



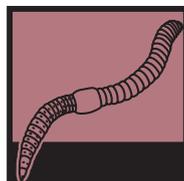
ELENA

Experiential Learning and Education for Nature Awareness

Project duration: 2013 - 2016



*School activities with living animals based on the **Tiere live** approach*



ELENA

Educating with living animals



The trans-european project *ELENA* with partners from Georgia, Hungary, Romania and Germany aims to support a sustainable way of living and acting during a human lifetime. Through personal experiences with living animals, the awakened positive emotions can form a link between knowledge an action and motivate children to find ways to live in more harmony with nature. It was funded by the European Comission.

Find more: www.elena-project.eu

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Lifelong Learning Programme



Wolves and Dogs

Activities with wolves and dogs



Tiere live



Editor



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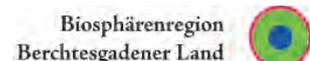


Lifelong
Learning
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Fig. 1: European Wolf

Wolf and dog

No other wild animal causes as strong emotions as the wolf does. For centuries persecuted and exterminated since the 19th century, very contradictory reactions are accompanied by the wolf: the image of the child-eating beast on the one hand, its beauty and wildness on the other hand. With the unexpected return of this predator, an accordingly controversial discussion takes place in public, which can also be taken up in the lessons for the promotion of assessment competence. Since wolves can be seen alive only in zoos, dogs, as their domesticated and bred descendants are suited to treat the subject of appearance and behaviour.

Basic aims of the activity

- Get to know the behaviour of large predators on the example of wolf and dog
- Behavioural training of correct and safe communication between child and dog
- Observe and interpret the behaviour of the wolf in the enclosure
- Identify conflict potentials immigration of wolves and develop solution options

1. Technical information about wolf and dog

Biology

Wolf, dog and fox belong to the family of canids (*Canidae*), and this in turn to the carnivores (*Carnivora*). Among the wild canids the wolf (*Canis lupus*) is the largest species. The European subspecies *Canis lupus lupus* varies in size and colouring, depending on the area of origin, however there are no black representatives like in America.

The European wolf is the ancestor of all dog breeds. The close relationship becomes apparent in the, still possible, crossing between wolf and dog. German shepard and Siberian husky show clear similarities



in their facial expressions and appearance. Today, more than 300 dog breeds with an enormous variety in size and form, can be classified.

The Wolf

Fossil findings prove that the first wolves appeared on the Eurasian continent two million years ago. The physical build is similar to the German shepherd dog. Differences appear in the substantially broader head of the wolf, the set of teeth and at the bushy, densely hairy tail.

The fur of the European wolf is more dense in winter than in summer. It is composed of the stiff and shining guard hair and the finer and shorter wool hair beneath, which contains an oily, water-repellent substance. The guard hairs have not only insulating functions, but also serve intraspecific communication. The erection of the neck hairs signals combat readiness and should intimidate competitors. A group of extremely stiff, black coloured hair can be found on the tail gland, about 10 cm from the tip of the tail. It represents the most obvious distinguishing feature between dog and wolf.

Special features of the predator wolf



Fig. 2: The set of teeth

Wolves are primarily nocturnal under strong human influence. Their eyes react to minimum light stimuli, their point of view covers 250° (human 180°). In addition, there is the extremely well-trained hearing and sense of smell. The movable ears that never stand still during the sleep, allow accurate localization of sound sources. Even sounds, lying in the ultrasonic range (up to 40kHz), released by small rodents can be perceived. In comparison, humans are able to hear sounds up to a threshold of only 20kHz. Their excellent sense of smell becomes obvious from the large surface area of olfactory epithelium, reaching up to 130 cm² (human 5 cm²) Thus, prey or conspecifics may be identified by their smell up to a distance of two kilometers, under favorable conditions.

The set of teeth (fig.2) is equipped with big canines, or jaw bones, and scissor-like acting fangs. The wolf is able to exert a pressure of 50 kg/cm with the jaw bones, enabling him to crush an elk's bones.

Wolves are good endurance runners. They can keep a speed of 10 km/h for hours, in cases of hunting or escape they can even reach 40–50 km/h for a few minutes. Humans, with a maximum of 36 km/h (world record in 100 metre-run) cannot keep up with this speed.

The wolf has a very wide food spectrum which differs significantly depending on the offer. The main prey are bigger mammals such as roe deer, red deer and young wild boars, the proportion of young, sick or old animals is very high. The proportion of smaller animals such as rabbits or hares is lower, but also cadaver and fruits are accepted. Conflicts with humans are caused by rips of domestic animals like sheeps; sometimes even dogs are captured. If prey becomes scarce, wolves search for food even on waste dumps. So-called „spaghetti wolves“ became famous for eating pasta leftovers from garbage



dumps in the suburbs of Rome.

Wolves are able to manage two weeks and longer without food. On occasion they make up leeway and can fill the stomach with up to 11 kg of meat (nearly one third of its own body weight).

Social and hunting behaviour of the wolf

Wolves usually live in family groups with regulated social structure. The packs exist of the parental animals, yearlings (young wolves from the year before) and puppies. The group size depends on the habitat and the availability of food.

In wolf packs, the parental animals come first in the order of priority. Among them the younger wolves join. The lowest level refers to the puppies. The rank within the pack decides who feeds first. The rank is demonstrated by the position of the tail and facial expressions. The parental animals determine elementary activities of the pack, such as hunting, defence of the territory and changes of location. However, the most important task is the regulation of reproduction. The oldest female prevents the younger ones in the pack from mating. The other females often participate in rearing the young wolves. One or two year old animals may leave the pack only temporarily. Afterwards they live alone until they find a partner with whom they can establish a new pack.

Hardly any other animal behaviour evokes as strong emotions as the wolf howling (fig. 3), no other sound is used as often in horror films. The communication capability has a central role in social groups, as formed by the wolf. Besides the howl, body gestures are used to inform others about mood situations. The wolf uses a variety of postures and facial mimics. The exceptionally well-developed "language" of wolves allows to successfully hunt big preys in the pack.

Each pack of wolves lives in a territory, differing in size, depending on the availability of food. Under Central European conditions, a territory is 200–300 km² large, high prey densities, territory sizes of less than 100 km² were also observed. Solitary wolves wander and live between the territories. A good habitat for the wolf has undisturbed retreat areas, where the animals can recover. The territories are defended against intruders like other wolves, but also other predators. To avoid intraspecific fights, the territory is marked clearly audible by howling.

Importance of the wolf in the ecosystem

As an adaptable predator the wolf is able to cope with a wide variety of habitats. Wolves are at the top of the food pyramid and can influence the existence of their prey by its hunting behaviour. A selection pressure on the prey is exerted by the preferred hunting of sick, weak and young animals.

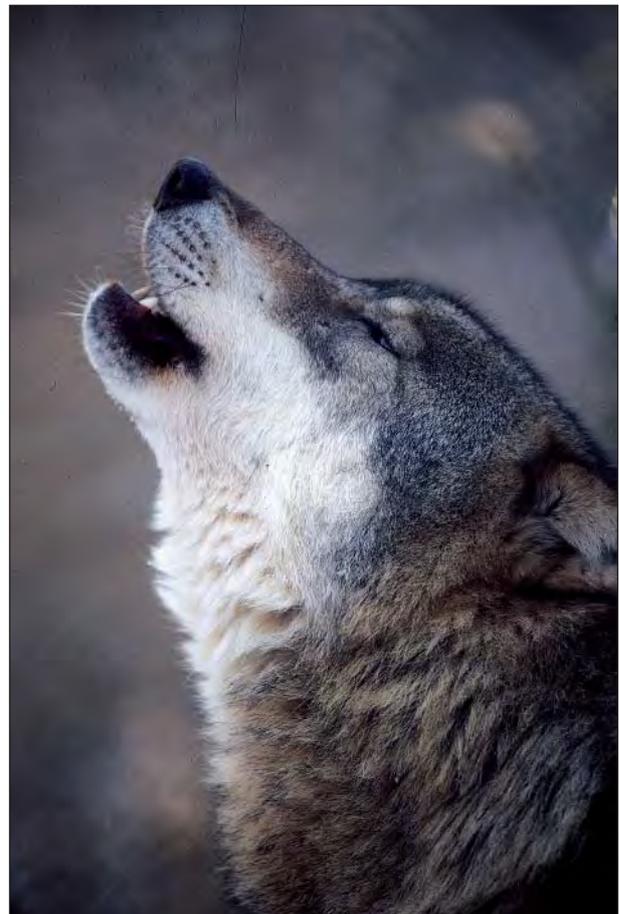


Fig. 3: Howling Wolf



Endangering

The wolf was already exterminated in Bavaria on account of intensive hunting at the turn of the 19th century. On 21st of July 1882 a representative of this animal species, often called the last wolf of Bavaria, died on the Scheibenberg in the Fichtelgebirge (Upper Palatinate).

In the past decades, increment of wolves in the Alps and in Eastern Europe, increases the likelihood that animals could migrate to Germany. In Bavaria, the conditions for the recolonization of the wolf have again improved during the last 100 years. The wolf is strictly protected under nature conservation law, in addition the forest area of Bavaria has increased markedly in recent decades.

The dog

Today, dogs as descendants of the wolf have a firm place in the living environment of many children and youngsters. They can run very fast, have a pronounced sense of smell and an excellent hearing like the wolf. The frequency spectrum of the dog (35 kHz) is approximately twice as high as the humans' (18 kHz). The highly distinct sense of smell is completely developed when reaching the age of the four months. Its nose, enables the dog to find out all necessary information of its environment, such as age, sex and the health of conspecifics. However, it can also smell moods such as fear or joy. The efficiency of its sense of smell is enormous. Dogs smell about 100 million times better than the humans. The nasal mucosa of a dog has about 220 million olfactory cells, depending on breed and snout length. It allows the perception of substances which are so low in concentration, they can not be detected by technical measuring instruments.

Behaviour of the dog

The social skills of the wolf in the family pack is the reason, why the domesticated dogs can be the ideal family member for humans. He became the "loyal" companion for the hunt, the shepherds and the court.

Dogs show a less finely differentiated behaviour than wolves. For example, their facial expression is less pronounced, under which the communication will suffer. Dogs become sexually mature more than a year earlier than wolves, which can lead to increased aggression between same-sex dogs. Wolves mainly avoid conflicts because any dispute robs forces and could endanger the survival of individuals and of the pack. The signals to the opposite, such as passive submission, are learned, even though most people assume that it was innate. The entire wolf pack takes care of the education of the puppies in comparison a single bitch is often overstrained with its numerous youngsters. In good breeding, the mother dog finds support by aunts and great-aunts, but also by the humans.

The relationship between dog and humans

In the last 50 years a new role was assigned to the dog, in our mobile, urban society; it has developed from the working dog to a family member. Psychologists have proved that humans can enter a close relationship with their domestic animals, and, especially with children, the dog promotes emotional stability: It "loves" the children free of criticism and is "a contact" in conflict situations.

Dogs are often treated as humans, which does not do justice to them and – according to the animal' temperament – can become even dangerous for the family. Nevertheless, dogs can be invaluable for children when they gradually learn on time, how to handle a dog correctly.



Literature

Specialist publications

Promberger B. & C. J. Roché (2002):

Faszination Wolf – Mythos, Gefährdung, Rückkehr. Franckh-Kosmos Verlag, Stuttgart.

This well-illustrated book provides information on lifestyle, current stock situation and return of the wolf. 9 different wolf voices are available on the enclosed CD.

Okarma H. & D. Langwald (2002):

Der Wolf. Ökologie – Verhalten – Schutz. 2. Aufl. Parey Verlag, Berlin.

Currently, the best reference book about the wolf and its situation in Europe in German language.

Mech D. u. L. Boitani, Hrsg. (2003):

Wolves – Behavior, Ecology und Conservation. 2. Aufl. University of Chicago Press.

Classified as the "bible" of the wolf research. In English language.

Gesellschaft zum Schutz der Wölfe, Hrsg. (2007):

Wolfsverhalten. Ethologie in der Schule. Methoden moderner Verhaltensbeobachtung am Beispiel von Wölfen. Filander Verlag.

Suitable for the application in high school. Zoos and wildlife parks as extracurricular project places lend themselves particularly for observation exercises. The stepwise approach of such exercises, including quantitative evaluation methods, are described and illustrated with sample worksheets.

Bayerisches Staatsministerium für Umwelt, Gesundheit und Verbraucherschutz (2007):

Managementplan Wölfe in Bayern – Stufe 1. München.

The management plan describes the framework for action, regulates the competence, the monitoring and the handling of compensation if wolves immigrate to Bavaria. The plan focuses on a low conflict coexistence of humans and immigrating wolves.

Jung, H., D. Döring u. U. Falbesaner (2007):

Der tut nix! – Gefahren vermeiden im Umgang mit Hunden. Ulmer Verlag, Stuttgart.

Scherf, G. (2001):

Wolfsspuren in Bayern: Kulturgeschichte eines sagenhaften Tieres. Buch- und Kunstverlag Oberpfalz.

Gives a comprehensive overview on cultural history of the wolf in Central Europe. A long way of suffering leads from the initially respected and adored wolf to its complete eradication. Reasons for the sustained image change and the merciless agitation against the animal are depicted in words and graphics.

Reinhardt, I. und G. Kluth (2007):

Leben mit Wölfen – Leitfaden für den Umgang mit einer konfliktträchtigen Tierart in Deutschland. BfN-Skripten 201. Bonn-Bad Godesberg.

Foundations and proposals for wolf management in Germany. Suitable for the advanced level.



Teaching material

Graßl, W. A. Rodekirchen, M. Schmidberger, R. Weichselmann (2006):
Fischotter, Wolf und Luchs machen Schule!

Teaching material in a ring file together with an accompanying box with interesting illustrative materials (including skull, pelts, footprints) for all school types.

Reference: LBV-Umweltstation Isarmündung, Maxmühle 3, 94554 Moos
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LBV-Umweltstation „Mensch und Natur“, Nößwartling 12, 93473
Arnschwang
Tel.: 099 77/82 27, info@lbvcham.de

Gesellschaft zum Schutz der Wölfe (2008):
Wölfe. Unterrichtsmaterialien für die Grundschule. 2. überarbeitete Aufl.
Interdisciplinary information and working material for teaching in the year levels 3 to 6.

Naturschutzbund Deutschland (2009):
Der Wolf macht Schule.
Teaching material for classes 5 to 10 with backgrounds and copy templates for teachers and students. The material can be downloaded from www.Willkommen-Wolf.de.

Peder Norlund:
„Kim und die Wölfe“. Spielfilm für Kinder ab 6 Jahren

Internet addresses

www.canislupus.de

Internet presence with the mission to mediate knowledge about wolves

www.canilobo/wolf/verhalten.html

Further information about the behavior, myths, stories about the wolf.

www.wolfsregion-lausitz.de

Very well-designed internet presence on the wolves in Saxony with interactive pages on the subject. Suitable for all types of schools.

www.manulein.de/Wolfsgeheul.html

For listening to different howling sounds.

www.animaldiversity.ummz.umich.edu/site/accounts/information/Canislupus.html

Detailed information about the wolf in english language.

www.schulhunde.de

Website with information on security training and an overview map with regional groups, seminar offers for teachers with or without own dog, who would like to take part in the project "Does it bite?".

www.thebluedog.org

Website with information on bite prevention for younger children and first-graders (www.dvg.net/index.php?id=677 : Blue-Dog-seminars for pedagogues).

www.bvet.ch

Website with downloads, based on an outstanding doctoral thesis. Questions like "Which dogs bite?", "In which situations do dogs bite?", "Who are the victims?" are treated.



Contact persons

Zoos with wolves

Tierpark Hellbrunn, Tierparkstr. 30, 81543 München
Tel. 089-625080, www.zoo-munich.de

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Wildpark Bad Mergentheim, 97968 Bad Mergentheim
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2. Activities

Fundamental aims of the activities

- Acquiring knowledge on the behaviour of large predators using the example of wolf and dog
- Behavioural training on correct and safe communication between child and dog
- Observe and interpret the behaviour of the wolf in the enclosure
- Identify conflict potentials of the immigration of wolves, and develop solution options

Activities

- A 1 **Acquiring knowledge on the behaviour of dogs – Bite prevention**
Behavioural training
- A 2 **Wolves live in the enclosure**
Behavioural observation in the enclosure
- A 3 **The wolf as a conflict species**
Suggestions for scientific working subjects in the upper school:
Re-immigration and management of wolves
- A 4 **Role-play “The wolf is back”**
- A 5 **Every species matters – Dogs assisting people**
- A 6 **Comparative analysis of different journalistic articles concerning the wolf**
- A 7 **Keystone species – System thinking using the Yellowstone National Park as an example**

Additional material

- Material A 1_1 **When is a dog a good playmate?**
Three situations and their characteristics
- Material A 2_1 **Who is the leading wolf?**
Typical behavioral situations
- Material A 4_1 **Solutions to discuss**
Teacher’s sheet
- Material A 4_2 **Characters for the role-play**
Copy template
- Material A 5_1 **Dog puzzle to form groups**
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- Material A 5_2 **List of tasks dogs can fulfil**
Teacher’s sheet



Material A 6_1 **Examples for newspaper articles**

In german for language lessons

Material A 6_2 **Translations of the articles**

Material A 7_1 **"Food chain" cards**

Copy template

Material A 7_2 **Reintroduction of wolves in the Yellowstone National Park**

Teacher's sheet



Learning about the behaviour of dogs – Bite prevention

© Dr. Hildegard Jung

In the following, the course of a training (prevention project “Does it bite?”), which was developed by Dr. Hildegard Jung and is subject to the copyright, is presented. This action may be carried out for insurance reasons only with qualified professionals and with trained dogs.

Technical background of the action

The concept of the bite prevention

In the 70s, “Prevent a bite” programs have been developed which have also found their ways to Germany about 10 years ago. New basic research on household and traffic accidents with children has shown, that younger children and school beginners do not learn correct behaviour from providing of rules, but from training. The former prevention programs with 12 rules on right handling of dogs, are therefore suitable only for children from the third or, preferably, fourth class. However, an accumulation of bite injuries can be found in children from the age of 5 to 7. Causes for bites are explained in the following:

- a) The **risk and prevention awareness** develops only at the primary school age. Five to six year old children have an acute risk awareness. For example, they realize only the moment a knife slips off, that is is going to hurt them. When dealing with dangers – such as knives, scissors, fire, dogs – they need a proactive risk awareness, in order to take the knife in hand carefully with the awareness that they might otherwise cut themselves. 80% of seven to eight year old children exhibit this proactive risk awareness. For more complex situations, such as the interaction with animals or the behaviour in traffic, children need a real understanding of prevention. It is developed at the age of eight or nine, and can be observed as, predominantly, realistic proposals for the prevention of danger by these children. In contrast, five to six year old children suggest mainly unrealistic measures such as “to stroke the dog only with gloves”, not knowing that children are often bitten in the face and that a glove is not a real obstacle for a dog’s set of teeth
- b) **I-you-distinction:** Actions, cruel from the dogs’ point of view like touching the eyes or sticking the animal under the arms, count as normal child behaviour up to the age of seven. Dogs are treated like stuffed animals, the active supervision by parents or other adults must be guaranteed here – the physical presence of an adult is not enough!
- c) **Effect of safety rules:** No positive effect of rules can be observed in children from the age of four to six: they behave exactly the same, whether they have learnt safety rules, or not. Only at the age of seven to eight, rules can lead to an improvement in behaviour. After prevention training, a majority of 9 to 10 year old children show correct behaviour towards a tethered dog.

Season:



Grade level:



Development:



Aims of the activity

- To develop causes of conflicts between child and dog (in the role-play) and avoid by looking ahead in everyday life
- From the 3rd class: Recognize warning signals of the dog
- To learn independent, safe handling of foreign and familiar dogs: Primarily avoidance behaviour
- To experience the reaction of the dog as an answer to own body signals in the training

Important note for teachers:

To perform action only with the specified professionals (addresses on page 7) and with trained dogs. Do not use own or untrained dogs.



Dog specific research

Adults would like to sensitise children for the posture of the dog, in order to protect them against attacks. However, a British study proves that preschool children and school beginners (other age groups have not been investigated so far) respect neither on rod (= tail) nor on the ears, the neck hairs or the posture of the dog. They only see the dog's face and humanize it. Children often interpret a dog with an anxious facial expression (snarl, flews move back) as a friendly minded dog (see additional material A 1_1).

Scientifically sound prevention work

Deriving from research results shown above, successful prevention work with children up to the age of eight, desires empathy training and practising of correct behaviour, rather than providing of logic rules.

To reach this, the dog's view is practiced in the role play. Emotions reinforce the learning effect, therefore some everyday scenes of the children's experienced world are played excessively.

Children learn right behaviour only by practising the behaviour. First graders need repetition of single steps, while third graders can already master several situations. From the fifth class, safety rules and facts about the behaviour and sensory performances of dogs can replace the child-orientated role play and prepare the practical training.

Contents and procedure of the bite prevention training

Classical conflicts child – dog

1. Competition for resources such as food, toys
role play → leave dog alone – pacify dog
2. Disturbing the dog while asleep, while eating, while guarding
role play → leave dog alone
3. Rank order problem
practical training → "ask" the dog, whether it wants something
4. Hunting behaviour
practical training → take the safety position → stop of the hunting behaviour
5. Misunderstanding facial expressions and body language
theory lessons → varying program by age group

Practical part: The two basic rules for children in dealing with dogs

Children under the age of eight years do not implement abstractly learnt rules into a change in behaviour. Therefore, the correct behaviour must be practiced with children. First, rules are reduced to two points, which are experienced in variations and repeatedly practiced until correct behaviour can be observed in every child. More repetitions, for example by parents and teachers, are needed in the following period.

Subsequently the two most important rules in dealing with children and dogs are explained.



1.) Contact by the child

- a) Foreign dog: Ask the owner if you can stroke the dog. If no owner is present, always leave the dog alone.
- b) Familiar/own dog: Ask the dog if it would like to "play"?

Exercise: Child talks to the dog: "*Bello, would you like to play with me?*"
 Positive reaction of the dog ("yes"): The dog comes to the child.
 Negative reaction of the dog ("no"): The dog does not come to the child.

Rule: Always ask first before i get in contact with the dog!

Note for the supervision by adults:
Children should never approach the dog, but call the dog to approach them.

Reason: Approaching the dog may threaten it. However, if the dog is called and responds to their call, it has no fear on the one hand, and it reacts to the child's initiative which is a form of subordination, on the other hand.

2.) Movement of the dog towards the child

The effectiveness of this rule becomes apparent to the children only from observations of the dog's behaviour and the role playing games. The conflict of the child – child wants to flee in panic from the dog, but should remain – is only to overcome by positive experiences. Children can only learn to be courageous and not to run away by experiencing, that this behaviour leads to success.

Exercise: When a dog runs after a child, the child should "**make a tree**", that is, it should remain absolutely still and place the arms close to their body. As a marker the verse "*Stand still, be still, look away*" can be used.

Rule: Stay calm and be boring as possible!

Note for the supervision by adults:
Children should stay calm and do not move to trigger no hunting behaviour in dogs.

Reason: hunting behaviour is triggered by movement and screaming. Because prey is killed in the case of emergency, this may be dangerous. Mainly young dogs pursue jogger and children playfully, which can be threatening to the dog's game victim – for example, in case the victim falls to the ground. Instructions like "make the tree" are practiced until every child can securely repeat this action



Fig. 4: Exercises with turning away and "tree position" with an approaching dog



3. Implementation of the prevention program “Does it bite?” with external teams

Preparation

- Make an appointment with an external prevention team (see contact persons)
- Expenditure of time: The lesson is held in two hours, between which, two days for processing and talking about experiences with teachers and parents should be planned. Both hours are held by the theory trainer, in the second hour one or two dog handlers with trained and qualified dogs join, the class teacher supports the teams.
- Insurance costs: As an optional school event, the children are insured by the local accident insurance association, the dogs have a personal liability insurance.
- For both visits a contribution towards expenses is raised (approx. 3 euros per child)
- Reserve gym or other suitable space

Implementation

1. The first hour in the classroom with plush dog:
 - a) Introduction, emotional understanding of the dog in the game, learning and control of your own body language, *“I’m not a victim and react, but I act and signal to the foreign dog peacefully and decided: Leave me alone!”*, learning the appropriate handling with a familiar dog.
 - b) Practice safety positions with the plush dog: Children learn names and images of positions, which they can guide and brake the acting dog with, for example **“make the tree”**: Children stand calm and relaxed to cancel the dog’s hunting behaviour; give **“the cold shoulder”**: Children turn away quietly not to be jumped up by a friendly dog.
 - c) Practice manners of dealing with the plush dog:
Step 1: Do not approach the dog, but “ask” the dog if it wants to interact and accept a “no” of the dog. The children learn how to deal

with a certain degree of frustration, and experience the individuality of the dog; Comparison with a known situation: Other children are also not always available as a play mate.

Step 2: The child’s behaviour, if the dog reacts in an unexpected or undesirable manner, such as *“What should I do, if the dog growls?”*: *“Stop, no matter what you’re doing.”*

Option: Some teams take a dog already in the first hour which, nevertheless, lays silently in front of the blackboard and has no direct contact with the children. Real dogs animate the training as a co-teacher and convey respect (dog handler shows for example the of the real dog’s teeth).

**No child needs to interact with the real dogs!
No peer pressure may prevail! Watching with support from the class teacher is also effective.**

Just like first aid the acquired abilities need to be repeated.

Tips for repetition of the safety training by the teacher:

**1.–3. class every 6 month,
from the 4th class every 12 month** (with plush dog).

2. Processing and repetition by the teacher on the basis of a worksheet as well as a video (see information sheet “When is a dog a good playmate” see Additional Material 1_1).
3. The second hour in a larger room with real dogs: Repetition of the program with the plush dog, afterwards in small groups with a real dog: Running and stopping, running and falling down as well as quiet contact practice at the end (who wants to): Feeding and stroking the dogs. The dogs are on leash, at the explicit wish of the children they also run free temporarily.



Wolves live in the enclosure

Technical background to the action

This activity may be part of a class trip to a zoo/wildlife park with wolf enclosure. Since wolves often seem very sluggish during the day, prior to the action it should be cleared whether recordings of wolf voices may be played in front of the enclosure, and when feedings take place. Enclosed wolves generally react to the assumed counterpart they hear when howling is played. As a result, the animals' activity increases. Shortly before and during feedings, the behaviour of the different members of the pack can be studied very well. There are great similarities to the behaviour of dogs.

Posture

The leading animals can be determined from the raised head and the slightly raised tail. They exude self-confidence which leaves no doubt about their supremacy. A lower-ranking wolf will always portray a gesture of subservience when a higher-ranking wolf approaches it: It flattens its ears, buckles its back and keeps its tail low. If the more dominant wolf shows aggressive tendencies, it will try to lick the corners of the higher-ranking wolf's mouth, in order to appease it. In that way, it imitates the behaviour of a puppy which begs for feed, to emphasize its gesture of subservience. In an even stronger expression of subservience, the submitting wolf lays on one side, clamps its tail between its hind legs under the belly and bares its neck. Thus it surrenders entirely to the dominant wolf.

In a dispute of different ranking wolves, for example over prey or a preferential sleeping place, the dominant wolf reacts with threatening gestures. Then it stands with stiff legs in front of the counterpart, raises its ears, lifts its tail, until it stands upright and fixes the counterpart with a stare. If the counterpart cannot be impressed, it raises neck and back fur. It lifts its flaps, bares its canine teeth and utters a deep growl.

Implementation

- Listen to a wolf-voices CD to get in the mood with the students before the action
- Observe the behaviour and the body language of the members of the wolf pack
- Identify the leading animals and establish a ranking
- Documenting typical behaviour situations with photos

Season:



Grade level:



Development:



Aim of the action

- Observe and interpret the wolves and their behaviour

Materials

- CD Player and recordings of wolf-voices
- Additional material A 2_1 observation sheet "Who is the leading wolf?"
- Writing pads, pencils
- Digital camera with zoom lens

To play recordings in front of the wolf enclosure, the consent of the zoo/wildlife park management must be obtained!



The wolf as a conflict-prone species

Suggestions for scientific work issues in the upper stage

Wolves: Biology and likelihood of re-immigration

Reasons and objectives: No other wild animal causes as strong emotions as the wolf. Cultural history, prejudices, fears as well as the controversial discussion about the expected immigration of wolves are involved in working with this subject.

Proposals for topics

- 1) Determination of the spatial potential for conflict (especially farm animals, hunting)
- 2) Present wolf management in Germany and possibilities of transfer to the study area
- 3) Determination of opinions on the subject wolf in the study area, according to the social groups' differing degree of concern
- 4) Summary analysis of the local situation and chances for an establishment of wolves in the study area
- 5) Comparative study on the acceptance of the wolf in other countries of the EU and North America. Analysis of the differences to the study area.
- 6) Wolves in religion, mythology and fairy tales
- 7) Investigation to the relationship human – wolf from the Stone Age to the present day

Season:



Grade level:



Development:



Aims of the action

- Investigate and evaluate the potential for conflict and development of possibilities for solutions with regard to the possible immigration of wolves.
- Form a personal position to the wolf as a conflict-prone species





Role-play “The wolf is back”

Technical background of the activity

An important aim of biodiversity education is to raise responsible conduct – first within the learning environment and later within a value-conscious action in real life. To transfer complex issues, an appropriate methodology is required. For this purpose role-plays are ideally suited, because the students reflect the reality in a playful manner. They will be able to experience directly the consequences of their own actions.

The key-element of the role-play is the change of perspective to understand the importance of different points of view, e.g. from a scientific, ethic and economic point of view. During the role-play the students put themselves in positions different or even contradictory to their own.

The basic idea of the role-play is based on the concept of the Hunting Association Lower Saxony (Landesjägerschaft Niedersachsen e.V.) and the Environmental Education Center of Lüneburg (SCHUBZ, for further details: www.woelfen-auf-der-spur.de). According to international demands, the content and characters had to be modified and developed within the ELENA Project (www.elena-project.eu). In particular, the present version is reduced in time and meets the common requirements of teaching routine.

The initial situation in Germany

After 150 years of its extermination in Germany the wolf is back and starts spreading over the eastern federal states. The return of the wolf is discussed controversially in society. Land users are afraid of grave changes, costs and endangerments. On the legal level, the wolf is strictly protected and, according to nature conservation, its return is welcomed. As the wolf is a key-species on top of the food chain, regulating wild animals, it is now hoped for taking back its ecologically important function/role. This leads to obvious conflicts, which are not only dealing with objective/factual aspects but with emotional ones and in many sections of society as well. That’s where the role-play starts. The participants should become able to recognize the position of a specific role and to deputize/represent it. The confrontation with the emotional sympathy, respectively aversion for the wolf and the assessment of factual arguments are on focus. On this occasion the competence on assessment is promoted particularly.

Season:



Grade level:



Development:



Fig. 5: The wolf (*Canis lupus*) returns (Photo: Pauluhn/piclease).

Objectives

- Examination of the issue: After a long time wolves return back to a landscape, meanwhile highly changed and over-influenced by human activities.
- Realize the complexity of arguments and the issue as itself
- Describe reasons for conflicts with wolves and draw conclusions
- Discuss possibilities of solutions, assess options of action and communicate adapted to addressee

Time

- at least 1 double lesson, a maximum of 2 double lessons

Curriculum connection

- ethics, social studies, languages, geography

Materials

- Additional material A 4_1 Teacher’s sheet
Solutions to discuss
- Additional material A 4_2 Copy template
Characters of the role play



Procedure scheme

Long version (at least 2 double lessons)

- 1. Introduction (see box, 1 lesson)
- 2. Preparation Analysis of the given characters and working on short statements in groups (1 lesson)
- 3. Implementation Presenting the two-minutes statements and open discussion (at least 1 lesson)

As an introduction to the wolf topic, activity 6 **“Comparative Analysis of different journalistic articles concerning the wolf”** is recommended to point out the wolf’s conflict potential. In addition or alternatively a film can be shown.

Recommendation

<http://www.daserste.de/information/wissen-kultur/w-wie-wissen/sendung/wolf-128.html>

http://www.planet-wissen.de/natur_technik/wildtiere/woelfe/video_wolf_deutschland.jsp

BREAK – Moderator summarizes three main conflicts

Homework: Search for compromise/methods of resolution

- 4. Reflection Finding compromise in common in class, collection of initial stages for solutions, conflation (at least 1 lesson)

Short version (1 double lesson with a maximum of 6 characters)

- 1. Introduction Presenting controversial wolf images, assigning the different characters (Preparation time circa 30 minutes)
- 2. Implementation Presenting short statements and open discussion (circa 30 minutes)
- 3. Reflection Summary of collected impressions (circa 30 minutes)

Another option is to start with some controversial wolf images, providing the students with impressions that can be discussed (find image of „good wolf“ „bad wolf“ via an internet search machine). The students’ task is to discuss and exchange ideas on the topic. Afterwards (alternatively) pro and contra arguments are collected from different media used in class. Moreover the pupils’ opinion is queried. First potential conflict groups are gathered.



Pic. 6 and 7: Representation of the “bad” wolf as a predator and of the “good” wolf peacefully resting, exemplarily represented by Timberwolves (*Canis lupus occidentalis*; Photos: Erich Thielscher/piclease).



Activity 4

Preparing the role-play

(only for the long version – 1 double lesson)

A role-play should help pupils empathize with the wolves' situation. Conflict potential between different groups of interest on the one hand, and searching for suitable compromises on the other hand constitute this activity's core. The students pretend to hold a meeting of citizens to discuss the various points. What should be conveyed by this proceeding, is to enable pupils to respond to other arguments and pupils, finding/giving suitable counter arguments from their point of view and suggesting methods of resolution for compromise. Those initial stages for solutions will be worked out commonly within the discussion.

The teacher explains the general discussion rules (see master copy) and hands out the attached characters to groups of the same quantity. In this role-play you can find key characters that are indispensable for the implementation. Those characters are highlighted in the annex. On request, own characters can be developed by the pupils. Depending on the grade level, the moderator's role (Mayor) can be played by a pupil as well.

Every group discusses the opinion given (according to) with their character and collects further arguments by research. The arguments are written down. Afterwards the group summarizes their arguments to a two-minute-statement for the discussion's beginning. A group spokesperson is chosen, that represents the group's opinion.

While the groups are preparing, the moderator builds up the required seating arrangements for the Fish-Bowl-method (see master copy). Moreover he or she prepares some table cards, writing the name of each group, e.g. shepherd, hunter, wild animal biologist etc. on it.

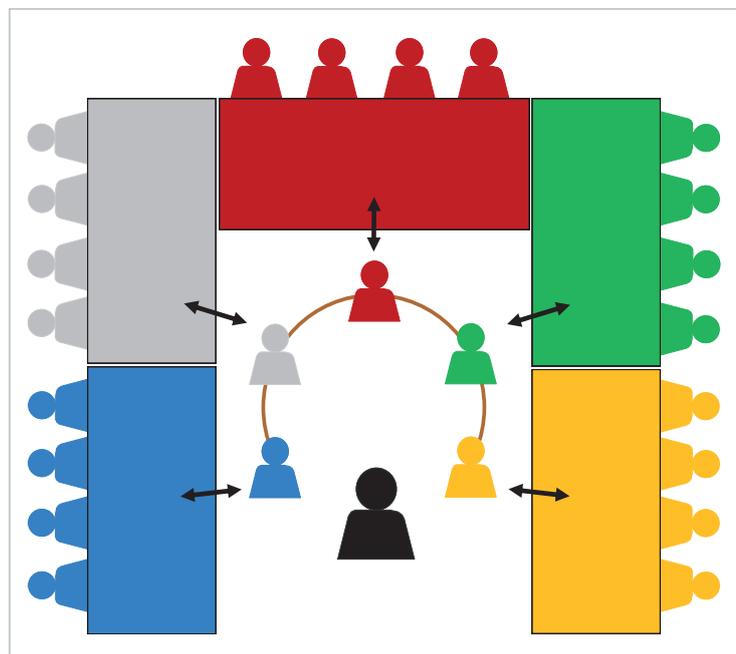


Fig. 8: Scheme of the Fishbowl-method. Each discussion participant can be replaced by another one of the respective interest group after a predefined time or signal, e.g. tap on the shoulder, given by the moderator (Graphics: Celina Stanley, ANL).

Implementation of the role-play

After everyone has taken a seat, the moderator shortly introduces every group's spokesperson to the others. During the discussion the moderator takes notes to collect results and to summarize the three main topics that were discussed most intensely.

The first group's spokesperson is given the floor. He or she puts out his or her short statement within 2 minutes. Each spokesperson in turn declaims his or her short statement. In case the students start arguing by now, don't interrupt them. This means a very good start for the debate. Nevertheless every spokesperson should be able to present his or her statement at the beginning to have a wider complexity for the discussion.

After every spokesperson has given his or her short statement the real/open discussion starts. The moderator's task is to give the floor each



person who wants to say something, to lead the discussion according to speaking time and to prevent escalations. He or she participates when the discussion halts and gives impetus by means of his or her notes.

When all arguments are discussed or the discussion stagnates, respectively goes around in circles, the moderator rises to speak and summarizes the three main topics that were discussed.

Reflection

The next double lesson the discussion takes place in a chair circle with all students together. The moderator points the three main topics out to the discussion forum again. All participants (also the ones in the outer circle) are requested to develop proposals for solutions. To enhance this process and to encourage the students for compromise, an interruption that serves the exchange of ideas can be useful. Alternatively proposals for solutions can be given as homework.

If the students can only find a few ideas, the aspects mentioned in the Additional material A 4_1 Teacher's sheet **Solutions to discuss** can be given by the moderator.



Every species matters – Dogs assisting people

Technical background

The genetic potential of every species is enormous. Especially the wolf is a good example to explain this relation. All breeds of dog (700–800 races!) developed out of one root – the species wolf (*Canis lupus*). This illustrates, that every species has an enormous number of possible ways it could be developed. The convention on biological diversity (“Convention on Biodiversity of Rio 1992”) calls on its member states to protect the genetic and morphological variety of our world as potential source for all kind of human needs of the upcoming generation.

No one could ever say what kind of unknown benefits the present species could have for humanity, like producing medicine out of their cells or something, which might become very important for mankind someday. The protection of all these possibilities is reliant on humans’ ability to preserve the genetic potential of every species.

On the example of the variety of different kind of dog breeds we could demonstrate the variety of benefit raising from. In the activity the different types of human assistant dogs will be demonstrated and their characteristics will be discussed to finalize that the origin of those behaviours lies in a single root: The wolf.

Implementation

Warm-up (optional)

Start your lesson with a series of provocative questions which leads the students to realize that humans are using dogs in various ways due to their specific abilities. Examples:

- “Are you able to detect explosives and drugs with your nose?”
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Students should learn that dogs have many uses for the man. They should think about areas of everyday life where humans use the help of dogs. If they cannot think of all the diversified solutions then help them with clues like hospital, prison, airport, police, sports, disabled people (see Additional material A 5_2 Teacher’s sheet **List of tasks**

Season:



Grade level:



Development:



Objectives

- Discover how dogs contribute to the welfare of human society, how they have been trained to serve our needs
- Recognize why a single species can be that important for our ecosystem and for humanity
- Realize one species’ potential
- Importance of Biodiversity
- Variety of dog breeds and compare characteristics of wolves and dogs

Time

- 45 minutes

Curriculum connection

- ethics, social sciences

Materials

- Additional material A 5_1 Copy template **Dog puzzle to form groups**
- Additional material A 5_2 Teacher’s sheet **List of tasks dogs can fulfil**



Pic. 9: Dogs can comfort us, e.g. as a therapy dog (Photo: Farah Dogs).



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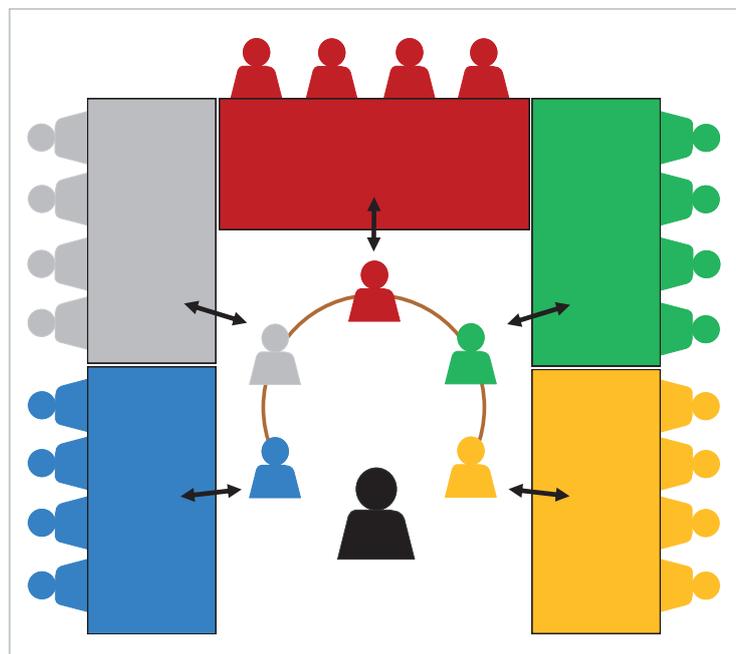


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Students should learn that dogs have many uses for the man. They should think about areas of everyday life where humans use the help of dogs. If they cannot think of all the diversified solutions then help them with clues like hospital, prison, airport, police, sports, disabled people (see Additional material A 5_2 Teacher’s sheet **List of tasks**

Season:



Grade level:



Development:



Objectives

- Discover how dogs contribute to the welfare of human society, how they have been trained to serve our needs
- Recognize why a single species can be that important for our ecosystem and for humanity
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- Importance of Biodiversity
- Variety of dog breeds and compare characteristics of wolves and dogs

Time

- 45 minutes

Curriculum connection

- ethics, social sciences

Materials

- Additional material A 5_1 Copy template **Dog puzzle to form groups**
- Additional material A 5_2 Teacher’s sheet **List of tasks dogs can fulfil**



Pic. 9: Dogs can comfort us, e.g. as a therapy dog (Photo: Farah Dogs).



dogs can fulfil). Make a first collection of aspects and ideas in class. Afterwards specific areas (like mentioned above) should be written on the board.

Step 2: Benefit of useful dogs for humans

Students should make groups of six students, cut out the pictures of dogs in Additional Material 5_1 into six parts, let each student pick one. The students should find their group with the fitting pieces of the according puzzles. From now on they should work in teams, one in each team is the "secretary", keeping track of the discussions taking place. When ready, the students should get seated in groups, read out the characteristics mentioned on the cards and try to find out for which kinds of benefit their dog can be used (e.g. therapy dog, hunting dog, herding dog, guide dog, rescue dog etc.). Additionally the students can guess which breed it is and sum up what they know about that specific breed. Afterwards they present their results shortly to the class.

Step 3: What tasks dogs can fulfil (optional)

Each student receives a sticky note and should write one job/task that dogs can do (e.g. pick up something, close the door, find sth./so., search for specific stuff etc.) When ready the students read out their suggestion in turn and stick it on the board to the respective area, worked out in Step 1

Step 4: Back to the roots

With regard to the importance of one species' potential mentioned at the beginning, students should recognize that dogs and wolves build up one species. Humans' influence domesticated the wolf and made up different breeds out of only one species. In the course of time more and more varieties according to people's needs were grown. Therefore special characteristics, with regard to the needs, were produced by breeding.

Students should realize the context between dogs' and wolves' characteristics. Therefore, they should compare similar behaviour of dogs and wolves (like being attentive, the hunting instinct, ...). By learning about these similarities, students should learn about the meaning of biodiversity and its potential for our lives.

Tell the students that all breeds of dog descend from a single origin: the wolf. Let them estimate how many breeds of dog exist (700 up to 800) and then ask them for examples. You can also ask them to compare the characteristics of the wolf and different breeds of dog.

Examples for comparative issues:

- Social behaviour: Compare the relationship of wolves within the pack with the relationship between dogs and humans. How can this behaviour be used with regard to therapy dogs?
- Protective instinct: Wolves protect their own pack, dogs their own puppies and owners.
- Speed: Compare the speed of hunting wolves with that of dogs (some breeds of dogs are even faster than the wolves, e.g. sighthound).
- Territorial behaviour: Wolves mark and protect their own territory. Dogs do this as well. Therefore they can be used as a guard dog.
- Sense of smell: The wolf uses its sense of smell for recording and tracking traces for hunting. Most of the breeds of dog still have this ability and so they can be used as avalanche dog, police-dog or for corpse search and the detection of drugs and explosives.



- Further question: What would have been, if the wolf had gone extinct before it could be tamed? The students should find comparable species like in the livestock of agriculture (cow breeds, chicken races, even vegetables like beet) to think on the main statement: "Every species has its own value and an unknown potency for the human benefit."
- Show your students an image of an aurochs (to be searched for on the internet): Ask whether they know which animal is shown. If they know which breeds descend from an aurochs (cattle), ask for the benefit, both current and historical, of cattle (milk, meat, working animal).
- Show an image of a Red Jungle-fowl (wild form of the Domestic fowl; to be searched for on the internet): Ask accordingly for the benefits of chickens (eggs; meat; pest control, e.g. Larvae and snails).

Combining with other activities

The activity could be done as preparation for the arrival of a living-dog (e.g. therapy or police dog) or could be done during a bigger break of the living-dog activity.



Comparative analysis of different journalistic articles concerning the wolf

Technical background

The increasing abundance of medial knowledge gets more and more complex and confusing, especially for young people. The reports about wolves are dominated by various influences of different stakeholder opinions, which makes it really difficult to find an objective view. The ability to differentiate between various types of writing within newspaper articles or online publication, therefore forms the fundament to decide whether a given information is objective.

Implementation

The students should be split in two or three groups and read out one of the articles.

When reading them again they should underline factual information in blue, pro-arguments for the wolf in green and contra-arguments against the wolf in red. The students should find out, which of the articles includes more factual information.

In addition they should discuss if the articles are clearly for or against the wolf, or if they reflect different opinions.

Optional

Finally the students should notice which information was missing from their point of view and what would have been interesting for them additionally. The translations (see Additional material A 6_2) can be used in English classes.

Connection to other activity

With regard to Activity 4 "Role-play – The wolf is back" this activity conduces the dispute of different qualities of information, respectively information sources. During the role-play the students get confronted with statements of various valencies. To be able to decide which of these act in what kind, students should compare the two attached newspaper articles. Additionally, further articles found online or in newspapers can be used.

Season:



Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Grade level:



Development:



Aims of the activity

- Get familiar with the conflict situation on the topic wolves
- Recognize different writing styles (neutral, objective, lurid, sensational, emotional)
- Differentiation between objective and non-objective information
- Comparative analysis of information values of different articles

Time

- 2 lessons a 45 minutes

Curriculum connection

- german, english, literature, ethics

Materials

- **Newspaper articles or online publication of different qualities**
(Examples in Additional material A 6_1)
- Additional material A 6_2 **Translation of the articles**



When is a dog a good playmate?

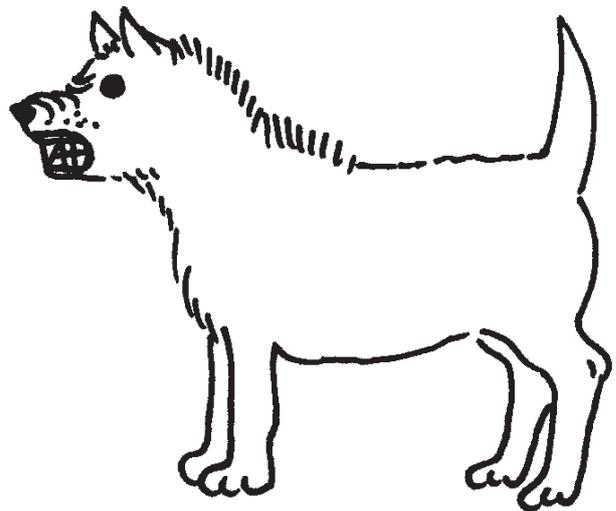
Three situations and their characteristics

Offensive – aggressive dog

Characteristics: Bared teeth, bridge of the nose wrinkled, ears in forward direction, struggled back hairs; erected rod, legs outstretched – dog makes itself big

Meaning: Dog would like to increase distance to us, threatens with attack

Correct response: Do not get closer and leave the dog alone, do not provoke by movements/voice, but appease: Stay calm, do not look directly at the dog

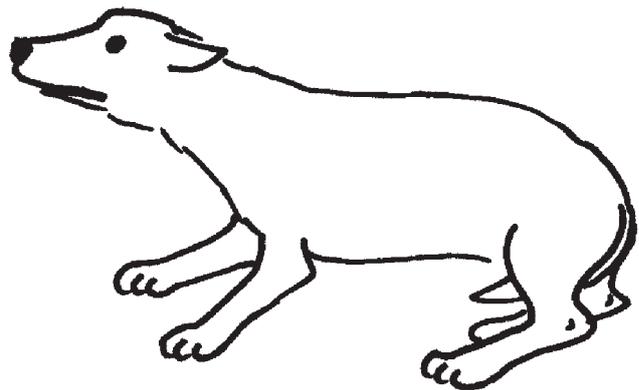


Fearful dog

Characteristics: corners of mouth pulled backwards (from smaller children often misinterpreted as a "smile"), downcast look, ears covered, rod clamped – dog makes itself small

Meaning: Dog is afraid, would like to increase distance to us. Danger: Fear can turn into aggression at the smallest movement

Correct response: Do not get closer and leave the dog alone, do not frighten by movements/voice but appease: go away quietly or stop the action which scared the dog. Look away from the dog demonstratively

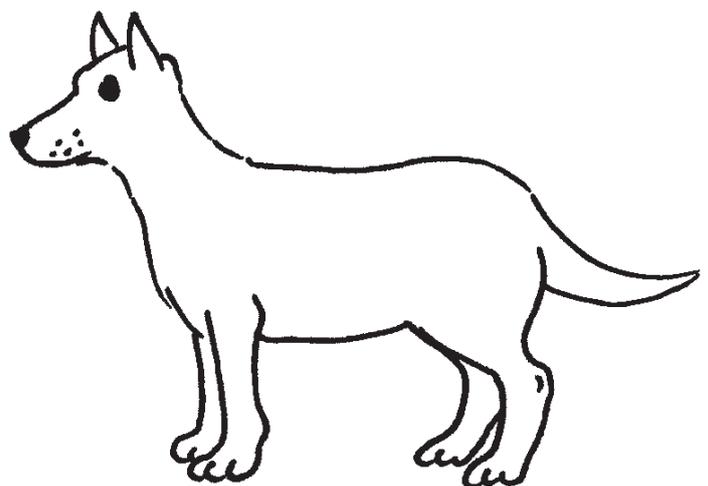


Relaxed, attentive dog

Characteristics: Relaxed ears, relaxed rod

Meaning: Dog is relaxed and open for approach

Correct response: Ask the dog if he would like to play



Paintings: Dr. Dorothea Döring



Who is the leading wolf?

Typical behavioural situations:

The leading wolf usually runs around upright and relaxed. It does not need to demonstrate its position in the pack constantly. Therefore, its tail usually hangs relaxed obliquely downwards.

However, if it wants to show its claim for the position in the pack or if one wolf wants to impress another wolf, it will strut around with high erected tail and struggled back hair. Thereby it looks bigger than it actually is.

A lower-ranking wolf does not erect the tail. On the contrary: The more uncertain and more submissive it is, the deeper it holds its tail.

If a wolf is afraid, it sticks its tail between the legs. At the same time it lays back its ears and bends the legs in order to make itself as small as possible.

If a wolf is ready to attack, it will hold the tail horizontally stretched and the ears up.

Wolf/dog: Behaviour in 5 pictures

Wolf and dog show exactly the same depicted postures. Only for dogs with lop-ears, the position of the ears is not clearly recognisable. You always have to look at the whole wolf/dog to find out its mood:



Impressing

This wolf shows the attitude to impress with high erected tail. Thereby it looks bigger than it actually is.



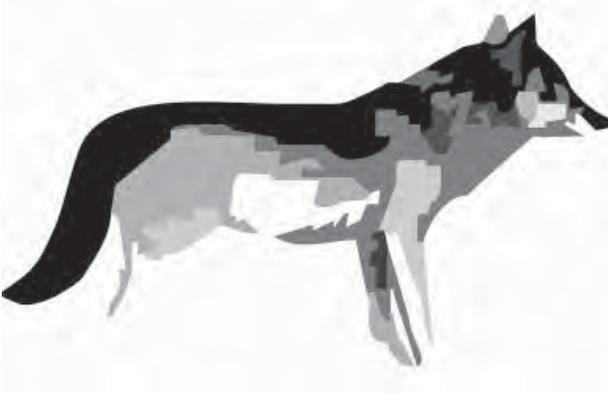
Appeasing

This wolf wants to appease and acts submissive, because, for example, it is lower ranking, very young or insecure. The more uncertain and more submissive it is, the deeper it holds its tail.



Aggressive

This wolf appears aggressive. It holds the tail horizontally stretched and has set up the ears.



Relaxed

This wolf is relaxed and attentive. The ears are pricked up and its tail hangs relaxed obliquely downwards.



Anxious

This wolf is afraid. It sticks its tail between its legs. At the same time it lays back its ears and bends the legs in order to make itself as small as possible. It lowers the look.

(Figures reproduced with the permission of the Swiss Federal Research Institute WSL from 13.05.2009. Online Learning Workshop "Zottelpelz, Pinselohr und Goldauge – eine Unterrichtshilfe der WSL", changed by Günther Lehner)



Solutions to discuss (Teacher's sheet)

1. Shepherd

"A financial support for protection measures like herd protection dogs, electricity fences and so on would be an acceptable solution for me."

"We could think about a solution if the authorities provide us some protection measurements for free, at least for a short time."

"Finally the equalization payments should exist longer/be implemented."

2. Hunter

"With regard to find a solution, the fees could be lowered and we could get an expense allowance, which the foresters could pay."

"We are demanding a wolf monitoring and wolf management."

3. Tourism industry

"In order to agree with the resettlement of the wolf, we are demanding a support for our marketing campaign for the wolf through public or other funds, to compensate some possible negative effects."

"If a map of the wolf population and an encounter possibility is created, we would support this even more. Our guests want to know where the wolf is and where not!"

"We are urging to keep the wolf out of the most important tourist areas, at least."

"We are demanding a report about future implications for our Industry."

4. Resident

"Wolves, which live near settlements and function as 'problem wolves' need to be shot"

"Studies on the danger of wolves need to be commissioned"

"Generally the number of wolves should be only as high as necessary to keep the population intact."

"Moreover I'm demanding a public map about the wolves' population and an encounter possibility."

5. Wolf activist

"The wolf should be kept out of certain areas e.g. in highly settled areas and those which are most interesting for the tourism industry"

"Thee population needs to be stable"

"No population may be isolated.

"We want to participate in defining exactly and without loopholes, what a 'problem wolf' is as well as strict guidelines for shooting the wolf."

"Furthermore we also think that a support for the shepherds is necessary."

6. Politician

"I think a financial support for the shepherds is necessary in order to cope with the resettlement of the wolf. Foresters should participate, since they are the only group, which will massively benefit from the resettlement. After some years, when the wolf is established, the support needs to ended"



After the role-play, its course and the validity of the arguments get reviewed. Additionally the students' opinions are queried. Especially a before-after-comparison regarding the opinions/views related to the wolf could be interesting. Finally it should be stated that such a complex issue, involving many different interested stakeholders is multilayered. Only compromises, but no all-around solution are possible to define.



Characters for the role-play (Copy template page 1)

Please, copy and cut out into single sheets and pass it to the respective working groups. You can find further proposals for characters (depending on grade level and class size) at www.woelfen-auf-der-spur.de



Shepherd 1:

Works in the Land Conservation – keeper of 500 mother sheep

You are a full time shepherd. For several years you had to increase the animal number of your herd more and more, due to economic necessity. Selling your lamb meat products makes up your main income. You have to dispose the wool, because meanwhile the prices are too low and it is uneconomic to sell it. Losing even a small number of your sheep is a serious financial loss for you. By pasturing you preserve from the conservationist's point of view important and valuable areas. Through this you are highly contributing to preserving biodiversity. Under the present circumstances the wolf is a serious threat to your economic existence.

Lately the wolf attacked and killed sheep from your herd. Therefore, you are using the offer from the county of Bavaria, to lend you higher fences. The acquisition of such fences or a herd protection dog from your own money is nearly impossible to bear. In your opinion the government has to subsidize these protective measurements. Then you would accept that the wolf settles in this region.

Under no circumstances you are willing to give up your job, but without financial support this is not possible



Shepherd 2:

Keeper of 50 mother sheep

You are very upset, that the wolf has established itself in Germany again. It was exterminated and this for a good reason, you think. You are convinced that his presence creates a threat towards human and their cattle. Therefore there is only one solution from your point of view: "Alter the protection laws and take every wolf back where it came from." For you it is clear that there is no space for wolves in our modern cultivated landscape. "We aren't living in Yellowstone!" is your credo.

You reject a herd protection dog: You fear that someday he might bite a child and you have to pay for it the rest of your life. Apart from that, to pay 1,000 Euros acquisition and 1,000 Euros food per year is hilarious. Additionally you don't believe that one of such dogs is enough to stop a whole pack of wolves. You aren't earning more than 3 Euros per hour with your herd and this small amount of money you should feed the wolf with. No way!

You know, that the wolf is strictly protected by European law. Therefore you want the EU-bureaucrats to come here and to put away the cadaver of a wolf's attack themselves. Who is paying you the effort to look after your sheep more and more? The worst case scenario for you would be if the wolf drives the sheep to break out at night and run on the highway. "The wolf was gone and should stay away!" you are convinced.





Characters for the role-play (Copy template page 2)



Hunter

You are paying high fees every year to get the permission to hunt. Therefore you think there should be enough wild animals to hunt in your territory or the fees have to be lowered. The lowering should be done as soon as possible in your opinion, when there is a wolf in the region. This is one of your demands in order to agree to settle the wolf in your region. You fear that the wolf may have already caused serious financial losses for you, if decisions are bound to long-term research projects.

The wolf is your competitor and you don't know in which way the return of the wolf is influencing red deer or other populations of animals you like to hunt, but you don't share your colleague's opinion that the wolf is going to kill all deer in your district. Nevertheless you are convinced that the hunting is going to be very different after the wolf has established itself in this region. You fear that it is going to be much more difficult and complicated, because of the presence of the wolf.

Despite this you are considering yourself a conservationist. Your hunting association is also engaged in this subject. You are convinced that there is no use for the wolf as a regulator in our modern cultural landscape, since this role is already fulfilled by hunters. Lastly the circumstances today are different from those 150 years ago. For you it is hardly imaginable how the wolf can be integrated in such disjointed settlements and too small landscape areas.



Representative of an environmental authority

Your position is: When the wolf is returning, you have to protect it, according to the legal standards. Therefore you cannot understand the accusations made against your behaviour. Your profession is to execute the law and this is important. In this case your personal feelings about this topic shouldn't have any importance. Out of this conviction you are staying calm, when facing charges concerning this issue.

It is obvious for you that the present legal status defines: Wolves are protected by many strict protecting statutes like the Flora-Fauna-Habitat directive. The wolf is a strictly protected species and consequently all actions which harm the wolf are prohibited and could be punished with a prison sentence up to 5 years.

Finally you also know: In small and special exceptions, like in the case of risks for man, it is allowed to take wolves out of their natural environment. Furthermore it is to consider: If someone harms the wolf, disrupts or hunts it, they are committing a crime and you are forced to track this. This is what the law requires.

Personally you are recommending the resettlement, because you know about both, the positive implications on the growth of the forest and the wolf's role as an ecological keystone species.





Characters for the role-play (Copy template page 3)



Member of a Nature Conversation Organization

You are delighted that, after 150 years, the wolf starts to resettle in Germany. Meanwhile offspring is born and stable family associations have formed. Furthermore, there are also solitary wolves that are searching for new and own territories. The only limitation is the number of suitable habitats.

You are deeply fascinated by the wild animal wolf and his special capabilities, like endurance, sensitivity and fine olfaction. For you the wolf is a symbol of the wild and untouched nature. Additionally it is a keystone species of our ecosystems – the missing natural hunter, who is going to reduce the game's density to a natural level. For you wolf, lynx and bear simply belong to our landscape.

The residents' fear related to an attack of the wolf is arbitrary for you. The few incidents between human and animal – less than 20 in Europe in the last 50 years – were all caused by human's carelessness or by feeding wolves.



Wild animal biologist

You are fascinated by the wolf and for you there is no doubt, that the wolf is part of our landscape and ecosystem. As a researcher you have to state, that the wolf supports a natural selection towards weak and injured animals and this affects the overall health of animal populations. As an ecologist you know that no predator, that is embedded in a natural ecosystem, will reduce or decimate its own basis of life by eliminating species.

The demand to allow the wolves' presence only in national park areas or other protected areas, is absurd from your point of view, because the population would be hardly capable to survive e.g. due to inbreeding. Besides, you see it as illusory to assume that the animals will stay in the national park. There are many scientific evidences, which come to the conclusion, that young wolves could migrate several hundred kilometres in order to find suitable and new habitats.

Furthermore, you are convinced, that wolves and hunters could coexist, because the game will be able to adapt fast. Concerning the regulation of huge populations, such as the wild boar population, you hope that the wolf could contribute a positive effect and you are looking forward to make a research about this issue. Interesting for you as well, is the implication for the growth of the forests.

You are also aware that injuries often only seem as if they were caused by the wolf. Hence, you are demanding exact examinations of the cadavers. Another environmentalist has told you that the number of deadly attacks caused by dogs is much higher than those by wolves.

From your point of view the hunting fees should only be lowered after a scientific evaluation which states a significant influence of the wolf on red deer populations.





Characters for the role-play (Copy template page 4)



Politician

You are taking the citizens' concerns serious and you are demanding scientific information and, if necessary, an intervention through the public authorities! You are very nervous about the first attacks of wolves on sheep in the neighbouring region.

You have been told, that wolves are very adaptable to new circumstances and due to that you have concerns, when wolves are spreading in close residential areas. "If a wolf becomes dangerous to humans, then we have to react! The security of my fellow citizens is more important, than every wolf! Animals, which are problematic, have to be taken in captivity or have to be treated in another way."

The sheep farmers of your region have submitted a petition against the wolf to you. In reply you made clear that you take their interests seriously. In the parliament you would like to devote yourself for a financial support for them. At the same time the nature conservation associations have requested, that you advocate nature conservation and the reestablishment of the wolf. You are an honorary member in the local nature conservation organization. Additionally, worried parents of the local forest Kindergarten have called you and requested that you keep the wolves away from the Kindergarten. The tourism association called you as well: They are demanding a survey report, which should answer the question, which implication wolves have on the tourist industry in this region.



Worried parent/Resident/Dog owner

Since the wolf is in your region, you are deeply worried every time your kids are playing outside. Furthermore, you can't enjoy the long sundays walks with your family without worrying. What should you do if a wolf suddenly appears right in front of you and your family? You don't let your dog "Puffy" off the leash since the arrival of the wolf anymore.

Permanently you are asking yourself: "What will happen to the kids in the forest kindergarten and how much are they endangered?" You have advised the mothers to request politics to take action. Due to the fact that even scientists couldn't give a 100 percent guarantee that wolves are totally harmless, you are frightened of the very, very unlikely possibility, that wolves could attack humans. Moreover you are convinced, that the wolf will lose its dread of humans, if it isn't hunted.

Finally you are convinced, that it would be much better, to use the money not for protecting wolves but for solving other social problems.





Characters for the role-play (Copy template page 5)



Representative of the tourism association

You are sure, that the settlement of the wolf will cause conflicts in nature and with the local tourism industry. Apart from that, you are a passionate hiker and you want to enjoy nature without worrying. "If they narrowed down the territories of the wolf to the national park areas, it would even support the local tourism industry." you often explain. Consequently you try to turn this demand into law.

To your surprise, you have been asked if the association offers outdoor courses or hiking routes on the topic wolf. That's why you are uncertain: on the one hand you fear damage for the image of your region and fewer tourists if there are wolf attacks. On the other hand you hope that you could use the wolf as a symbol for untouched nature and wilderness. In this case you would support a campaign of nature conservation associations.

In the end your opinion towards this issue depends on the rising or falling numbers of tourists. You are hoping that there will be a scientific survey report as soon as possible.



Activist "Pro Wolf"

When thinking about this issue, a court decision comes to your mind immediately: A hunter, who shot a wolf, was punished with a monetary penalty of 3,500 Euros and the withdrawal of his hunting license. Back then – and today as well – you were and are very angry about this. In your opinion, the penalty was way to minor! Especially when you compare what the law states: A penalty of up to 5 years in custody is scheduled – this is a sensible penalty you think.

Apart from that, you know for sure that the wolf is an integral part of the ecosystem. The same applies for the role of a regulator. The wolf also protects the forests, by preventing overpopulations of deer. In your opinion there should be more places where humans have to stay out of nature and wolf, lynx and bear should be in.

Concerning the issue hunt, you have done some research. Hunters could easily avoid the hunting dog-wolf-conflicts by keeping their dogs from hunting alone and free. The dogs should be nearby at any time. The same applies for all other dog keepers.





Characters for the role-play (Copy template page 6)

Forester

You are very happy about the resettlement of the wolf in Germany and you are glad that your region is suitable for him.

You are expecting, that the wolf will put pressure on the game, either by direct hunting or by driving the game out of the forest. Through this, you are hoping that the game bite on young trees will be reduced, so that the growth of the forest will increase. You are sure, that red deer will stay outside the forest as long as possible, in order to increase chances to recognize the woodland inhabitant wolf and flee. Furthermore you have read of positive effects of wolves on the forest, for example in Yellowstone national park, where forests are growing again, since caribous could be decimated by the wolf.

Currently the red-deer population is way too large and hunters are driving the game into the woods, because they prefer to hunt in the open field.

For you and the other forester the scale of game bite is shocking. Per year a really big chunk of the young trees are damaged. Some tree species like the fir would have hardly a chance to survive without protection. Especially deciduous trees are endangered; – 24% to 32% of the young trees are damaged, depending on the species. The costs for protection measurements rise up to the millions. You hope that the benefits for the forest predominate the damages the wolf inflicts on sheep farmers.

You expect, the forests will be able to rejuvenate and tree species suffering highly from game bite, like the fir, have a chance to grow again. You would also advocate a study on how wolves affect forest rejuvenation

Metropolitan from Munich

You are looking forward to actually encounter a wolf. Consequently you are very happy about the resettlement of the wolf in the nearby regions. Particularly you are a passionate outdoor sportsperson; therefore you are optimistic to see the graceful wild animal. Apart from that you hope to take nice photos of a wild wolf. The wolf is an outstanding symbol of the untouched nature for you and equals wilderness and Alaska. You are thrilled, that it is finally coming to your country.

You have heard that residents are worried, but in your opinion it is absurd. "There are clear evidences that wolves are harmless and scientists don't have any doubt, either.", you are convinced. Apart from that, a wolf is very nice and graceful for you. You were surprised that nobody really markets the wolf as a tourist attraction.

Another point is that the wolf has attacked some sheeps, but you wonder how the loss of few sheeps could seriously damage the enterprise of the shepard? Especially, when there are payments to replace that damage? Besides, you think that every industry and branch had to adapt at some time to new circumstances.

You cannot understand the hunters' complains. You believe that wolves would be a support for them, because they also hunts wild boars and other animals, which are currently overpopulated.



Dog puzzle to form groups

(Copy template Picture 1)

Please, make colour copies printed on heavy paper and cut them along the dashed line. To form groups pass the single parts of the pictures to the students: Let them find their partner with the missing parts of their puzzle.





Dog puzzle to form groups

(Copy template Picture 2)





Dog puzzle to form groups

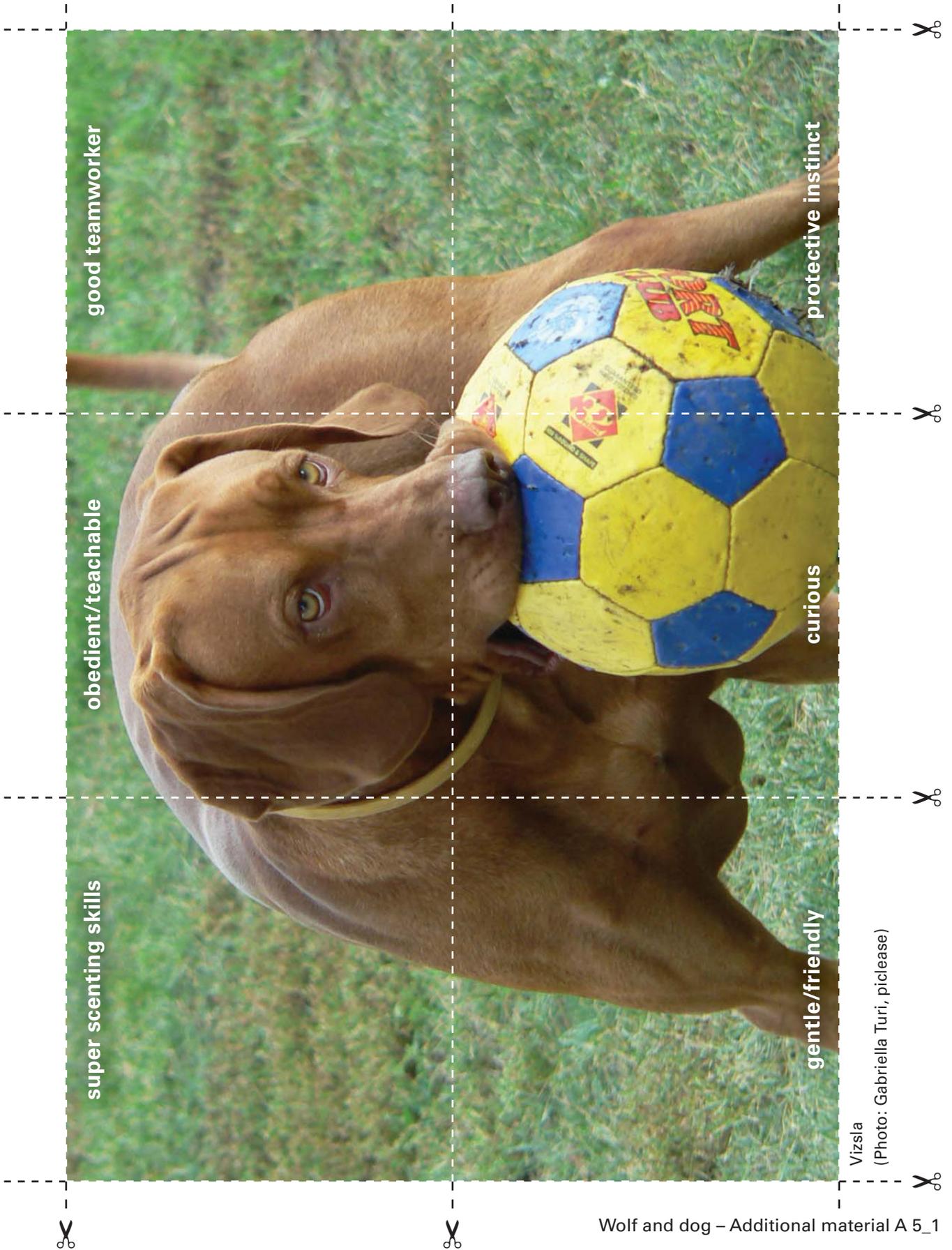
(Copy template Picture 3)





Dog puzzle to form groups

(Copy template Picture 4)



good teamworker

obedient/teachable

super scenting skills

protective instinct

curious

gentle/friendly

Vizsla
(Photo: Gabriella Turi, piclease)



Dog puzzle to form groups

(Copy template Picture 5)





List of tasks dogs can fulfil (Teacher's sheet)

Hunting dogs

Herding dogs

Guard dogs

Police dogs

- Inspect mail for dangerous material
- Track traces of victims or criminals
- Disrupt street disorder
- Search and detain offenders
- Detect explosives and drugs at airports and other areas

Guide dogs

- Leash guiding around obstacles indoors or outdoors
- Find the elevator bank
- Find specific entrances and/or exits
- Find an empty seat, bench or unoccupied area
- Locate specified destination such as store in mall, hotel room
- Retrieve dropped objects
- Find desired object like the morning newspaper on the porch

Hearing dogs

- Doorbell ringing
- Knock on front door
- Smoke alarm sounding
- Alarm clock buzzing
- Baby crying

Companion dogs (for sick or lonely people)

Therapy dogs (psychotherapy)

Assistance dogs for physically disabled persons (to fetch things, to open doors or other household tasks)

Service dogs

- Bring portable phone to any room in house
- Bring in groceries – up to ten canvas bags
- Fetch a beverage from a refrigerator or cupboard
- Pick up dropped items like coins, keys etc. in any location
- Bring clothes, shoes, or slippers laid out to assist with dressing
- Assist to tidy house or yard – pickup, carry, deposit designated items
- Open cupboard doors with attached strap
- Call 911 on K-9 rescue phone – hit button with one paw
- Operate light switch on wall – jump up, paw the switch

Warning-dogs for epileptics (in case of a seizure)

Sledge dogs



Examples for newspaper articles (in german for language lessons)

Article 1: Süddeutsche Zeitung from 14 June 2012

Willkommen, Wolf

Umweltverbände starten eine Informationskampagne, um Bayern auf die Einwanderung von Raubtieren vorzubereiten

München – Zunächst der Sachstand in Sachen Raubtiere in Bayern. Die jungen Braunbären, die sich im Grenzgebiet zwischen Südtirol, Tirol und der Schweiz getummelt haben, sind nicht auf Weg in den Freistaat. Im Gegenteil: Sie sind umgekehrt und längst zurück in ihrem angestammten Revier im Trentino. Auch der Wolf, der um den Jahreswechsel herum im Fichtelgebirge in eine Fotofalle getappt ist, ist seither wie vom Erdboden verschluckt. Wahrscheinlich ist er weitergezogen.

Wer jetzt denkt, Bayern bleibt gewiss noch einige Zeit raubtierfrei, der täuscht sich. Fachleute sagen, es sei einzig eine Frage der Zeit bis erneut ein Bär oder ein Wolf zuwandert. „Allein in den französischen Seealpen leben um die 40 Wolfsrudel, aus denen jedes Jahr zahlreiche Jungtiere nach Nordosten abwandern“, sagt Christine Miller vom WWF-Projektbüro für Raubtiere in Bayern. „Da kommt

sicher mal einer bis zu uns durch.“ Aber es werden auch Exoten zuziehen, an die bislang keiner denkt. Der Goldschakal zum Beispiel, ein Verwandter des Wolfs drängt von Südosteuropa in die nördlichen Gefilde. „Zwar fehlt noch der Nachweis“, sagt Klaus Obermeier von der Gregor-Louisoder-Umweltstiftung. „Aber die Hinweise verdichten sich, dass der eine oder andere hier ist.“

Wie auch immer, der WWF und die Louisoder-Stiftung haben jetzt eine großangelegte Charmeoffensive gestartet, damit die Neuankömmlinge nicht das gleiche Schicksal erleiden wie weiland Braunbär Bruno, der nach einem sechswöchigen Streifzug durch Oberbayern erschossen wurde, weil er vor keiner Alm und keinem Kaninchenstall halt machte. „Bayern wild“ nennt sich die Aktion samt Internetauftritt. Hochglanzmagazin, Wolfswanderwegen und anderem mehr. „Nachbarländer, wie die Schweiz und Italien, machen uns das vor, dass das Zusammenleben von Wolf, Bär, Luchs und Mensch klappt.“, sagt Miller. „Wenn wir es richtig anstellen, geht das auch bei uns.“ (cws)

Article 2: Münchener Merkur online from 14 June 2012

200 Mittenwalder Unterschriften gegen den Wolf

Mittenwald – Die Ansiedlung des Wolfes im Alpenraum soll verhindert werden. Deshalb überreichten Vertreter aus Mittenwald Landtagspräsidentin Barbara Stamm (CSU) eine Petition.

„Der Wolf ist kein heimisches Tier mehr im bayerischen Alpenraum.“ Diese Meinung vertritt der Oberammergauer Florian Streibl. Der Landtagsabgeordnete der Freien Wähler legt sogar noch einen drauf: „Das Wildtier stellt eine Gefahr für die landschaftliche, kulturelle und touristische Zukunft dar.“

Zeit zum Handeln – dachte sich nicht nur der Sohn des ehemaligen Ministerpräsidenten, sondern glauben auch seine Gesinnungsfreunde aus Mittenwald. Gestern überreichten die Freie-Wähler-Gemeinderäte Georg Seitz, Georg Braun und Sepp Zunterer im Münchner Maximilianeum eine Petition an Landtagspräsidentin Barbara Stamm – unterzeichnet von 200 Mittenwaldern. Eindeutige Botschaft der Denkschrift: Der Wolf darf nicht den bayerischen Alpenraum erreichen. „Sollte der Wolf in unserer Heimat einfallen und heimisch werden, werden einzelne Tiere gerissen und Herden alter Kulturrassen dezimiert“, heißt es unter anderem in dem Schreiben.

Im Falle Mittenwald gehe von dem Raubtier Gefahr für 500 Schafe, 200 Ziegen und 230 Rinder aus, listet Seitz auf. „Deshalb muss ein Plan her!“ Dieses sogenannte Wildtier-Management fordert die Freie-Wähler-Fraktion laut Streibl im Landtag schon lange. Mit der Mittenwalder Petition erhoffen sich Parteichef Hubert Aiwanger und die agrarpolitische Sprecherin Ulrike Müller einen Schub für ihr Anliegen im Plenum. „Denn bisher hat die Regierung nur die Augen zugemacht“, kritisiert Streibl. Mehr denn je müsse eine Strategie für den Ernstfall entwickelt werden. Denn dass der Wolf kommt, davon gehen Experten inzwischen



aus. Die Frage ist nur: Wann? Einem Bericht der internationalen Naturschutzorganisation WWF zufolge sollen allein 40 Wolfsrudel in den französischen Seealpen leben. Zahlreiche Jungtiere würden jedes Jahr Richtung Nordosten abwandern.

Ihr Ziel könnte dann auch die Region um Mittenwald sein, befürchten Schorsch Seitz und seine Freunde. Daher solle dringend ein Masterplan auf den Tisch. „Denn jetzt kann die Sache noch emotionslos behandelt werden“, meint Streibl. Das Wildtier-Management seiner Fraktion sieht Folgendes vor: Festlegung möglicher Lebensräume für Wölfe, konkrete Maßnahmen zur Abschreckung, Verbringung und Vertreibung (Betäubung/Fallen) sowie finanzielle Schritte (Bezuschussung von Hüte- und Schutztieren). Ein Abschuss kommt darin (noch) nicht vor. „Das“, betont Streibl, „ist die ultima ratio“. cs

Link to the article:

<http://www.merkur-online.de/lokales/mittenwald/mittenwalder-unter-schriften-gegen-wolf-2354118.html>

Article 3: Nordkurier from 04 July 2012

Schafe gerissen von Elke Enders

Wolfsangriff: Besitzer bangen noch um Tiere

Ihr Mann wollte erst gar nicht, dass sie zur Weide hinauskommt und das Schreckliche sieht: Der betroffenen Röbelerin geht das Geschehen sehr nahe.

Es war ein schwerer Gang zur Weide. Heike Scheller kann noch immer nicht ausblenden, was passiert ist. Am Dienstag hatte ein Wolf elf ihrer Schafe gerissen. Gut drei Kilometer aus Röbel raus waren die rund 40 Tiere auf der Weide. „Drei sind noch verletzt“, berichtet die Röbelerin. Trotz Antibiotika wisse man nicht, ob sie durchkommen. Dabei waren die Schafe viel mehr für Heike Scheller als nur Nutztiere.

„Es war für mich ein Stück Erholung, wenn ich mit Brot kam, kamen sie alle angelaufen“, erzählt die Besitzerin, der das Schicksal vor drei Jahren privat ganz böse mitgespielt hat: „Bei den Schafen konnte ich die Seele baumeln lassen, etwas Trost finden.“

Alle 200 Meter lagen die versehrten Tiere verstreut

Neun starben – sie wurden inzwischen von der Abdeckerei abgeholt – zwei blieben gänzlich verschwunden. Zwei Lämmer, die als Flaschenkinder etwas aufgepäppelt wurden, laufen nun zwischen den Großen, die allesamt verstört wirken. Als Folge des Wolfsangriffs, der auch von den Wolfsgutachtern des Landes nach Vor-Ort-Visite bestätigt wurde, sollen die Schafe nachts nun erst mal im Stall blei-

ben. Wie Heike Scheller weiß, gehen die Behörden von einem Wolf aus, der hier sein Unwesen trieb. Dass nicht allzu weit von der Weide – gut zwei Kilometer Luftlinie – auch ein Kindergarten ist, gibt zu denken. Aber Schlimmeres will sich die Röbelerin nicht ausmalen. Doch: „Ich habe schon lange Angst gehabt, dass es unsere Schafe mal trifft – seit dem Vorfall in Bollewick.“ Sie selbst brauche den Wolf nicht. Und sie hält nichts davon, das Problem zu verniedlichen.

Ganz klare Worte fand gestern Gerd Steinberg aus Boek, Sprecher des Bündnisses gegen den Wolf, Sektion Brandenburg-Mecklenburg. Paar hundert Mitglieder zähle die Aktionsgemeinschaft, wobei Gerd Steinberg jetzt die Frage in den Raum stellt: „Alle Experten gehen davon aus, dass es sich um einen Wolf handelt, was aber, wenn wir mal ein Rudel hier haben?“ Gerd Steinberg wird für seine Ansichten oft belächelt. „Das ist mir egal“, sagt er. Für ihn steht längst fest, dass Wölfe sich nicht nur auf Schafe beschränken. Ein 300 Kilogramm schweres Bullenkalb, das am 19. Oktober dieses Jahres bei Vietzen zu Tode kam, dem „der Kopf fehlte und der Hals weggefressen war“, gehe nach seiner Ansicht ebenfalls auf das Konto des Wolfs – auch wenn Experten anderer Meinung waren. Er sagt auch Katzen- und Hundebesitzern voraus, dass der Wolf vor den Haustieren nachts nicht Halt mache – sobald erst die Rudel da seien.



Translation of the articles

Translation of newspaper article 1:

Süddeutsche Zeitung from 14 June 2012

Welcome Wolf!

Environmental Associations start an information campaign to prepare Bavaria for the resettlement of carnivores.

Munich – At first the situation concerning carnivores in Bavaria. The young brown bears, which have been romping about in the border region between South Tirol, Tirol and Switzerland for a while, aren't on their way to Bavaria. The contrary is the case: They have turned around and are now in their ancestral territories in the Trevion. The wolf in the Fichtelgebirge, which was nabbed by a photo trap at the beginning of the year, has disappeared as well. Probably he has moved on.

If someone is now thinking, Bavaria is staying free of carnivores, is mistaken. Experts predict the return of a wolf or a bear only to be a matter of time. "About 40 wolf packs are living only in the French Maritime Alps. Every year we see many young wolves migrating north east." says Christine Müller from the WWF-project office for carnivores in Bavaria. "Certainly one of them will reach Bavaria soon." Nevertheless other exotic carnivores will migrate to Bavaria, which nobody thought about yet. The golden jackal for example, a relative of the wolf, is pressing forward from South Europe towards northern territories. "Although there is a lack of evidence," says Claus Obermeier from the Gregor-Louisoder-Environmental-Foundation „the hints are growing, that one or another is already here."

However, the WWF and the Gregor-Louisoder-Environmental-Foundation have started a large-scale charm offensive, which aims to prevent new arrivals from suffering the same fate as brown bear Bruno, who was shot after a six-week ramble, in which he spared no alp and no canine cage. "Bavaria wild" is the name of the campaign, consisting of an internet homepage, a glossy magazine, wolf tours and much more. "Neighboring countries like Switzerland and Italy are demonstrating that coexistence of wolf, bear, lynx and human could function." says Miller. "If we approach and handle it in the right way it could also be possible in Bavaria."

Translation of newspaper article 2:

Münchener Merkur online, 14 June 2012

200 Mittenwalder signatures against the wolf

Mittenwald – The settlement of the wolf in the Alpine Region shall be prevented. Therefore, representatives from Mittenwald handed over a petition to the president of the Bavarian state parliament.

"The wolf is no native animal in the Bavarian Alpine Region anymore." This is the opinion of Florian Streibl from Oberammergau. The member of the Landtag of the party "Freie Wähler" even angrier: "The wild animal threatens the future of our landscape, culture and tourism industry."

Time to act – is not only the former chief minister' son convinced, but also his like-minded friends from Mittenwald. Yesterday in Munich the "Freie-Wähler"-councilmen Georg Seitz, Georg Braun and Sepp Zunterer handed over a petition to the president of the Bavarian state parliament – signed by 200 people from Mittenwald. The petition has a clear message: The wolf shouldn't reach the Alpine Region. Among other things it is stated in the petition "If the wolf should invade our homeland and becomes indigenous, he will attack and kill cattle and herds of old cultural heritage species are going to be decimated."

In the case of Mittenwald, 500 sheep, 200 goats and 230 cattle are – according to Seitz – in danger of the predator. "Because of that reason and other future conflict points, we have to manage this problem!" This so-called wild animal management has been demanded by the "Freie-Wähler" for a long time. The party leader Hubert Aiwanger and the agricultural spokeswoman Ulrike Müller hope that this petition will convince the government to develop a wolf-management-plan, since the government has ignored this subject so far. However, the issue is urgent; experts consider the wolf's return to be certain, the only question being when. According to a report from the WWF, about 40 wolf packs already live in the french Maritime Alpine. Numerous young wolves migrate into the north east – and due to the fact that Mittenwald lies in this direction, this region could also become a destination.



In Streibl's opinion a master plan has to be developed immediately: "Because now the issue could be treated relatively emotionless." He fears, that the contrary will be the case, once the wolf has arrived in Mittenwald. His party's wildlife management defines the following points: Determination of possible habitats for wolves; concrete measurements for deterrence, transfer and banishment (anesthetization/traps), as well as financial steps (support for herd protection measurements). Shooting the animals is not (yet) part of it. "This", Streibl emphasizes "would be the ultimo ratio."

Translation of newspaper article 3:

Nordkurier from 04 July 2012

Sheep got torn from Elke Enders

Wolf attack: Owners still trembling for their animals

Her husband didn't want her to see the tremendousness on the pasture at first: The affected woman from Röbel is very touched.

It was a hard way to the pasture. Heike Scheller still can't hide what has happened. On Tuesday a wolf killed eleven of Scheller's sheep. The 40 animals stood on the pasture, about three kilometres away from Röbel. "Three are still injured", Scheller explains. Despite administering antibiotics, the animals' survival is not ensured yet. For Heike Scheller the sheep were much more than only livestock.

"It was a kind of recreation, when I came with bred to feed the, they all came running at me", the keeper, who had been struck by fate very painfully three years ago, tells. "Among the sheep I could relax and find some solace."

The maimed animals were laying every 200 meters

Nine died – they were fetched by the relevant authorities meanwhile – two had totally vanished. Two lambs, which were nursed by Heike Scheller, are running now between the scared and shocked adults. As a consequence of the wolf attack, which was also confirmed by wolf-counselors from the Bavarian state, the sheep should stay inside the stable during the night for the moment. Heike Scheller knows that the authorities are assuming the wolf for being responsible. Moreover she feels uneasy about the fact, that there is a kindergarten only two kilometres away from her pasture. She refuses to imagine the worst, however she states: "I have been afraid of the wolf, ever since the incident in Bollewick." She doesn't need the wolf and finds it irresponsible to trivialize the potential danger it represents.

Clear words were spoken by Gerd Steinberg, spokesman of the confederation against the wolf, section Brandenburg-Mecklenburg, counting a few hundred members. Gerd Steinberg has now floated the question: "All experts are assuming, that the incidence was caused by one single wolf, what is going to happen once there is a whole wolf pack?" Gerd Steinberg often gets sneered for his opinions, but for him it doesn't matter. He is certain, that the wolf isn't going to stick with the sheep as prey. For example a bull calf with a weight of about 300 kilogramms was found dead and without head – for Steinberg a clear indication for the wolf – even though experts didn't share this opinion. Concerning cat and dog keepers, he predicts that the wolf, with the existence of wolf packs, won't spare their pets.