small changes in our daily lives.

Animal Rescuers

Darnell Stewart swam 23 horses and mules to safety when he found the New Orleans stables he worked in flooded after Hurricane Katrina. For five days Darnell made his way neck-deep through the waters to keep them alive.

Stranded Whales and Dolphins

One of the most baffling wildlife disasters is when whales and dolphins become stranded on the shore or in shallow water.

Although some marine mammal strandings are because of illness or injury, the cause of others is still largely a mystery. In some instances large numbers of animals become stranded.

Strandings take place around the world and many groups work to rescue the victims of these events in North America, South America, Mexico, the Caribbean, Europe, Asia, Australia, and New Zealand.

Although strandings are widespread, there are particular hot spots where they occur far more frequently, such as New Zealand and the United States. In Massachusetts, IFAW operates the Cape Cod Stranding Network to help save some 15 species that are at risk of stranding, including pilot whales, humpback whales, dolphins, and porpoises. Similar networks rescue marine mammals and sea turtles all along the U.S. coasts from New Jersey to Florida in the east and California in the west.

Lessons from IFAW’s work in these regions are being used to develop the best possible rescue methods that can be shared with other groups around the world.

Rescues can involve large numbers of people over a period of days having to care for the animals on land or in shallow freezing water before they can be returned back out to sea. A flotilla of volunteers helped guide more than 150 melon-headed whales out to sea when they stranded in the shallow waters of Hawaii’s Hanalei Bay in 2004. A report by the National Oceanic and Atmospheric Administration linked the stranding to the U.S. Navy’s use of sonar. Another problem facing whales and dolphins is entanglement in fishing gear. In Canada, for example, on the islands of Grand Manan and Campobello, more than 600 porpoises have been rescued since 1991 from fishing weirs that use nets anchored to the sea bottom.
Lesson 1: Talking about disasters

Learning objectives:
• To investigate the impact of natural and man-made disasters on people and animals
• To use critical thinking skills to form ideas, opinions, and personal responses to informational texts
• To work in groups to discuss and debate ideas and the issues surrounding disasters
• To write for the purpose of clarifying ideas

Outcome:
Students have
• Formulated and clarified their own ideas about the issues surrounding disasters and expressed their views clearly with their peers

Resources:
• several large pieces of paper and markers
• Internet access if possible
• printouts from web links listed below and photocopies of relevant pages of this booklet

Part one
• Write the word disaster on the board.
• Divide the class into groups of four or five and invite each group to nominate one person in the group to be spokesperson, who will report 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 report their answers while you record them on 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 disasttro, 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, which in turn cause great personal trauma/disasters to individuals.

Part two
• 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, the useful web links above, pages 4-5 of this booklet, and the film To the Rescue should help.
• Ask the class to go back into their groups.
• Give each group a story from a web link or page of this booklet 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 reporting 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 oil spills 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 discussed today as homework.

Useful web links
Real Animal Rescue Stories
Animal Rescue TV web site
www.animalrescuetv.com/index_files/rescuestories.htm

Hurricane Katrina 2005
IFAW website
www.ifaw.org/us/katrina
Washington Post Online
www.washingtonpost.com/wp-dyn/content/nation/special/10/index.html

Asian Tsunami 2004
IFAW website
www.ifaw.org/us/tsunami
CNN online
www.cnn.com/SPECIALS/2004/tsunami.disaster

Oil spills
IFAW website
www.ifaw.org/us/oilspills
National Oceanic and Atmospheric Agency
www.response.restoration.noaa.gov/kids/spills.html

Teachers’ notes
Lesson 1: Talking about disasters

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To the Rescue – Emergency Relief for Animals
Learning objectives:
• To discuss and debate issues related to natural and man-made disasters
• To use critical thinking and reasoning skills to express views and to establish a basic understanding of issues surrounding the needs of people and animals regarding the giving of aid
• To understand different viewpoints and learn that conflicting viewpoints need to be discussed and debated

Outcomes:
Students have
• Provided examples of conflicting viewpoints relating to an issue
• Explained how and why their particular decisions were made
• Through discussion and reasoning reached a consensus regarding the prioritizing of certain statements relating to disaster situations

Resources:
• Four large signs: Agree; Disagree; Strongly Agree; Strongly Disagree

ACTIVITY
• Put up the following signs in each corner of the classroom: Agree; Disagree; Strongly Agree; Strongly Disagree.
• Read each of the following nine statements in the panel below in turn.
• After each statement ask the students to move to the corner of the room marked with the sign that best represents their response – Agree; Disagree; Strongly Agree; or 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 prioritize their statements as a diamond nine.

The statement with which most of the class strongly agrees should go at the top and the statement that 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 organizations that help humans in disaster areas.
8 There is no point giving money to overseas organizations that help animals in disaster areas.
9 Humans and animals need each other in disaster areas – you can’t separate the two.
Lesson 3: You are in charge

Learning objectives:
- To apply knowledge of how groups and institutions use their expertise and local knowledge when providing disaster relief
- To use critical thinking skills to understand the different points of view relating to how disaster relief should be managed
- To understand that there are geographic and economic factors that affect the kind of aid that is most useful in a disaster area

Outcomes:
Students have
- Demonstrated knowledge of what type of help and expertise might be required in disaster areas
- Used critical thinking skills to show their understanding of what damage inappropriate disaster relief given to an area could cause
- Demonstrated understanding of why groups and institutions must work with local people and agencies to provide effective disaster relief and management

Resources:
- You are in charge worksheet on page 13 and discussion points in panel below
  Please note: The correct answers to the worksheet situation are: 1c; 2b; 3b; 4c

ACTIVITY

Use this decision-making activity for the whole class, groups, or individuals focusing on the worksheet on page 13. The discussion points in the panel below will help you guide the students in their answers.

You are in charge discussion points

Issues and facts relating to the You are in charge worksheet (page 13) and It’s you in the picture activity (page 14).

- Local agencies and contacts in the country concerned are usually the best people to identify the needs of an area.
- It is important that disaster relief (people, money, etc.) sent to help areas in crisis be 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 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 appropriate for the area anyway.

- Not all countries affected by disasters need money. Some can afford to pay for aid themselves. But they may need the international community to help in other ways, such as by providing expertise and experience in working in similar situations.
- In disasters, local people and organizations usually give the main relief efforts, but the media very often don’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 organizations that work with both animals and humans stay on in the aftermath of disasters offering long- and short-term help. The media don’t usually cover this work.

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EXTENSION ACTIVITY

Climate change
Most 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 the future that would have an impact on humans and the animals upon which they depend.

Take the pledge!
Download the IFAW climate change pledge online at www.animalactionweek.org — your whole school might like to get involved!
You are in Charge

Read through each statement carefully and tick the answer that 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 organization 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 organizations will be able to cope with this on their own easily. It's wrong to interfere on their territory.
   - c) Find out what is happening from all government and other organizations 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 U.S. — 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 organizations 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 widespread. 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 organization. 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, and contacts you have in the area and make a decision on what is possible.
   - c) Immediately launch a powerful fund-raising 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 specialty area, so you focus on your other wildlife work in the area.
   - b) Quickly, open up emergency bird cleaning centers in the kitchens and bathrooms of your workers' homes and ask local supermarkets to donate dishwashing liquid to help clean the birds. You tell everyone to go out and find the rarest birds first.
   - c) Contact the local authority, the Coast Guard, and national wildlife and bird organizations to find the best way to help.
   - d) None of the above.
Lesson 4: It’s you in the picture

Learning objectives:
• To research and investigate an issue directly relating to animals affected by disaster
• To write a descriptive essay about a rescue worker using sensory details
• To analyze case studies and use critical thinking skills to gain understanding of the personal experiences of rescue workers in disaster relief operations
• To understand how changing ecosystems can threaten endangered wild animals living in a specific geographical location

Outcomes:
Students have
• Used different methodologies to research the problems faced by the orangutans and to empathize with the workers who help them
• Demonstrated knowledge of the location and geographical context of the place discussed
• Written a descriptive essay

Resources:
• Photograph and news story on page 15
• Internet access

Useful web links
IFAW
www.ifaw.org/ifaw/general/default.aspx?oid=197481
IFAW’s animal rescue blog
animalrescue.typepad.com/
(IFAW worker Jennifer Miller’s experience of orangutan rescue)
BBC online
www.bbc.co.uk (in the search facility enter Borneo)

ACTIVITY

• Hand out copies of the worksheet on page 15 to individuals or groups. Give the website addresses below and explain that you want them to research more about the situation regarding the orangutans in Borneo.
• Explain that their job is to imagine themselves in the picture and discuss (in groups) or write up (as individuals) their answers to the following questions:
  • Who are you?
  • Where are you?
  • What are you doing there?
  • What does the landscape look like?
  • What does it smell like?
  • What do you hear?
  • What can you touch?
  • How do you feel?
  • What are you going to do next?
  • What would happen to the orangutans if you were not there?
  • How will you feel about leaving?
• Have students write a one-page descriptive essay about their imagined experiences as a rescue worker. Tell them to be sure to include sensory details in their essays.

Lesson 5: It’s your council

Learning objectives:
• To research and discuss the criteria that make an effective disaster relief organization and apply knowledge of how these groups work to meet the common good

Outcome:
Students have
• Drawn up criteria that enable the selection of an appropriate disaster relief organization to be funded by a school council

Resources:
• You are in charge discussion points on page 12
• Internet access

ACTIVITY

• Explain to the class that the student council has decided they would like to raise funds for an organization that gives effective disaster relief overseas for both people and animals. The question is, how do they decide which organization to support?
• Ask the class, working either in groups or as a whole, how they would decide what sort of organization should be chosen. Some of the statements that relate to the You are in charge exercise on page 13 will be helpful in deciding criteria. The class may also like to do Internet research to discover the track records of organizations providing disaster relief to come up with their answer.

Finally . . .

• Ask the students what they have learned from the activities in this booklet.
• Ask which of their views have changed as a result.
• Ask what they are likely to think of/do the next time they hear of a large-scale disaster.
Fires devastate orangutan population

Wildfires that have been raging across Indonesia since mid-September have choked the country in a thick haze and driven dozens of endangered orangutans from their jungle habitat.

Raging fires and thick smoke have destroyed orangutan habitats and forced the animals out of the jungle. Orangutans flee the burning jungle in search of food and safety, often into nearby palm oil plantations, where they are beaten by humans. IFAW is in Indonesia to rescue the fleeing orangutans, give them medical treatment, and move them to safer habitats.

Annual fires are intentionally set in Indonesia to clear forest land for agriculture before the rainy season begins in November.

This year’s fires are the worst in a decade because of drier-than-normal conditions. Peat swamps, which form much of the ground cover in the forest habitats, have been smoldering for weeks and sending a thick pall of smoke all across the region.

The smoke has choked the country and drifted over into the neighboring countries of Singapore, Malaysia, and Brunei. Indonesian airports have been closed. In Kalimantan drivers have been forced to use their headlights in the daytime because of the low visibility.

Fewer than 60,000 orangutans, which are one of the rarest apes, remain in the wild in Indonesia and IFAW estimates that they could face extinction in ten years as a result of habitat destruction.

An animal rescue team from IFAW (International Fund for Animal Welfare — www.ifaw.org) and the Borneo Orangutan Survival Foundation (BOSF) has already treated more than forty orangutans for respiratory problems and burns.
# NATIONAL STANDARDS & BENCHMARKS FOR GRADES 5–9

<table>
<thead>
<tr>
<th>Language Arts: Writing</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tbody>
<tr>
<td>Uses the general skills and strategies of the writing process</td>
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<td>Writes compositions that address problems/solutions</td>
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<td>Uses strategies to write for a variety of purposes</td>
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<td>Gathers and uses information for research purposes</td>
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<td>Uses a variety of resource materials to gather information for research topics</td>
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<tr>
<th>Language Arts: Reading</th>
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<tr>
<td>Uses the general skills and strategies of the reading process</td>
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<tr>
<td>Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts</td>
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<tr>
<td>Uses reading skills and strategies to understand and interpret a variety of informational texts</td>
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<td>Draws conclusions and makes inferences based on explicit and implicit information in texts</td>
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<tr>
<th>Language Arts: Listening and Speaking</th>
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<tbody>
<tr>
<td>Uses listening and speaking strategies for different purposes</td>
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<td>Plays a variety of roles in group discussions</td>
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<tr>
<th>Social Studies: People, Places &amp; Environments</th>
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<tr>
<td>Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought</td>
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<th>Social Studies: Individuals, Groups &amp; Institutions</th>
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<tr>
<td>Describe the role of institutions in furthering both continuity and change</td>
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<tr>
<td>Apply knowledge of how groups and institutions work to meet individual needs and promote the common good</td>
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<th>Social Studies: Science, Technology &amp; Society</th>
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<tr>
<td>Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security</td>
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<th>Science: Life Sciences</th>
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<tr>
<td>Understands relationships among organisms and their physical environment</td>
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<td>Knows factors that affect the number and types of organisms an ecosystem can support</td>
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<th>Life Skills: Working With Others</th>
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<tr>
<td>Contributes to the overall effort of a group</td>
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<td>Works cooperatively within a group to complete tasks, achieve goals, and solve problems</td>
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Sources: McREL (Mid-Continent Research for Education and Learning); NCSS (National Council for the Social Studies)

This program was evaluated for standards and curriculum connections by Scholastic Inc.