



Born Free – Elephants in Crisis

About Born Free

Born Free's mission is to ensure that all wild animals, whether living in captivity or in the wild, are treated with compassion and respect and are able to live their lives according to their needs. Born Free opposes the exploitation of wild animals in captivity and campaigns to Keep Wildlife in the Wild.

Born Free promotes Compassionate Conservation to enhance the survival of threatened species in the wild and protect natural habitats while respecting the needs of and safeguarding the welfare of individual animals. Born Free seeks to have a positive impact on animals in the wild and protect their ecosystems in perpetuity, for their own intrinsic value and for the critical roles they play within the natural world. For more information about Born Free please visit: www.bornfree.org.uk.

Background information

Elephants are in crisis. A century ago there were an estimated five million elephants in Africa. Today, there are less than half a million. An average of 55 elephants are killed by poachers every day for their tusks. That's about one every 25 minutes. Many experts have predicted that, unless poaching can be effectively addressed, elephants could all but disappear from many of Africa's wild places in the coming decades.

Born Free has been campaigning for a global ban on the trade in ivory since 1989. Our field work means we have experienced first-hand the brutal aftermath of poaching and the pressures that elephants face. We carry out crucial work in Cameroon, Ethiopia and Kenya to support the monitoring and protection of wild elephant populations, gaining invaluable insights to their behaviour and undeniable intelligence.

Elephants in Crisis campaign: <https://www.bornfree.org.uk/elephants-in-crisis>

CITES

The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) aims to ensure international trade is sustainable and controlled and does not threaten or endanger wildlife. It has 183 signatory countries comprised of 182 member states plus the European Union.

The Convention covers mammals, birds, reptiles, amphibians, fish, invertebrates and plants (5,800 species of animals and 30,000 species of plants) listed in three Appendices according to the degree of protection they need. Through a permitting system, CITES controls the introduction of, import from, export or re-export to third countries of dead or living selected species, as well as parts or derivatives e.g. skin, fur, teeth, shell, feathers, and blood.

The ivory trade

CITES banned the unrestricted international commercial trade in 'new' ivory in 1989.

However, as it currently stands in the UK, while it is illegal to buy and sell Asian elephant ivory dating after 1975 or African elephant ivory dating after 1990, there are some exemptions for trading in carved antique



ivory (pieces carved before 1947). Ivory pieces carved after this date but before the international ban came into force are also exempt if accompanied by a government-issued certificate. Through this market, certain antique ivory products can therefore be legally bought and sold domestically and can be legally re-exported internationally with relevant CITES permits.

CITES also approved two legal 'one off' sales of large volumes of ivory to consumer nations in 1999 and 2008, under the guise that this would satisfy consumer demand, provide funds for elephant conservation and reduce poaching. However, these 'experimental' sales have only stimulated demand in a poorly regulated marketplace, which is subject to weak and inconsistent law enforcement.

The commercial trade in both old and 'new' ivory stimulates demand, compromises law enforcement, and provides a potential means by which 'new' ivory from poached elephants can be laundered into trade.

The illegal wildlife trade is recognised as the fourth biggest organised criminal activity on the planet, and is estimated to be worth up to £17 billion a year. The greatest flows of illegal ivory move by sea and air from Africa to Asia, with Hong Kong and China as the largest consumer markets.

The USA introduced a near-total ban on elephant ivory sales in 2016 and China followed suit towards the end of 2017, leaving the UK as the world's largest global exporter of legal ivory.

In May 2018, the UK government, following the results of a public consultation indicating that over 88% of people were in favour of bringing in legislation to ban ivory sales in the UK, introduced its Ivory Bill to Parliament.

Closing the domestic ivory market is critical to stopping the poaching of elephants, and this action by the UK government was urgently needed. It is also crucial that other countries and regions with domestic ivory markets, including the EU, adopt far tougher restrictions without delay.

Why the world needs elephants

African elephants are a culturally and aesthetically valuable species that play a crucial role in maintaining diverse and varied ecosystems. Known as 'gardeners of the forest', elephants disperse plant species by depositing undigested seeds in their dung, and modify landscapes by uprooting trees and digging for water during the dry season. These natural foraging behaviours help other animals survive in harsh environmental conditions.

Elephants are also sentient creatures. They live in close-knit family groups, caring for and protecting their young. And, just like humans, they mourn the loss of their family members. Poachers kill adult elephants for their tusks, often leaving distraught orphans behind. The lucky ones may be rescued – the majority almost certainly perish.

About these resources

These resources are designed for **Key Stage 3** but they can easily be adapted for all Key Stages. All lessons are planned to take an hour, although there is plenty of opportunity to shorten or lengthen activities. The Elephants in Crisis topic has many cross-curricular links that are highlighted below, with strong links to the Science, English Geography, SMSC and Citizenship curriculums.

KS3 Curriculum Links:

<u>Geography</u>	
Locational knowledge (Africa)	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
Place knowledge	Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
Human and physical geography	Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
Development and globalisation*	Investigate economic development disparities both globally and within countries. Examine rural life in a Low Income Country. Study how emerging economies have changed global trading patterns and increased demand for some products. Understand the issues surrounding trade (including ivory).
Interdependence*	Understand the ways in which human lives, livelihoods and communities are dependent on the environment.
Sustainability*	Investigate the Sustainable Development Goals (with particular reference to SDG 14 and 15).
Ecosystems*	Study how food chains and food webs work in different environments. Understand how animals have unique adaptations and characteristics developed to survive in particular environments. Understand how human actions are destroying and altering ecosystems.
<u>Science</u>	
Experimental skills and investigations	Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
Analysis and evaluation	Present observations and data using appropriate methods, including tables and graphs. Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
Relationships in an ecosystem (Biology)	How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.
Inheritance, chromosomes, DNA and genes (Biology)	Changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.
<u>English</u>	
Writing	Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
Spoken English	Speak confidently and effectively, including through: - giving short speeches and presentations, expressing their own ideas and keeping to the point

	- participating in formal debates and structured discussions, summarising and/or building on what has been said.
SMSC and British values	
SMSC and British values	<p>Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.</p> <p>Understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <p>Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.</p> <p>Encourage respect for other people.</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p> <p>An understanding of how citizens can influence decision-making through the democratic process.</p>
Citizenship	
Citizenship	<p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>

*Suggested topics. Not specified in the National Curriculum

Lesson 1: Incredible elephants		
<u>Context:</u> African elephants are the largest land mammal and have a number of distinctive physical characteristics. They are a keystone species and play a crucial role in maintaining ecosystems, assisting with plant dispersal by depositing undigested plant seeds in their dung, and altering the landscape by uprooting trees. Elephants live in family groups, presided over by a dominant female, called a matriarch. They care for and protect their young, play and interact with each other, celebrate births and mourn the loss of their family members. https://www.bornfree.org.uk/animals/african-elephants		
Learning objectives	<ul style="list-style-type: none"> • To share knowledge of elephants • To understand how elephants and humans share similar characteristics • To create a poem entitled 'Incredible Elephants'. 	
Resources	<p>PowerPoint 'Elephants in Crisis lesson 1' 'Elephants in Crisis lesson 1' resource pack Post-it notes. One pack per table. (Please recycle any paper used and if possible use sustainable products or white boards.) A range of poems about elephants, cut up into short sections (one line or less) and placed in an envelope. Poems can be sourced online, for example from here: https://www.poetryfoundation.org/search?query=elephant</p>	
Starter (slides 2-4)	15 mins	<p><u>Option 1</u> On post-it notes, write down as many words as you can that you associate with elephants. Try and cover the whole table. 5 minute timer on the board.</p>

		<p>Challenge the pupils to try and fill the desk with post-it notes. Pictures of elephants can be used for inspiration.</p> <p>Or</p> <p><u>Option 2</u> Around the image of an elephant (resource document), write down as many words as you can that you associate with elephants. Once complete, pupils use at least 10 of these words to write a short paragraph about elephants. Feedback to the class.</p> <p>If you have some extra time... A fun little game is to have the pupils guess how long and tall elephants are. Using a ball of string, have two pupils walk away from each other the string is how long they think an elephant is. You can say 'keep going!' until they get to it! (African elephants vary in size. Males are larger than females. Typically, an average sized elephant may be 3m tall and 4m long).</p>
<p>Introduction/ modelling (slides 5 – 16)</p>	<p>15 mins</p>	<p><u>What do you know about elephants?</u> Use the PowerPoint to lead the pupils through a 10 question quiz. Pupils can work in pairs or small groups and keep a record of their score.</p> <p>Answers: Slide 5 = a) Asian, African savannah and African forest https://www.bornfree.org.uk/blog/savannah-forest-elephants Slide 6 = c) 60-70 years Slide 7 = b) 6,000kg Slide 8 = b) 25mph Slide 9 = c) 22 months Slide 10 = a) A cow Slide 11 = c) 100,000 Slide 12 = c) 200 litres Slide 13 = a) Yes Slide 14 = a) Yes</p> <p><u>Elephants are just like us</u> Ask the pupils how they think their life might be similar to an elephant's. Pupils to share their ideas and PowerPoint answers. Video clip of Elephant herd celebrating new born calf to be shown: https://www.youtube.com/watch?v=ciVsS-oZEPC</p>
<p>Teaching and learning activity (slide 17)</p>	<p>25 mins</p>	<p><u>Elephant poems</u> Ask pupils to choose one of the two tasks.</p> <p>Task 1:</p> <ul style="list-style-type: none"> • Write a poem with the title, 'Incredible Elephants'. • Use your post-it notes, the images of elephants and any other information you have learned today. • Identify your audience and think about the purpose of the writing.



		<p>Or</p> <p>Task 2:</p> <ul style="list-style-type: none"> • Your teacher has cut up some poems about elephants and has put them into an envelope. • Create a new poem by arranging them into a new order. • You can add your own words or lines. • Identify your audience and think about the purpose of the writing. <p>Pupils to volunteer to read their poetry if there is time.</p>
Plenary (slide 17)	5 mins	<p><u>Review: What have you found out today?</u></p> <p>Ask the pupils to write down 3 things:</p> <ul style="list-style-type: none"> - You have learnt today - You have done well - You would like to find out more about - You know now that you didn't know an hour ago.
Extension/homework	<p>Pupils may wish to re-draft and finish their poems at home.</p> <p>Pupils could perform their poems in an English or Drama lesson.</p> <p>Suggest further reading:</p> <p>https://www.bornfree.org.uk/animals/african-elephants</p> <p>https://www.nationalgeographic.com/animals/mammals/a/african-elephant/</p>	
Key words	<p>Characteristics</p> <p>Adaptations</p> <p>Species</p> <p>Ecosystem</p> <p>Gestation</p> <p>Environment</p> <p>Matriarch</p>	

<p>Lesson 2: Threats</p> <p><u>Context:</u></p> <p>African elephants face a number of threats, including illegal killing for the ivory trade, habitat destruction through human population expansion and agriculture, and subsequent persecution for raiding crops and destroying buildings.</p> <p>https://www.bornfree.org.uk/elephants-in-crisis</p>		
Learning objectives	<ul style="list-style-type: none"> • To explain why ivory is in demand • To explain the causes and effects of the international trade in illegal ivory • To begin to identify solutions to the illegal trade in ivory. 	
Resources	<p>PowerPoint 'Elephants in Crisis lesson 2'</p> <p>'Elephants in Crisis lesson 2' resource pack.</p>	
Starter (slide 2)	10 mins	<p><u>What do all these items have in common?</u></p>

		<p>Show pupils the PowerPoint slide showing a range of items. Ask what these items all have in common. (Answer: Ivory has historically been used to make these products, and is still sometimes used today).</p> <p>Ask the pupils: Which have you had a chance to see and feel close up? What other materials can be and have been used to make these objects?</p>
<p>Introduction/ modelling (slides 3 - 5)</p>	<p>10 mins</p>	<p><u>Ivory</u> Using PowerPoint slide 3, explain where ivory comes from and the impact the ivory trade has had on the African elephant population:</p> <ul style="list-style-type: none"> • In the 19th century, ivory from elephants became a popular and fashionable product. It was used to make many things, including jewellery, combs and piano keys. • This desire for ivory led to millions of elephants being killed for their tusks. • A century ago, there were maybe five million elephants across Africa. Now there are less than 500,000. • Around 20,000 African elephants are being killed every year for their ivory - that's around 55 everyday, or one every 25 minutes. <p>Show the 'Elephants in Crisis' campaign video on slide 5. (the link can be found here: https://vimeo.com/280547403)</p>
<p>Teaching and learning activity (slides 6-7)</p>	<p>30 mins</p>	<p><u>The ivory trade</u> Introduce pupils to the international trade in ivory.</p> <p>CITES - The convention on International Trade in Endangered Species of Wild Fauna and Flora - banned the unrestricted international commercial trade in 'new' ivory in 1989. Since then, there have been two 'one off' sales of large volumes of ivory to consumer nations in 1999 and 2008. Some ivory items are exempt from this ban, such as some antiques.</p> <p>In May 2018 the UK government introduced it's Ivory Bill to parliament. This will ban the legal trade of most ivory items both within, to and from the UK. The USA banned ivory trade in 2016 and China followed suit towards the end of 2017, leaving the UK the world's largest global exporter of legal ivory (mainly in the form of antiques or fake antiques). This action by the UK government was clearly needed. https://www.bornfree.org.uk/news/uk-ivory-bill</p> <p>Further information on CITES and the illegal ivory trade can be found on pages 1 and 2 of this booklet.</p> <p>Hand out the 'Illegal ivory trade' worksheet Ask pupils to cut out the individual cards (you can do this beforehand to save time) and then sort them into categories.</p> <p>Use PowerPoint slide 7 to work through the following questions: - How did you categorise the cards? Why? - What are the causes of the illegal ivory trade? - What are the effects of this trade? - What are the background factors involved?</p> <p>Challenge: What are the trigger factors that have led to consequences?</p>



		Using this information, pupils then create a storyboard to explain how the illegal ivory trade works.
Plenary (slide 7)	10 mins	<p>Pupils to think about the following questions and then feedback to the class:</p> <ul style="list-style-type: none"> - What can <u>you</u> do about the illegal ivory trade? - Suggest 3 ways this issue could be tackled. <p>Solutions will be discussed next lesson.</p>
Extension/ homework		<p>Research into other causes of African elephant decline. These include habitat destruction and persecution for raiding crops and destroying buildings.</p> <p>The main activity materials are based on the 2014 report, 'Out of Africa: Mapping the Global Trade in Illicit Elephant Ivory' commissioned by Born Free USA and compiled by data analysts C4ADS. This report contains some useful maps and graphs that pupils can use to extend their knowledge.</p> <p>Born Free ivory trade petition: https://www.bornfree.org.uk/ivory-trade-petition</p>
Key words		<p>Trade</p> <p>Emerging economy</p> <p>Networks</p> <p>Import/export</p> <p>Globalisation</p> <p>Ivory</p> <p>Commodity</p> <p>Poaching</p> <p>Trafficking</p> <p>Tusks</p>

Lesson 3: Solutions	
<u>Context:</u>	
<p>African elephants (both species combined) were listed as 'Vulnerable' on the IUCN Red List in 2004. Prior to this the species was listed as 'Endangered' since 1994. The status of African elephant populations varies by region and may, at present, be declining in parts of their range such as Central and West Africa. Savannah elephants declined by 30% from 2007-2014, and forest elephants by 60% from 2002-2011. However, major populations in Eastern and Southern Africa, accounting for over two thirds of all known elephants on the continent, are currently increasing at an average annual rate of 4% per annum. http://www.iucnredlist.org/details/summary/12392/0. Therefore, there is a grain of hope for elephants if we act now.</p> <p>Born Free has been campaigning for a global ban on the trade in ivory since 1989. Born Free fund and carry out crucial work in Cameroon, Ethiopia and Kenya, including anti-poaching patrols, community-based guardian programmes and elephant research.</p>	
Learning objectives	<ul style="list-style-type: none"> • To describe why elephants are an important species that need protecting • To evaluate a range of ways of protecting elephants • To write a persuasive speech for a targeted audience.
Resources	<p>PowerPoint 'Solutions'.</p> <p>Posters printed to A3. These should be placed around the classroom before the lesson.</p>

	Post-it notes. (Please recycle any paper used and if possible use sustainable products or white boards.)	
Starter (slide 2)	10 mins	<p><u>How threatened are African elephants?</u></p> <p>Show the pupils the continuum line on the PowerPoint. Introduce key words 'Not Threatened', 'Endangered' and 'Extinct' etc.</p> <p>There are a few ways this activity can then be carried out:</p> <ul style="list-style-type: none"> - Pupils could place a mark or a post-it note on where they think the African elephant is on the line. - The teacher could place the words 'Not Threatened', 'Endangered' and 'Extinct' along a wall and ask the pupils to stand where they think the African elephant is listed.
Introduction/ modelling (slide 3)	10 mins	<p><u>Why does the world need elephants?</u></p> <p>Ask the pupils to discuss in pairs why it is so important to protect elephants. Pupils then feedback their answers. Share the PowerPoint answers.</p> <p>(Note: There is an opportunity to extend this activity to discuss an elephant's role in an ecosystem).</p> <p>Challenge: What are the <u>direct and indirect</u> consequences of losing elephants?</p>
Teaching and learning activity (slides 4-11)	30 mins	<p><u>How can we protect elephants?</u></p> <p>Ask the pupils how they would tackle the illegal wildlife trade. (This builds on the plenary activity in the previous lesson).</p> <p>Pupils should notice the posters that have been put on the walls prior to the lesson. (These posters are slides 6-11 on the PowerPoint)</p> <p>Pupils move around the room to create a mind map of the different ways to help save Africa's elephants.</p> <p>When they have finished, they should answer the following questions:</p> <ul style="list-style-type: none"> - Which solution do you think is most effective? - Which solution do you think is least effective? - Which solution do you think is easiest to manage? - Which is the hardest to manage? <p>Once the pupils have worked their way around the room, ask them to write their name on a post-it note and stick it on to the poster that they think has the best solution. This is useful to help with the class discussion activity in the plenary.</p>
Plenary (slide 12)	10 mins	Class discussion - What is the best way to protect elephants against the illegal ivory trade?
Extension/ homework	<p>How would you protect elephants from illegal poaching?</p> <p>Write an extended paragraph that explains a range of different approaches.</p> <p>Write a letter to your local MP to support and encourage the UK government in its ongoing efforts to ban the commercial ivory trade within, to and from the UK. You can find out who your local MP is here https://www.parliament.uk/mps-lords-and-offices/mps/</p>	
Key Words	Threatened	



	Vulnerable Extinct Co-existence Stewardship
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Taking this issue further

- Fundraising
 - There are lots of ways for you to get involved and fundraise for Born Free. For example hold your own 'Go Wild' event or activity – big or small – and every single penny you raise will help Born Free care for animals
 - To help with fundraising, we have created a number of fundraising posters that you can choose from to help promote your event
 - School-based event ideas include bake sales and a non-uniform day (elephant themed of course!).
- Visit <https://www.bornfree.org.uk/fundraising> for more information and
- Sign the petition <https://www.bornfree.org.uk/ivory-trade-petition>
- Spread the word: [share on Facebook](#), [share on Twitter](#)
- Donate <https://www.bornfree.org.uk/donate>
- Join Wild Crew <https://www.bornfree.org.uk/kids-club>