

# TEACHERS FOR TIGERS

## ZOO EDUCATORS WORKSHOP

24-28 February 2003, Chennai, Tamil Nadu, India



# REPORT



Wildlife Conservation Society (WCS), Bronx, New York  
Arignar Anna Zoological Park, Vandalur, Chennai, India  
Zoo Outreach Organisation/ARNIZE, Coimbatore, India



# Teachers for Tigers

Report of Zoo Educator workshop

*24-28 February 2003, Chennai, India*

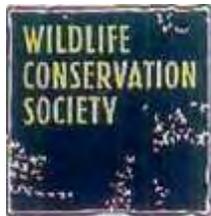
***Wildlife Conservation Society (WCS), Bronx, New York, USA***  
**Programme Design**

***Zoo Outreach Organisation/ARNIZE, Coimbatore, India***  
**Organisers**

***Arignar Anna Zoological Park, Vandalur, Chennai, India***  
**Collaborators**

***The Starr Foundation, USA***  
**Sponsor**

**Graphics by Patricia J. Wynne, WCS**



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Report prepared on behalf of Zoo Outreach Organisation by  
***A.R. Binu Priya and B.A. Daniel***

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## **The Starr Foundation, USA - Sponsor**

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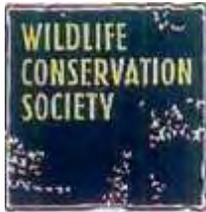
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World Wide Fund for Nature – India, Chennai  
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## Background Information about Organisers and Collaborators



### **Wildlife Conservation Society, USA.**

The Wildlife Conservation Society is one of the largest conservation organisations in the world and conducts conservation programmes globally. It is the organisation associated with what used to be called the Bronx Zoo. The Society has for years been providing environmental education training to teachers, informal science educators, school administrators and others around the world. The Resource persons from WCS for this workshop were:

**Tom Naiman**, Principal Trainer, is Wildlife Conservation Society's Director of Curriculum Development and International Education. Tom Naiman wrote the *Teachers for Tigers* Manual and has led over 30 workshops for educators throughout the world since 1994.

**Nalini Mohan** is Wildlife Conservation Society's International Trainer. She is responsible for the collection of evaluation data, statistics and other project data; aspects of the planning and delivery of the workshops and workshop sessions.



### **Arignar Anna Zoological Park, Vandalur, Chennai, India**

Arignar Anna Zoological Park is one of the biggest zoos in India and South Asia spread over an area of 602 ha of dry evergreen forest with undulating terrain. It is also one of the best managed zoos. The zoo opened in 1985 at Vandalur. Many educational programmes and information boards are offered in the zoo. The zoo houses 1989 animals classified in 176 species in large naturalistic enclosure with dry and wet moat. The mission of Arignar Anna Zoological Park is to encourage people to develop a caring attitude towards flora and fauna; to serve as a dynamic nature conservation centre by promoting breeding programmes for rare and endangered species of the Western and Eastern ghats, and to offer excellent public service, recreation, eco-awareness and education.



### **Zoo Outreach Organisation, Coimbatore, India**

The Zoo Outreach Organisation was founded in 1985 with funds and mandate from the then Department of Environment, Government of India to provide technical and educational support for zoos, enhance the public image of zoos, and liaise between local, national and international interests for the benefit of Indian zoos. Zoo Outreach Organisation has been engaged in making educational materials for zoos all over India for more than 18 years and in conducting educator training courses in South and South East Asia.



## Objectives, Topics and Methodology

### Objectives of the Programme

- To educate trainees about
  - the importance of tigers and their conservation
  - the importance of suitable habitats and the need to preserve forests to protect tigers
  - the different educational methods such as games and activities using tigers as an example
- To train and bring out the creativity in trainees by making them prepare different materials and mini-dramas
- To get trainees to cooperate and become involve in group activities and discussions
- Testing the *Teachers for Tigers* Manual prepared by Wildlife Conservation Society and getting feed back from the participants

### Topics included in the programme

- Tiger Ranges
- Characteristics and Habits of Tigers - Body size and weight, jumping and leaping activities, hunting, camouflage, eating and speed
- Subspecies of Tigers
- Tiger Timeline
- Tigers in Mythology, Art and Culture
- Global Perspectives Role-play
- Tigers in Nagarhole National Park
- Census Techniques of Tigers
- Tiger Medicine
- Planning an Education Programme
- Evaluation

### Methodology

The five-day Zoo Educators workshop on tiger was entirely based on:

- Activities
- Discussions
- Games
- Presentations
- Mini-dramas / dialogues
- Demonstrations
- Story-writing
- Observation
- Invited guest Lectures
- Zoo visit
- Planning a programme



## Education materials

Wildlife Conservation Society (WCS) at Bronx Zoo has developed a new tool for teaching about tigers to save the endangered species. They have brought out a manual for teaching called *TEACHERS FOR TIGERS* with different ideas, including attractive graphics for teachers to use in creating exciting, informative and interactive teaching modules about tigers. Designed primarily for educators in tiger range states, the materials are effective, easy-to-use and up-to-date. They can be implemented anywhere, with any audience: students, community groups, literate or non-literate persons, children or adults.

### Teachers for Tigers Manual:

The Manual is composed of four units. Unit 1: The World's Greatest Cat. Lead the group in tiger dramas; compare tiger ranges today to 100 years ago; learn about tiger behaviour by observing the familiar housecat; and take a historical view of tigers in the 20th century.

Unit 2: Global Perspectives. Tigers are everywhere - mythology, art, even advertising, compare their images across cultures. Learn about how and why diverse perspectives and attitudes about tigers exist.

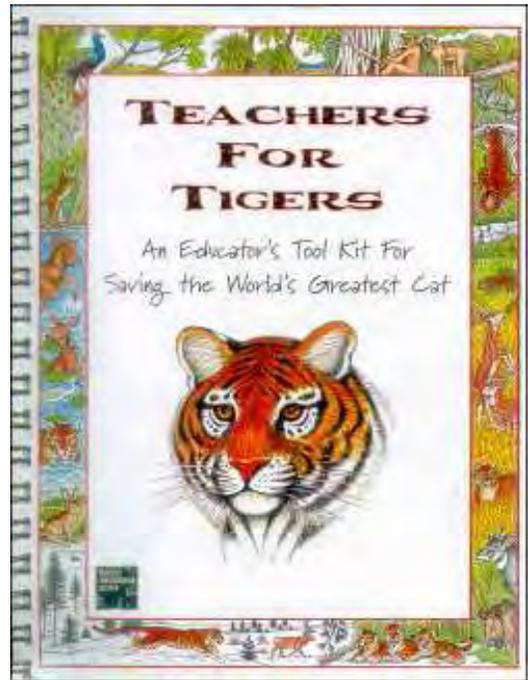
Unit 3: From Awareness to Action. Using the real-life research of WCS biologist Dr. Ullas Karanth in the Nagarahole Reserve in India, examine tiger feeding ecology, home ranges, and census techniques. Learn about the tools used by conservation biologists, such as radio tracking and camera traps. A role-playing activity engages participants in the issues faced by the Nagarahole community, including conflict between wildlife protection and people.

Unit 4: Global problems / Global solutions. What are the conservation problems faced by tigers? Explore competition for resources, habitat destruction, human impact, and the trade in tiger body parts. Group activities will compare the situation faced by different subspecies, demonstrate factors contributing to an animal's status and highlight the link between traditional medicine and the tiger trade. Participants to work together to create a Global Tiger Conservation Strategy. Each person will finish the programme knowing how to make a difference and making a pledge to help save tigers.

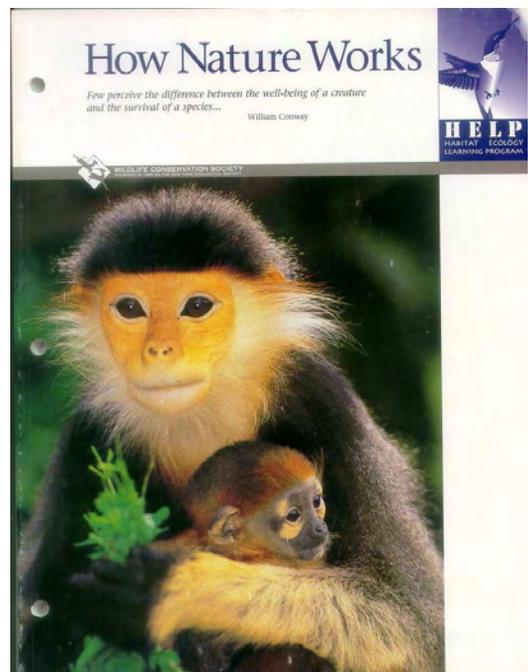
and contains multiple activities, masks, games, paintings, stories and evaluation tools which are informative, interactive and fun. Anticipating (and hoping for) its use in rural areas of tiger range states, developers Annette Berkowitz, Tom Naiman, Sarah Gruber and Nalini Mohan of Wildlife Conservation Society designed the Manual so that only few basic supplies would be needed to supplement it.

### How Nature works?

The book *How Nature Works*, contains Habitat Ecology Learning Programme (H.E.L.P) curriculum that provides an over view of key ecological concepts that enable the learner to understand the subsequent habitat modules.



*Manual*



*How Nature works*

**Tiger Tool Kit:** Using the graphics from the *Teachers for Tigers Manual*, Z.O.O. prepared an educational packet to give participants. The packet contains many interesting items like a tiger mask, rakhi, a small booklet on tigers, sticker and placard to discourage hunting of tigers. The packet was given as a sample to participants which they could order upto 50 numbers for their class children to conduct an education programme on tigers after the training.

The teachers were given a set of 7 masks of tiger, tiger cub, their prey species and other predators which they could use for games. They were also given 8 flash cards which had a picture of either a tiger subspecies or tiger habits on one side and relevant information on the other side. The teachers can hold up each flash card to the students even in their classroom and explain each picture.

Each packet also had a Tiger pledge card, which recipient can sign and agree to conserve tigers and educate people about tigers. Each bag also had a book called *How Nature Works*, two other educational packets, one on teacher training on wildlife welfare and a Zoo Patrol Kit along with two copies of ARNIZE newsletter and ZOOS' PRINT magazine and journal. A t-shirt on tigers, a notepad, a pen and a tentative agenda for the workshop were also provided. Each participant was given a name tag and also a tag for their bags.



**Tiger Tool Kit**



**Registration materials**

## Appendix

### Registration form

**Teachers for Tigers – Education Programme**  
**24-28 February 2003, Arignar Anna Zoological Park**

**REGISTRATION FORM**

Name in full: KUMAR SWAMI GUPTA

Designation: ASSISTANT CONSERVATOR OF FORESTS (WILD LIFE)  
UDAIPUR

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Please list zoos you have worked with: UDAIPUR ZOO.

What audiences do you work with: - Environmental loving people of the city.  
- Govt/Non Govt. Organisations related to Environment  
- College / School Children.  
- Research Scholars.

Please list the kind of environmental educational activities you have done:  
- PAD YATRA'S  
- Nature Interpretation Training Programmes.

What environmental education training do you have:  
- Working experience in Extension & Communication wing of Forest Deptt.  
- Attended various programmes related to Environmental Education organised  
by Deptt. of Environment Govt. of Rajasthan.

Please list the things you need to be a more successful conservation educator:  
- Dissemination of knowledge relating to Environmental Aspects (Specifically  
the Scientific findings).

Signature: Kumar Swami Gupta

### Toolkit order form

*Zoo Outreach Organisation/ CBSG, South Asia/ Asian Regional Network of Zoo Educators*  
28/1, 1<sup>st</sup> Cross (East) Bharathi Colony, Peelamedu, Coimbatore, Tamil Nadu 641 004  
 Phone 422 2561 087, 2563 159; Fax 2563 269; email : zootreach@vsnl.com

**Application Form for Tiger Toolkits**

Name:		
Postal address:		
Other contact information:	Phone :	Fax: Email :
Name of your Institution:		

**Description of proposed programme**  
*(Please include essential information, such as target group (number, age, identity), Venue, length of programme, activities planned, agenda, etc.)*

Use back of page if additional space is required

Number of packets required (please request 50 or less ... if you wish to conduct another programme and packets are available with us, you can apply again).	<input type="checkbox"/>
I will try and use some of the new methods and strategies learned in the Teachers for Tigers workshop in the programme described above.	<input type="checkbox"/>
I have the support of my administration to conduct this programme.	<input type="checkbox"/>
I will provide a report of the programme events and effectiveness with photos or sample items made by students.	<input type="checkbox"/>

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Tiger Pledge Card**

I, \_\_\_\_\_ pledge to help save  
**tigers by taking the following actions:**

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed, this \_\_\_\_\_ day of the month of \_\_\_\_\_ in the  
 year \_\_\_\_\_

Your Name \_\_\_\_\_

Witness \_\_\_\_\_

**Tiger Pledge Card**

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**GROUP PHOTOGRAPH OF WORKSHOP PARTICIPANTS**

*Report of the Teachers for Tigers*



# Agenda

Teachers for Tigers Training Workshop  
Arignar Anna Zoological Park, Chennai, India  
24 – 28 February 2003



## Sunday, 23 February 2003

12:00 noon Arrivals and Registration –  
9:00 pm Dinner Buffet – Harvest Room

## Monday – 24 February 2003

08:00 – 09:30 Registration – Hotel Royal  
Southern  
09:30 – 10:30 Inaugural function – Hotel  
Royal Southern  
10:30 – 11:00 Tea  
11:00 – 12:00 Ice-Breaker Activities  
12:00 – 13:30 Workshop Themes &  
Schedule; Evaluation activities  
13:30 – 14:15 Lunch  
14:15 – 15:15 Introduction to zoo – P.C.  
Tyagi, Director, AAZP  
15:15 – 15:30 Tea  
15:30 – 16:00 Load bus and travel to zoo  
16:00 – 18:00 Tour of the zoo led by Host Zoo  
Return to hotel  
19:30 – 21:00 Introduction to Participant  
Presentations and  
Presentations – up to dinner

## Tuesday — 25 February

06:30 – 08:00 Bed Tea, Bath, Breakfast  
08:00 – 08:45 Evaluation activities continued  
– Tom and Nalini  
08:45 – 09:00 Introduction to How Nature  
Works – Tom and Nalini  
09:00 – 09:45 How Nature Works activities –  
Tom and Nalini  
09:45 – 10:00 Tea Break  
10:00 – 10:30 How Nature Works continued  
– Tom and Nalini  
10:30 – 11:00 Travel to Zoo  
11:00 – 12:30 How Nature Works activity at  
AAZP – Tom and Nalini  
12:30 – 13:00 Food Web – Tom and Nalini  
13:00 – 13:30 Return to Hotel  
13:30 – 14:15 Lunch  
14:15 – 15:00 Biodiversity – Daniel  
15:00 – 16:00 Tiger Mini-Dramas Preparation  
– Tom and Nalini  
16:00 – 16:15 Tea Break  
16:15 – 16:45 Tiger Mini-Dramas  
Performances – Tom & Nalini  
16:45 – 17:15 Introduction to Tiger Range  
Maps  
17:15 – 18:00 Programmes and Packets –  
Daniel and Binu  
19:00 – 21:00 Participants Presentations

## Wednesday, 26th February 2003

06:30 – 08:00 Bed Tea, Bath, Breakfast  
08:00 – 08:30 Travel to Zoo  
08:30 – 09:15 Tiger Range Maps  
09:15 – 10:00 Tiger Time Line  
10:00 – 10:30 From Little Cats to Big Cats  
10:30 – 10:45 Tea Break  
10:45 – 11:30 From Little Cats to Big Cats  
11:30 – 13:00 Global Perspectives  
13:00 – 13:30 Return to Hotel  
13:30 – 14:15 Lunch  
14:15 – 15:00 Tigers in Mythology and Art  
15:00 – 15:45 Host Zoo presentation: AAZP  
Education Programme  
Tea Break  
15:45 – 16:00  
16:00 – 17:30 Tiger Medicine  
17:30 – 18:00 ZOO & its networks  
18:00 – 19:00 Free time  
19:00 – 21:00 Participants presentations

## Thursday, 27 February 2003

06:30 – 08:15 Bed Tea, Bath, Breakfast  
08:15 – 09:15 Tigers in Mythology and Art  
09:15 – 10:30 Tiger Medicine  
10:30 – 10:45 Tea Break  
10:45 – 12:30 Unit 3 : From Awareness to  
Action. Counting and Tracking  
12:30 – 13:30 Invited Lecture: Tiger  
Conservation, Dr. Anamalai  
13:30 – 14:15 Lunch  
14:15 – 15:45 Nagerhole Citizen's Debate  
15:45 – 16:00 Tea Break  
16:00 – 17:00 Resource Round Up  
17:00 – 18:00 Invited Lecture :Environment  
and Legislation, Dr. Tyagi  
18:00 – 19:00 Free Time  
19:00 – 21:00 Participants Presentations

## Friday, 28 February 2003

06:30 – 08:15 Bed Tea, Bath, Breakfast  
08:00 – 08:45 Invited Lecture : Zoos and  
Conservation, Sally Walker  
08:45 – 09:45 Tiger Conservation  
Conference  
09:45 – 10:30 What can I do ?  
10:30 – 10:45 Tea Break  
10:45 – 11:30 Evaluation Form  
11:30 – 12:45 Evaluation Activities  
12:45 – 13:30 Complete Order Form / Action  
Plan  
13:30 – 14:15 Lunch  
14:15 – 15:00 Closing Ceremony  
15:00 – 15:15 Closing Tea  
15:30 – 18:00 Crocodile Bank – optional trip

# Teachers for Tigers

## Zoo Educators Workshop Report

Several years ago, Wildlife Conservation Society (WCS) was requested by WCS field biologists to develop an educator training manual for use in range countries. The Manual was years in preparation with a team of expert educators and field personnel contributing. The Manual's focus is on innovative educational activities with tiger as the theme. Training in use of the Manual in a workshop setting was envisioned as the best means of disseminating its message.

Wildlife Conservation Society invited Zoo Outreach Organisation (Z.O.O.) in India to set up and coordinate the training workshops on the ground in India and Z.O.O. agreed. A total of eight workshops are to be held all over India. The first was held in Coimbatore in collaboration with Coimbatore Municipal Corporation and Coimbatore Zoological Park and was a five-day training workshop on conservation education using tigers as the theme at Hotel Rathna Inn, Coimbatore from 17-21 February 2003.

This is the report of the second workshop organised in collaboration with the Arignar Anna Zoological Park, Vandalur, Chennai (Madras) and was a five-day zoo educator training workshop using tigers as the theme at Hotel Royal Southern, Maraimalai Nagar, Chennai from 24-28 February 2003. The participants were carefully selected totaling to 33 representing almost all parts of India and one from Nepal. The resource persons were Mr. Tom Naiman and Mrs. Nalini Mohan from Wildlife Conservation Society, New York. Invited special lectures on various topics related to tiger habitats, wildlife laws, conservation and education were given by Dr. P.C. Tyagi, IFS., Director, AAZP, Dr. R. Annamalai, IFS., Director and Conservator of Forests, KMTR, Dr. A. Manimozhi, Biologist, AAZP, Ms. Sally Walker, Founder and Hon. Director, Dr. B.A. Daniel, Scientist and Ms. A.R. Binu Priya, Research Associate from Zoo Outreach Organisation, Coimbatore.

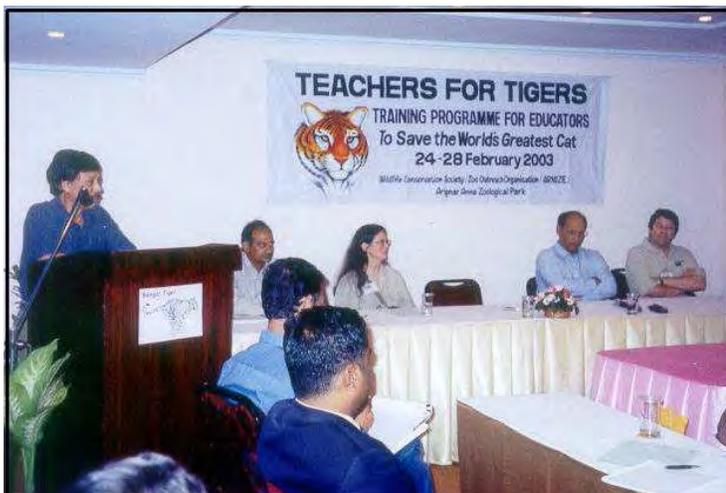
### **Programme preparations**

The workshop details were planned and decided upon through email by Sally and Tom. Tom Naiman sent Z.O.O. the Teachers for Tiger manual. Z.O.O. immediately made photocopies of the manual to distribute to the trainees. Tom also sent us copies of a Teachers Manual "How Nature Works". Meanwhile, Tyagi was looking out for a suitable venue. He suggested the Royal Southern Hotel. Sally went over to Chennai to have a look at the suggested venue and also to go over the finer details of the workshop preparations. She fixed the venue the same day. The venue, Royal Southern Hotel, Kancheeparam District, was about seven kilometers away from Arignar Anna Zoological Park, Chennai. Sally had now a tough job of selecting the workshop participants. Everyone wanted to come and we wanted only 30 participants! Sally scrutinized her list carefully and selected only Education officers working in zoos around the country and one from Nepal. She also invited few non-governmental organisations who had education as one of their prime objectives. Of the total 33 trainees 21 were from various zoos and non-governmental organizations in India and one from the Central Zoo, Nepal. Z.O.O. decided to make small education packets which were completely based on the Tiger manual sent by WCS. The tool kit is described elsewhere in the Report. Z.O.O. staff worked on the tool kit day and night to make it attractive and easy to handle. The workshop materials were provided in a bag made of jute. The materials in the bag are also mentioned in another section of the Report. Ms. Sally and Mr. P.C. Tyagi then identified key speakers from tiger range areas to deliver special lectures at the workshop. The selected participants were sent two circulars informing about the workshop and one final confirmation form. Most of the participants reached the venue on 23rd February. They were accommodated at the venue itself.

## DAY ONE - 24<sup>th</sup> February 2003

### Inaugural

The Chief Guest at the inaugural was Dr. Sukh Dev, IFS., Chief Wildlife Warden, Tamil Nadu. Dr. Baruah, Director Guindy National Park, Dr. P.C. Tyagi, IFS., Director, Arignar Anna Zoological Park, Mr. Tom Naiman, Director, Education Division, Wildlife Conservation Society and Ms. Sally Walker, Founder Secretary, Zoo Outreach Organisation were also in the dais. Dr. Tyagi introduced the dignitaries to the gathering. Dr. Sukh Dev, in his Presidential address said that conservation education must be given mainly to the four target groups i.e., the education department, forest department, postal department and non governmental organisations. He said that networking is essential among educators as information has to be shared. He pointed out that crimes were often committed out of ignorance and our duty as wildlife enthusiasts and educators was to see that every one learns. Dr. Sukh Dev also praised the Management of Arignar Anna Zoological Park for efficiently maintaining the zoo. Mr. Tom Naiman in his special address said that he was looking forward to a good workshop. In coordinator's address Ms. Sally Walker said that "Teachers for Tigers" workshop is not about teaching only tigers but is a workshop that uses the charismatic tigers as models to teach about wildlife. Ms. Walker then asked the participants to stand and tie the *Rakhi* given to them on their neighbour's hand as a symbol of commitment to tiger conservation. Ms. Karuna Priya, IFS., Deputy Director, Arignar Anna Zoological Park gave the vote of thanks.



*Inaugural*



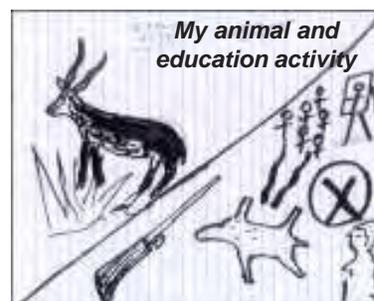
*Dr. Sukh Dev Tying Rakhi for Dr. P.C. Tyagi*

### Ice-Breaker Activities: Adaptomates / animal cards

Nalini Mohan conducted the activity of adaptomates. She asked the participants to draw an animal that they identify with on one half of the paper and on the other half she asked to represent pictorially some theme used by the participant in an education programme. Nalini showed a sample of her drawing containing a colourful flying tropical bird as the animal identified and a drawing depicting deforestation. She gave the participants 10 minutes to complete the exercise. At the end of it, the participants were asked to introduce themselves, speak a few words about their occupation, and explain their drawing. They were also asked to tell about their expectations of the workshop. This exercise gave a general idea about each participant and his/her interest.

### Workshop Themes, Schedule and Evaluation activities

Tom Naiman introduced the purpose and the contents of the workshop. He introduced the manual 'Teachers for Tigers' and its contents. The manual has four units: Unit 1: The World's Greatest Cat; Unit 2: Global Perspectives; Unit 3: From Awareness to Action and; Unit 4: Global problems / Global solutions. While introducing the theme of the workshop he mentioned that communication is the main focus of education strategy. The best way to communicate is not to talk but to



experience through activities. He mentioned that the entire workshop would have activities and also few invited lectures.

**Assessment**

In the beginning several assessment activities were included. These assessment activities were designed to get a feed back on the effectiveness of education programmes and also to as asses gauge if the objectives of the educational programmes were achieved. These exercises, done before and after the work, help to understand the change in the knowledge, attitude and action of



*Tom Naiman Introducing the manual*

the target group. Through this exercise one can also evaluate the knowledge of the audience and also the problems. Tom also requested the participants to give feed back about all exercises so as to improve the materials and training methods.



*Concept Map before the workshop*

**Concept map**

Concept map is a form of evaluation. This method can be used even with a non literate audience by asking them to make a pictorial representation. The objective of the concept map is to illustrate the main concept of a particular subject and relationship with those concepts. As an example, Tom demonstrated what he knew about Tamil Nadu? He prepared a concept map with Tamil Nadu as the main concept. Later he asked the participants to make a concept map with TIGER as the main concept. A time limit (10 Minutes) was given to make the concept map and at the end of it all illustrations were collected with their name and date so as to compare the maps at the end of the workshop to make a qualitative assessment.

**Activities at Arignar Anna Zoological Park**



*P.C. Tyagi introducing AAZP*



*Bus ride in zoo battery operated van*



*Trainees near Sambar enclosure*



*Discussion with AAZP zoo director*

### Activities at Arignar Anna Zoological Park

After lunch all the participants were taken to the Arignar Anna Zoological Park and gathered at the Zoo School auditorium. The Zoo director Dr. P.C. Tyagi gave a detailed introduction about the zoo which lasted for about 75 minutes. After the lecture, the participants went on a zoo tour in battery-operated vans. The groups spent some time at the rehabilitation centre at the zoo. The zoo was taking care of 4 chimpanzees, 30 lions and 7 tigers that were rescued from two circuses by the government. The participants returned to the hotel at about 6.45 pm and relaxed for a while for the evening individual presentation:

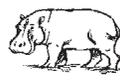
### Participants Evening zoo presentations

Most of the participants came well prepared to share their experience on education at their respective work place. On the first day Mr. Kaliachelvan and Mr. Sajee Alexander from Bilai zoo, Gigi Joseph, Periyar Tiger Reserve and Anand Pendharkar, SPROUTS, Mumbai gave their presentation. Each presentation lasted for 15 minutes with 5 minutes question time. Mr. Tom Naiman gave the first part of his presentation about Wildlife Conservation Society and Bronx zoo. The first day ended with lots of interaction.

Since the 1930s, three of the eight tiger subspecies have become extinct. (How do you feel about that?)



Fill in the circle under the picture showing the animal a tiger is likely to eat



#### Box 1: Story writing -- Tiger & Ramu

Long ago there were a hundred thousand tigers in the wild. There was also this tiger called tigger. He roamed freely in the jungle and sired many more tiggers. Then came another creature called Ramu, to live on the fringes of tigger's jungle Ramu also sired many Ramus.

The Tiggers hunted & the Ramus cultivated. Soon Ramus wanted more land to cultivate & they looked at tiggers land. To get tiggers land they killed the tiggers & took some of their land. No tigger's made the many Ramus brave. Soon they took over the whole jungle. Years went by, more & more Ramus came but fewer rains, more drought & more poverty. Soon some Ramus left the land, some died. Today there are no Ramus and no tiggers there guess who is Ramu? He could be any me of us.

Tigers were once at the top of the food chain, a sign of a healthy environment. By destroying them we destroy ourselves.

## Day Two: 25<sup>th</sup> February 2003

The second day of the workshop started at 8.00 am with a "tiger stretch". All the participants enjoyed it and learnt that this component could help the audience to get into the theme of the education programme.

### **Assessment:**

The participants were asked to write an imaginary story with tiger as the theme. They were given 15 minutes to complete it. To understand the concept and the method participants were requested to refer to page number 12 of the Teachers for Tiger manual. (See box1. to see examples of stories developed by the participants).

### **Attitude assessment:**

This assessment can also work well with non-literate group of audience (see opposite page). Nalini explained how the exercise could be done in a number of different ways. The pages 14, 15, 16 can be photocopied and the appropriate answers can be circled. In the workshop the participants were asked to write the number from 1-12, and while calling out the question they were asked to mark the correct answer as a, or b or c against the numbers.

### **Picture assessment: (Tiger survey)**

The participants worked out the survey techniques the Tiger survey and also the assessment method (content survey- written) that can be used for literate adults. When the trainees conduct a similar workshop, they can get these pages photocopied for the students to fill. As these exercises are full of graphics, they are very easy to follow and students understand and remember pictures easily.

### **Activity at the AAZP Zoo:**



*Tom introducing observation activity*



*Its time out!*

A visit to the Zoo was organised for the rest of the activities. Nalini gave a brief introduction to these activities. The participants left for the zoo at 8.45 a.m. The activity was planned at the vicinity of the walk-through aviary. Tom Naiman conducted an activity called "what is the change?" To explain it he requested six of the participants to stand in two rows facing each other. He gave all six of them 30 seconds time limit to observe all minute details (like standing posture, style, etc) of the one standing opposite to the player. He made them turn around and asked the players to make some changes in them. The player on the opposite side had to identify the change. This exercise helps the participants to develop keen observation. Animals are adapted according to environment, food habits, and the way they live. Unit four Lesson 3 from the book 'How Nature Works' was taken as an exercise to understand the value of animal adaptations. The trial of the entire exercise was done in the vicinity of the walk-through aviary. Each participant used the Adaptation Match activity sheet from "How Nature Works" as they observed the birds in the aviary.

They were asked to fill out the sheet after observing the animal's adaptations. The group was given 15 minutes to complete the exercise. At the end selected participants were requested to present their observations. Participants appreciated the exercise in which they were able to understand the difference between the casual observation and with that of the activity with the adaptation sheet. The work sheet helped participants to understand the adaptation of a particular animal to its life style. The same exercise was repeated with the Hippo as the object of observation.



***Look how it is adapted!***

***Note the change now***



***Naini leads discussion on adaptation***

## **Food Web**

Tigers do not live alone. All biotic and abiotic factors are required for the animals to live. This concept was demonstrated by a game known as web of life by Binu and Gowri Shanker. The game requires name cards. Four volunteers were asked to come forward and each one was given a name card with abiotic factors "sun, air, water and soil". Then 12 more volunteers were asked to come forward and each was given the biotic components. All the components in a food chain have to be present among the name cards including herbivores, carnivores and decomposers. A ball of thread was first given to the sun. The sun explained its role in the universe and then passed the ball of thread to a component that was dependent on it for example tree. The tree in turn explained its role in nature and held one end of the thread and passed the ball to the one dependent on it. In this manner the thread connected all components and formed a web.



***Binu explaining the web of life game***



***Understanding web of life***

Once the web is formed Gowri Shankar explained the interdependency of living and non-living things by pressing the web downwards. When all the components are interconnected the web bounces back. Then one connection was broken which led to the breaking of the web and when the web was pushed downward it collapsed. This game helps players to understand the concept of food web easily.

After completing the activity at the zoo the group returned to the hotel and continued with the class room activity.

### **Invited Lecture:**

After lunch Dr. B.A. Daniel, ZOO gave a presentation on Biodiversity. He started the lecture with the origin of life, classification of biodiversity, different habitat types found in India and examples of endemic plants and animals that are used commonly. In his talk he mentioned the former and present range areas of threatened animals including tiger. He also gave emphasis to the threats to biodiversity, the remedial measures that can be taken by conservationists and the role of educators in biodiversity conservation.



*Planning a mini drama*

### **Tiger Mini-dramas Practice**

The participants were divided into four groups and each group was given a theme to enact. The themes given were Courtship, Hunting, Parental care and Poaching. This method will help to evaluate the level of understanding of the concepts of tiger biology, behaviour and threats faced by tigers in the wild.



*Mini drama: Trainees in action*

### **Performance**

The groups went through their respective stories in pages 28-36 of the Tiger manual to select the characters of their story within their group and took about 45 minutes to practice their skit. They utilized masks, and other stationery items to enhance their performance. They also designed accessories such as bird heads, tiger tail, tree etc., required for their play. Each group took about 10

minutes to perform on the lawn in the hotel. The first group enacted parental care, the second enacted poaching, the third courtship and the fourth hunting. Everyone enjoyed the session, as there was lot of creativity and action in every group.



*Mini Drama: Hunting, Courtship, Parental care*

## Tiger Range maps

Each group consisting of 8 members was given a set of 12 maps. Out of the 12 maps, 3 sets of 4 maps were to be attached as a puzzle to get current tiger range areas, major tiger habitats of Asia and historic tiger ranges. Once the puzzle was solved, the participants were asked to jot down the list of countries in which tigers were found 100 years ago, the different tiger habitats in Asia and the past and present distribution of subspecies. This simple exercise conveyed a lot of information on past, present and future trends in tiger habitats, subspecies distribution and historic ranges.

## Programmes and packets

In the subsequent session Binu Priya and B.A. Daniel went through the tiger packets that were included in the bag given to trainees. They reviewed the utility of the packets in educating children of different age groups in education programmes. The participants came up with useful suggestions.

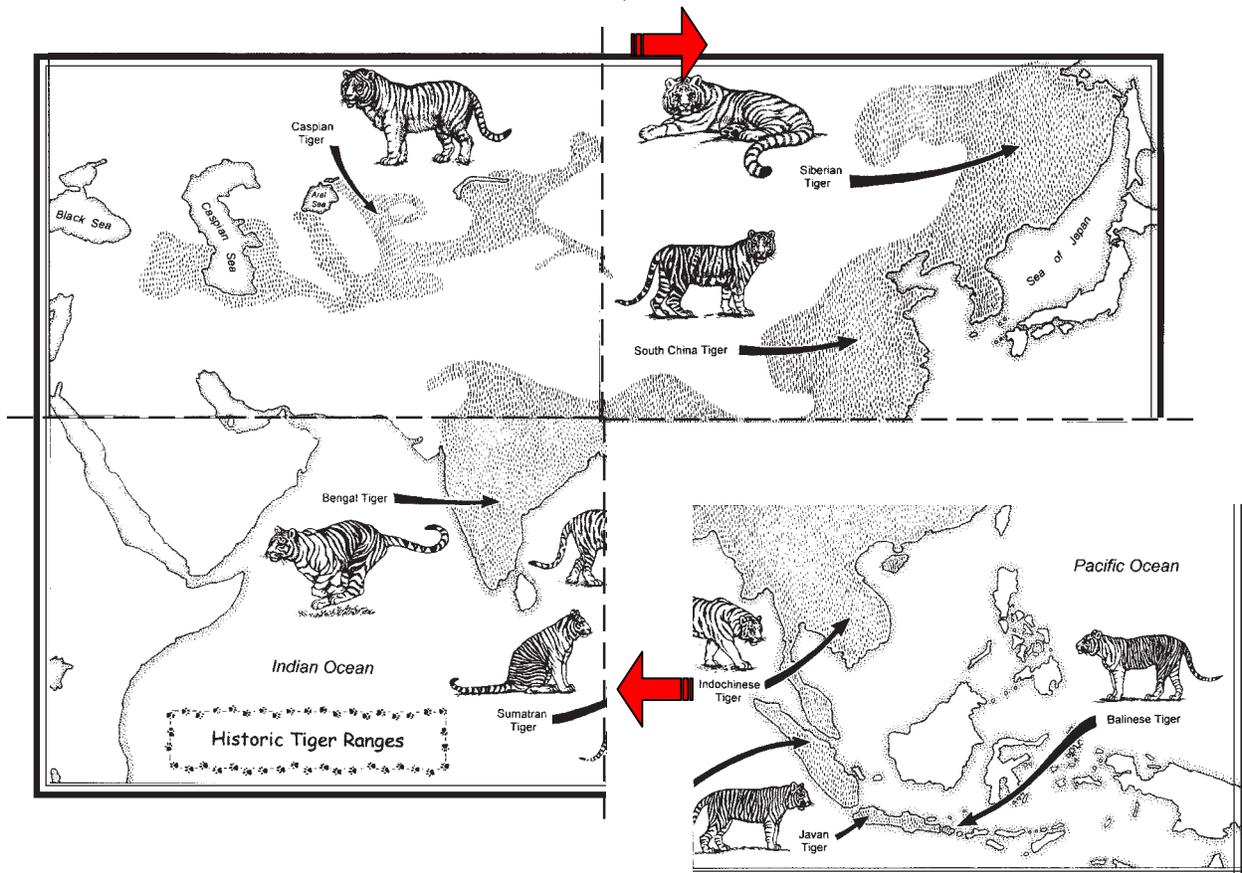


*The new tiger on the prowl*

## Evening zoo presentations

Ms. Payal Bhojwani, Shri. A.K. Nagar, Shri. Kumar Swami Gupta, and Mr. Manoj Kumar gave presentations on their education activities. Tom continued with his first day presentation.

## ***Tiger Range Maps -- Cut and paste to find the Historic range*** *(An activity from Pages 51 to 64 of the Teachersfor Tiger Manual)*



## Day Three: 26<sup>th</sup> February 2003

The third day of the workshop started at the zoo itself. The participants went to the Zoo at 8.30am. They assembled at the Zoo School to begin their activities.

### Tiger Timeline

The first activity of the day was tiger timeline (Teachers for Tigers. Unit 1. Page 87-74). Tom assigned each participant a year to make a poster on an event that took place in that year which is of relevance to tigers. The participants were given a blank paper and 15 minutes to design their poster. After completing his/her poster each person stuck the poster on the wall in chronological order. The host zoo participants were asked to prepare a poster based on a tiger incident in their zoo. At the end of it the group discussed the trend of the tigers in the last few centuries.



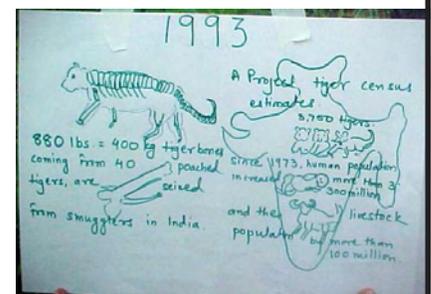
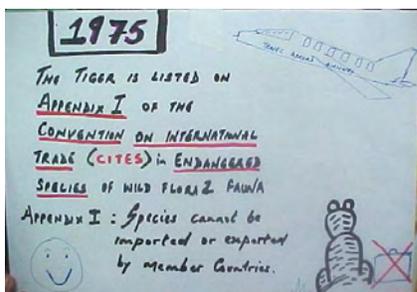
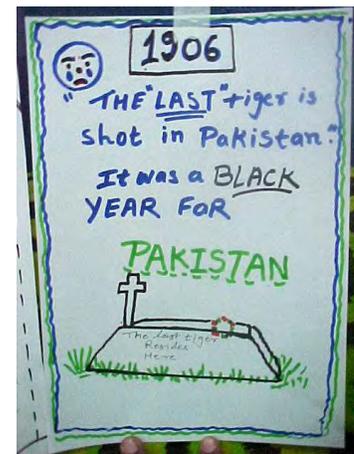
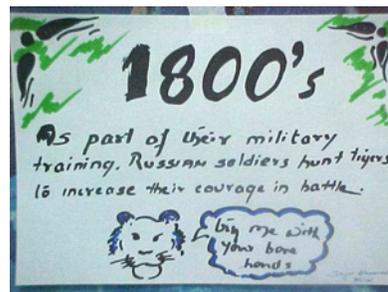
### From Little Cats to Big Cats

After tea, Nalini Mohan divided the participants in to 10 groups and each group was assigned a lesson. Each group had to teach the lesson assigned to them in an appropriate manner as given in the tiger manual (Unit 1: pp. 65-84). The lessons allotted were:

Body size and weight, jumping, hunting, climbing, camouflage, eating, tail, speed, territoriality, communication



### Posters on Tiger timeline



Then the participants were taken to the tiger enclosure and the group presented their lesson in front of the exhibit. The tiger in the exhibit had a good impact on the exercise. After completing the exercise participants returned to the venue.

## Unit 2: Global Perspectives

Tiger in culture:

Tom asked the participants about how tiger was depicted in Indian culture, sport, music, advertisement, literature, art etc. The participants gave their inputs with enthusiasm.



*Choose your activity*

## Tigers in Mythology and Art

The participants were divided into 4 groups. Each group was asked to read a story from the tiger manual and answer the questions given in the manual on how the tiger is depicted in each story. Again the participants were divided into 7 groups and each group was asked to go through one tiger art from the tiger manual. The groups were given 10 minutes to observe and study the picture and then asked to answer the questions in the tiger manual.

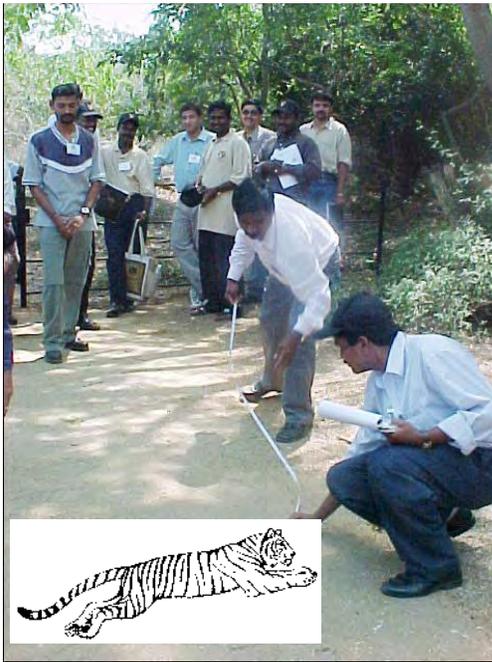


## Host Zoo presentation: Arignar Anna Zoo Education Programme

Dr. Manimozhi, Biologist gave a power point presentation on the various education activities of Arignar Anna Zoo. He spoke on interactive-interpretive sign boards in the zoo, and the programmes that they have conducted with children and teachers in the zoo.

## Parts of a tiger: Tiger medicine

A photo copy of the drawing depicting parts of tiger that are used as medicine in different tiger range countries was given to the participants and each participant had to fill in the appropriate medicinal value that they thought was taken from each part. The answers were compared with the actual usage of parts for medicine. Tiger parts are not used as medicine in India. Tiger trade in various tiger range countries for medicine were discussed. The participants also discussed on the applicability of this exercise with different audience. Few among the participants mentioned that as educators they have to discuss about the trade issue while others felt that the handout, if isolated from the manual and its explanation could be misinterpreted. An exercise was conducted to create material which would convey the right message in a manner comprehensible even without explanation (See next page).



**Activity on  
'From small  
cat to big cat'**

**Leap  
&  
Jump**

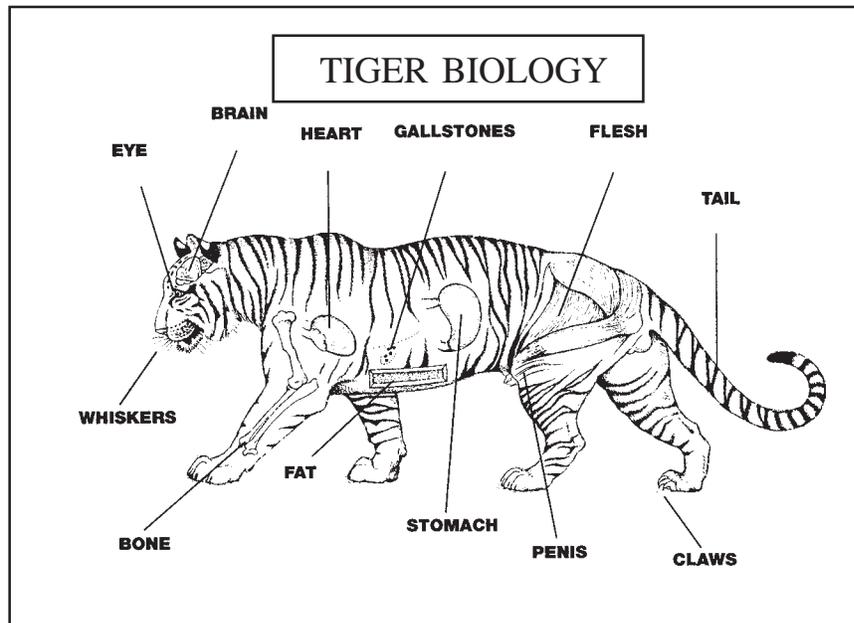


### **Role play**

The trainees were divided into 8 groups. They were asked to take up the following roles: advertising executives, architects artists, biologists, farmers, newspaper reporters, politicians, song writers. Each group had to work on tigers in their respective roles develop a poster and give a report.

### **Evening zoo presentations**

Ms. Sally walker, gave a talk on the activities of Zoo Outreach Organisation. Ms. Geetha Shresta, Ms. B.G. Mridula and Mr. A.L. Paranjpe gave presentations on their zoo education activities.



**Example of a poster designed by participants**



Poster: Tigstick advertisement poster

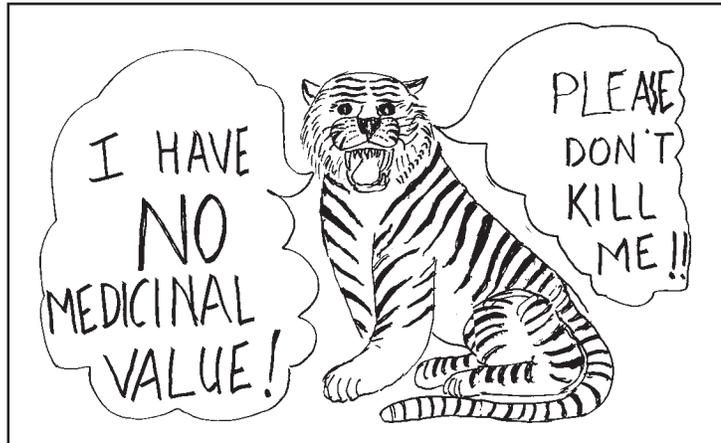
### **Trainees opinion about the activity - Little cats to big cats**

- Easy to relate to my target audience.
- Territorial behaviour – area mark: over lapping makes it muchworthy.
- Observing the animals or rather learning to observe and note down the features was fun as well as learning experience.
- Infact, it was worthwhile to do on spot education especially on various behaviour like leaping, home range, scent marking etc.
- It was really worthwhile to have the activities in the zoo. Because the session were so lively. It avoided the monotony of the classroom. We had lot's of fun and fact learning in zoo and many more.

## Day Four: 27<sup>th</sup> February 2003

**Continuation of Tiger medicine:** The trainees started the morning by preparing a poster as a group on teaching people about the myths of medicines taken from tigers. After completion one representative from each group came forward to present their poster.

**Examining Feeding Ecology:** One group worked on the feeding ecology. They photocopied pictures of prey animals and cut off the tails of each animal. They stuck the tail-less animals on the board and asked the audience to stick the appropriate tail on the tail-less animal. This way one can learn about tiger prey through fun. This game is similar to pinning the tail of the donkey that is played commonly in parties. Then the participants were divided into 3 groups. Each group was given a topic on counting and tracking tigers. The groups were asked to give a presentation after lunch.



*Poster on Tiger Medicine*



*Dr. R. Annamalai IFS*

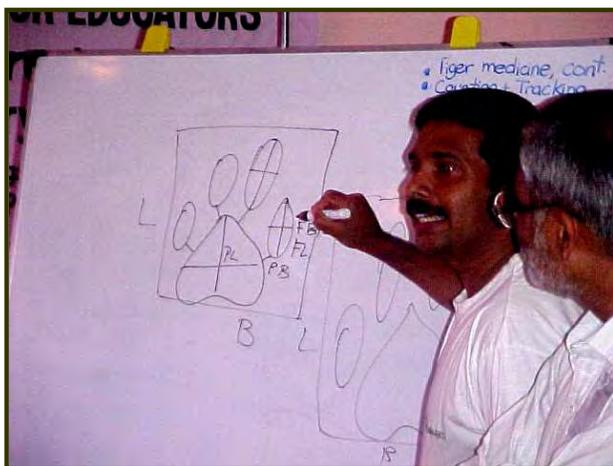
**Invited Lecture:** Tiger Conservation, Dr. R. Annamalai, IFS, Field Director and Conservator of Forests, Kalakkad-Mundanthurai Tiger Reserve, gave a talk on the eco-development project and tiger conservation activities in KMTR. He gave an up to date statistics on the status of tigers in India with special reference to KMTR.

### **Unit 3: From Awareness to Action. Counting and Tracking Tigers.**

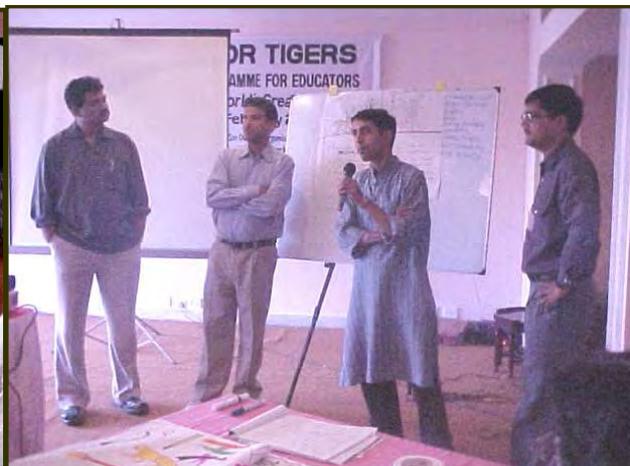
The groups presented their respective topics.

*Group 1 - Pug marks:* Gigi Joseph represented his group and explained the method in detail as a technique to survey tigers. He also discussed the advantages and disadvantages of this technique.

*Group 2 - Camera trap:* the second group enacted this technique that is used to



*Pug mark technique*



*Poster presentation*



**Camera Trap technique**



**Radio collaring techniques**

survey and count tigers. Anand Pendarkar and Amit Chavan made a power point presentation and explained in detail.

*Group 3 - Radio telemetry:* Chaitanya Joshi, Raju Vyas and Seema enacted this technique also they discussed the technique in detail.



**Farmers problems**

### **Unit III: Nagarhole citizens debate**

It is important to consider the human factor essential to modern conservation. The participants were divided into six groups: Conservationists, Human Rights Advocates, Forest Department Officials and Park Rangers, Poachers and Forest Resource Traders, Villagers and Government Officials. They were asked to read the proposals given in pages 167-172 of the *Teachers for Tigers Manual* and to appoint a spokesperson each to present their case to the Government Officials. Each group had to convince the Government Officials who were the deciding authority to pass their proposal. They also discussed how realistic the activity and the aspects are and the purpose of the activity.

**Conservationists:** They said that the tribals were utilizing enormous amounts of forest resources. The herbivores are also being deprived of their food, as they have to compete with tribals. They said that the tribals were also helping poachers to hunt animals and also support middlemen who are involved in illegal trade. Hence the tribals have to be shifted out. Moreover according to law, no human can take anything from the forests.

**Human Rights Advocates:** This group said that the tribals were living in the forests since time immemorial. They said that the tribals had every right to live within the forests, as they cannot survive in big cities. They also felt that the government would not help the tribals as they promise.

**Forest Department Officials and Park Rangers:** This group said that they do everything to protect the forests. The tribals are utilising the forest resources, as they are economically backward. Since the forest department has fewer staff, they are using the tribals as guides to tourists and also as guards to identify

poachers and curb poaching.

**Poachers and Forest Resource Traders:** Their argument was that they were very poor and that they can make a decent income if they poach animals. They said that their livelihood depends on the trade of forest resources even though they were aware that such activities are illegal.

**Villagers:** This group said that they were against shifting from the forest as they have lived in the forests for a long time and that the land was their ancestral property. They did not trust the government officials as they are known to never to keep up their promises. They said the government would cheat them once they move out of the forests and will not give them houses. This way their condition would only worsen and never improve. They said that they have used forest resources since the ancestral days and that it did not affect the forests. They blamed the urban people for destroying the forest resources.

**Government Officials:** They said that tigers are important group of animals. They have to be protected. To protect tigers the forests have to be saved. All illegal activities have to be stopped. The tribals are supporting illegal activities such as poaching and use of other forest resources. Hence the tribals have to be shifted out of the forests. The government would improve the conditions of the tribals by providing a house to each family and educating their children. The government officials said that they will help the farmers and campaigned for their party in the forthcoming elections. The farmers were very happy and gave a shawl to the politicians.

**Invited Lecture:** Environment and Legislation, Dr. P.C. Tyagi, Director, Arignar Anna Zoological Park - Dr. Tyagi highlighted pollution as one of the threats to biodiversity. He said that for people to be aware of the disastrous effects of pollution educators play a major role. He also pointed out that Indian Legislation was the strongest in terms of wildlife and environment but on the implementation part it was the weakest.

**Evening zoo presentations:** Amit E. Chavan, Gowri Shankar, A.L. Paranjape, K. Gangadharan Aravind Raajkaran, Zoo Watch.



*What can you do?*



*My commitment*

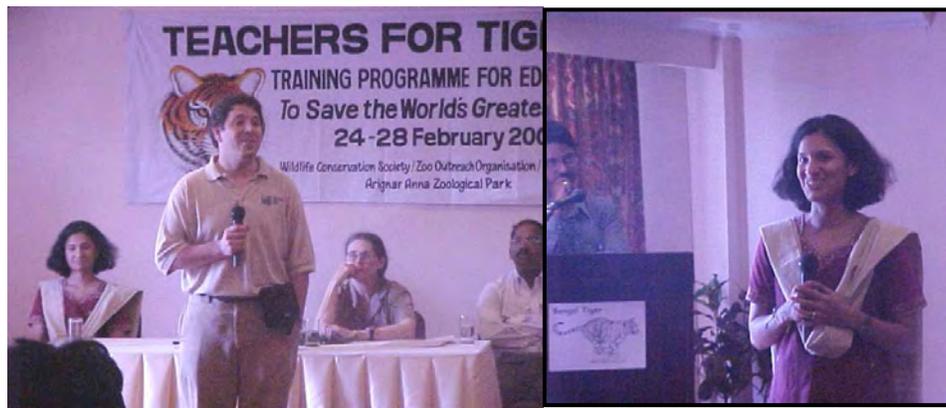


cards from their bags and asked them to write a pledge. After filling the pledge card each trainee stood up and made his / her pledge in front of others.

**Evaluation Activities:** Nalini and Tom asked the participants to make a concept map on tigers as they did on the first day. After every individual had finished they gave the participants the concept maps that they had worked on, on the first day and asked them to compare it with the one that they had just made to see the difference in their knowledge on tigers before and after attending the workshop. The participants found it to be a very good form of evaluation.

### Evaluation Form

The participants were given an evaluation form to evaluate the entire workshop (See appendix). A form was given to each participant to write a proposal or action plan of their own education programme on tigers. An order form was also attached for them to fill in and order the tiger packets. Tom after circulated the book entitled 'The way of the Tiger' by Ullas Karanth and promised to supply to the trainees for those who organise an education programme and send a detailed report of it.



**Tom and Nalini sharing their opinion about the workshops in India**



**Report of the Teachers for Tigers Workshop, 24 - 28 February 2003, Chennai**

## Valedictory

The valedictory was presided over by Mr. Tom Naiman and Ms. Nalini Mohan. Tom distributed the certificates to all the participants and requested them to plan a programme at the earliest possible time and get back to ZOO with a report. Tom and Nalini said that they had a very nice time in India. They were happy to have been with a learned group of enthusiastic people. They also spoke very favourably on their experience of working with Zoo Outreach Organisation.

Ms. Sally Walker spoke about the workshop preparations. She thanked the Arignar Anna Zoo, the Zoo Director and Zoo staff for all their co-operation. She also thanked Star Foundation and WCS for all their efforts.

Dr. Manimozhi delivered the Vote of Thanks. He thanked the Zoo Director, his colleagues, WCS, ZOO and the hotel management for their efforts and cooperation. After the function the trainees left for Crocodile Bank in a bus arranged for them.

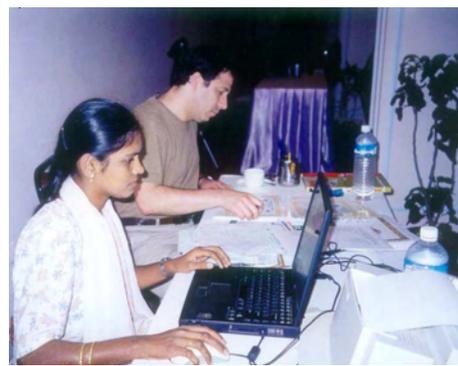


*Tom distributing certificates to the participants*



*Sally Walker thanking WCS, Starr Foundation, AAZP, Institutes of all participants and ZOO staff*

## Organisers and trainers at work



## Evaluation

### What they felt about the workshop!

<b>Length of workshop</b>	Just right - <b>85.7%</b>	Too long - <b>10.7%</b>	Too short - <b>7.1%</b>	-
<b>Length of day</b>	Just right - <b>10.7%</b>	Too long - <b>21.4%</b>	Too short - <b>0%</b>	Long but worth it - <b>71.4%</b>
<b>Participants presentations</b>	Worthwhile - <b>53.5%</b>	Not so useful - <b>10.7%</b>	Should be longer - <b>10.7%</b>	Should be shorter - <b>25%</b>
<b>No. of participants</b>	Just right - <b>85.7%</b>	Too many - <b>3.5%</b>	Too few - <b>3.5%</b>	-

Modules	Perfectly understood by me situation	Conveyed correct impression	Can replicate in my work	I can modify the modules for my situation	Not appropriate
Pre-workshop invitation and instructions	57.1 %	53.5 %	35.7 %	32.1 %	
Activities from Manual	42.8 %	46.4 %	35.7 %	64.2 %	
Evaluation materials	57.1 %	46.4 %	35.7 %	53.5 %	
Life of tiger in mini dramas	53.5 %	57.1 %	35.7 %	64.2 %	7.1 %
Tiger ranges: Yesterday, today and tomorrow...	71.4 %	50.0 %	46.4 %	39.2 %	
From Little cats to big cats...	53.5 %	53.5 %	39.2 %	32.1 %	3.5 %
Time timeline....	60.7 %	42.8 %	53.5 %	39.2 %	
Tiger in our culture...	60.7 %	53.5 %	42.8 %	35.7 %	
Tiger Mythology	39.2 %	42.8 %	42.8 %	46.4 %	
Tiger Art	42.8 %	35.7 %	46.4 %	39.2 %	
Global perspectives	57.1 %	57.1 %	53.5 %	32.1 %	
Feeding ecology of tigers	57.1 %	53.5 %	46.4 %	39.2 %	
Counting tigers	60.7 %	46.4 %	42.8 %	42.8 %	
Tracking tigers	67.8 %	57.1 %	46.4 %	42.8 %	
Nagarhole citizen's debate	50.0 %	53.5 %	39.2 %	50.0 %	3.5 %
Resource round up	28.5 %	35.7 %	25 %	21.4 %	
Tiger medicine	50.0 %	60.7 %	39.2 %	64.2 %	
International tiger conservation conference	57.1 %	60.7 %	46.4 %	46.4 %	3.5 %
How to make a difference	53.5 %	57.1 %	60.7 %	46.4 %	
Lesson 2 – Elements of survival; Surviving the seasons	64.2 %	57.1 %	53.5 %	50.0 %	
Lesson 1 – the finger challenge	60.7 %	50.0 %	53.5 %	32.1 %	7.1 %
Lesson 2 – Design a critter	39.2 %	60.7 %	35.7 %	42.8 %	3.5 %
Lesson 3 – Adaptation match	50.0 %	53.5 %	50.0 %	50.0 %	
Lesson 2 – constructing a food web		64.2 %	60.7 %	64.2 %	39.2 %

## My opinion about the workshop?

### WHAT WERE YOUR TWO FAVOURITE ACTIVITIES? AND WHY?

- Life of tiger in mini dramas. Tiger time line. I like the first one very much because there was lots of fun, creativity, knowledgeable and simple. I am sure different target groups would be loved to experience it. In a very short time the tiger time live exercise brought out lots of ideas and concern in the history of tiger.
- The dramas and role playing as it was fun, educative and very appropriate for my potential target audience.

Concept maps & other evaluation techniques – again for its immense practical value in my area of work.

- Concept Map:- brilliant idea and tool to evaluate and understand the understanding capacity of the audience. This is how one can focus the activities so as to get the best impact and results. Counting tigers (camera trap + pugmarks):- good idea and activity to help understand the concept. Because:- also have research interest. Zoo activities:- Zoo was used (really) as a tool to educate and disseminate information. Education out of 4 walls = interesting.

## My opinion about the workshop? ...

- Population estimation. Arrangement of habitats through map, which are distributed in the Nature.
- Census estimation: Wildlife distribution, show map wise and Tiger marking methods highly attractive to me.
- Tiger range yesterday, today & tomorrow because it gives clear picture how tiger population in decline it helps to make people aware. International tiger conference: It gives the idea what are the aspects that should be included in tiger connection with priority
- Play on the different activities of Tiger. Because it is very helpful for making students more interesting in the subject. Activities on How nature works. It helped to conceive the ideas very much.
- Food web game- It is easy to teach the school children and they can learn more. Dramas:- This is fun and visitors and children like more.
- Concept Map preparation:- It is a very good idea to be implemented in all training workshops to know the Audience with respect to the subject. Simple dramas.
- Adaptation Match! Much more challenging what I thought! Observation: Little cats-big cats. Easy to relate to my target audience
- Story telling, Games. Off course it brings in active participation.
- Tiger estimation: no correct method is so far available. Prey-base information: much ignored area no data available about erosion. Territorial behavior – area mark: over lapping makes it much worthy
- Constructing a food web: too easy and can be done in schedule visit of children to understand interdependence. Tiger ranges: to talk about shrinkage of habitats and why we are conserving.
- Snake demonstration lecture, because there are many myths and misunderstanding about the snakes. Guided tour: to teach the participants how to use the “Zoo animals” for Creating awareness among the masses about wildlife.
- Tracking Tigers and tiger conservation of conference we learnt a lot from tracking of tiger – its life, home range, social interactions etc. and same can be presented in conference to save the large cat.
- Tiger Ranges: Since it gave us the information regarding distribution & habitat of the mighty big cat. Tracking Tigers: By now we in our state is adopting pugmark technique to get two trends, the new techniques although having financial involvement, will help us to initiate proposals to introduce them in our management practices.
- Life of tigers in mini dramas. Nagarhole citizen's debate. Live very interesting its give an idea of a persons who know present condition in acknowledge, in society
- Constructing the food web:- A complicated process explained in the simplest manner but very hard writing at the same time. Timeline:- An extremely fun activity but educative children's and adults brought to the same wave length
- Nagarhole people's debate. Tiger ranges
- *Teaching* in Zoos. Observing animals. Education is alone can bring change of mind (positive) among public conservation of our planet. It gave real impact.
- Demonstration of communication among tigers. Mini dramas on tigers No.17
- Observation – observing the animals or rather learning to observe and note down the features was fun as well as learning experience.
- Story telling and mini dramas. Because there two ways are definitely all messages to reach their mind without any disturbance
- Mini dramas, tiger time line very effective tool to communicate the message
- Concept map preparation. It is a good idea to be implemented in all training workshops to know the audience proficiency in the subject. Mini dramas as it will encourage the students to think and act innovatively.
- Tiger conservation strategies: To save the tiger we seeking best strategies and through such activities we could feel what others were thinking/acting in same discipline. Global perspective, Role play: What would be our role in global perspective and what others view on the same issues.
- “International Tiger Conference’ and Life of Tigers in Minidramas. They have given me a whole new outlook into simple things that's can be conveyed to target groups
- Concept map was a superb idea to develop a large sized project and an easily do able assignment to access change attitude ideas actions lacunae. Camera trapping the output came out good and I now have a teaching aid prepared!

### What were your two least favourite activities? And why?

- Counting tigers. Tracking tigers. Since I am a Wildlife Biologist, I had lots of experience with mere techniques. It was nothing informative to me. But these programs can be situated to many target groups in a better way now.

- The participants teaching as the idea behind the workshop seemed to have got lost in personal agenda's & opinions. "But this is probably group specific"

- Tiger Art:- Probably the information is important but the presentations were not up to the mark. Presentations:- by guest lecturers and or participants. Informative but not the way it/they/was/were presented.

- None

- All activities are higher valuable one so all activities favorite to me.

- None

- Talks – It was better to circulate the matter among the trainers.

- Radio telemetry:- I am working in Zoo. Census

- Mini dramas are not impressive. Tracking method is not good.

- None- All Activities were relevant

- Lecturing – Off course its boring

- Photo trapping of tigers: not wholly accepted by scientific committee

- Pugmark: out dated

- Counting tiger: not possible with a Zoo. Tiger medicine: As not a common practice to use tiger medicines in the area.

- Nil

- No such activity

- Nagarhole Citizen Debate: Because it was lacking indepth analysis of the issues related to the problem.

- From little cats to big cats. Tiger medicine. It some time give negative impression in students

- Nagarhole citizens debate-Doesn't get the message across clearly Same for global perspectives, politicians, press.

- The finger challenge. Tiger art

- I like all

- Counting of tigers. Tracking of tigers

- Presentations: of camera trap. The enactment as groups was real.

- Tiger ranges and Tiger conservation conference. These

two activities only for adults means ok.

- All activities was interesting

- Tracking tigers. It is bit complicated and the students will feel greater difficulty in under standing and it has no relevance in rural context. Citizen's debate. It is too complicated and you cannot expect students, teachers to be aware of all issues.

- NIL

- "Web of Life" & "Tiger Medicine" cause web of life is played by us all the time and Tiger Medicine harbours new danger of messages that are destructive that could be conveyed.

- The height weight exercise, could have been done in an enclosed areas and the time of the exercise was all wrong besides the tiger was hardly showing any of the expected actions. Some participants presentations gave no insight into their work.

### **WAS IT WORTHWHILE TO HAVE THE ACTIVITIES IN THE ZOO? AND WHY?**

- It was really worthwhile to have the activities in the zoo. Because the session were so lively. It avoided the monotony of the classroom. We had lot's of fun and fact learning in zoo and many more.

- Yes it was worthwhile as it was a more practical application & change of scene from a "boardroom" to a "wild area" so to speak gave it more manning.

- Yes! Definitely!! It worked well. Though activities could have been done in classroom outings – enjoyment + change. Experience:- How use Zoo. Experiment:- discuss and try feasibility of alterations. Very Nice!!! But we could have saved time to directly driving to tiger moat (facility avai.) and do activity (jump, ran) etc.

- Infact, it was worthwhile to do on spot education especially on various behaviour like leaping, home range, scent marking etc. All activities are higher valuable are so all activities favour to me.

- In Zoo trip lot of message gathered from your programme observation particular birds. Tiger meeting – Observation xxx and Scent marker is highly attractive to me.

- Yes, Because Zoo is the place where you can teach and learn with live Animals.

- Surely it was worthwhile because every activities has the participation of students or the target groups, so it will be very interesting to students and it is easy way to make awareness.

- It was worthwhile. Because it is easily detailed.

- Yes, useful.
- Yes, definitely, I was able to understand idea better and once we do the same back in our zoo, I am sure our target audience will feel the same.
- The same could be done in the classroom itself. May be relevant activities planned to conduct in the zoo settings.
- These activities are worthwhile
- It can provide much information. A large number of population visit Zoos and they can see a closer look of tiger as compare to National Park or Wildlife Sanctuary (Protected areas). So message to conserve tiger goes to a larger group.
- Yes, because it is the right place where there are variety of fauna and flora and that too living! These resources are very much valuable to teach people especially children about the living world, rather than teaching them in a classroom.
- Its worthwhile. It makes a difference when large cat is around and you are talking, behaving and learning about it.
- Yes! It was worthwhile since we stimulated the activities as if we are in real situation
- Counting tigers. Tracking tigers. Need to be live demonstration on the particular subjects, and it give right impression on students
- The idea of having the activities in the zoo was excellent. Activities like tiger time line in the zoo school, small cats to big cats made more sense than in a class room.
- Yes, Because live outdoor activities helps you to be more active instead of sitting in an closed AC room
- Yes, because lot of resources are available in the zoo. So it has meaning to have this in a zoo.
- Because mini dramas not necessary activities can be done even in schools. Zoo trips are not at all benefited. Otherwise it could be conducted in Tiger range areas.
- Yes seeing the animals and living, the activity related to them was a real learning experience
- Yes, it worthwhile to have the activities in the Zoo. Practical experience is always teach 100%
- Yes, A Zoo should acts as a center of conservation awareness for all its surroundings.
- Instead of three days it would be appropriated to have only one day visit to zoo as an outdoor activities as well as an outing for the participants.
- Yes it is worthwhile to do such activities in the Zoo, because we must feel that we are audience first, however

if we are going to teach the same to others, what they are feeling we could judge it ourselves.

- Yes, since we have been visiting zoos for long and forgot about the element of education/awareness it can impart.
- Yes learnt a lot of new ideas, methods, meet many old and new people, sorted out many styles and method, as well as got insights into cultural differences and how they affect programmes

#### **PLEASE TELL IF THIS PROGRAMME IS RELEVANT TO YOUR WORK, AND HOW?**

- It is extremely relevant to my present job as Extension Education officer in a tiger reserve. The training helped a lot to organize my awareness program in a better lively manner. I am damn sure!!
- Yes this programme was very relevant as I work with children. I can use these techniques not just to spread awareness about the tiger but also adapt the techniques for other species that I teach about.
- Yes! It was worth. We deal with all strata of society. Workshop added to ideas, implementation, tools etc. Many new things can be conceived
- Of Course, it is relevant to the some extent of my nature of work.
- Yes, because I am always bring to student from Various school and teacher also is our park. So I have got a lot of information from your workshop.
- The program teaches many teaching techniques which I can use in my regular work and I can make some worksheets modifying the module.
- Yes, I am working as Educational officer in the zoo. The classes and slide show we are conducting is not interesting. These activities are very interesting.
- Yes, I am working in Zoo, many programme in this course help me to get knowledge.
- Yes, relevant to me, if any visitor came I can explain this.
- My organization is largely focused on education and awareness. So this programme is almost tailor made for our activities. I have got a sizeable amount of information to help us in our work.
- Yes, When we deal with ecosystem/species conservation we can deal with tigers as our example. Now we have a lot to train the participants.
- Most of these programmes are relevant to my non-formal environmental education programmes and activities.

- Yes, I am working in a Zoo and during my interaction with visiting public I can tell more information/exercises to the visitors.

- This programme is relevant for me because I, work as an Education-cum-P.R. Officer in the Zoo at Bombay. I am responsible for conducting Education activities for masses in order to create love, interest and awareness among people about the wildlife

- Absolutely relevant. I am engaged in the same training field. A great learning experience

- Yes! The programme will proved to be a milestone in out work. New persuasive means of imparting knowledge & creating awareness, what we have gone through in 5 days period will help us in designing more effective means to communicate people about Nature & wild

- Yes because I am in believe to conserve the species and it can be only through education

- No, but I have to make some changes then it will work better

- More relevant. I am doing the same activity in my institution

- Not very much, however the “ideas and concept” can be used for teaching general environmental education in impressive manner

- Yes we are into educational activities this programme has helped us a lot and made us to have a systematic approach and have the right tool for organizing such programme

- Absolutely this programme is very relevant to my work. Because we three are working as biologists in the Zoo our routine work are taking classes to students, teachers and also visiting general public.

- Yes, I am posted in a zoo & conservation awareness is included in our objectives.

- Yes it is relevant to my work. As of now we are working in one tiger reserve and in one tiger habitat. We are working 100 school in and around these areas. Besides these we work with Zoo's and organize many programmes for the teachers and students.

- Relevant, As we are working to save the species from extinction and it is best way to have more hand together for the same cause

- It is relevant since I will be working with students and this will help me to give them messages in new light.

- Complete- I am interacting with mixed groups and each need a different style, focus and information- the workshop covered huge ground starting from a to zee..

**WILL YOU BE PERMITTED TO IMPLEMENT WHAT YOU HAVE LEARNED WHEN YOU RETURN TO YOUR PLACE? IF “NO” WHAT ARE YOUR OBSTACLES?**

- I can implement what I have learned from the programme

- Yes. I will be able to implement these activities within my workshops but...No. I have limitations of no. “Name” – a known wildlife organisation that will be an added value addition & give my workshop more credibility.

- Yes! Most of them. Probably not always with the same theme. Certainly concepts will be used.

- I am ready to disseminate the message which I learned from the session. No obstacles

- Yes, I have lot of information from the workshop. I will got a lot of ideas by Drama, slogan action and plays all above activities replay in our xxxxx. Just modified in our situation.

- Yes (8 entries)

- Surely

- Yes, almost to its entirety

- No impediments as I am an independent volunteer/ education.

- No. Being part of the Government of India, policy matters cant be handled by us.

- I shall have to seek sanction from higher authorities

- I will be permitted to implement whatever have learn.

- Yes! Since implements of programmes related to educating people and creating awareness among them is need of the time.

- Yes, but need little time to convincing my higher authority

- Yes, anything just takes convincing

- No, I don't think so. I will be surely permitted to implement what I have learnt

- Yes, without any problem

- No. Because most of the visitor's visiting in our Zoo coming from rural areas in and around Chennai. They know only their mother tongue.

- Yes, no obstacles

- Yes with some adaptations

- Most are “durable” things, the ones in the zoo are dependant on permission from zoo authorities (to some extent), but most exercise can be done any where, Keeping zoos and wild populations in mind.

## DO YOU HAVE ANY SUGGESTIONS FOR FUTURE WORKSHOPS?

- The curricular can be modified little bit and can be targeted to other groups like policy makers or forest department staff.
- There should definitely be many more workshops in India. The target group should not be confined to a particular group always – occasionally it might be interesting to combine corporates/teachers/forest & Zoo officials & NGO's in one group but a small number of 15 people.
- Keep it up! Great!! Feedback can be taken immediately after activity + at the end of workshop:- comparison + at the end probably do not get the exact expression which was there by 5 days. Better if feedback form follows the series that was kept for activities also who conducted.
- I suggest, to do the follow up action which is the lacuna in all level of eco-education.
- We have to take action to protect our wildlife- so awareness highly creates to student level.
- Workshop should include the participants from different countries.
- Length of day can be shortened. Please inform a bit earlier
- Frequent contact the educators. Invitation to be given earlier
- My suggestion is to change workshop duration to 7 days.
- Please have more of the same.
- When you select participants, the group may be diverse in involvement, educators, academics, researchers, conservationist, social works, press people, teachers etc. Next time you please try this.
- Like Nagerhole issue, more specific care studies in the Indian context can be considered constrains in conducting teacher programmes can be analyzed
- Atleast for a longer period more time for presentations. Persons of all states of India (as in this there is no person from J&K, Punjab, Himachal Pradesh, Uttaranchal North east states) should be included in the workshop.
- The duration of workshop was very less please increase the duration. Please include more practical things. More such workshop should be regularly arranged on different themes.
- It was very good, best, nothing could have been better than this...
- Will it be possible if we can come out with recommendations to develop new modules/dramas etc

for our mission.

- More local stuff should be included
- No. But the same participants may be called like this and their performance measured.
- WCS / ZOO can conduct this kind of workshop for school teachers with the help trainee's (Present batch) in the ——— area of Tiger Reserve. If so the benefit of the workshops can reach the grass root level.
- A little bit more interactive with more physical action in the classroom
- Actually this programme is conducted only for the educators. But only few persons are coming from the Zoo. Why do not you call rest of the Zoo personnel.
- Please involve more forest officers from National Parks, Sanctuaries and forest division in such workshop
- It can be made as three day workshop. Instead of choosing a hotel as a venue any Tiger reserve/protected area/tiger habitat may be selected as a venue Informal discussions may be arranged with park staffs of tiger reserves, villages and school near by may be useful.
- A list of participants should be sent in advance to each would be participants to prepare ourselves for the audience of workshop
- Can have a much more dynamic workshops with zoo's people since they are with the animals and they need to be properly enlightened.
- These could be some assignments of designing local material, Which all could taken back as ready material, besides audio-visual aids, Kits for activities and projects.

### **Any other comments – (compliments or criticism equally valuable)**

- It was really, really really a wonderful experience!!! Congratulations!!! How can I reflect my emotions?
- It's a great manual & material. May be you could have the manual in colour for all if costs permit! Thanks a ton for your patience, time, experience and most of all for being great role models as educators.
- GREAT!!! off course nobody is perfect.
- I would like to strongly suggest that the effective awareness should be given to Judicial officer so as they will pass right judgement to save the biodiversity in any farm, because I came across the experience of lack of awareness.
- Resource materials, valuable talks and, valuable

example. Lot of picture guideness are seen. Worth full and valuable program and also thanks to the organisers.

- Nil (3 entries)
- I appreciate the organizers especially Sally Walker for conducting programme very systematically without any problems
- Thank you
- Some front line people who work in the forest area may be given this chance. Auroville – Pondicherry will be an ideal setting for this kind of workshop but no zoo around it.
- Programme should contain more resource persons who actually do the job eg. Ulhas Karanth, Dr. Sudharsan Valmiki Thappar, Tribal leaders, like Balasubramanian. Star hotel accommodation, heavy food is unnecessary. Few sessions should be conducted in fringe areas, core area of the forests to have first hand experience. Minimum ordinary class travel, allowance dearness/living allowance should be arranged by the organizer 13 long working hours everyday for a period of one week may become counter productive. Better moderator conduct the debates.
- A wonderful workshop helpful in conservation of whole ecosystem
- The workshop was really good, we could learn various techniques (though very simple) about how to teach the children about wildlife. The workshop has inspired me.
- Organiser, Educator, trainers, congratulations.
- Heartiest felicitations for organizing such a nice workshop, which although was having very small activities but impressive & highly illustrative, will help in our working to a greater extent.
- Just a small suggestion – Venue should be bit close to city.
- The program was an excellent one. It can serve easily as

a blueprint for conducting any program for any other animal, tree, conservation environmental issues. The activities can be easily modified to cater to different age groups, maturity levels and education levels (Literate, Illiterate, Semi literate)

- Excellent presentations. We could understand better because of slow english pronounciations.
- It was wonderful programme. It should spread throughout world.
- I do not know how far this message can reach the stake holders; unless it reaches the student community in the Tiger Reserves, this excercise will become a waste. I suggest that each participant should go to the Tiger Reserve and conduct a programme on need for tigers.
- “REAL GOOD” Keep it up!!
- To produce 20 “Teachers for Tigers” through such workshop is certainly better than donating 20 crores of Rs to some P.A. or agency
- A follow up action in the form of a workshop at a later date/ follow up through mail shall be taken up Teachers for tiger manual should include the following components in terms information or activities. Species based on the approached should be modified in to Eco system based 1.Introduction to Ecology, 2.Ecological principles, 3.Tiger reserves/habitats in India, 4.Eco-development, 5. Puzzles/ games/quiz mismatch etc.,
- Best effort programme should also be conducted for PA's, Politicians and media people, as media and politicians can make a big difference
- THANK YOU for providing a good platform to interact, participate and communicate with people of different ideas.
- I think the co-ordination, planning and attention to detail, as well as pedagogic styles were superb!!! Congrats



**Workshop  
tigers  
stretching  
before attack!**