DO NO HARM TO OTHERS

Is it fair that animals are treated differently from people?

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Trail Design: Joanne Roberts and Mel Treweek

NAME: ........................................................................................................................................
CLASS: .......................................................................................................................................
DO NO HARM TO OTHERS

ESSENTIAL QUESTION: ‘Is it fair that animals are treated differently from people?’

Link with the Zoo: Make sure you take note of the information signs, animations, video and interactive displays at the Zoo found along the trail as they provide great information on the threats and problems these animals face in the wild. These animals are treated differently from people. The seals, with an IUCN (International Union for Conservation of Nature) Conservation Status of Least Concerned, may appear to be less affected compared to the Critically Endangered Sumatran Orang-utan or Southern Corroboree Frog. The focus of the Zoo is on conservation, increasing numbers and stability of the populations in the wild and educating people in what can be done to save these species.

Taking into account your trail pre-reading and any discussion, what is your current understanding of the term ‘Fair’?

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Is it fair that animals are treated differently from people? Justify your reasons and give examples if you can.

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SITE 1: FUR SEALS
(Levels 3 - 6 Victorian Curriculum, Ethical Capabilities)
Please read the data page on the Fur Seals. This page provides you with important factual information about these creatures. Although you will find out that the numbers of Fur Seals are increasing, you will find out why they are still are under threat.

**FUR SEALS**

**HABITAT:**
This seal is found around the coast of south-eastern Australia in the waters off Tasmania, Victoria and Bass Strait, as far east as southern New South Wales and as far west as Port Fairy. They breed in colonies on rocky islands in Bass Strait. Two major breeding sites are Seal Rocks near Phillip Island and Lady Julia Percy Island, near Warrnambool.

The seals moult, breed, and rest on land, congregating on rock platforms, reefs, and rocky or pebbly beaches. They also use structures such as beacons and oil platforms as ‘land’ at sea.

**BIOLOGY:**
There are 9 species of Fur Seals in the world occurring mostly in the southern waters between Antarctica and the southern land masses. There is also a species found in the northern hemisphere known as the Northern Fur Seal. This species has almost been hunted to extinction. All Fur Seals have a fine, dense underhair in common that has made them a target of commercial hunting in the past.

**FOOD:**
Fur Seals eat fish, squid, lobster and cuttlefish.

**COMPARISONS WITH PEOPLE:**
The Fur Seal, along with the Cape Fur Seal, is the largest of the fur seals. Males (bulls) are approximately 2–2.3 metres long and weigh 218–360kg, and females (cows) are approximately 1.5 metres long and 36–113kg.

Bulls are dark greyish-brown with a mane of coarse hair. Cows and immature seals are silver-grey to brown with a creamy yellow throat and chest.

They are called Fur Seals because they have two layers of fur: the outer layer of dark guard hairs is on top, with an undercoat so light, thick and dense that the skin stays dry even when the animal is underwater.

Fur Seals belong to the group of seals called otariidae, or eared seals. They have external ear flaps. Their front legs are flippers and their hind legs are rear-facing, which means they can swivel under the body for rapid movement on land.

Fur Seals form breeding colonies during the breeding season from October to December. Females usually have a single pup, which has its first months in the relative warmth of the Australian summer. They wean at around 11 months.

**MOVEMENT:**
They move swiftly in water, diving to up to 200m, but more awkwardly on land; they need to lift the front of their bodies and manoeuvre using their flippers.
THREATS:
Now protected, this species was hunted almost to extinction in earlier centuries. They are still at risk from humans, who sometimes (illegally) shoot them for bait, in the belief that they interfere with fishing operations, or to attract sharks for tourist viewing. They are also at risk from oils spills and entanglement in nets and other plastics dumped in waterways. Despite some remaining threats, numbers are thought to be stable with the IUCN (International Union for Conservation of Nature) conservation status being 'Least Concern'.

MELBOURNE ZOO
Zoos Victoria is contributing to the fight to conserve these species. They provide education, like Seal the Loop, which distributes specially designed bins around Victorian coastal areas to collect fishing waste and reduce rates of marine wildlife entanglement. Additionally, the new campaign Bubbles not Balloons highlights the plastic pollution issue in marine environments that affects all marine wildlife and the health of the ecosystem.

▶ Participants are to make observations and ask questions when they attend the seal presentation at Melbourne Zoo (11.30 am daily) Outside seated area at the Wild Seas.

Use this sheet and guiding questions to collect information.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>HABITAT</td>
<td>Where are they living? Do seals spend equal time in and out of the water? Do they prefer one habitat?</td>
</tr>
<tr>
<td>FOOD</td>
<td>What food have the seals been given? Would you expect this was the food they would eat in the wild?</td>
</tr>
<tr>
<td>MOVEMENT</td>
<td>How do seals move from place to place? Do they move differently on the ground to in the water? Do the larger animals move in a different manner to the smaller ones? Are they all swimming?</td>
</tr>
<tr>
<td>APPEARANCE</td>
<td>What do they look like? In what ways do they look like people? Why are they called ‘fur’ seals?</td>
</tr>
<tr>
<td><strong>SOUNDS</strong></td>
<td>What sounds do seals make? Can you hear a cry, a laugh, a growl, a roar? Another sound?</td>
</tr>
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<tr>
<td><strong>SLEEP</strong></td>
<td>Do seals sleep?</td>
</tr>
<tr>
<td><strong>ALONE OR GROUP</strong></td>
<td>Do you think they are on their own or in a group?</td>
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<tr>
<td><strong>FIGHTING</strong></td>
<td>Are they/ do they fight?</td>
</tr>
<tr>
<td><strong>PLAYING</strong></td>
<td>Can you observe any play?</td>
</tr>
<tr>
<td><strong>SAFETY</strong></td>
<td>Are the seals safe in this environment? What threatens seals in the wild?</td>
</tr>
<tr>
<td><strong>OTHER?</strong></td>
<td>Fur Seals and humans are both mammals. In what ways are both groups very similar? A little bit similar? How are they not the same? Do Fur Seals appear to be intelligent? Explain your answer. Does this make them more like humans? Should we treat them as we would a human? Should Fur Seals be expected to perform for people?</td>
</tr>
</tbody>
</table>
Now write a short paragraph on the Fur Seals, as you saw them and about how similar and/or different they are from humans?

FOR YOU TO CONSIDER:

How are the Fur Seals being treated? Are people treated in this way?

What has Melbourne Zoo done to ensure the survival of these animals?

What else could be done to save the Fur Seals?

GOING BACK TO OUR Essential Question: ‘Is it fair that animals are treated differently from people?’

Apply your understanding of the concept ‘fair’ now that you have more knowledge of the Fur Seals.

Is it fair that the Fur Seals in the wild are treated differently from people?

What is being done to save these creatures? Should more be done?

What could you do to make life ‘fairer’ for the Fur Seals?

Explain how the Melbourne Zoo is making life ‘fair’ for the Fur Seals.

Are there any changes you want to make to your understanding of ‘fair’ on page 3 of this booklet? If so, do that now.
SITE 2: SOUTHERN CORROBOREE FROG
(Levels 6 - 8 Victorian Curriculum, Ethical Capabilities)
Please read the data page on the Southern Corroboree Frog. This page provides you with important factual information about these creatures. You will find out that the Corroboree Frog is ‘Critically Endangered’. What does this mean?

**CORROBOREE FROG**

Because of its bright yellow and black stripes, the critically endangered Southern Corroboree Frog is one of Australia’s best known frog species.

**HABITAT:**
The Southern Corroboree Frog only occurs in mountain and alpine environments in Kosciusko National Park. They are found in small seasonal wetlands and surrounding vegetation in the Australian Alps above 750 metres and are inactive during the winter, remaining under logs or litter on the woodland floor.

**BIOLOGY:**
There are two species of Corroboree Frog, the Southern Corroboree Frog (Pseudophryne corroboree) and the Northern Corroboree Frog (Pseudophryne pengilleyi). They are both listed as critically endangered by the IUCN. Like all amphibians, they have a unique life cycle that involves metamorphosis from the larval tadpole stage to the adult frog form. The changes that take place in this transition are incredible, their internal structure changes to become air-breathers, their digestive system adapts from a plant-based diet to insects, the mode of locomotion changes with development of limbs. The juvenile stage of its life cycle relies on fresh water habitat where the adult stage for a Corroboree Frog is solely a terrestrial habitat.

**FOOD:**
The tadpoles have a long spiral gut, typical of a herbivore, they will eat algae and small organic matter found in their pools. As a mature frog, their gut shrinks to resemble that of a predator, at this stage they eat small invertebrates, particularly small black ants, beetles, mites and insect larvae.

**COMPARISONS WITH PEOPLE:**
A distinct feature of the Corroboree compared with other frog species is their unique mating behaviours. Male frogs will build a nest near bogs and wetlands. They will then call to females who will visit and lay more than 30 eggs in the burrow. The developing tadpoles will take an unusually long time to hatch, from six to eight months. They develop to an advanced stage in the egg and then enter diapause (suspended development). They remain in this stage until the nest floods and there is enough free moving water for the tadpoles to swim. Outside the breeding season, Corroboree Frogs have been found sheltering in dense litter and under logs and rocks in woodland and tall moist heath near breeding grounds.

They are 2.5 – 3 cm in body length.

Their bright colours warn they are poisonous They are unique among frogs in that they produce their own poison rather than obtaining it from their food source as is the case in every other poisonous frog species. They are the first vertebrate to be identified that produces its own toxins and have no known predators.

**MOVEMENT:**
They walk rather than jump. Since they have no known predators, they have no need to escape quickly like other frogs.
THREATS:
There is no one single threat that has caused the massive decline in the Corroboree Frog’s population. Instead, the following factors all seem to compound this decline.

1. Disease: Amphibian Chytrid Fungus has been detected in the Corroboree Frog population. This is a highly infectious fungus that survives in soil and water and is readily transported by other frogs and animals. The fungus affects the adult frog’s skin. Amphibians have specialised skin that functions to absorb (drink) water and exchange gas (breathe). The fungus infection changes the structure of the skin, preventing it from water and gas exchange, eventually killing the frog.

2. Habitat Degradation and Drought
Because Corroboree Frogs typically breed in seasonal wetlands, severe droughts cause mortality of entire tadpoles. Prolonged periods of extreme drought result in reduced quality of breeding habitat. Also habitat destruction from recreational 4WD use and the development of ski resorts.

3. Weeds and Feral Animals
In recent years, feral pigs, feral horses, and samba deer have all been observed damaging Corroboree Frog breeding habitat by trampling wetlands.

Because Corroboree Frogs typically breed in pools that are exposed to sunlight, shading by weeds such as blackberry is also likely to impact these species.

MELBOURNE ZOO
Zoos Victoria’s key roles in the Southern Corroboree Frog Recovery Program include:
Maintaining a population in captivity
Supplementing wild populations through captive breeding
Assisting with population monitoring
Undertaking research into the role of chytrid fungus in the decline of amphibian populations
Increasing community awareness of this frog

Participants are to make observations of the Corroboree Frogs in their enclosure at Keeper Kids (near the main entrance of the Zoo) or at World of Frogs (next to the Reptile house). Look out for the Zoo educators walking around with specially designed Frog Pods as they ‘take a frog for a walk!’ on main drive (this is subject to change but often occurs between 11am-1pm, Mon-Fri)

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<tr>
<th>CRITERION</th>
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<tbody>
<tr>
<td>HABITAT</td>
<td>Where do they live in the wild? Why a Frog Pod?</td>
</tr>
<tr>
<td>FOOD</td>
<td>What food have the frogs been given to eat? Would you expect this was the food they would eat in the wild?</td>
</tr>
</tbody>
</table>
**MOVEMENT**
How do these frogs move from place to place? Do they move on the ground or in water? Or both? Do they swim?

**APPEARANCE**
What do they look like? In which ways are they like people? In which ways are they different from people? Why is it called a 'Corroboree Frog'?

**SOUNDS**
What sounds do they make? Can you hear a cry, a laugh, a growl, a roar, a croak? Another sound?

**SLEEP**
Are they sleeping?

**ALONE OR GROUP**
Do they live alone or in a group?

**FIGHTING**
Are they/ do they fight?

**PLAYING**
Have you observed any play?

**SAFETY**
Are these frogs safe in their environment? What is their greatest threat?

**OTHER?**
Frogs are amphibians and humans are mammals. What is an amphibian? What is a mammal? In what ways are both groups very similar? A little bit similar? How are they not the same? Do Corroboree Frogs appear to be intelligent? Explain your answer. Does this make them more like humans? Refer to your Worksheet. Which criteria would be of greatest importance when determining whether we treat these frogs fairly? Should we treat them as we would a human?
Now write a **short paragraph** on the Southern Corroboree Frog, as you saw them and about how similar and/or different they are from humans?

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**FOR YOU TO CONSIDER:**

What has Melbourne Zoo done to ensure the survival of these animals?

What else could be done to save the Corroboree Frog?

GOING BACK TO OUR Essential Question: ‘Is it fair that animals are treated differently from people?’

Apply your understanding of the concept ‘fair’ now that you have more knowledge of the Corroboree Frog.

Is it fair that the Corroboree Frogs in the wild are treated differently from people?

What could you do to make life ‘fairer’ for these frogs?

Explain how the Melbourne Zoo is making life ‘fair’ for the Corroboree Frogs.

Are there any changes you want to make to your understanding of ‘fair’ on page 3 of this booklet? If so, do that now.
SITE 3: ORANG-UTANS
(Levels 8 - 10 Victorian Curriculum, Ethical Capabilities)
Please read the data page on the Orang-utans. This page provides you with important factual information about these creatures. You will find out that the Orang-utan is highly intelligent and can search and problem-solve to find food.

ORANG-UTANS

(‘Orang-utan’ means ‘person of the forest’ in the Malay language.)

HABITAT:
The forest habitat in Indonesia and Malaysia is rapidly disappearing. Sumatran Orang-utans are under threat. They are critically endangered, with numbers in the wild rapidly falling. Numbers dropped by 95% in the last 100 years. May be 3500 left in the wild. Orang-utans are the largest tree-living mammal in the world.

BIOLOGY:
There are two species of Orang-utan found separately on islands in Indonesia. They include Pongo abelii, the Sumatran Orang-utan and Pongo pygmaeus, the Bornean Orang-utan. They are one of four types of Great Ape or Hominid species including gorillas, chimpanzee and humans. They share 97% of their genome sequence with humans. They can live up to 35-40 years in the wild and over 50 years in captivity.

FOOD:
They are largely solitary and forage for fruit high in the canopy of the rainforest. They rely on the great diversity of the plants in their forest to be able to eat seasonal fruit all year round. They rarely come to the ground and will build nests out of leaves and branches in the tree tops. They rest in smaller nests during the day.

COMPARISONS WITH PEOPLE:
Orang-utans are like humans in many ways. Young remain with their mother the longest of any animal in the animal kingdom besides humans. A son will remain with his mother for 7-8 years while a daughter may stay with her mother into her teens. This is important learning time and helps develop problem-solving skills.

They are highly intelligent and search and problem solve to find food.

They have shaggy reddish fur, grasping hands and feet. Their powerful arms are stronger and longer than their legs.

MOVEMENT:
They travel by moving from one tree to another. On the ground, they move on ‘all fours’, placing clenched fists on the ground.

THREATS:
They take a long time to reach sexual maturity. There are long periods between births and the Orang-utans give birth to a single young, so there is a low reproductive rate. The Orang-utan is highly vulnerable to mortality and the populations take a long time to recover from population declines.

Habitat loss is the greatest threat. Huge tracts of forest are cleared throughout their range; the land has been used for agriculture, particularly palm oil.
Other issues are road development, illegal timber harvesting, unsustainable logging, mining, and human encroachment.

Protected areas are also not secure because the boundaries with neighbouring states are not clearly delineated so it is difficult to patrol.

Many Parks are understaffed and underfunded. Oil palm companies and logging firms have encroached into Parks.

There is an illegal pet trade for Orang-utans up to 7 years of age. The mother is killed, so this represents a real threat to wild Orang-utan populations.

They are hunted for food in some areas.

Farmers sometimes kill Orang-utans when these animals move into agricultural areas and destroy crops.

Fire can also be a threat.

**MELBOURNE ZOO**

The Melbourne Zoo enclosure has been carefully designed so Orang-utans and humans can both enjoy the experience. Zoo Orang-utans live in safety. The outdoor enclosure with high platforms was designed to encourage aboreal behaviours. Food is placed on the platforms so individuals can swing, climb up and down and often have to work out puzzles or use tools to retrieve their food. This provides for their physical as well as mental well-being and health. Globally, breeding programs in captivity ensure we have an insurance population so that the species does not disappear. Individual Orang-utans in captivity all over the world are managed by a curator responsible for the Species Survival Plan (SSP). These people ensure the captive population are genetically viable and breeding is conducted to maximise genetic diversity. The Bornean and Sumatran species are managed as separate captive populations to retain their species uniqueness.

> Participants to go to the Orang-utans enclosure to sit, without talking to others, to observe the Orang-utans for 20 minutes.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>HABITAT</strong>&lt;br&gt;Where are they living?&lt;br&gt;Is it a forest environment?&lt;br&gt;Are the Orang-utans staying in the trees or on the ground- or both?</td>
<td></td>
</tr>
<tr>
<td><strong>FOOD</strong>&lt;br&gt;What food have they been given to eat?&lt;br&gt;Is it fruit? Are there vegetables?&lt;br&gt;Are the Orang-utans eating the natural vegetation of their enclosure?</td>
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<td>Topic</td>
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<tr>
<td><strong>MOVEMENT</strong></td>
<td>How do they move from place to place? Do they move on the ground or in the trees? Or both? Do the larger animals move in a different manner to the younger ones? Are they swimming?</td>
</tr>
<tr>
<td><strong>APPEARANCE</strong></td>
<td>What do they look like? In which ways are they like people? In which ways are they different to people?</td>
</tr>
<tr>
<td><strong>SOUNDS</strong></td>
<td>What sounds can Orang-utans make? Can you hear a cry, a laugh, a growl, a roar? Another sound?</td>
</tr>
<tr>
<td><strong>SLEEP</strong></td>
<td>Are any Orang-utans sleeping?</td>
</tr>
<tr>
<td><strong>ALONE OR GROUP</strong></td>
<td>Are they spending their time alone or in group interaction?</td>
</tr>
<tr>
<td><strong>FIGHTING</strong></td>
<td>Is there any fighting?</td>
</tr>
<tr>
<td><strong>PLAYING</strong></td>
<td>Can you observe any play? How are they spending their time?</td>
</tr>
<tr>
<td><strong>SAFETY</strong></td>
<td>Are the Orang-utans safe in this environment? What or who is the Orang-utans greatest threat in the wild?</td>
</tr>
<tr>
<td><strong>OTHER?</strong></td>
<td>Orang-utans and humans are both mammals. In what ways are both groups very similar? A little bit similar? How are they not the same? Do Orang-utans appear to be intelligent? Explain your answer. Does this make them more like humans? Should we treat them as we would a human?</td>
</tr>
</tbody>
</table>
Now write a **short paragraph** on the Orang-utans, as you saw them and about how similar and/or different they are to humans?

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**FOR YOU TO CONSIDER:**

What food do they eat in the wild? How do the Zoo Orang-utans find food?

You will find out why the Orang-utans in Sumatra and Borneo are under threat. Should forest clearing, for timber and palm oil production, be allowed?

Explain why the Orang-utans are ‘critically endangered’. Think what this means.

How are the Orang-utans being treated? Are people treated in this way?

If the Orang-utans are so similar to people, should they be treated like people?

The information on the Zoo Information boards tells you that the Orang-utans could disappear from our planet.

What has Melbourne Zoo done to ensure some Orang-utans are safe, have somewhere to sleep and food to eat?

Are there any changes you want to make to your understanding of ‘fair’ on page 3 of this booklet? If so, do that now.
REFLECTIVE WRITING
(A considered re-draft of this writing might be annotated against the EC standard for assessment)

Find a comfortable place in the Japanese Gardens or somewhere quiet to take some time to consolidate your thinking around our Essential Question. Justify your thinking with reasons and examples if you can.

Is it fair that animals are treated differently from people?

As a result of undertaking the Zoo Trail:
(a) Has your relationship with these animals changed? Explain your ideas.
(b) Has your understanding of the ways in which we treat animals changed? Give reasons for your answer.
(c) Are we treating animals more ‘fairly’ today?
CONTACT DETAILS

- For assistance with the trail
- In-school/ follow up support
- Further training in facilitating a Community of Inquiry

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