

A Resource Guide

# TAKE ACTION FOR ELEPHANTS



## About Zoocheck

**Zoocheck** is an international animal protection charity established in 1984 to promote and protect the interests and well-being of wild animals. For more than 3 decades, Zoocheck has been a leading voice for the protection of wild animals around the world. Zoocheck is the only Canadian organization with a specific focus on wild animal issues and problems in zoos, aquariums, entertainment businesses and in the pet trade. Zoocheck conducts investigations and research, education and awareness campaigns, legislative initiatives, court actions and animal rescues.



Over the years, Zoocheck's animal protection campaigns have resulted in the closure of some of Canada's worst zoos; improved conditions for captive wild animals; new or improved bylaws across the country that control or prohibit the keeping and displaying of wild animals by private citizens, circuses and traveling shows; regional and national public awareness and education programs; a greater awareness of captive wildlife issues; and support for projects that directly protect animals in the wild.

## About Everyone Love Elephants



**Everyone Loves Elephants (ELE)** is a citizen's group whose mandate is to address the plight of captive elephants held in Canada. ELE's first objective was to promulgate the views of Toronto's residents who wanted the elephants Iringa, Thika and Toka moved from the Toronto Zoo and relocated to the PAWS sanctuary in California. ELE's group of concerned citizens is currently working to raise awareness about the cruel use of bullhooks on elephants.

## Contributors

This document was created with the help of a number of participants. The staff at *Zoocheck* and *Everyone Loves Elephants* is grateful for all of the assistance they received. The following individuals informed or edited this resource and we thank them for their contributions: Linda Bronfman, Nadja Lubiw-Hazard, Audrey McClure, Cathy Muscovitch, and Kristine Thornley.

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## Section 1 - About Elephants

### Elephants in the Wild

Elephants are the largest of all land animals. They have many unique features, in addition to their large size, such as their astonishing trunk, a muscular appendage that is used as both a nose and a hand, and specialized feet made for walking long distances. Since elephants are adapted to warm climates, they even have built-in air conditioning. Their enormous ears are highly vascular, allowing blood from the body to cool as it circulates through them before heading back into the body. Ear flapping moves air over an elephant's body creating a cooling effect, just like a fan. Even an elephant's skin helps keep them cool. Since it is wrinkled, it allows for a greater surface area for cooling with water and mud.

Elephants are extremely active animals, so they are built for walking, foraging and exploring large spaces. In the wild, they inhabit very large home ranges and many elephants walk considerable distances almost every day. Their home ranges can be up to 5,000 square kilometers or more in size. To get an idea of how big a typical elephant range is, try to imagine a space that is 80km (50 miles) long by 32km (20 miles) wide. An elephant's home range is also usually very complex and can include natural features such as mountains, valleys, grasslands, forests, deserts, rivers, lakes and swamps.

Elephants typically spend the majority of each day moving about and foraging for food. In fact, elephants are often active up to 18-20 hours every day. This tones their muscles, keeping them physically fit and healthy, and it also keeps them mentally active through thinking, learning and solving problems. While exploration and acquiring food are vitally important activities, there are many others, including socializing with family, meeting up with other elephants, traveling to preferred rest areas, playing and bathing.







In the wild, female elephants live in families consisting of an older female elephant, her sisters, cousins, daughters and their offspring. Elephant family ties are critically important and often last a lifetime. There are numerous benefits to living in a family, including increased safety and security, knowledge, experience, resource sharing and, of course, mental and social stimulation.

Elephants are smart and they know how to survive. They make lots of decisions everyday. Sometimes, those decisions are small ones, such as who do I play with, should I walk to the right or left of that rock, or do I step over or go under that branch. Other decisions are far more complex, such as deciding where to go to find food, choosing a travel route that avoids unnecessary danger, or knowing where the closest water holes are. Being able to make decisions about how they live their own lives increases an elephant's quality of life. In contrast, elephants in zoos don't make very many decisions about how they live, so their lives are quite boring.

## The Social and Emotional Lives of Elephants

Elephants are very complex and highly social animals who communicate using a variety of methods. They communicate using touch, smell, body language, a variety of vocalizations (including roars, trumpets, squeaks and chirps), and other chemical signals. Elephants can even communicate with each other over long distances using very low frequency sounds that humans usually can't hear. These sounds are called infrasound and can travel through the air or the ground. Some of these sounds are picked up by elephant feet or when an elephant lays its trunk on the ground. Elephants have poor eyesight but they make up for it with an excellent sense of smell and exceptional hearing.

Elephant family bonds are very strong. Young elephants stay close to their mother and other family members for many years. They learn how to behave, where to find food and water, how to avoid danger and all of the other vital tools necessary for survival. Their childhood is a critical period of development. Young female elephants also learn mothering skills by helping to look after other elephant calves in the family. When they do this, they are called allomothers. Young male elephants, who leave their family during their teens to form bachelor herds, learn from older bull elephants how to behave and survive.

Elephants are incredibly intelligent animals. Scientists who study wild elephants say they show compassion towards the sick and dying and grieve for their dead. They are also self-aware, which means they know they are elephants. Studies have shown that elephants are able to recognize themselves in a mirror. So far, only a small number of animal species seem to possess this ability.



Many of us have heard the saying that an “elephant never forgets” and research shows that indeed elephants do have very good memories. Elephants have the ability to remember dozens, possibly hundreds, of other individual elephants even after many years or even decades. It makes sense that elephants have good memories because surviving in the wild in very large home ranges requires elephants to remember the location of good feeding grounds, water sources, safe havens and other information, and to pass this knowledge on to their young.

## African and Asian Elephants

There are two species of African elephant (Savannah and Forest) and one species of Asian elephant. There are several physical differences between the African elephant and the Asian elephant.

	<b>AFRICAN</b>	<b>ASIAN</b>
<b>WEIGHT</b>	4000 – 7000 KG	3000 – 6000 KG
<b>HEIGHT</b>	On the shoulder	On the back
<b>SHAPE OF HEAD</b>	Rounded – no humped structures – no dent	Humped structures – dented
<b>SIZE OF EARS</b>	Large – reach over the neck	Small – do not reach over the neck
<b>TRUNK</b>	Has two fingers on the end, more rings and softer	Has one finger on the end, less rings and harder
<b>TUSKS</b>	Males and females have tusks, males have larger tusks	Most males have tusks, females have no tusks or rudimentary tusks
<b>LOWER LIP</b>	Rounded and short	Long and tapered
<b>SKIN</b>	Wrinkled	Smooth
<b>SHAPE OF BACK</b>	Concave	Straight or convex
<b>SHAPE OF BELLY</b>	Diagonally downward towards hind legs	Sagging in the middle or straight
<b>NUMBER OF RIBS</b>	Up to 21 pairs	Up to 20 pairs
<b>TOENAILS</b>	4 toenails on the foreleg and 3 on the hind leg – rarely there are 5 on the foreleg and 4 on the hind leg	The foreleg has 5 toenails and the hind leg has 4 or occasionally 5

## Elephants in Captivity

Since elephants are extremely intelligent, highly social, very active, wide-ranging animals, they are extremely difficult to keep in captivity in a way that provides them with a good quality of life. They need very large spaces, complex environments, appropriate social groups, and moderate or warm climates. Most zoos are unable to provide environments that allow elephants enough space to roam and an ability to act naturally.

In recent years a number of zoos around the world have decided to stop or phase out the keeping of elephants. Some of these facilities recognize that they cannot meet the complex needs of elephants, while others say they just can't afford it. In 2003 the Greater Vancouver Zoo in British Columbia retired their lone elephant Tina to the Elephant Sanctuary in Tennessee and in 2013, the three surviving elephants at the Toronto Zoo were moved to the PAWS sanctuary in California. Other examples of such zoos are the Philadelphia Zoo, Detroit Zoo and Alaska Zoo in the United States, and the London Zoo and Edinburgh Zoo in the United Kingdom. Impressively, in 2009 India's Central Zoo Authority made the decision to move all of the elephants living in zoos to wildlife parks and sanctuaries.

Some people have suggested that zoos should keep elephants because they play a role in the conservation of elephants through captive breeding, but that suggestion has no basis in fact. Elephants have no problem breeding in the wild if they have protected areas to live in. As well, breeding elephants in zoos does nothing to address the major issues facing elephants today, which are poaching for ivory, habitat destruction and fragmentation and human/elephant conflicts.

### Inappropriate Climate

In the wild African and Asian elephants live in tropical and sub-tropical climatic zones. Many elephants who live in zoos located in cold climate countries (like Canada) spend significant periods of time indoors during the winter, often standing on hard floors, which can lead to foot problems and arthritis or make existing health problems worse.

The US Association of Zoos and Aquariums (AZA) recommends that new exhibits give elephants access to the outdoors 24 hours a day. The Coalition for Captive Elephant Wellbeing recommends this as well. Unfortunately, many elephants in captivity are still kept on chains or they are confined in small spaces at night.

### Lack of Space

Elephants have pillar-like legs, and their feet are built for movement over a wide variety of terrain. Wild elephants spend up to 20 hours each day moving, foraging, and exploring their large home ranges. Many elephants walk 10-20 kilometres each day, and some walk even further.

Unfortunately, most elephants in captivity can hardly walk anywhere at all, so they end up standing a great deal of the time. According to the Coalition for Captive Elephant Wellbeing, elephants in captivity should have enough space to travel at least 10km daily while engaged in natural behaviours like foraging, feeding, exploring and socializing.



AZA says an outdoor yard of 500 square meters (5,400 square feet) is the minimum requirement for an adult elephant, but that's tens of thousands of times smaller than even the tiniest home ranges of wild elephants. The Canadian Association of Zoos and Aquariums doesn't have a space requirement for elephants kept in their member zoos.

In addition to having a large space, it is important that those spaces are comprised mostly of natural ground surfaces, including earth, mulch, sand, grass, and perhaps most importantly, pasture and forested areas. Natural enclosures allow elephants to engage in normal behaviours, such as grazing, browsing on trees, and digging in the dirt.

### Social Isolation



Zoo associations around the world agree that female elephants should not be kept alone. While mature male elephants in the wild sometimes live semi-solitary lives, scientists and field biologists tell us that female elephants do not. They remain in the same family group their entire lives and rarely, if ever, are out of contact with their family members.

The Coalition for Captive Elephant Wellbeing suggests a minimum of five Asian elephants be kept together in captivity. Unfortunately, there are still many elephants in captivity that are kept alone. Lucy, at the Edmonton Valley Zoo in Alberta, is one of the best known solitary elephants in North America.

### Health Problems

Elephants in captivity face many health problems, including arthritis, foot infections, and obesity. As elephants are adapted to walk long distances, many of the health problems that they experience can be attributed to and lack of space and inappropriate living conditions.

**Foot infections:** Elephants in the wild walk long distances every day. Walking exercises their feet, wears down their nails and pads, and keeps their feet lubricated and healthy. Since elephants in captivity stand around a lot, their foot pads and toenails often require regular trimming and treatment as they do not have the opportunity to wear down naturally as they would in the wild. In many cases, despite provision of foot care by their caretakers, elephants in captivity develop infections which cannot heal properly and often lead to death.

**Arthritis:** Arthritis is a common and serious ailment in elephants confined in captivity. It is a degenerative bone disease that affects the joints. It can be made worse by lack of exercise, by being overweight, and by standing on hard earth or concrete floors in damp conditions. Wild elephants are not known to suffer from arthritis to the extent of elephants in captivity.

**Obesity:** Obesity in elephants is attributed to long periods of inactivity and the feeding of high calorie foods. Obesity and inactivity can lead to a lot of health issues, including blood circulation problems, another common cause of death in captive elephants.

**Stress and abnormal behaviours:** Abnormal behaviours such as rocking and stepping back and forth are known as stereotypies. These behaviours may be caused by stress or negative emotional states, like boredom and frustration. Poor environments may also lead to conflict between individual elephants, mothers rejecting their babies (something that doesn't happen in the wild) and a range of other problematic behaviours.

**Longevity:** Elephants in the wild can live between 60 and 70 years of age. Studies have shown that captive elephants of both species tend to die at a much younger age and it is thought that stress, lack of exercise, obesity and infection are the main reasons for the shorter lifespan of captive elephants.





## Canadian Zoos with Elephants

### African Lion Safari

African Lion Safari is located near Hamilton, Ontario and is home to 12 Asian elephants, the largest herd of Asian elephants in any zoological facility in North America. Visitors can participate in various attractions such as going for an elephant ride, watching the elephant show and observing the elephants swim. African Lion Safari actively engages in an elephant breeding program.

### Edmonton Valley Zoo

The Valley Zoo in Edmonton, Alberta is home to one lone female Asian elephant named Lucy. She has no elephant family or friends and is currently one of only a few elephants living alone in a North American zoo. Lucy was captured from the wild in Sri Lanka when she was just a baby and shipped to the Valley Zoo in 1977. Lucy's life at the Valley Zoo is deficient in many respects. She is socially isolated, she lives in a tiny barren enclosure, she endures a number of ongoing health issues that the zoo has not been able to resolve, and she is forced to live through Edmonton's cold winters. Her situation demonstrates a number of the issues that elephants in captivity face.

As a northern location, Edmonton's weather is very different from the tropical climate of Sri Lanka. Lucy is kept inside a cement-floored barn when the outside temperature is below -10 C as well as for many hours at night when the zoo is closed. Based on a review of weather data from Environment Canada, Zoocheck estimates that Lucy is kept inside her barn as much as 76% of the time.

At the Valley Zoo, Lucy's outdoor enclosure is very small, flat and barren. It is approximately 0.5 acres in size, or 0.002 kilometres. This is tens of thousands of times smaller than the home range Lucy would have had in Sri Lanka. Her indoor space is close to 200,000 times smaller.



Since 1989, Lucy has suffered from foot infections, included pus-filled, bleeding abscesses on her feet. Foot infections are a leading cause of death in captive elephants. Lucy suffers from rheumatoid arthritis and is being treated daily for pain. Lucy is also overweight and suffers from a chronic respiratory condition. Aside from physical health problems that are associated with captivity, Lucy also exhibits abnormal behaviours, called stereotypies. Lucy has two kinds of stereotypies – rocking, and stepping back and forth. Such behaviours are caused by artificial environments that do not allow animals to satisfy their normal behavioural needs.

## Granby Zoo

Granby Zoo is a privately owned zoo located in Quebec and has two female African elephants named Toutonne and Sarah. The Granby Zoo elephant enclosure is very small and not adequate for the elephants to express all of their natural behaviours. The cold climate in Quebec is detrimental to the health of these two elephants. The Association of Zoos and Aquariums, of which the Granby Zoo is an accredited member, recommends that a minimum of three elephants be kept in captivity. Elephants are social creatures that need to be part of a herd.

## Parc Safari

Parc Safari is a privately owned zoo located near Montreal, Quebec. The Parc has two African elephants. Junot (also known as Michael) and Carole were both captured from the wild in Zimbabwe. Parc Safari is a drive-through Parc and thus the elephants do have more space, although it is still a fraction of what they would have in the wild. Like other Canadian Zoos, the climate in Quebec, especially in winter, is inappropriate for elephants.





## Performing Elephants

Elephants are used in circuses and travelling shows around the world. As with all circus animals, elephants spend a lot of time travelling from place to place and many have to endure extreme heat and cold. Circus animals can spend up to 11 months out of every year traveling inside the cramped interiors of trucks and trailers. Because they are kept in such small spaces on the road and have little or nothing to do, traveling life for elephants is tedious and hard.

Performing elephants may be required to complete unnatural acts such as sitting on their hindquarters, standing on their heads, doing hind leg stands, balancing on stools or balls, or even walking a tightrope. It may sometimes appear that performing elephants enjoy doing tricks and stunts, but that usually is not the case. Elephants who perform may have been mishandled or beaten to make them compliant and to get them to perform. They are afraid of being punished, so they do what they are told. Many elephant handlers use a tool called an ankus (or bullhook) to keep elephants in line. It's like a fireplace poker with a sharp tip and a hook. The ankus is applied to sensitive areas of an elephant's body. Unfortunately, some elephant handlers also use the ankus as a weapon to strike elephants with.





There are two major methods (and several hybrid systems) of elephant management in captivity:

**Free Contact** - This type of management involves going inside an enclosure with the elephants. This is when the ankus is most often used. Many zoos and all circuses practice free contact management. Trainers who use the free contact method must assume a dominant role over the elephant.

**Protected Contact** - In protected contact, elephants and humans are kept separate. Their only contact is through specifically designed barriers. For elephant keepers and handlers, this is the safest kind of management system. Some zoos and many sanctuaries practice protected contact management.

Many elephants are chained up when not performing, sometimes up to 90% of every day, allowing only to move a step or two forward and backwards. This is completely unnatural and frustrating for such a wide ranging, active animal, and why so many chained elephants develop abnormal behaviours, like swaying, rocking and head-bobbing.

## Section 2 – Resources

### Elephant Organizations and Online Tools

★ The Elephant Sanctuary [www.elephants.com](http://www.elephants.com)

Founded in 1995, The Elephant Sanctuary in Tennessee is a natural habitat refuge for African and Asian elephants. It is specifically for old, sick or needy elephants who have been retired from zoos and circuses. Check out their live “Elecam” which gives viewers access to the sanctuary’s daily activities or book a virtual visit for your class through their Distance Learning Program. They also have two Elephants Curriculum units which are available for download. One unit is appropriate for grades K–3 and the second unit is appropriate for grades 4–8.

★ Elephant Voices [www.elephantvoices.org](http://www.elephantvoices.org)

Through research, education, conservation and advocacy, Elephant Voices promotes the protection of elephants everywhere. Their website is an excellent resource both for information and advocacy. Check out the Elephant Talk Quiz to learn more about elephant communication.

★ Elephants in Canada [www.elephantsinCanada.com](http://www.elephantsinCanada.com)

This website is no longer active, but contains some very helpful information about elephants and elephants in captivity.

★ Everyone Loves Elephants [www.everyoneloveselephants.com](http://www.everyoneloveselephants.com)

Everyone Loves Elephants (ELE) is a group of concerned citizens working to address the plight of captive elephants held in Canada. Currently ELE is endeavouring to raise awareness about the cruel use of bullhooks on elephants.

★ Friends of Captive Animals [www.focaweb.com](http://www.focaweb.com)

Friends of Captive Animals is an Ontario-based grassroots group who advocate for better protection of wild animals living captive lives.

★ In Defense of Animals [www.idausa.org](http://www.idausa.org)

In Defense of Animals’ mission is to end animal exploitation, cruelty, and abuse by protecting and advocating for the rights, welfare, and habitats of animals, as well as to raise their status beyond mere property, commodities, or things.

★ The Performing Animal Welfare Society [www.pawsweb.org](http://www.pawsweb.org)

The Performing Animal Welfare Society (PAWS) captive wildlife sanctuaries are places where abandoned, abused, or retired performing animals and victims of the exotic animal trade can live in peace and dignity. Their website features virtual tours, webcams and video updates.

★ Save Lucy [www.savelucy.ca](http://www.savelucy.ca)

This website focuses on Lucy, a lone elephant in the Edmonton Zoo. It offers information, news updates, and suggestions for taking action to help Lucy.

★ Voice for Animals Humane Society [www.v4a.org](http://www.v4a.org)

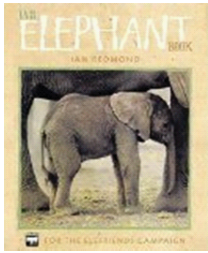
Voice for Animals Humane Society (V4A) is an Edmonton, Alberta-based non-profit organization dedicated to protecting animals, through advocacy and education, from neglect, abuse and exploitation.

★ Zoocheck [www.zoocheck.com](http://www.zoocheck.com)

Zoocheck is an international animal protection charity that was established to promote and protect the interests and well-being of wild animals. The organization has a specific focus on captive animal issues. Their website features reports and other resources, as well as information about their Humane Education Program, *Keep it Wild*, which offers workshops to elementary schools in the Toronto area.

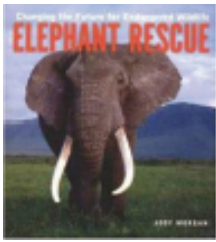


## Elephant Books – Non-fiction



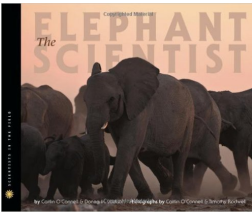
### [The Elephant Book by Ian Redmond \(2001\)](#)

A photographic book for the Elefriends Campaign, an elephant protection group that seeks to end the ivory trade and eliminate poaching. Lots of spectacular photographs, accompanied by informative text. (Grades 4 and up)



### [Elephant Rescue: Changing the Future for Endangered Wildlife by Jody Morgan \(2004\)](#)

This book identifies threats to wild elephants, and the efforts, and the efforts of individuals and organizations to protect them. This book also provides factual information about elephants in the wild, their behaviour, life span, diet, families and more. (Grades 5-8)



### [The Elephant Scientist](#)

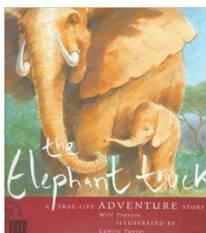
[by Caitlin O'Connell and Donna Jackson and Timothy Rodwell \(2011\)](#)

Caitlin O'Connell has devoted almost twenty years of her research career to the study of elephants. Readers will learn more about elephants, and about the life of an elephant researcher. Very accessible book with lots of photographs. (Ages 9-12)



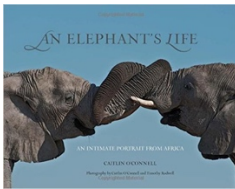
### [Elephant Talk by Ann Downer \(2011\)](#)

This book provides an overview of elephant communication skills, examining verbal and nonverbal cues, body language, socialization, and invisible ways of communication such as infrasound and chemical clues. There is a section on human-elephant relationships that touches on animal rights. (Grades 8-12)



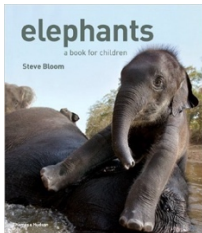
### [The Elephant Truck by Will Travers \(2004\)](#)

Travers tells the story of Tembo the first elephant involved with the Elephant Translocation program, an effort to relocate hungry elephants that invade farmers' fields to more appropriate habitats. Picture book. (Age 7-10)



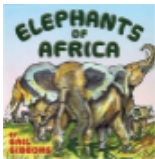
**An Elephant's Life: An Intimate Portrait from Africa**  
by Caitlin O'Connel (2011)

An intimate portrait of the African elephant told by a leading field biologist who has studied these animals in their natural habitat for almost twenty years. The book includes over 250 photos. (All ages)



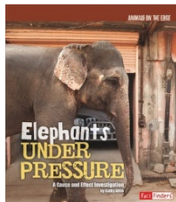
**Elephants: A Book for Children**  
by Steven Bloom and David H. Wilson (2008)

Steve Bloom's collection of eighty photographs encompasses every aspect of an elephant's life and world: elephants big and small, African and Asian, in the wild and in captivity, at play and at rest. The text is thorough and informative. (All ages)



**Elephants of Africa** by Gail Gibbons (2008)

Colourful pictures and organized text makes this a useful resource for young children. Covers physical characteristics, diet, habitats, and behaviours of African elephants (Grades 1-4)



**Elephants Under Pressure** by Kathy Allen (2010)

As their habitat shrinks, and food supplies dwindle, elephants have become animals struggling to survive. Learn how scientists are trying to understand the cause and effect of elephants living under pressure. (Ages 9-12)



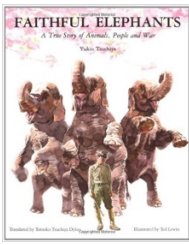
**Eye Witness: Elephants** by Ian Redmond (2000)

A spectacular and informative guide to the fascinating world of elephants, filled with superb colour photographs. An excellent resource for children and adults alike.



**Face to Face with Elephants** by Beverly and Dereck Joubert (2008)

Face to Face with Animals is a series of books by National Geographic photographers and researchers that contain animal facts, stunning photography, conservation messages, and information about the field of animal study. (Grades 2-6)



**Faithful Elephants: A True Story of Animals, People, and War**  
by Yukio Tsuchiya (1988)

A zookeeper narrates the story of Tokyo during the war. A decision is made to kill the zoo animals, rather than risk them accidentally escaping during a bombing. The elephants are starved to death, a slow and painful process. The book may upset both children and adults. (Grades 3-8)



**Jumbo: The Most Famous Elephant in the World** by Bonne Worth (2001)

A Step-into-Reading book. This true story follows Jumbo's life, from his capture in Africa through his years in the zoo to his days with PT Barnum's circus. The book also touches on the plight of the wild elephants and the mistreatment of captive elephants. (Grades 2-3)



**Just for Elephants** by Carol Buckley (2006)

Just for Elephants follows the story of an elderly circus elephant who is being released at the Elephant Sanctuary, a natural habitat refuge for elephants. This photo essay is a great way to learn more about animal sanctuaries, and to learn more about elephants, especially their social relationships. A great read aloud. (Grades 1-6)



**Little Big Ears: The Story of Ely**  
by Cynthia Moss & Martyn Colbeck (1997)

This photo essay by internationally renowned elephant researcher Cynthia Moss follows a young elephant's struggle to survive his first year of life in East Africa. The story centres on Ely, a calf born with defective front legs. Additional information about elephant behaviour appears throughout the narrative, emphasizing the role of the female leader of the herd, and the strong social bonds that elephants share. This story is derived from the PBS documentary, Echo of the Elephants. (Grade 1-4)



**Little Bull: Growing up in Africa's Elephant Kingdom**  
by Ellen Foley James (1998)

A photo story based on the Discovery Channel film. The text is simple but descriptive. Rich full-colour photographs document the life of a wild elephant calf in Africa. (Grades K-2)



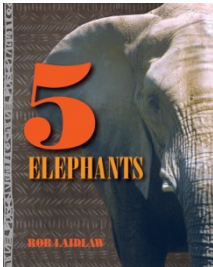
### [Tarra & Bella: The Elephant and Dog Who Became Best Friends by Carol Buckley \(2009\)](#)

After retiring from the circus, Tarra became the first resident of the Elephant Sanctuary in Tennessee. Other elephants that joined the sanctuary developed friendships, but Tarra remained independent until she met a stray mutt named Bella, who became her constant companion. This book is an inspiring story about animal friendship, and an informative resource about the Elephant Sanctuary. (Grades 1-6)



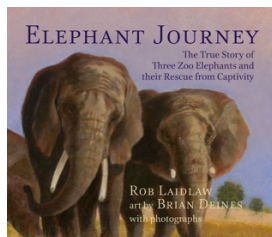
### [Travels with Tarra by Carol Buckley \(2002\)](#)

A photo-essay telling the story of one woman's lifelong friendship with a captive Asian elephant named Tarra. After Tarra spends many years as a performing elephant, Carol decides to open the Elephant Sanctuary, so Tarra can retire in a natural setting. (Grades 3-6)



### [5 Elephants by Rob Laidlaw \(2014\)](#)

This book will provide you with some fascinating elephant facts and figures, as well as introduce you to some of the serious challenges that wild and captive elephants face. To truly understand elephants, though, we must also get to know them as individuals. In 5 Elephants, you'll read the stories of five famous elephants. (Ages 9-12)

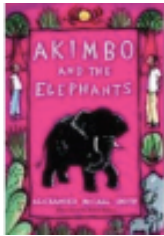


### [Elephant Journey by Rob Laidlaw \(2015\)](#)

In 2013, people across North America were riveted by the story of Toka, Thika, and Iringa, the last three elephants at Toronto Zoo. After decades of living in a small enclosure in an inappropriate climate, the zoo and animal activists agreed that they should be moved to a healthier home. The best option, the Performing Animal Welfare Society sanctuary in California, seemed impossible. This book describes the elephants' experiences on the journey of three days and 4,100 kilometers that brought them to the sanctuary. (Ages 6-9)

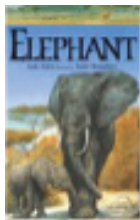


## Elephant Books – Fiction



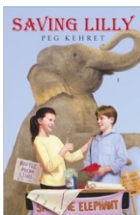
### [Akimbo and the Elephants by Alexander McCall Smith \(2005\)](#)

A short illustrated chapter-book adventure set in Africa, on a Kenyan game reserve. A young boy whose father works as a park ranger encounters an elephant killed for its tusks and sets out to find the poachers who did it. (Grades 2-3)



### [Elephant by Judy Allen \(1998\)](#)

Picture book set in Africa. A young girl becomes fascinated with her great-grandmother's ivory necklace, and then discovers how elephants are killed for their ivory tusks. (Ages 6-9)



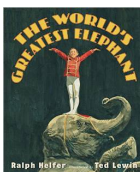
### [Saving Lilly by Peg Kehret \(2002\)](#)

Two sixth-grade students refuse to go on a class trip to the circus, and then after discovering the circus elephant is slated to be sold to a hunting preserve, raise funds to purchase the elephant so that they can send her to a sanctuary. A note on animal welfare and elephant sanctuaries round out the book. (Grades 3-6)



### [The Elephant's Tale by Lauren St. John \(2009\)](#)

The fourth book in a series about a girl called Martine, who lives on an African game reserve. Eleven-year-old Martine, who has special powers to heal animals, sets off on an adventure with her best friend Ben, hoping to save the reserve from an unscrupulous business man, and in the process they not only save the reserve, but also save a group of mistreated captive elephants. (Grades 5-7)

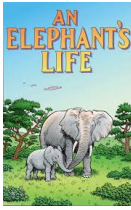


### [The World's Greatest Elephant by Ralph Helfer \(2006\)](#)

An epic tale of a boy and an elephant who are devoted to each other. The book portrays the dramatic episodes of the elephant's life, including a near-drowning, life in the circus, and travels across the world. (Grades 3-5)

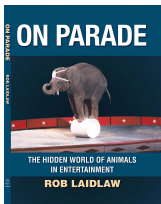
## Wildlife in Captivity Books

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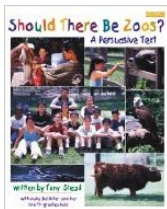
### An Elephant's Life Comic Book by PETA

A comic book for kids that shows how elephants are used by the circus industry, and contrasts life in the circus with life in the wild. Available at <http://www.petakids.com/comics/elephants-life/>



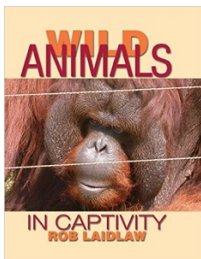
### On Parade: The Hidden World of Animals in Entertainment by Rob Laidlaw (2010)

This book examines animals at the zoo and circus, animals working in movies and television, violence in the world of performing animals and offers ways to improve these conditions. (Ages 9-12)



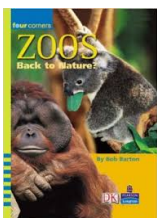
### Should There be Zoos? A Persuasive Text by Tony Stead and Judy Ballester (2000)

A good resource for persuasive writing. This book is filled with factual essays written by children that either support or are against zoos. Each essay is written to persuade the reader to lean in one direction or another. (Grades 4-6)



### Wild Animals in Captivity by Rob Laidlaw (2008)

Rob Laidlaw, founder and director of Zoocheck, has written an informative and eye-opening book that raises important questions about the confinement of wild animals in zoos around the world. He compares the wild and captive lives of polar bears, orcas, elephants, and great apes, and explains why they are so ill-suited for lives in captivity. Alternatives to zoos are provided, as well as a checklist for assessing zoos (Ages 9-12)



### Zoos: Back to Nature? By Bob Barton (2005)

A short persuasive text that promotes natural environments for zoo animals. The author comments on zoo design, climate, space, animal groupings, and enrichment. A zoo checklist is provided. (Ages 9-12)

## Books for Young Advocates



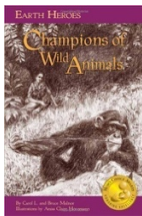
### 50 Awesome Ways Kids Can Help Animals: Fun and Easy Ways to Be a Kind Kid by Ingrid Newkirk (2006)

Includes facts about elephants and examples of how kids can help stop elephant poaching and bolster conservation work. (Ages 9 and up)



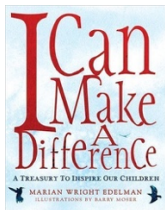
### Do Something! A Handbook for Young Activists by Nancy Lublin (2010)

This hands-on guidebook helps children find the issues that matter most to them, and is filled with pages of checklists, worksheets, timelines, and projects – everything a world changer needs to turn a big idea into action. There are 32 action plans that take kids every step of the way, and inspiring profiles of regular kids who are making a difference. (All ages)



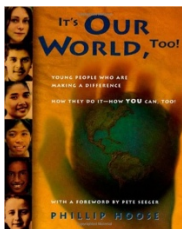
### Earth Heroes: Champions of Wild Animals by Carol and Brice Malnor (2010)

The third volume of the Earth Heroes series features the careers of eight great environmentalists, including elephant protectors Ian and Soba Douglas-Hamilton. (Ages 9-12)



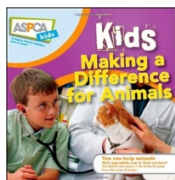
### I Can Make a Difference: A Treasury to Inspire Our Children by Marian Wright Edelman (2005)

Edelman has drawn from a variety of cultures and peoples to compile these timeless stories, poems and songs, quotations, and folktales that speak to all children to let them know that they can make a difference in today's world. (Ages 8-12)



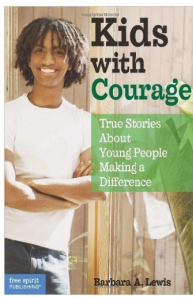
### It's Our World, Too: Young People Who are Making a Difference by Philip Hoose (1993)

Containing more than a dozen accounts of children who have worked for everything from racial equality to world peace, this book demonstrates how youth have fought for what's right, then offers ideas about how to get involved. (Ages 10 and up)



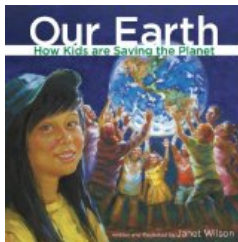
### Kids Making a Difference for Animals by Nancy Furstlinger and Sheryl L. Piper PhD (2009)

Inspiring stories of kids who have helped animals in their local community and throughout the world. (Age 8-13)



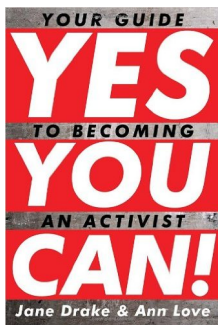
**Kids with Courage: True Stories About Young People Making a Difference by Barbara Lewis (1992)**

In the chapter “Starting a Club to Save the Elephants” the incredible achievements of a grade 2 class from Vidya Elementary School in Petaluma, California are recounted. The club, which the children named Friends of Wildlife (FOWL), remained together for over five years to advocate on behalf of Kenyan elephants as well as local captive elephants. (Ages 11 and up)



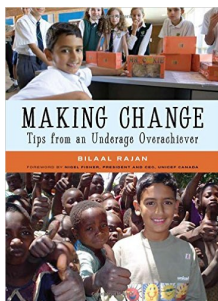
**Our Earth: How Kids are Saving the Planet by Janet Wilson (2010)**

Here are true stories of kids from around the world who each had an idea that started small and turned into something big. Readers will be inspired to get started on their own projects as they read about young citizens like Janine Licare in Costa Rica who is saving the rainforest and its animals, and Ryan Hreljac from Canada who is building wells in Africa to bring people clean water. (Ages 7-12)



**Yes You Can! Your Guide to Becoming an Activist by Jane Drake and Ann Love (2010)**

Lifelong environmental activists, Jane Drake and Ann Love present the nine steps to social change. From fascinating accounts about the founding of organizations such as Amnesty International, Pollution Probe, and Greenpeace to the nuts and bolts of how to run an effective meeting or write a petition. This book offers encouragement to every person who wants to make the world a better place. (Ages 11 and up)



**Making Change: Tips from an Underage Overachiever by Bilaal Rajan (2008)**

Young Canadian wunderkind Bilaal Rajan shares his tips for effective fundraising, using examples from his own amazing life to show how it can be done – and how one can have fun doing it. The second part of the book is a section entitled “Eight Principles to Maximize Your Full Potential” which includes exercises to help youth identify and attain their dreams. (Ages 9 and up)



## SECTION 3 - CLASSROOM ACTIVITIES

### Let's Learn About Elephants

#### Vocabulary List:

**Africa, Asia, trunk, tusk, wrinkles**

#### Introduction:

Begin this activity with a group discussion about elephants. Pretend that the students need to describe an elephant to someone who has never seen one. Work as a group to create a list of physical characteristics of elephants. This list should include: general appearance (size, skin colour, wrinkles), basic body parts (head, ears, body, legs, tail), and unique body parts (trunk, tusks).

Now allow each student a chance to indicate where they think elephants live in the world by placing a self-stick note with their name on it, on to a classroom world map. Once students are done, explain to students that there are two different species of elephants, one living in Africa and the other living in Asia.

#### Activity:

Using the list of physical characteristics of elephants, ask students to discover some of the differences between African and elephants and Asian elephants. A simple resource to start with would be photographs of pictures of each type of elephant. For younger readers, the following books have simple comparisons between the two species:

- *African Elephants* by Roland Smith (1995)
- *Asian Elephant (Save our Animals)* by Louise and Richard Spilsbury (2006)
- *Baby Elephants* by Bobbie Kalman (2010)
- *Elephants* by Julie Murray (2005)
- *Elephants of Africa* by Gail Gibbons (2008)

Older students may want to use the internet for their research. An example of an online resource: [www.eleaid.com/elephant-information/differences-african-asian-elephants/](http://www.eleaid.com/elephant-information/differences-african-asian-elephants/)

Have students fill out the chart to compare the two species.

#### Follow-up:

Have each student draw two pictures, one of an African elephant and one of an Asian elephant. Ask them to make the pictures as accurate as possible. Now, have them cut both pictures into body pieces (trunk, head, ear, body, legs) and mix up the pieces. Each student can give their elephant pieces to a partner and see if the partner can sort the pieces out into African elephant or Asian elephants, based on the features.

## Compare Elephants

<b>Characteristic</b>	<b>African Elephant</b>	<b>Asian Elephant</b>
<b>Size</b>		
<b>Skin</b>		
<b>Head</b>		
<b>Ears</b>		
<b>Body</b>		
<b>Legs</b>		
<b>Trunk</b>		
<b>Tusks</b>		

## The Elephant Blog

### Vocabulary List:

#### **blog**

### Introduction:

Introduce students to the phrase “web log”. Ask them to brainstorm about what it could mean. Explain that a web log is the original term for a blog, a personal website with regular updates, similar to an online diary. Blogs can be about personal events, art, cooking, music, books, or any topic of interest. Explain to students that they are going to create a classroom blog - all about elephants!

### Activity:

Provide students with multiple books about elephants. Use your class or school library, your local library, or ask students to bring in books that they own. Assign each student a book to read. Once they have finished their book, have them answer the following three questions about their book:

**What is it?** Is the book fiction, or non-fiction? What is the book about?

**What did I love about it?** Did you like the pictures? Did you learn something amazing? Did something make you laugh? Did you like what happened?

**What does it remind me of?** Can you make a personal connection to the story? Make a text-to-self connection, a text-to-text connection, or a text-to-world connection.

Create a simple blog at [www.blogger.com](http://www.blogger.com). After each student finishes their book, have them create a blog entry about their book, answering the questions. You can include a photo of the book cover with their entry.

Once a student has finished a book and made a blog entry, they can read another book. If someone else has already made an entry about this book, students can add comments to the original entry. This makes the blog interactive. Make sure students take an opportunity to visit their entries and check for comments. You may also invite others in the school community (students, teachers, administration, family, friends) to check out the blog and make comments. Students can continue to read books and create entries and comments for as long as you wish.

### Follow-up:

Students may continue to use the blog to share what they learn about elephants. If your classroom does other activities in this resource, students can create entries describing what they did, or what they learned. They can create entries with interesting facts or information, riddles or jokes, photos, pictures, etc. They can also provide links to interesting websites or videos about elephants that they discovered.

## Compare Habitats

### Vocabulary List:

**habitat, natural habitat, captive, captive habitat, climate, vegetation, substrate, social grouping, sanctuary**

### Introduction:

Introduce this activity with a discussion on habitats. Some leading questions might be: What is the habitat? What are some different habitats? What are some living things that are part of a habitat? What are some non-living things that are part of a habitat? What is a natural habitat? What is an un-natural habitat? What is a captive habitat?

Help students solidify their understanding of the vocabulary required for this activity, especially the meaning of habitat. Students can make a mind map, draw pictures or diagrams, or make sentences that communicate the word meanings.

### Activity:

Ask students to research an elephant's natural habitat using a variety of media resources. Have them discover the following things: climate, vegetation, substrate (ground covering), social grouping, water sources, and space. Once the students have discovered what an elephant's natural habitat is like, have them research one or more captive habitats, such as a zoo, a circus, a drive-through animal park, or an elephant sanctuary. Use our website/book resource list to help with the research.

Students can fill in the following chart to compare the habitats. You might also consider having them create a Venn diagram.

### Follow-up:

Using their research, ask students to compare the habitats, and decide if the captive habitat is similar enough to an elephant's natural habitat to adequately meet the needs of an elephant. Why or why not?

If needed, use sentence starters, such as:

- "The zoo is a lot like the wild because..."
- "The zoo is a not like the wild because..."
- "The habitats are different. One way they are different is..."
- "The habitats are the same. One way they are the same is..."



## Elephant Habitats

	Natural Habitat	The Elephant Sanctuary	The Zoo	The Circus
Climate				
Vegetation (grass, plants and trees)				
Substrate (ground covering)				
Social Grouping (other elephants)				
Water for Drinking				
Water for Swimming				
Space				

For younger students, this activity can be done as a group, using a simplified chart such as the one shown below.

	Wild	Lucy's Zoo	Sanctuary
 Climate	hot	cold	hot
 Other Elephants	Yes	No	Yes
 Grass + Trees for grazing	Yes	No	Yes
 Water for swimming	Yes	No	Yes

## Climate Graphs

### Vocabulary List:

**climate, temperature, rainfall, snowfall, natural habitat, captive habitat, monthly**

### Introduction:

Begin with a group discussion about climate. It's useful to discuss the difference between weather (which is the present condition of the elements) versus climate (which is the condition over long periods of time). Using the weather as a starting point, work together to create a list of the different elements of the weather and climate, such as temperature, wind, rain, snow, sun.

### Activity:

Have students choose a Canadian zoo that has elephants on display. (Refer to the list earlier in this resource). Ask them to research the zoo and find out what city it is in, and then to research the climate. The research can be best accomplished using the internet. Students can work in groups. Assign each group one factor to research for each month of the year: the average monthly high temperature, average monthly low temperature, (or simply the average monthly temperature), average monthly hours of sun, average monthly rainfall, and average monthly snowfall.

Have students repeat the research for the natural habitat of the elephant. (Make sure they know if the elephant they are investigating is an African elephant or an Asian elephant).

Ask students to create bar graphs comparing the climate of the zoo with the elephant's natural habitat. Analyze the data. Are the climates similar or different? In what ways?

### Follow-up:

Using the data to support their opinion, have students decide if the zoo has an appropriate climate for the elephant.

## Design Your Own Zoo

### Vocabulary List:

**enclosure, substrate, barriers, shelter**

### Introduction:

This activity works best after having studied the natural habitat of an elephant. This can be accomplished by doing one of the earlier activities in this resource, or by using a variety of media, such as books, videos, and websites.

Depending on the age and grade of the student, this activity can be used to study the characteristics of elephants, their needs, and their habitat. The activity can also be used to study structures.

Begin with a discussion about zoos. Many children will have personal experiences to share, Tell students that they have been asked to design a new enclosure for elephants. Ask students to think about what things they will need to consider. Let each student work individually or with a partner to fill out the following graphic organizer. Re-group and create a list of every factor that the students have come up with. Please refer to the completed graphic organizer.

### Activity:

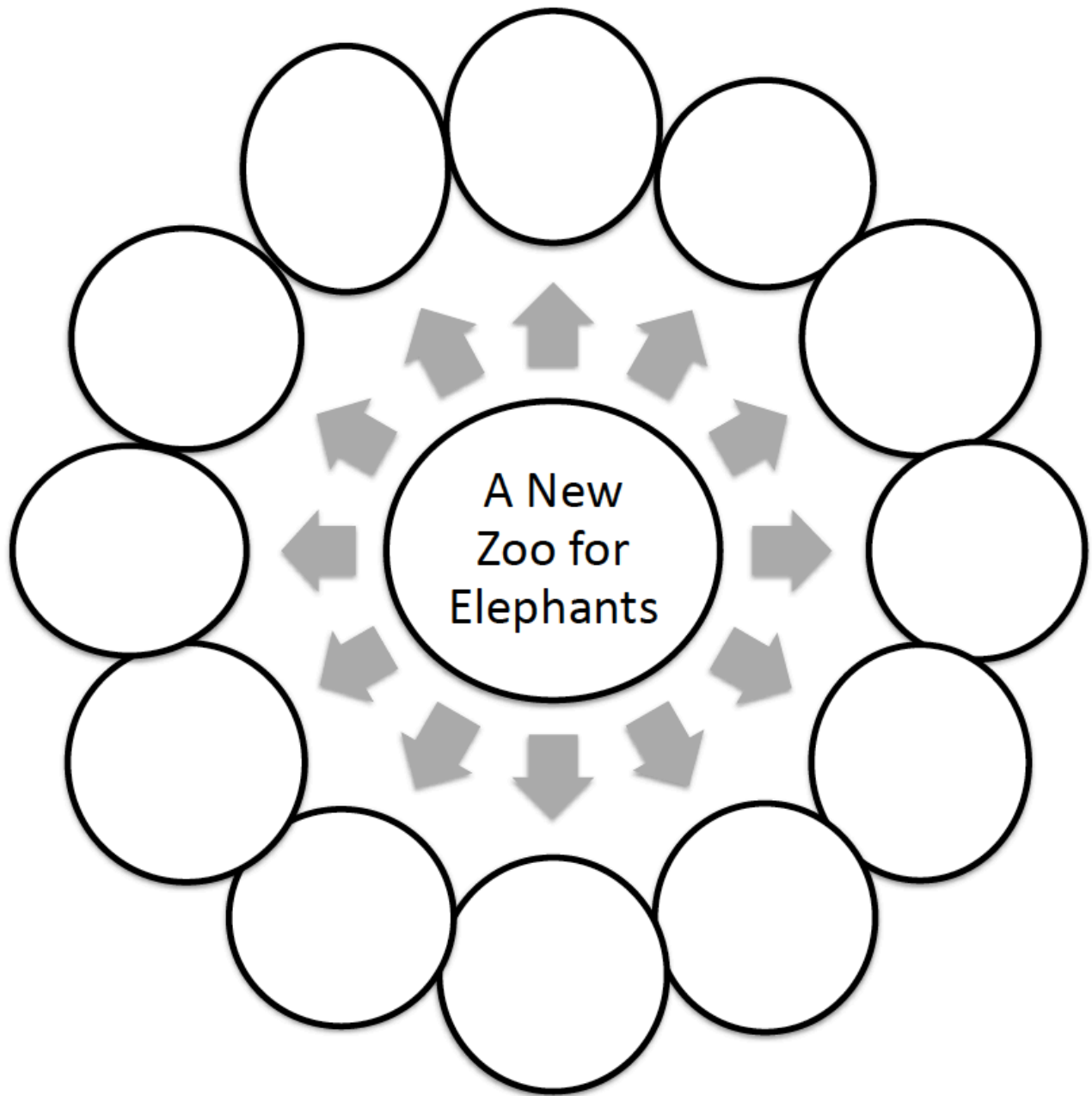
Students are now ready to design their own zoo. The first step should be a written description of their zoo, either using a graphic organizer, a chart, or a list. The next step is to create their zoo. Depending on the age of the students, and the goal of the activity, this can be done in a variety of ways. Students can create a drawing of their zoo, they can create a map of their zoo, drawing to scale, or they can create a 3-D model or a diorama of their zoo using art materials.

### Follow-up:

Have students consider how the climate will affect their zoo. Have them create a list of all the factors that will be affected by changes in the weather. Some leading questions: *What will happen to the leaves on the trees in the fall and winter? What will happen to the water/pond/lake when it gets cold? Can the elephants graze on grass in the winter? Will the indoor building be warm enough for the elephants when it's cold outside?* Have students decide if their zoo is acceptable for elephants if it is a cold environment. Why or why not?

Have students compare their zoo designs with others in their class, and agree on the minimum acceptable standard for elephants in the zoo, especially as related to space and number of elephants. Students can also compare their zoos with the minimum standards set by zoo associations such as CAZA (The Canadian Association of Zoos and Aquariums) or AZA (The Association of Zoos and Aquariums). Please refer to the AZA standards provided in this resource.







## Zoo Inspector for a Day

### Vocabulary List:

**Inspector, checklist, natural habitat**

### Introduction:

Organize a field trip to a zoo that has elephants. Prior to going to the zoo, tell students that they are going to be zoo inspectors for the day. Ask them what it means to inspect something. For older students, discuss where zoo inspectors might work, such as a humane society, an animal welfare group, a government organization, or a zoo industry company.

Have students brainstorm what they would need to check. Leading questions might be: What are some of the things that elephants need in their natural habitat? (e.g. space, other elephants, grass for grazing, trees, shade, water for drinking and swimming) What are some of the other things they might need in a zoo? (e.g. shelter from cold/snow, a clean space, healthy food provided) Students should also consider how zoos keep animals and people safe. Help students to create a checklist of standards that they can evaluate. Depending on the grade level of the student, this checklist may be quite simple, or very complex, such as the one provided for older students. A simple checklist might include the following:

- Do the elephants have a lot of outdoor space?
- Is the area clean?
- Is there healthy food and water?
- Are the elephants in a group?
- Is there grass on the ground?
- Are there trees?
- Do the elephants have shade?
- Do the elephants have an indoor space?
- Is the zoo safe for visitors?
- Is there a sign with information for visitors?

### Activity:

Have students bring clipboards and their checklist to the zoo. They could also bring cameras to document their inspection. Encourage them to check everything on their list.

### Follow-up:

After the trip to the zoo, have students write a report on the conditions of the zoo. For young students this could be in the format of sentence starters such as:

- “This zoo is a good place for elephants because...”
- “This zoo would be a better place for elephants if...”

For older students their conclusions could answer the following questions: Were they satisfied with what they saw? Would they make any changes? If so, what would they change and how would they change it? Encourage students to share their reports, especially if they recommended changes, with the zoo, the humane society, wildlife protection groups, and their local government.

Standard	Yes	No	Comments
Does the exhibit appear clean?			
Do the elephants have clean water and fresh food?			
Do the elephants have enough room for natural behaviours? (walking, playing, swimming)			
Are the animals in appropriate social groups or family groups?			
Are visitors prohibited from feeding the animals?			
Is the substrate (ground covering) appropriate? Comment on what it is.			
Is the climate at the zoo similar to the natural climate that elephants live in?			
Are zookeepers regularly monitoring the exhibits to check on the animals?			
Do the animals have shelter from inclement weather? Do they have shade?			
Do the animals seem to be playing, eating, and/or resting comfortably? Comment on the presence of any unusual behaviour (swaying, etc.)			
Do the animals have any privacy? Can the animals escape from people and observation?			
Do the animals appear healthy? Comment on any open sores, limping, swelling, etc.			
Does the enclosure have a safe barrier? Comment on the type of barrier, such as chain-link fencing, bars, netting or electric fencing.			
Does the floor surface have adequate drainage?			
Do the animals have any furniture and/or activities such as toys, logs, .			
Does the enclosure have a natural environment, including trees, plants, grass, etc.?			
Do the exhibits have any signs or information about the animals?			
Do the exhibits look safe for the animals and the visitors?			
Is the zoo contributing to conservation efforts for elephants?			



## Should There Be Zoos?

### Vocabulary List:

**In favour, opposed, persuasive**

### Introduction:

Begin by showing students the book *Should There be Zoos: A Persuasive Text* by Tony Stead.

Create a chart with five columns:

- Strongly in favour of zoos
- Somewhat in favour of zoos
- Unsure if there should be zoos
- Somewhat opposed to zoos
- Strongly opposed to zoos

Have each student write their name on a self-stick note and place it in the column that matches their opinion.

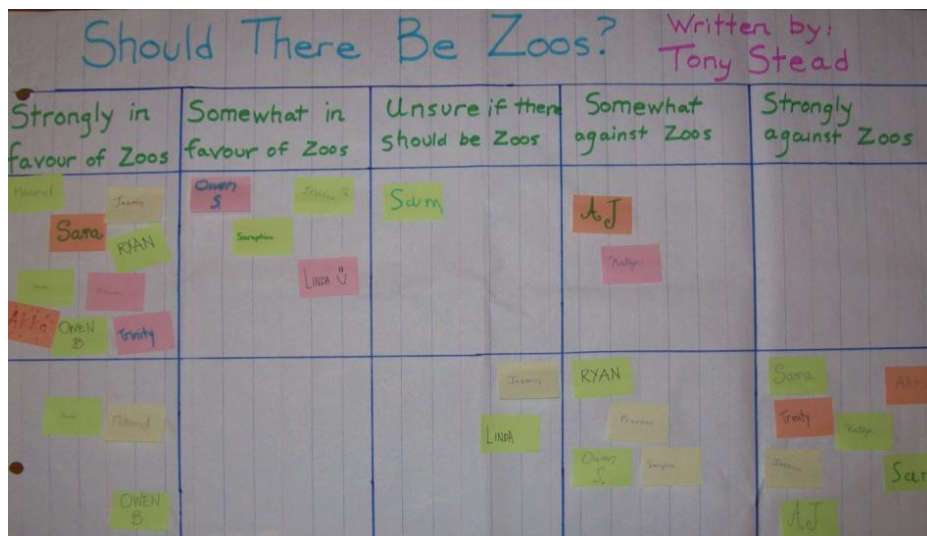
### Activity:

This book is a collection of factual essays written by children that either support or oppose zoos. Each essay is written to persuade the reader to lean in one direction or the other. Read the book together as a class. Rate each essay with a 1, 2, or 3 for how persuasive they were. Discuss what points were most persuasive.

### Follow-up:

Re-visit the question: "Should there be zoos?" Have any students changed their position? Have them place a new self-stick note on the chart that matches their new opinion. Document with a bar graph how many students were persuaded to change their view by hearing the arguments in the book.

You may also consider having the students ask a similar question, such as "Should There be Circuses?" and then have them research and create a series of persuasive essays.



## The Scavenger Hunt

### Vocabulary List:

**Circus tricks, handstand, headstand, un-natural, behaviours**

### Introduction:

For this activity, students will need access to a wide variety of books about wild elephants. Check out our book resources listed above. Many of the books can be found in the Toronto Public Library System.

Begin the activity by having a short discussion about the circus. Survey students to see who has gone to a circus. Allow students to share their experiences. If you like, read aloud a circus-themed book. For younger readers, try *Peter Spier's Circus* by Peter Spier (1992). Discuss some of the tricks that the elephants might do, including sitting, headstands, and handstands. Have students draw pictures of themselves doing these tricks and of an elephant doing these tricks.

### Activity:

Use the pictures the students drew, or any other pictures of an elephant sitting, doing a handstand, and doing a headstand. Give each student, or each pair of students, a book about elephants in the wild. Challenge them to find a picture of an elephant in the wild doing any of these tricks as depicted in the pictures. Make the scavenger hunt exciting by giving them a time limit, or suggesting a prize for the students who find a picture. Remember, the picture must be of an elephant in the wild!

At the end of the allotted time, meet as a group. Did anyone find a picture of an elephant sitting, doing a handstand, or doing a headstand? Why not?

### Follow-up:

Engage in a classroom discussion about the tricks that animals perform in circuses. You may also consider showing some other pictures of un-natural behaviours, such as animals jumping through hoops of fire. Ask students to consider some of the following questions: How are animals taught to do un-natural behaviours? Are these tricks safe for the elephants? Why do circuses have them perform behaviours that are not natural? What are we learning about wild elephants when we watch them at a circus? Have students complete one of the following sentences:

- "I think it's a good idea to teach elephants to do headstands and handstands because..."
- "I think it's a bad idea to teach elephants to do headstands and handstands because..."

## Who Belongs in a Zoo?

### Vocabulary List:

#### **Congo**

### Introduction:

Begin with a classroom discussion entitle “Who belongs in a Zoo?” Ask students what animals they have seen in the zoo and make a class list. Let students share their ideas about which animals belong in a zoo and why. Ask the question: “Do humans belong in the zoo?” Discuss the students’ opinions. If you like, have students provide a written answer, explaining why or why not.

### Activity:

Have students learn about Ota Benga, who was a Mbuti African from the Congo, featured in a display at the World Fair in 1904, and at a human zoo exhibit in New York’s Bronx zoo in 1906. For younger students this can be accomplished by reading aloud to the class one of the following fiction books:

*The Song of the Molimo* by Jane Cutler (1998)

This story is based on real events. A 12 year old boy from Kansas visits the World Fair in 1904, and befriends Ota Benga, an African on display at the Fair. The boy gains respect for another culture as he learns to question his own. Grades 4 and up.

*Sparks* by Graham McNamee (2002)

Todd, a fifth-grade special-needs student struggles to fit in to the regular class in his school. An assignment to learn more about Ota Benga helps him to gain confidence in school. Grades 3-6.

Older students can do an internet research project to learn more about Ota Benga, or learn more from the book:

*Ota Benga: The Pygmy in the Zoo* by Phillips Verner Bradford & Harvey Blume (1993)

### Follow-up:

After learning about Ota Benga, have students reflected on how he might have felt being displayed in a zoo. Have students create a written response. For students who need some support ask them to respond to the following: “If I were Ota Benga I would have felt... because...”

Ask students to think about other animals in the zoo. How might an animal like an elephant feel about being taken from their family, or taken from their wild habitat? How might an elephant feel about living in a zoo?

## The Baby Elephant

### Vocabulary List:

**Tool, inference**

### Introduction:

Engage children in a brief discussion about simple tools, and some of their uses. For example, some classroom tools might include a pointer or a ruler, and some backyard tools might include a shovel and a rake. Show students the following picture. Have them imagine what the tool could be for. Ask them to name the tool, and describe what they think it's used for.



### Activity:

Have students share some of their ideas about the tool as a group. Don't explain if anyone is right or wrong about the use of the tool yet. Now show them the following picture.





Ask students to make an inference about the tool, based on the evidence from the photo. To accommodate struggling students, provide sentence starters such as: "I think the tool is used to... because in the photograph I see.... Ask them to make a second inference about what the people are doing. A sentence starter would be: "I think the people are.... because in the photograph I see....."

Follow-up:

Have students share their inferences. Once everyone has shared their ideas, explain to students that this is a baby elephant being trained in a circus. The tool is called an elephant goad, or bullhook, and it is used in the handling and training of elephants. The hook can be inserted into the elephant's sensitive skin, either slightly or more deeply. To cause pain and induce the elephant to behave in a certain way.

A simple follow-up at this point would be for students to share their thoughts on the bullhook, now that they know what it is and what it's for. Students might consider how they would feel if they saw an elephant trainer using a bullhook, or how they would feel if they were an elephant and a trainer used a bullhook on them.

A second, more extensive follow-up would involve the students researching and comparing the way the elephant is trained to the way a dog is trained. Some students may be able to share their personal experience training a family dog. If your class has little or no experience with dogs, you might consider inviting a dog owner, a dog trainer, or a humane society educator to talk about dogs, and how they are cared for and trained. Have students explore the similarities and the differences between training a dog and training an elephant. Have them answer the following questions:

- *Do you think a bullhook is a good way to train an elephant? Why or why not?*
- *Would you use a bullhook to train a family dog? Why or why not?*

## A Day at the Circus

### Vocabulary List:

**diary**

### Introduction:

Begin with a class discussion about diaries. Students may be familiar with popular books that are in diary-format, such as *Diary of a Worm*, *Diary of a Wimpy Kid*, etc. Explain that diaries tell personal experiences, not only the story of what happened, but also the feelings involved. Tell students that they are going to write a diary entry about a day at the circus.

### Activity:

Divide the class into two groups. Explain to the first group WITHOUT THE SECOND GROUP PRESENT, that they are going to write an entry from the perspective of a child who is visiting the circus for the first time. Some students may speak from personal experience. Others may need some books or pictures to get them started. Consider *Peter Spier's Circus* by Peter Spier (1992) which contains detailed artwork about the circus coming to town.

Have them consider things like:

- How are they feeling? Excited? Nervous?
- Who are they with? Their family? Friends?
- What are they seeing, hearing, smelling, tasting, touching?
- What was the best part of the day? The worst?
- What will they remember forever?

Explain to the second group, again, WITHOUT THE KNOWLEDGE OF THE FIRST GROUP, that they are going to write an entry from the perspective of an elephant, which has lived in the circus since it was a baby. An excellent resource for them to use is the comic book, *An Elephant's Life*, which is available from Zoocheck. Have them consider the same questions.

### Follow-up:

Once students have written their diary entries, pair students from opposite groups together and have them share their diary. Ask students to discuss the similarities and differences between their diary entries.

## Opinion Lines

### Vocabulary List:

**fact, opinion**

### Introduction:

Begin with two statements: “Elephants are the biggest land animal”, and “Elephants are the best animals!” Help students identify which statement is a fact, and which is an opinion.

### Activity:

This activity will involve posting specific statements to the class and allowing students to form an opinion. Opinion lines are a great way for students to start to formulate and defend their opinions, incorporate new ideas into their opinions, and discover how their opinions fit into the rest of the community. You can use a rope to make a line or just explain that there is an invisible line running from one side of the room to the other. Explain that this is a line of opinion and you move along it according to whether you agree or disagree with different statements. Choose one end of the line and explain that if they stand there they strongly agree and the other end is where they stand if they strongly disagree.

Read aloud the statement of question. After they hear each statement, students must move somewhere along the line, according to how they feel. All opinions should be respected. Once all of the students are organized into their positions, encourage them to share and discuss their positions with the students standing beside them. Based on these discussions, they may change their position along the line. (Modification: To simplify the activity the classroom can be divided in half, and students can move to the yes side, the no side, or stand in the middle if undecided.

Here are some possible statements you can use.

- Elephants should be kept in zoos.
- Elephants should be kept in zoos in northern climates.
- It’s OK to keep an elephant alone in captivity.
- Baby elephants in captivity should stay with their mothers.
- Elephants should not be used in circuses.
- Circus trainers have the right to hit elephants when teaching them to do tricks.
- If elephants go extinct, people should try and keep some alive in captivity.
- Zoos should try and breed elephants.
- Elephants should be hunted for food.
- It should be illegal to kill elephants for their ivory tusks.
- To capture a baby elephant for a zoo, it’s OK to shoot and kill the mother elephant.

### Follow-up:

Have students write about their opinion on a particular statement, and if/how it changed after hearing someone else’s opinion.

## The Great Elephant Debate

### Vocabulary List:

**debate, position, pro, con, statement, rebuttal, opposing**

### Introduction:

Begin with an introduction about debates and what they mean. Explain that the students are going to take part in a Great Elephant Debate. Prepare students for the debate by providing them with an overview of a debate structure (opening remarks, rebuttal, Q&A) and by allowing them to study the debate criteria rubric.

### Activity:

For each debate topic, make a debate group consisting of two students for each side of the debate: Pro and Con. Explain to the students that they might be debating positions opposite to their beliefs. This can be a challenging but rewarding skill for them to learn. Students can take part in creating a list of debate topics. Possible debate topics:

*Should elephants be kept in zoos?*

*Should elephants be kept in circuses?*

*Should bullhooks be used to train elephants?*

Allow students to research their position, and prepare for the debate. The following books are useful resources about zoos:

*Should There be Zoos? A Persuasive Text* by Tony Stead

*Wild Animals in Captivity* by Rob Laidlaw (2008)

*Zoos: Back to Nature* by Bob Barton (2005)

On the day of the debate, give students in the “audience” a blank rubric. Explain that it is their job to judge the debate. The debate can be structured as follows:

- Begin the debate with the pro side speaking first. Allow them 3-5 minutes of uninterrupted time to explain their position. Both members must participate.
- Allow the con side the same 3-5 minutes.
- Give both sides 3 minutes to discuss and prepare for their rebuttal.
- Allow the con side to deliver their 3 minute rebuttal. Both members of the team must participate.
- Give the pro side a chance to deliver their 3 minute rebuttal.
- Give the audience an opportunity to ask a set number of questions for both teams.

Alternatively, a “role-play” debate can be organized. Small groups of students can represent the different stakeholders in the debate. A debate about the question “*Should there be zoos?*” will yield a variety of opinions. Students can argue on behalf of the zookeeper, the owner of the zoo, an adult zoo-goer, a class on a field trip to the zoo, the animal in the zoo, the city tourism department, the humane society, the health department, etc.

### Follow-up:

Have a class discussion. Ask students if their position on any of the topics changed as a result of the debate.



Criteria	Rating 1-10	Comments
Opening statements clear and well organized		
Opening statements included good arguments to support position		
Team members addressed their remarks to the audience		
Both team members participated in the opening remarks		
Students spoke loudly enough to be heard		
Rebuttal was specific to the arguments made in the opposing team's opening statement		
Both team members participated in the closing remarks		
Answers to audience or opposing team questions were well thought out		
Respect was shown throughout the debate (no name-calling, no interrupting)		
Team members expressed their views with confidence		

Total Points: \_\_\_\_\_ / 100

## Persuasive Writing

### Vocabulary List:

**persuasion, convince**

### Introduction:

This activity is a good wrap-up after studying elephants in captivity. Begin by discussing persuasion, using examples from the media. Ask key questions, such as “Who is trying to persuade you? What are they trying to persuade you to do? Do you think their argument is convincing? Why or why not?”

### Activity:

Ask students to write a letter about elephants in captivity as a Zoo Director, the Humane Society, or the City Council. Encourage students to develop a persuasive letter. Have students decide their main point. Would they like the elephant moved to a different location? Would they like the zoo exhibit to be enlarged or enhanced? Would they like the zoo to acquire other elephants so no elephant is alone? Would they like the zoo to stop breeding elephants? Would they like to encourage the zoo to get involved in elephant habitat conservation? Once they have decided their main point, have them consider the following:

- Are there experts and important people who support your side of the argument?
- Can logic, numbers, facts, or data support your argument?
- Can research and information help your audience?
- Are there any visuals, such as graphs, tables, illustrations, or photos that will support your argument?
- Can you appeal to your audience’s emotions?
- Is there a sense of urgency for your cause?
- Is there a way that you can present yourself as a stakeholder? (as a zoo supporter, as an animal lover.)
- Can you make yourself seem trustworthy and believable?

### Follow-up:

Have students exchange letters with a classmate. Students can pretend to be the recipient of the letter (the zoo director or the city official) and respond with a return letter.

After sending the letters, document the responses. Did anyone’s letter receive a positive response?

## Take Action for Elephants

### Vocabulary List:

#### **campaign**

### Introduction:

Begin with a classroom discussion about the character trait for the month. Remind students that traits such as respect, empathy, and integrity don't just apply to other people, but to the animals and the Earth as well. Ask students how they could demonstrate traits like kindness and caring, respect, or responsibility towards elephants.

### Activity:

Ask students to choose one or more of the following activities to participate in. Have a group discussion to decide which activity appeals to the students.

- Create an awareness campaign about elephants in your school, local library, or community centre. Make posters, brochures, or bookmarks to help others learn why elephants don't do well in captivity, especially in northern climates.
- Join Zoocheck's campaign to get Lucy the elephant moved from Edmonton's Valley Zoo to an elephant sanctuary. Learn more about the Save Lucy campaign at [www.savelucy.ca](http://www.savelucy.ca). Please consider writing a letter to:

Mayor and Members of Council  
City of Edmonton  
1 Sir Winston Churchill Square  
Edmonton, Alberta, CANADA T5J 2R7

- Host a fundraiser to help elephants. Fun ideas include selling paper products like journals, cards, and bookmarks made from elephant dung. Learn more at [www.poopoopaper.com](http://www.poopoopaper.com).
- Read and sign **The Elephant Charter** at [www.theelephantcharter.info](http://www.theelephantcharter.info)
- Both Asian and African elephants are threatened by habitat destruction, degradation, and poaching for ivory. Support organizations that work in Africa and Asia to prevent poaching and to protect elephant habitat.
- Come up with your own campaign ideas to help elephants in the wild or in captivity.

### Follow-up:

Ask students to write a short essay about how they helped elephants and what character they demonstrated.

## SECTION 4 - THE ELEPHANT CHARTER

The idea for an Elephant Charter emerged from a growing conviction by elephant biologists that elephants are deserving of some form of Bill of Rights. Elephants' wellbeing and very survival are at continued risk.

The purpose of The Elephant Charter is to provide a set of guiding Principles, based on elephant biology, to form a touchstone for anyone needing to address elephant interests. Buttressed by its Appendix, The Elephant Charter represents a consensus of the nature of elephants. It is intended to promote scientifically sound and ethical management and care of all elephants, providing guidance to law and policy makers, enforcement agencies and the courts, organizations, institutions and international bodies, as well as to managers of wild and captive elephants.

The Elephant Charter is independent of any particular group or institution. Rather, its force comes from the expertise and stature of the elephant biologists who are its signatories. Its authors, Joyce Poole, Cynthia Moss, Raman Sukumar, Andrea Turkalo, and Katy Payne are eminent elephant field biologists representing the longest studied populations of African savannah, Asian and African forest elephants: the elephants of Amboseli, Mudumalai, and Dzanga Bai. With four decades of ground-breaking research on wild elephants, together with the research of our many colleagues, we are collectively in a position to speak with confidence about the interests of elephants wherever they may be.

### Preamble

For thousands of years, people have praised and punished, elevated and degraded, revered and feared elephants. Now, the earth's largest living land mammal is under threat, and with it a host of ecosystems. The destruction of elephants and their habitats has annihilated entire populations and pushed others close to the brink of extinction. Furthermore, the regular exploitation and abuse of individual elephants is a source of preventable suffering.

The preservation of elephants is vital to the health of the natural world and to the heritage of future generations; mistreatment of them is unworthy of our species. We, the undersigned scientists and conservationists, affirm that elephants are unique, important and irreplaceable. We, therefore, hereby introduce an Elephant Charter to promote the protection of all elephants from human conduct and institutions that cause their needless suffering or loss of life.

We recognize the right of people to go about their daily activities and economies without threat to life or livelihood from elephants. Nevertheless, when human endeavours threaten the future survival of elephants, people must examine their collective behaviour in relation to the needs of other species. We have reached such a time.

Science and traditional wisdom provide ample knowledge to identify and protect the interests of elephants. This Charter is an expression of that knowledge. It recognizes that elephants exhibit remarkable physical vigor, unusual social complexity and significant cognitive abilities.

Furthermore, it acknowledges that elephants are complex, self-aware individuals, possessing distinct histories, personalities and interests, and that they are capable of physical and mental suffering.

In an ideal world elephants would be neither managed nor held captive. Long-held human traditions and beliefs and enormous impact on elephant habitats have brought us far from this ideal. The purpose of The Elephant Charter is to provide a set of guiding Principles based on a consensus on the nature of elephants, which can form a touchstone for anyone needing to address elephant interests. Within the context of our rapidly changing world, these Principles are intended to promote scientifically and ethically sound management and care of all elephants.

We urge all those responsible for decisions and actions that have an impact on the daily lives, welfare and survival of elephants to embrace the sentiment of this Charter and, through education and practice, to strive wherever and whenever possible to promote understanding and respect for elephants among peoples of the world.

We invite all [Elephant Biologists](#), [Elephant Professionals](#) and [Friends of Elephants](#) to [join us as Signatories](#) of The Elephant Charter, and to take ownership of the sentiments reflected and to uphold its Principles.

**Our individual and collective voices are vital to the future of elephants! Sign the Charter at <http://www.theelephantcharter.info/index.php/signatories>**

## **The Elephant Charter Principles**

### **I. Conservation of Elephants**

The survival and well being of elephants is threatened by escalating poaching for the commercial trade in ivory and meat, the increasing loss and fragmentation of natural habitats, and by locally increasing conflict with humans over diminishing resources. These threats are fuelled by a growing market for ivory in Asia, by poverty and civil unrest, and exacerbated by misguided public policy.

*Elephants as a species and as individuals have an intrinsic right to exist. We have an obligation to protect elephants and their habitats and to ensure their well being and continued survival in the face of human exploitation, encroachment and interference. If we wish elephants to survive we must bring a halt to the commercial trade in ivory and make major adjustments in public policies so to reduce conflict and promote peaceful coexistence.*

### **II. Co-existence of People and Elephants**

Rapidly expanding human populations, increasing levels of human consumption and the technologically enabled incursion of human activities into areas previously remote or uninhabited by people is causing the depletion and fragmentation of traditional elephant habitat, conflict and loss of life.



*We must minimize the causes of conflict and promote the peaceful co-existence of people and elephants to ensure the survival of elephants and reduce suffering. Good governance in elephant range states is essential to success in this endeavor.*

### **III. Management and Welfare of Elephants**

The perceived necessity for invasive elephant management practices such as the culling of populations and the shooting of 'problem' individuals is a consequence of increasing human demand for natural resources and shrinking elephant habitats. Commercial gain and human gratification motivate trophy hunting and the capture of elephants for human use. These practices are inhumane and have negative impacts on elephant society and behavior, and may exacerbate elephant aggression towards humans.

*Elephants exhibit an interest in their own lives and empathy for those to whom they are attached; they have an intrinsic right to experience a life of well-being. Through human imagination and our scientific and creative abilities, we can and must curb our demand for the planet's natural resources and, wherever possible, reduce our reliance on cruel and invasive elephant management practices.*

### **IV. Management and Welfare of Elephants Held Captive**

All elephants, including those held captive, are wild animals, and share traits that have evolved over millions of years. For over four thousand years the welfare of captive elephants has been compromised through human ignorance, indifference and self-indulgence. In an ideal world elephants would not be held in captivity, but thousands are. Captive and confined elephants suffer from a host of physical and psychological conditions not observed in the wild. Good zoos and other welfare oriented captive environments are making strides to improve the living conditions of captive elephants.

*Elephants have an intrinsic right to experience a life for which, through evolutionary time, they have been adapted. We must endeavor to ensure that the core interests of captive elephants are met such that they do not suffer as a consequence of our actions. We encourage all those working toward improving the lives of captive elephants.*

### **V. Need for Space**

Elephants are intelligent and vigorous creatures that have evolved in an extensive and complex physical and social environment. Adapted to vast areas, the continuous larger and smaller scale movements related to the search for food, water, companions and mates are essential for elephant well being.

*Elephants require sustained biologically relevant activities for body and mind. We are obliged to account for this and the consequent necessity of large space for elephants in the wild and sufficient space in captivity.*

## VI. Ecosystem Integrity

Elephants interact in dramatic and complex ways with whole landscapes and ecosystems. Confinement of elephants may have multifaceted environmental consequences for both elephants and the species with which they share their natural space. Equally, their removal from ecosystems can have multifaceted environmental consequences.

*We have an obligation to maintain the integrity of ecosystems that elephants inhabit, and must take realistic account of the needs of elephants in the planning and management of protected areas and landscapes.*

## VII. Complex Social Organization

Elephants' natural social relationships radiate out from the mother-offspring bond, through extended family, bond group, clan, population and beyond to strangers. Their social network is unusually large and complex compared to most terrestrial mammals. Elephants have evolved physical and behavioral traits and mental and emotional capacities for thriving in a rich social world.

*We deprive elephants and harm their emotional well being when we deny them access to a range of social partners; our treatment of elephants should recognize and protect their highly social character.*

## VIII. Social Needs

Within a multi-tiered social network elephants exhibit strong and enduring attachments, some of which last a lifetime. The support and companionship of family members, as well as the formation and maintenance of close relationships, are vital to an elephant's emotional and social development, well-being and survival.

*We psychologically deprive and harm elephants when we separate or kill members of an elephant family or a close social group; our treatment of wild and captive elephants must recognize and protect the integrity of close social relationships.*

## IX. Family Ties

Family members play a crucial socializing and bonding role in the birth and development of elephant calves. The presence of mother and family is essential for the survival and the normal, healthy development of elephant calves. Without these relationships elephants grow up socially incompetent and the lasting effects of trauma suffered by elephants may translate into a cycle of violence directed toward human beings and other unusual objects of aggression.

*We harm elephants when through human intervention we break close social bonds; in particular our management practices must strive not to break the bonds between mothers and their offspring.*

## **X. Male Elephant Social Relationships**

Male elephant relationships are dynamic, diverse and complex. Their relationships with mother and allomothers, and later with peers, rivals and mates are influenced by personality. During the state of musth males exhibit great physical vigour and enormous sexual and aggressive energy, compelling them to listen, smell, mark, walk, interact and search over vast areas for receptive females and rival males.

*We deprive captive male elephants of normal, healthy socio-sexual development when we deny them access to a diversity of social partners, hold them in isolation and restrict their movement and activity to small enclosures. Our care of captive elephants must recognize the importance of social relationships for males in all stages of life. It must account for their enormous drive by providing them with space and, the possibility for appropriate interactions.*

## **XI. Social Learning and Culture**

Much of elephant behavior is acquired through interaction with others, and social learning plays an essential role in the development and maintenance of elephant social complexity.

*We harm and deprive elephants when through interventive management practices we deny them the opportunity for social learning; we must allow elephants to acquire the full range of elephant behavior in a normal social context.*

## **XII. The Value of Longevity**

Elephants are extremely long-lived mammals; longevity, experience and reproductive success go hand in hand. Older matriarchs act as a repository of social and ecological knowledge, thereby influencing the reproductive success and survival of their family members, while older males are the primary breeders.

*We damage the fabric of elephant society when we remove older individuals; our management of wild elephants must reflect the importance of older males and females in maintaining the integrity of elephant society.*

## **XIII. Cognitive Capacity**

Elephants are unusually intelligent and perceptive; they exhibit the advanced traits of empathy, self-awareness and complex emotions, expressing an interest in their own lives and the lives of those to whom they are attached. The cognitive capacities of elephants demand respect and special moral consideration in all of our interactions with them as individuals.

*We must incorporate the cognitive abilities of elephants into our management and care of wild and captive elephants.*

## SECTION 5 – A CASE STUDY

### Comparing the AZA Standards of Care for Elephants to PAWS Sanctuary

The American Association of Zoos and Aquariums (AZA) does not accredit sanctuaries. They are an industry trade association set up to represent the interests of their member institutions, primarily zoos, marine parks and aquariums. Most AZA members are public display facilities who engage in activities, such as breeding, that sanctuaries do not. AZA maintains its own set of professional standards that accredited members must satisfy.

Sanctuaries are designed as rescue centres that take in elderly, ailing, abused, unwanted or otherwise dispossessed animals. They retain animals for life and do not allow breeding. Because sanctuaries often take in animals that require a higher standard of care, they must be equipped to provide enhanced facilities and superior management. Elephant enclosures in sanctuaries provide space and complexity far beyond that found in any of the world's zoos.

Zoocheck and Everyone Loves Elephants worked to send the Toronto Zoo's three elephants, Iringa, Toka and Thika, to the PAWS sanctuary in California. They were moved in 2013. PAWS meets, or in most cases greatly exceeds, the AZA (and CAZA) standards of care for elephants. PAWS is one of the most experienced facilities in North America with respect to moving ailing and elderly elephants. This is evidenced by the fact that the US Department of Agriculture (USDA) calls upon the PAWS sanctuary to move elephants that are deemed to need specialized care during a move or who are considered to be high risk animals. Most zoos do not have experience with moving older animals. As one of the most experienced facilities taking in elderly and ailing elephants, PAWS was the best option for Iringa, Toka and Thika. A number of well respected AZA zoos have moved elephants to PAWS including the Detroit Zoo, San Francisco Zoo and the Alaska Zoo.

The following is a comparative analysis of the AZA standards of care for elephants to the facilities at the PAWS sanctuary:

	<b>AZA Standard</b>	<b>PAWS Sanctuary</b>
Indoor space	400 ft <sup>2</sup> (37 m <sup>2</sup> ) per elephant	PAWS currently has 3 elephant barns all of which far exceed zoo industry standards for elephants as follows: 12,000 ft <sup>2</sup> (1,114 m <sup>2</sup> ) for African females; 9,000 ft <sup>2</sup> (836 m <sup>2</sup> ) for Asian females; and 3 bull barns 5,000 ft <sup>2</sup> (464 m <sup>2</sup> ), 8,000 ft <sup>2</sup> (743 m <sup>2</sup> ) and 9,000 ft <sup>2</sup> (836 m <sup>2</sup> ). Each building has a minimum ceiling height of 22'.
Outdoor space	5,400 ft <sup>2</sup> (500 m <sup>2</sup> ) for 1 elephant	All of elephant enclosures at PAWS far exceed the AZA standards for elephants. With more than 80 acres (3,500,000 ft <sup>2</sup> / 325,160 m <sup>2</sup> ) for female

	<b>AZA Standard</b>	<b>PAWS Sanctuary</b>
	<p>900 ft<sup>2</sup> (83 m<sup>2</sup>) for each additional elephant</p> <p>0.8 acres for 3 elephants</p>	<p>African elephants and 40+ acres (1,742,397 ft<sup>2</sup> / 161,874 m<sup>2</sup>) for Asian elephants and another 15+ acres (653,390 ft<sup>2</sup> / 60,702 m<sup>2</sup>) for bulls. The bull area is currently being expanded and PAWS has space for future expansion if necessary.</p>
Climate control	<p>AZA requires that indoor housing must be maintained at a minimum of 12.8° C (55° F) and that provisions must be made to protect animals from adverse weather, including intense sunlight, chilling rain, sleet, etc. They also note that elephants must be monitored closely when temperature drops below 4.4° C (40° F)</p>	<p>PAWS is located in a warm climate. Only on very rare occasions does the temperature drop down as low as 4.4° C (40° F) in California. The barns are temperature controlled and, when they are not being cleaned, are always available to the elephants day and night.</p> <p>PAWS has staffing shifts set up to ensure that elephants are monitored 24 hours a day regardless of the temperature.</p>
Substrate	<p>No requirement for natural substrate indoors.</p> <p>Outdoor yard surfaces must consist primarily of natural substrates (e.g., soil, sand, grass) that provide good drainage and have a cleanable, dry area for feeding.</p>	<p>Heated, rubberized flooring in the African elephant barn. Sandy loam flooring in Asian elephant barn. Bulls have natural substrate flooring. Each barn has a supplementary cement substrate area used for bathing, medical procedures, foot care, etc.</p> <p>Outdoor enclosures feature a variety of natural substrate types, including pasture, and varied terrain including hills, meadows, ponds, lakes and living trees. The large size of the enclosures facilitates the growth of natural vegetation without being constantly trampled and provides adequate drainage.</p>
Enrichment	<p>No requirement for enrichment. However they encourage facilities to provide furnishings, such as rocks and stumps, for elephants to rub against.</p> <p>They require that while outdoors, elephants must have access to sand or soil at all times for dust bathing.</p>	<p>Inherently complex natural terrain, includes trees, rocks, viewing points, sand pits, mud wallows, and ponds. The African elephants spend their time socializing, grazing and browsing over the diverse terrain which includes steep hills. There is a 200' difference in elevation within the African habitat which promotes climbing.</p> <p>Sand is provided in the barns to allow dust bathing indoors. The African barn also has an 8 ft (2.44 m) deep therapeutic pool.</p>



	<b>AZA Standard</b>	<b>PAWS Sanctuary</b>
Social requirements	AZA defines an appropriate social group as a minimum of 3 females, noting that males can be housed separately.	PAWS currently has 3 female African elephants, 3 female Asian elephants and 2 male Asian elephants (an additional bull is scheduled to arrive very soon). While males are currently housed separately, visual, auditory and olfactory contact with other elephants is maintained.
Food & Water	No specific standards for elephant diet. However, there is a general requirement that a nutritive diet and fresh water be provided daily.	Diet formulations, developed on advice of veterinarians and animal nutritionists, include: natural browse including grass, brush, and trees supplemented with Mazuri Elephant pellets, bran, oats, Omolene, Red Cell, Vitamin E and Lubricon. They are also given hay and fresh fruit and vegetables. There is fresh running water inside the barns and in the outdoor habitats.
Vet Care	AZA requires that a qualified veterinarian in large mammal medicine be on call at all times as needed.	PAWS accepts elderly and ailing animals, so, in addition to their own veterinarians, they utilize the services of the world's leading elephant veterinarians, many of whom are also provide services to numerous AZA zoos. Vet care is available 24 hours per day as needed.
Staff training and attendance	<p>A minimum of two qualified elephant keepers must be present during any contact with elephants. A qualified keeper is a person the institution acknowledges as a trained, responsible individual, capable of and specifically experienced in the training and care of elephants.</p> <p>AZA has no requirement for 24 hour monitoring of elephants.</p> <p><b>Note:</b> Some zoos have had incidents where elephants have been found dead in the morning when keepers arrive which highlights the need for round-the-clock staffing.</p>	<p>PAWS has highly trained elephant caretakers and consultants on 24 hour shifts and sanctuary directors, Pat Derby and Ed Stewart live on the property and therefore are on call 24 hours per day.</p> <p>Protocols are strictly enforced to ensure at least 2 trained staff are present when working with elephants.</p> <p>The PAWS elephant caretaking staff have globally recognized expertise and are consulted by zoological facilities around the world to assist in training staff in elephant care and management.</p>

	<b>AZA Standard</b>	<b>PAWS Sanctuary</b>
Time locked in	<p>No requirement for how long an elephant must be allowed to be outdoors.</p> <p>No maximum amount of time specified for how long elephants can be kept indoors.</p>	<p>The climate at PAWS is more appropriate for warm climate species, therefore the elephants are outside 365 days/year and can make choices about how and where they spend their time, as well as which elephants to socialize with. The barns are left open (except during daily cleaning and sanitizing) and the elephants have a choice of indoor or outdoor accommodation.</p> <p>Elephants are encouraged to come indoors at night but have the autonomy to make their own choice and are monitored regularly regardless.</p> <p>Elephants are only kept indoors when temperatures drop below 4.4° C (40° F), typically a small number of nights each year.</p>
Cleaning	Elephant enclosures must be cleaned of excrement daily. Frequent daily manure removal is recommended and may be necessary for the maintenance of both sanitary and esthetic conditions.	Barns and small yards adjacent to the barns are cleaned daily and outer areas of the habitat are cleaned monthly, or more often if deemed necessary.
Disease & isolation facilities	No requirements for disease control. Many AZA zoos have disease in their elephant herds including TB and Herpes. AZA does require that all facilities must have the ability to separate and isolate animals to address behavioral concerns or allow veterinary procedures to occur.	As a rescue facility PAWS has taken in elephants from both zoos and circuses that have come in with diseases. For this reason they have specialized quarantine areas to ensure there is no spread of disease from new animals arriving at the facility and to ensure animals arriving are not subject to the spread of disease. Quarantine protocols are set up for each elephant individually by the veterinarians and are rigidly enforced. USDA and AZA zoos both send elephants to PAWS, without concern of spread of disease.
Elephant management	Allows the use of bullhooks (a handheld tool with a sharp point and hook on one end) for controlling/managing elephants. Allows the leg chaining of elephants for management purposes.	PAWS does not allow the use of bullhooks or threats of any kind towards their elephants and after their arrival at PAWS elephants are never chained.

	<b>AZA Standard</b>	<b>PAWS Sanctuary</b>
	Some AZA zoos have Protected Contact management systems where bullhooks and chains are not used. Protected Contact is practiced at Toronto Zoo.	Protected contact is the only form of training used in order to treat animals for medical procedures, foot care, etc.
Barriers	AZA requires facilities to have barriers that are a sufficient strength to safely contain elephants and that they be maintained properly.	<p>PAWS has barriers appropriate to safely contain elephants (California has additional laws to ensure safety, whereas Ontario and some other places in North America do not). The barriers at PAWS are checked regularly to ensure good maintenance and security.</p> <p>PAWS is a rescue facility that is not open to the public, so there is no need for secondary barriers to keep visitors away from primary enclosure barriers however they do maintain an 8' perimeter fence with locked gates which keeps the public off the sanctuary grounds.</p>



We hope that you found this resource useful. Please detach the Evaluation on the next page and send it to Zoocheck so that we can continue to improve this resource.



## ELEPHANT RESOURCE EVALUATION

Did you find this resource informative? Circle a number corresponding to your opinion:

No, not at all                      1            2            3            4            5            Yes, very much so

Did you use any of the books or websites listed?   YES   or   NO

Did you do any of the Elephant Activities in your classroom?   YES   or   NO

If YES, please provide feedback on the activity. Was it successful? Would you modify the activity in any way? What worked well? What didn't?

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Did your class participate in a campaign to help elephants in captivity?   YES   or   NO

If YES, please provide details of your campaign.

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We'd appreciate any feedback that will help us to improve this resource. Please provide your comments below.

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Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

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Please mail, fax, or email your evaluation to:



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