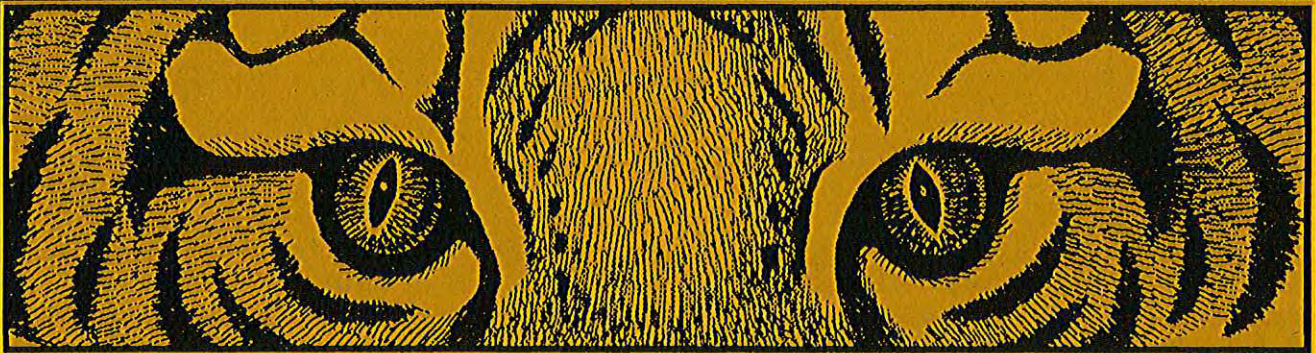


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# Teachers for Tigers

A Training Workshop on Conservation and Education on Tigers for Teachers

17-21 February 2003, Coimbatore, Tamil Nadu, India

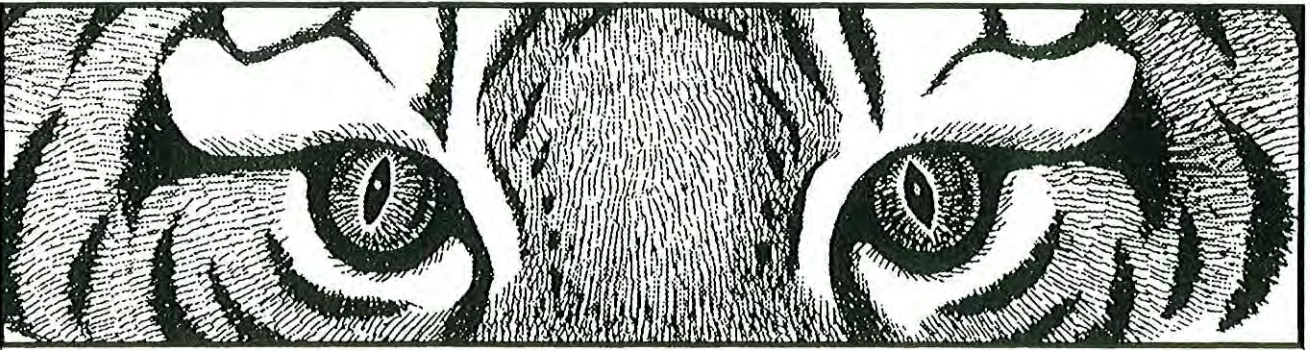
REPORT



Prepared by

*Zoo Outreach Organisation*

PB 1683 / 29/1 Bharathi Colony,  
Peelamedu, Coimbatore 641004, Tamil Nadu, India



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Peelamedu, Coimbatore 641004, Tamil Nadu, India



# Teachers for Tigers

A Training Workshop on Conservation and Education on Tigers for Teachers

17-21 February 2003, Coimbatore, India



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

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

*Coimbatore Municipal Corporation, Coimbatore Zoological Park*  
Collaborators

*The Starr Foundation, USA*  
Sponsor

Graphics by Patricia J. Wynne, WCS



Project Coordinator  
**Ms. Sally Walker**

Report prepared on behalf of Zoo Outreach Organisation by  
**K. Padma Priya**



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## Acknowledgement

### Wildlife Conservation Society

*Mr. Tom Naiman* and *Ms. Nalini Mohan* - Project Design and Training

### The Starr Foundation, USA

Sponsor

### Coimbatore Corporation

*Dr. D. Karthikeyan, I.A.S.* Commissioner, Coimbatore Corporation

- For his keen interest, cooperation and constant support

*Mr. W. Robert Karunakaran*, Chief Education Officer

- For his guidance, efforts, supervision and selection of teachers

*Dr. N.S. Manoharan*, Director, VOC Park Zoo

### Coimbatore Zoological Park

*Mr. B. Rathinasabapathy*, Biologist

*Mr. B. Manickam*, Horticulturist

### Zoo Outreach Organisation

*Ms. Sally Walker*, Project Coordinator

*Mrs. Latha G. Ravikumar*

*Dr. B.A. Daniel*

*Ms. K. Padma Priya*

*Ms. Binu Priya*

*Dr. Manju Siliwal*

*Mr. R.V. Sanjay Molur*

*Mrs. Geetha Kannan*

*Mrs. Krishnaveni*

*Ms. J. Sheela*

*Ms. Jyoti Maler*

*Ms. Nirmala*

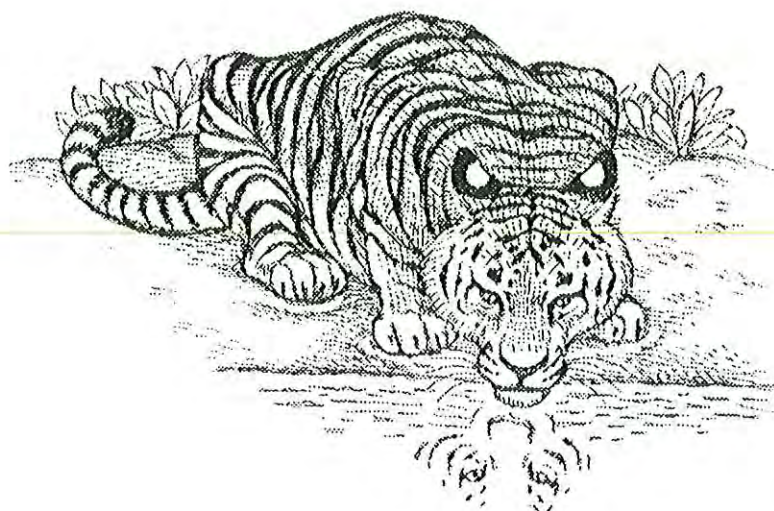
*Ms. Jayalakshmi*

*Mr. B. Ravichandran*

*Mr. Deivakumar*

*Mr. Prakash*

*Mrs. Sarojamma*



## Background information about Organisers and Collaborators

### **Zoo Outreach Organisation**

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.



### **Wildlife Conservation Society**

The Wildlife Conservation Society is one of the largest conservation organisations and conducts conservation programmes of all kinds all over the world. 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 are:



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

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

### **Coimbatore Municipal Corporation**

The Coimbatore Corporation was established on 01.05.1981 as an upgradation from the Municipality grade. Education is one of the many departments under the Corporation's control. About 91 schools with 1085 teachers and 38,000 students fall under the education department. The teachers are also given In-service trainings for various subjects for five days in a year.



### **Coimbatore Zoological Park**

The Coimbatore Zoological Park Society was founded in 1986 by a group of Coimbatore industrialists and is located near Anaikatty, 30 km from Coimbatore. Occupying an area of approximately 260 acres, the Zoo will recreate the different vegetation types found in the Nilgiri Biosphere Reserve. Conservation, breeding and research projects will be taken up in collaboration with other scientific institutions in Tamil Nadu and the surrounding area of the Nilgiri Biosphere, and the animals which feature them will be displayed at the Zoo as an interpretation centre for the Biosphere Reserve.





## Objectives, Topics and Methodology

### Objectives of the Programme

- √ To educate teachers 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 bring out the creativity in teachers by making them prepare different materials and mini-dramas
  - To get teachers to cooperate and involve in group activities and discussions
- √ To expose teachers from Corporation schools also to such training programmes
- √ Testing the *Teachers for Tigers* Manual prepared by Wildlife Conservation Society and getting feedback from the teachers

### Topics included in the programme

- 1 Tiger Ranges
- 2 Characteristics and Habits of Tigers - Body size and weight, jumping and leaping activities, hunting, camouflage, eating and speed
- 3 Subspecies of Tigers
- 4 Tiger Timeline
- 5 Tigers in Mythology, Art and Culture
- 6 Global Perspectives Role-play
- 7 Tigers in Nagarhole National Park
- 8 Census Techniques of Tigers
- 9 Tiger Medicine
- 10 Planning an Education Programme
- 11 Evaluation

### Methodology

The five-day programme on tiger education was entirely based on:

- √ Activities
- √ Discussions
- √ Games
- √ Presentations
- √ Mini-dramas
- √ Demonstrations
- √ Story-writing
- √ Observation
- √ Slide shows by 2 important Conservationists from India
- √ Field visit
- √ Planning education programmes

## List of Participants

### **Mrs. S. Akila**

Teacher, Maharishi Vidya Mandir Matric. HSS, Rajapalayam

**Subjects, age of students:** Art, 3-14

**Other interests:** Watching birds and animals, playing with pet animals. I like tigers and all animals. Tiger is our national animal also.

### **Mrs. A. Backiamary**

Secondary Grade Asst. Teacher, Corporation Middle School

Kovilmedu, Coimbatore

**Subjects, age and number of students:** Tamil, Maths, Social, 6, 61

**Other interests:** Reading Books, I like tigers because they are beautiful.

### **Mrs. J. Bagavathiammal**

Secondary Grade Asst., Corp. Middle School

Krishnarayapuram, Coimbatore 641006

**Subjects, age and number of students:** Tamil, Maths and Science, 6, 40

**Other interests:** Reading books and watching TV, I like the tiger because it is our national animal and looks majestic like a cat.

### **Mrs. E. Celine Beniltas**

Secondary Grade Teacher, Corporation Middle School

Uppilipalayam (South), Coimbatore 641015

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Science, 8, 30

**Other interests:** Reading books. I like tigers

### **Mr. S. Devasagayam**

Secondary Grade Teacher, Corporation Middle School

Varadharajapuram, Coimbatore 641015

**Subjects, age and number of students:** English, Maths and Science, 10-14, 150

**Other interests:** Watching National Geographic on TV, I like the tiger because it is our national animal.

### **Mr. S. Dhanaraj**

Secondary Grade Asst. Teacher, Corporation Elementary School

Nallampalayam, Ganapathy, Coimbatore

**Subjects, age and number of students:** All subjects. Particularly English, 6-12, 40

**Other interests:** I have an interest to watch and study the animals in wild. I like tigers because they are majestic.

### **Mrs. Hemalatha**

Secondary Grade Asst., Corporation Elementary School

Ganapathy, Coimbatore 641006

**Age and number of students:** 6-7, 51

**Other interests:** Watching TV

### **Mrs. K. Jesurathanam**

Secondary Grade Asst., Corporation Girls Hr. Sec. School

Ranganathapuram, Coimbatore 641009

**Subjects, age and number of students:** Maths, English, 11-13, 40

**Other interests:** Reading books and hand work. I like tigers

### **Mrs. S. Kalaiselvi**

Teacher, Crop. Middle School, Krisnarayapuram, Coimbatore

**Subjects, age and number of students:** Tamil, Maths and Social Science, 6, 40

**Other interests:** Book reading and Watching T.V., I like the tiger because it is our national animal and it looks attractive with its stripes.

### **Mrs. P. Kalavathi**

Secondary Grade Asst., Corporation Middle School

Kovilmedu, Coimbatore 641025

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 7-12, 64

**Other interests:** Watching TV and reading story books, Tiger is our national animal and is beautiful.

### **Mrs. T. Krishnavathy**

Teacher, Corp. Elementary School, Saramedu, Coimbatore

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Science, 8, 35

**Other interests:** Teaching, reading books, visiting the zoo, I like the tiger as it is our national animal and is attractive with stripes.

### **Mr. B. RaviKumar**

Teacher, GRG Memorial Hr. Sec. School, Vazhathottam, Nilgiris

**Subjects, age and number of students:** English, 14-16, 120

**Other interests:** Reading, watching animals

### **Mr. S. Joseph Prem Kumar**

Secondary Grade School, Corporation Middle School

6/7, Udayampalayam Main Road, Sowripalayam, Coimbatore 641028

**Subjects, age and number of students:** All, till 14 years, 40

**Other interests:** At present I have love-birds and an aquarium at home. I even had a parrot. In general I like to keep pet animals at home. Tiger is our national animal and is very powerful and agile. Though not the king of the jungle, yet it should be treated with utmost care and regard. Not only tigers but any animals, for that matter, should be protected well.

### **Mythili, Mrs. G.**

Secondary Grade Asst., Corp. High School, Ramalingam Colony, Coimbatore

**Subjects, age and number of students:** Maths and English, 14, 45

**Other interests:** I have attended a one-day training programme on Wild animal welfare education. Tiger is our national animal and looks majestic.

### **Mythily, Mrs. K.**

Secondary Grade Asst., Corp. Middle School

Krishnarayapuram, Coimbatore 641006

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 11-14, 200

**Other interests:** Reading books and watching TV (Animal Planet). I have attended a one-day training programme on wild animal welfare education. Tiger is our national animal and looks majestic like a cat.

**Mrs. S.K. Nagajothi**

Secondary Grade Asst., Corporation Middle School  
Ramasamy Nagar, Coimbatore

**Subjects, age and number of students:** Tamil, English, Maths, Science, and Social Science, 11, 60

**Other interests:** Reading books and watching TV, I have attended a one-day training programme on wild animal welfare education.

**Mrs. S. Nagamani**

Teacher, P.S.G.R. Krishnammal Hr. Sec. School for Girls  
Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Science, 13-15, 300

**Other interests:** Reading books, I like tigers because it is our national animal.

**Nalini, Mrs. M.S.**

Asst. Teacher, Corporation Middle School, Kovilmedu, Coimbatore 641025

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 6-12, 64

**Other interests:** Watching TV and listening to radio, The tiger is our national animal and is beautiful.

**Mrs. K. Nirmala**

Teacher, GRG Matriculation Higher Secondary School  
Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Biology & English, 12-13, 55

**Other interests:** Reading books and listening to music. Tigers are our national animal and is gentle.

**Mrs. S. Parvathavarthini**

Secondary Grade Asst., Corp. S.R.P. Ammani Ammal Girls Hr. Sec. School, R.S. Puram, Coimbatore 641002

**Subjects, age and number of students:** English, Maths, Science, and Social Science, 11-13, 50

**Other interests:** Reading books and watching TV, I like tigers because of its habits

**Mrs. K. Dhivya Praba**

Teacher, Chandra Matriculation School, Coimbatore

**Subjects, age and number of students:** Science, 10-12, 40

**Other interests:** Keep pet animals like dogs and cats. I like the tiger because it is our national animal.

**Mrs. S. Prabha**

Secondary Grade Asst., Corp. High School  
Maniyakaranpalayam, Coimbatore 641006

**Subjects, age and number of students:** English, Maths and Social Science, 12-13, 60

**Other interests:** I like to see Discovery channel (Animal Programmes), Last year I attended the one-day programme for teachers on wild animal welfare conducted by Zoo Outreach Organisation. I like tigers because of its courage, looks and its approach in hunting animals.

**Mrs. R. Prabhavathy**

Corp. High School, Ramalingam Colony, Coimbatore 641043

**Subjects, age and number of students:** Science and English, 14-15, 45

**Other interests:** I like to collect pictures of wild animals and birds, I like the tiger as it is brave and smart.

**Report of the Teachers for Tigers Workshop, Coimbatore**

**Mrs. K. Premalatha**

Secondary Grade Asst. Teacher, Corporation Elementary School  
Ganapathy, Coimbatore

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 6-12, 55

**Other interests:** Watching TV, listening the radio and gardening, Tiger is our national animal and so we have to preserve it.

**Mrs. R. Geetha Ramani**

Secondary Grade Asst., Corporation Girls Higher Secondary School, Ranganathapuram, Ramnagar, Coimbatore

**Subjects, age and number of students:** Tamil, English and Science, 11-12, 40

**Other interests:** Interested in nature, teaching and reading books, I like tigers

**Mrs. S. Isabella Amala Rani**

Teacher, P.S.G.R. Krishnammal Hr. Sec. School  
Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Science, 11-15, 300

**Other interests:** Reading Science books, I like tigers and want to know more about them.

**Mrs. E. Jaya Tulip Rosalin**

P.S.G.R. Krishnammal Nursery and Primary School  
Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Maths and Science, 7-12 years, 50

**Other interests:** I am very much interested about the life of animals and watch Discovery Channel. Tiger is our national animal and as an Indian it is very essential to know about the tiger and its habitats. We must conserve wildlife. As a teacher I want to educate my students.

**Mrs. P. Rosimary**

Secondary Grade Asst., Corporation Middle School  
Fort, Coimbatore 641001

**Subjects, age and number of students:** English, Maths, Science and Social Studies, 11-14, 45

**Other interests:** Reading books and watching TV, I like the tiger as it is our national animal

**Mr. P. Samuvel**

Secondary Grade Teacher, Corporation Middle School  
Varadharajapuram, Coimbatore 641015

**Subjects, age and number of students:** Tamil, Maths and Social Science, 6-14, 150

**Other interests:** Books reading, learning about daily life wildlife, I like the tiger as it is our national animal.

**Mrs. V. Sangeetha**

Teacher, Indra Gardhi High School (Wildlife Association of Rajapalayam)

**Subjects, number of students:** Computer, 90-100

**Other interests:** Watching birds, TV programmes on animals. I like the tiger as it is our national animal.

**Mrs. S. Santhi**

Secondary Grade Asst., Corp. Middle School, Fort, Coimbatore 641001

**Subjects, age and number of students:** English, Maths, Science and Social Studies, 11-13, 50

**Other interests:** Collecting pictures, watching TV, I like the tiger as it is our national animal and is attractive.

**Mrs. S. Saraswathi**

Secondary Grade Asst., Corporation Girls Higher Secondary School, R.S. Puram (West), Coimbatore 641002

**Subjects, age and number of students:** Maths, English and Science, 12-13, 60

**Other interests:** I have attended the one-day training programme on Animal Welfare Education by Zoo Outreach Organisation. I like the tiger as it is our national animal and is brave.

**Saroja, Mrs. S.P.**

Teacher, Krishnammal Hr. Sec. School for Girls, Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Science, 11-15, 300

**Other interests:** Computers, reading books & gardening, I like tigers especially for their appearance and power.

**Selvi, Mrs. K.**

Tamil Pandit, Corporation Higher Secondary School Peelamedu, Coimbatore 641004

**Subjects, age and number of students:** Tamil, 11-13, 70

**Other interests:** Reading books, watching TV. I like tigers because of its habits.

**Mrs. S. Selvi**

P.T. Asst., Corp. Boys Hr. Sec. School, Selvapuram, Coimbatore

**Other interests:** Teaching tailoring. I like cats.

**Selvi, Mrs. V.P.**

Secondary Grade Teacher, Corporation Middle School Neelikonampalayam, Coimbatore 641038

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 10-12, 45

**Other interests:** Reading books and watching TV, wildlife welfare education. I have attended the one-day training programme on Animal Welfare Education by Zoo Outreach Organisation. I like the tiger as it is our national animal. It looks attractive with rich colours.

**Mr. A. Sethupathi**

B.T. Asst., Corporation Hr. Sec. School, Selvapuram, Coimbatore 641026

**Subjects, age and number of students:** Social Science, 11-15, 250

**Other interests:** Studying books, seeing movies related to animals, I have attended the one-day training programme on Animal Welfare Education by Zoo Outreach Organisation. I like tigers for its habits and appearance.

**Mrs. K. Suguna**

Teacher, ALG Matriculation Higher Secondary School Damunagar, Puliyakulam, Coimbatore 641045

**Subjects, age and number of students:** English, Maths, Science and Social Studies, 6, 40

**Other interests:** Interested in Nature, teaching, gardening, nature-walk and reading books. Visiting zoos, watching birds and insects. I like tigers because they too are God's creation like us. It's a pity that man kills these animals and clear its dwelling areas.

**Mrs. N. Suriyakala**

Secondary Grade Asst., Corporation Middle School Ramasamy Nagar, Coimbatore 641030

**Subjects, age and number of students:** Tamil, English, Maths, Science and Social Studies, 12, 71

**Other interests:** Reading books and watching TV, I like tigers as it is our national animal.

**Mrs. V. Vandhana**

Teacher, Prasharda Patashala, T.P. Mills Road, Rajapalayam

**Subjects, age of students:** English, Sanskrit and story telling, 4-11

**Other interests:** Watching birds, animals, seeing animal-oriented TV programs, keeping in contact with "WAR" of Rajapalayam. I have attended the two-day workshop conducted by ZOO and WAR in Rajapalayam. I am interested in wildlife welfare and teach my students too.

**Mrs. S. Vanitha**

Secondary Grade Asst., Cor. S.R.P. Ammani Ammal Girls Hr. Sec. School, R.S. Puram, Coimbatore 641002

**Subjects, age and number of students:** English, Maths, Science, and Social Science, 11-13, 50

**Other interests:** Watching T.V. and reading books, I like tigers because of their habits.

**Mr. R. Vijayaraghavan**

Phy. Director, Chinmaya Vidyalaya Park Mat. Hr. Sec. School Rajapalayam

**Subjects, age and number of students:** Physical education by NCC, Upto 12, 450

**Other interests:** Animal sighting and census, birds watching, creating awareness among the public about preserving the forest. I am involved in elephant census in Mudhumalai Forest and Nilgiris. I like the tiger because of its character.

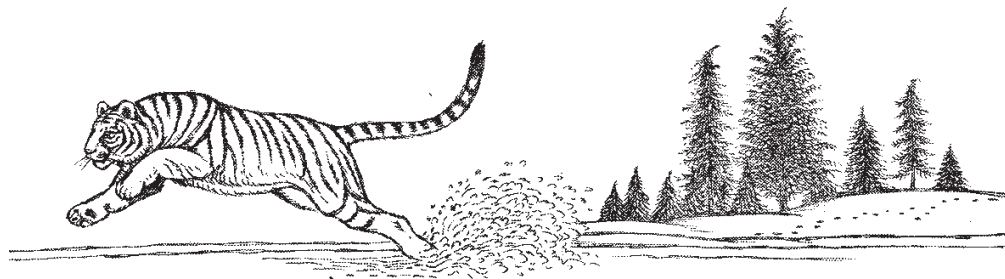
**Zoo Outreach Organisation**

Ms. Sally Walker, Founder Secretary

Dr. B.A. Daniel, Scientist

Ms. K. Padma Priya, Research Assistant

Ms. A.R. Binu Priya, Research Assistant





**Agenda for Teachers for Tigers Training Workshop**  
Coimbatore, 17-21 February 2003  
**Zoo Outreach Organisation, Wildlife Conservation Society**  
Coimbatore Municipal Corporation, Coimbatore Zoological Park



<b>Monday – 17 February 2003</b>	
08:30 – 09:30	Registration
09:30 – 10:30	Inaugural function
10:30 – 11:00	Tea
11:00 – 12:30	Ice-Breaker Activity: Adaptomates Animal Cards Activity-Based Introduction of Workshop Participants & Participant Expectations
12:30 – 13:30	Introduction to Workshop Materials, Themes & Schedule
13:30 – 14:15	Lunch
14:15 – 15:15	Teachers for Tigers Assessment Materials
15:15 – 16:00	Teachers for Tigers, Unit 1 – The World's Greatest Cat. Mini-dramas
16:00 – 16:15	Tea
16:15 – 17:00	Teachers for Tigers, Unit 1 – The World's Greatest Cat. Mini-dramas
<b>Tuesday – 18 February 2003</b>	
09:00 – 10:45	How Nature Works Activities
10:45 – 11:00	Tea Break
11:00 – 12:30	How Nature Works Continued
12:30 – 13:00	Wildlife Conservation Society
13:00 – 13:30	Zoo Outreach Organisation
13:30 – 14:15	Lunch
14:15 – 15:30	Teachers for Tigers, Unit 1 – Tiger ranges and timeline
15:30 – 15:45	Tea Break
15:45 – 17:00	Teachers for Tigers, Unit 1 – From Little Cats to Big Cats
<b>Wednesday – 19 February 2003</b>	
09:00 – 10:45	Teachers for Tigers, Unit 2 – Global Perspectives. Tigers in mythology and art
10:45 – 11:00	Tea Break
11:00 – 11:45	Teachers for Tigers -- Tiger Medicine
11:45 – 12:30	Basing a programme around prepared educational packets
<b>12:30 – 13:30</b>	<b>Guest Speaker: Tiger Conservation – Pramod G. Krishnan, I.F.S., Project Tiger</b>
13:30 – 14:15	Lunch
14:15 – 15:30	Teachers for Tigers, Unit 2 – Global perspectives role play
15:30 – 15:45	Tea Break
15:45 – 17:00	Teachers for Tigers, Unit 3 – From Awareness to Action. Counting tigers; Tracking tigers
<b>Thursday – 20 February 2003</b>	
09:00 – 10:30	Teachers for Tigers, Unit 3 – Nagarahole Citizen's Debate; Unit 4 – Global Problems, Global Solutions. Subspecies Grab Bag; Resource Round-up
10:30 – 10:45	Tea Break
10:45 – 11:30	Curriculum/Special Topics: Teachers for Tigers, Unit 4 – Intl Tiger Conservation Conference
<b>11:30 – 12:30</b>	<b>Guest Speaker: Conservation – The Role of Zoos – Dr. N. Krishna Kumar, I.F.S.</b>
12:30 – 13:15	Lunch
13:15 – 17:00	Travel to Coimbatore Zoological Park future site for activity – field trip
<b>Friday – 21 February 2003</b>	
09:00 – 10:45	Teachers for Tigers, Unit 4 – Making a difference, Small Working Groups – Development of Teaching Plan for Teachers for Tigers
10:45 – 11:00	Tea Break
11:00 – 12:30	Working Groups Continued
12:30 – 13:30	Presentations by Working Groups– Our Teaching Plan + 1 Activity
13:30 – 14:30	Lunch
14:30 – 15:30	Evaluation Activities
15:30 – 16:00	Personal commitments
16:00 – 16:45	Validictory: Closing Statements/Presentation of certificates
16:45 – 17:00	Tea

## Report

### **Teachers for Tigers - A Five-day Training Programme on Conservation and Education of Tigers**

Several years ago, Wildlife Conservation Society (WCS) was requested by WCS field biologists to develop a 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 and the second in Chennai.

The first workshop was 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. The participants were 30 selected teachers from Corporation schools in and around Coimbatore, eight teachers from private schools in Coimbatore and four from schools in Rajapalayam. The Resource persons were Mr. Tom Naiman and Mrs. Nalini Mohan from Wildlife Conservation Society, New York. The guest lecturers were Shri. Pramod Krishnan, Periyar Tiger Reserve and Dr. Krishna Kumar, Conservator of Forests, Chennai.

### **Programme Preparations**

In December 2002, representatives from Zoo Outreach Organisation (Z.O.O.) approached the Coimbatore Corporation Commissioner, Dr. D. Karthikeyan, I.A.S. to collaborate and conduct the training programme for teachers from Corporation schools. The Commissioner readily agreed and a list of 30 science teachers from different Corporation schools was given by Mr. Robert Karunakaran, Chief Education Officer. It was decided to include a few interested teachers from private schools also and accordingly 12 teachers were chosen from different schools in Coimbatore and Rajapalayam.

Zoo Outreach Organisation finalised the dates of the training programme and the venue after consulting the Commissioner and the CEO. A tentative agenda was prepared by the resource persons. The *Teachers for Tigers* Manual prepared by Wildlife Conservation Society was photocopied for each participant. Other educational materials were prepared by Z.O.O. with graphics from the Manual.

Mr. Rathinasabapathy and Mr. Manickam from Coimbatore Zoological Park made necessary arrangements for a field visit to the site on which a *Tiger Trail* was to be conducted with the help of Dr. Daniel and Ms. Binu Priya from Z.O.O.

The Corporation sent a circular to the headmasters of the schools of the selected teachers giving details about the training programme and also about the preliminary session to be held on the 7th February to brief the teachers about the training workshop.

### **Preliminary session**

On 7th February, the teachers were asked to assemble at VOC Park Zoo by 3:00 pm for an introduction to the training programme and were registered for participation. Dr. Manoharan introduced the organisers to the participants and Mr. Sanjay Molur, Deputy Director, Z.O.O. introduced WCS and Z.O.O. to the gathering. Mr. Robert Karunakaran attended the session and requested teachers to make best use of the programme. An introduction about the workshop was also given. The teachers were given education packets on Dailylife Wildlife as a sample and were briefed about the Resource persons, the purpose of the training and an outline of the programme by Dr. Daniel. Their doubts were clarified during tea. The purpose of the preliminary session was to orient teachers towards tiger education and to confirm participation.



Teachers for Tigers Manual

## Education materials provided to participants

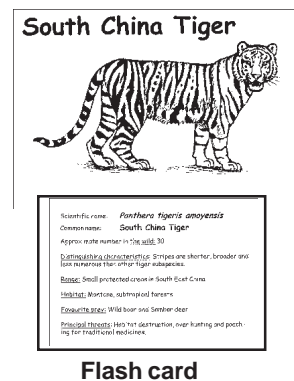
Thus Wildlife Conservation Society (WCS) at Bronx Zoo have developed a new tool for teaching about tigers to the save endangered species. They have brought out a manual for teaching called *TEACHERS FOR TIGERS* with different ideas, including attractive graphics for teachers to use in creating exciting, 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 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.

**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.

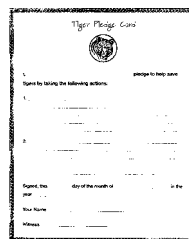
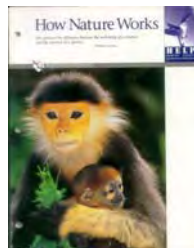


**Other educational materials:** The teachers were given a set of 7 masks of tiger, tiger cub, their prey species and other predators which they could use for games. They were also given 8 flash cards which had a picture of either a tiger subspecies or tiger habits on one side and relevant information 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 the participants (or their students) can sign and agree to conserve tigers and education 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. 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.

**How Nature Works, Pledge card and other educational packets provided in the bag**



### Masks provided in the bags



Tiger



Tiger cub



Wild Boar



Sambar



Porcupine



Langur



Leopard

## **Day 1: 17 February 2003**

### **Registration**

The participants assembled by 8:30 am on 17th February at Hotel Rathna Inn and registered their names for the whole workshop. They also mentioned their interests, hobbies and association with animal activities, and do they like tigers and why. A sample Registration form is given on page 24.



Registra-

### **Inauguration**

The training workshop was started at 9:30 am on 17th February after Registration. The dignitaries were Dr. D. Karthikeyan, I.A.S. Commissioner, Coimbatore Municipal Corporation, Mrs. Nandini Rangaswamy, Managing Director, Chandra Textiles, Mr. W. Robert Karunakaran, CEO, Mr. P. Durairaj, District Forest Officer, Dr. Tom Naiman Dr. Nalini Mohan, WCS and Ms. Sally Walker, Zoo Outreach Organisation. Press Reporters from various newspapers also attended the inauguration. The programme started with a talk by Dr. Karthikeyan who spoke about the role of teachers in education and wished the workshop all success followed by lighting of the lamp by Mrs. Nandini Rangaswamy. Mr. Tom Naiman and Ms. Sally Walker spoke about the workshop preparations. Mr. Robert Karunakaran gave the vote of thanks.



Inauguration (L-R) - Mr. Robert Karunakaran, Dr. Tom Naiman, Dr. D. Karthikeyan, Mrs. Nandini Rangaswamy

### **Ice-breaker**

The workshop started with an activity where teachers had to make a small poster with two portions, one to show the animal they identify with and the other to show any topic they would want to teach students about. Each teacher had to present his/her poster to the others after introducing themselves. Most of them identified themselves with a dog or cat, and many of them chose to teach about pollution.



Mrs. Suguna identified herself with a crow and drew deforestation

In the first session, participants were divided into groups and each group was given a set of animal pictures. The participants were to discuss and note down features common to all animals given in the cards such as all are mammals, all live on trees or all are herbivores etc. Each group had to present their findings to the other groups.



Participants working on Adapto-mates



Participants presenting their findings



## Introduction to the Workshop, theme and schedules

Dr. Tom Naiman introduced about the purpose of the workshop and its contents. He introduced the participants about the *Teachers for Tigers Manual* with which they were going to work with for the next five days. The Manual has four units:

Unit 1: The World's Greatest Cat

Unit 2: Global Perspectives

Unit 3: From Awareness to Action

Unit 4: Global problems, Global solutions



Tom introducing

Tom explained the chapters included in the four units and also discussed the Agenda in detail. *How Nature Works*, another excellent resource material on ecology was also explained to the participants.



Daniel explaining how to use masks



Participants tying rakhis to save tigers

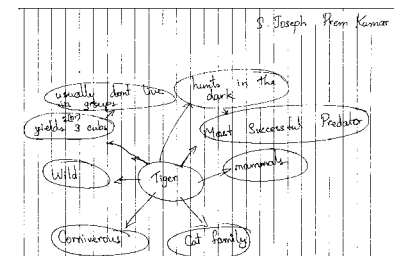


Participants examining contents of the packets

Dr. Daniel explained the educational materials (the packets, newsletters etc.) provided in the bags. He explained how to use the masks, flash cards and made the participants tie rakhis to one another pledging to save tigers.

## Concept maps on tigers

The participants were asked to draw a concept map with all that they knew about tigers so far. The same exercise would be repeated on the fifth day to compare how much they knew about tigers before and after the workshop. Some participants were asked to present their concept maps and additions were made by other participants.



Sample concept map

## Story-writing

The participants were asked to write a short story on tigers and portray what they feel about tigers in the story such as fear, appreciation, hatred etc. One of the stories presented is given on page 25.

## Attitude Assessment

In the *Teachers for Tigers Manual*, Pages 13-25 have a number of exercises. Attitudinal Survey Statements, Practice Survey and Content Survey are exercises about tigers based on the information the participants know before the workshop. When participants conduct a similar workshop, they can get

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



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



these pages photocopied as many times as there are students and get the students to fill them. As these exercises are full of graphics, they are very easy to follow and students understand and remember pictures easily.

### Unit I: The World's Greatest Cat: Mini-dramas

In the *Teachers for Tigers Manual*, there are some mini-dramas in pages 28-36. The participants were



Participants enacting Tiger Court-



Participants enacting a Tiger



Participants enacting parental care of tigers



Participants enacting poaching of tigers

divided into 4 groups and each group was given a story or a situation. They had to use their creativity to enact the story in the best possible way using masks, colours, leaves etc. The stories were based on different habits of tigers such as courtship, hunting, parental care and also about poaching. The teachers were very enthusiastic and came up with 5 good skits in 45 minutes.

## **Day 2: 18th February 2003**

### **Taxonomy**

The second day started with participants learning about the various components of classification of animals. Tom and Nalini explained the various levels of classification and the concepts of genus, species and subspecies. To understand classification better, an activity called “Sorting out species” was played. In this activity, the participants were given a set of animal cards which they had to sort according to some category like size, shape, pattern or habitat. They had to be as creative as possible in coming up with different categories. Then one representative from one group had to present the groups findings.



Sorting species according to categories

### **Tiger Stretch**

Just to relax the participants were taught the “Tiger Stretch”. They were asked to stand up and pretend they were tigers and to sharpen their claws on a tree. The participants enjoyed this stretch!

### **Food Web**

Food web is a concept to show interdependence of life on earth. The participants were made to play a simple game that would help them understand interdependence and also to play with their students.

All that is needed is a ball of thread and a few name cards depending on the size and age of students. The name cards of some living and non-living things were distributed which the participants had to pin it up to their clothers so that other participants can see what each person represents! The ball of thread was given to the Sun first and he had to pass it on to someone who is dependent on it. The ‘sun’ passes the ball of thread to the ‘grass’ after holding one end. The ‘grass’ had to pass on to another person who was dependent on it or that the ‘grass’ was dependent upon. The ‘grass’ passes the ball of thread on to the ‘deer’/‘water’ and then to the tiger and so on. The game went on till a huge network of thread was formed.



Participants playing a game on Food Web

The network shows interdependency. When one component of the Food web goes missing or is depleted, many other components suffer. For example, if all deers die, many carnivores suffer and there is less control for overgrowth of vegetation. The Food Web game can also be used to demonstrate balance of life. When there is pressure on the web to a certain level, nature can withstand it and will bounce back to normalcy. This was demonstrated by the organiser by pressing/pushing the web downwards. When let go, the web comes back to the normal stage. The same will not happen if there is imbalance, that is, when some of the components of the web have depleted or disappeared.

### **Introduction to WCS and Z.O.O.**

Dr. Tom Naiman gave an introduction to Wildlife Conservation Society and its educational activities. Ms. Priya gave a talk on Zoo Outreach Organisation about its conservation, networking, research and educational activities with a note about its Founder, Ms. Sally Walker.



Participants preparing Range maps

### **Range maps**

After lunch, the participants were divided into eight groups and were

given 12 maps per group. They had to cut the maps accordingly and paste the pieces to form three huge maps which were the historic distribution of tigers, current distribution of tigers and habitat types of tigers. The participants can do these exercises with their students. As students enjoy cutting and pasting, they will also learn about tiger ranges while doing so.

Based on the habitat types and the distribution areas of tigers, the participants had to list out the countries in which tiger were found 100 years ago (27 countries) and the present distribution (12 countries). The group with the maximum number of countries had to present the list. This helped participants to understand the status of tigers without the organisers actually having to teach them. They can follow the same for their students.

From the two range maps, the participants also could figure out how many subspecies of tigers were living 100 years ago (8 subspecies) and how many are remaining now (5 subspecies). They also guessed the approximate numbers of tigers of each subspecies that are living now based on the distributional area and the given numbers:

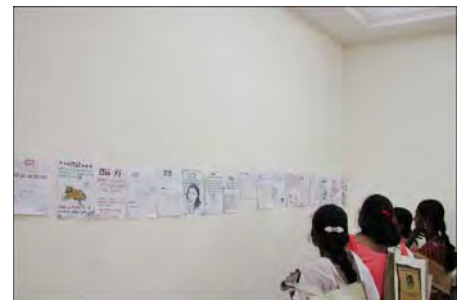
*Sumatran Tiger (200), Indochinese Tiger (1000), South China Tiger (30), Siberian Tiger (350), Bengal Tiger (3000)*  
*Balinese Tiger (0), Caspian Tiger (0), Javan Tiger (0)*

### **Tiger Timeline**

In the *Tigers for Tigers Manual*, the various events in the history of tigers has been charted out in the pages 88 to 94. Selected dates were given to teach group of participants and were asked to present it as artistically as they could. Then all the events were pasted in a series on the wall to form a huge poster. Examples:



**Completed Range maps**



**Tiger timeline**

### Day 3: 19th February 2003

#### **From Big cats to Little cats**

A series of activities were conducted to help participants compare themselves with tigers and thereby understand its habits.

#### Body size and weight

Tigers are the largest of the big cats, and among the largest terrestrial carnivores on earth. The participants were asked to list out the weights of some of their students or their children and get the average weight for different age ranges: 1-5, 6-12, 13-17, 20+ and compare them with that of a tiger. A weighing machine was provided for participants who wanted to find out their weight. They were asked to plot a graph with the same and compared the two weights.

#### Jumping and leaping

Cats are excellent leapers and can leap several times their body length. They can also jump very high. To appreciate this ability, it is fun to see how high and how far humans can jump. The jump and leap length was measured using a measuring tape and compared with that of a cat.

#### Hunting

Cats are expert hunters. To demonstrate hunting, the participants played a game in the version of "Red-Light, Green-Light". The person played a mouse/prey species and many others were cats/predators. The prey would stand about 20 feet away from the predators with his/her back towards them. The predators have to come as quietly, stealthily and as fast as they could to catch the prey. But the minute the prey turns and faces the predators, they would have to freeze. If the prey sees any predator moving, the predator has to start from the beginning. Whoever touches the back of the person as the prey first, is a good hunter! Students would love to play such games and also would understand the concept of hunting.

#### Speed

Cats are known for their speed and agility. To understand this, few selected participants were asked to run a particular distance and the time taken was noted. Tigers can reach a speed of about 65 kilometers per hour over a short distance. All the readings taken were plotted as a graph for easy comparison.

#### Eating

Page 78 in the Manual shows the teeth pattern of humans and tigers. Participants were asked to compare each others teeth and look at the size, shape and number. Then they were asked to compare them with the tigers and reason out why they were different. By this way, students would understand evolution of teeth pattern and their adaptation to food habits.

#### Camouflage

The participants were shown slides of some cat species in the wild to show how well they blended with the surroundings to demonstrate camouflage.



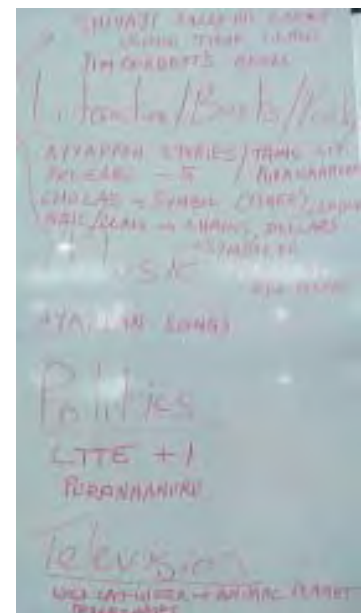
**Cat and Mouse game to demonstrate hunting**



**Activity to demonstrate**



**Understanding pattern of teeth and their function**



**Tigers in literature, politics and television**

## Unit II: Global perspectives

In many cultures of the world, the tiger is a powerful symbol. Understanding the wide range of views and images of tigers in different places is important for tiger conservation. The participants listed out references to tigers in literature, books, poetry, music, movies, sports, advertising, stories, politics, proverbs and folk songs.

### Tigers in Mythology

The participants were asked to read the 4 stories from pages to 99-109 in the Manual and answer the questions: How is the tiger portrayed in the story? Are the qualities of a tiger correctly portrayed? Will this story help people to understand why tigers need to be conserved etc.

### Tigers in Art

A few paintings have been given in the pages 112 to 119 of the Manual. The participants were also made to analyse the painting on Page 117 and answer a few questions on page 111. Which part of the world is the image from? How is the tiger portrayed? How does the image make you feel? etc.

## Tiger Conservation

*Guest Speaker: Dr. Pramod G. Krishnan, I.F.S., Director, Project Tiger, Periyar Tiger Reserve*

Dr. Pramod spoke about activities of Periyar Tiger Reserve, its achievements, its role in eco-tourism and about the involvement of people in conservation followed by a question and answer session. He also spoke about the ill-effects of poverty and smuggling of valuable timber, which has left to depletion of forest resources in PTR. He emphasised on the fact that teachers should strive to educate students and get them involved in nature-related activities and studies.

## Basing a programme around prepared educational packets

Each participant was given a sample of a Tiger Tool Kit which they could order and use to educate students of their class. In order to guide them to prepare a programme for their school, Ms. Binu helped participants to chart out the necessary details. It is important to decide the number and age of students,



Dr. Pramod Krishnan talks about conservation and eco-



Ms. Binu helps teachers plan their school programme



Ms. Nalini with the Tiger medicine page



Participants working on Tiger parts that traded for medicine with Dr. Daniel

the theme, dates and venue (even if it is within their school campus). Participants have to prepare before hand depending on the students and keep necessary materials ready. After the programme, they need to prepare a Report of the same and send it to the organisers.

## Tiger Medicine

Tigers are poached principally because their body parts are considered powerful medicines in commu-

nities throughout Asia. To create awareness about medicines using tiger products, the drawing on Page 188 of the Manual was distributed to participants and they were asked to fill which parts might be in sale for what purpose. Thereby they were told to discourage buying or use of any products made from tiger parts. Also a feed back for taken about whether to include the concept of tiger medicine in the next versions of the Manual as some people considered it to be offensive. Dr. Daniel translated the concept in tamil and helped facilitate the feed back session.

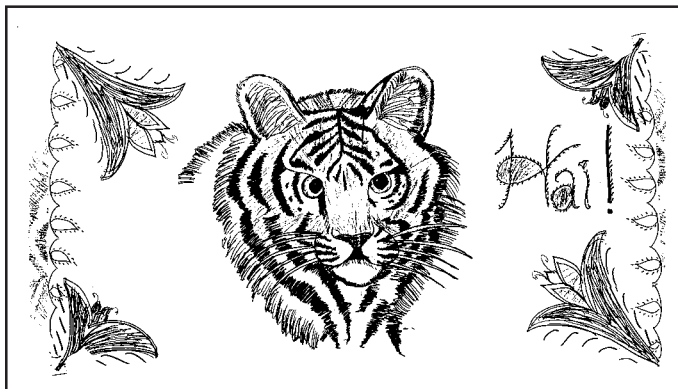


Song writers at

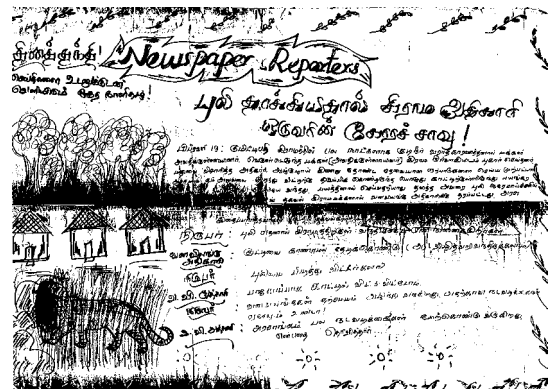
**Global perspectives role-play**

To save tigers, it is important to involve as many different groups of people as possible in tiger conservation efforts. In this activity, participants will take on the roles of different people as they view tigers from many different perspectives. The participants were divided into 8 groups: Advertising executives, architects, artists, biologists, farmers, song-writers and 2 groups as newspaper reporters. Each group had to work on a poster based on tigers in a substantial period of time. They had to follow the instructions given in Pages 121-129 of the *Teachers for Tigers Manual*.

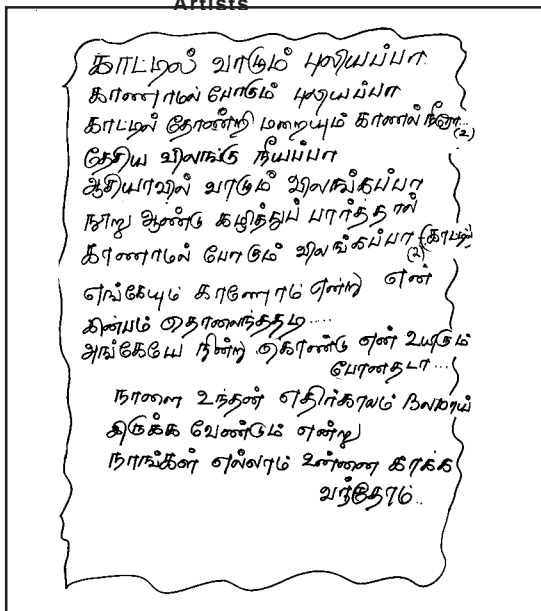
**Scans of artists, newspaper reporters, and 2 song writers**



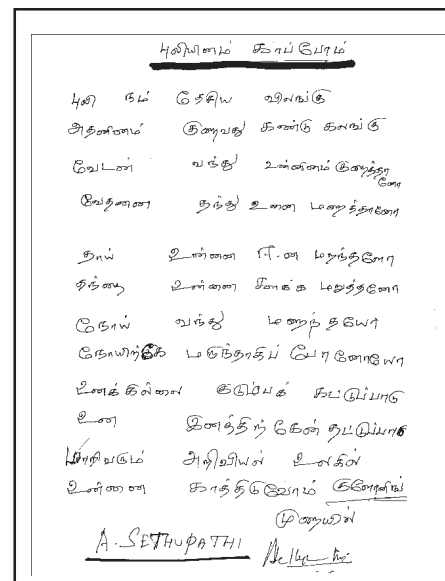
Poster by the Artists



Poster by Newspaper Reporters



Songs on tigers



## **Day 4: 20 February 2003**

### **Presentation of poster work**

For Global perspectives role-play, each group had to present their poster explaining their work.

The Advertising executives created a drink they called "Tiger vita" which gives strength when taken.

The Architects drew an enclosure for tigers in a zoo in a naturalised habitat.

The Artists drew two beautiful pictures to tell about conservation of tigers.

The Biologists worked on the role of tigers in the food pyramid and the kind of research carried out.

The Farmers portrayed the hazards of tigers entering fields.

One group of Newspaper Reporters (English) reported an incident of deforestation in a nearby place and the opinion of the local people on felling trees.

Another group of Newspaper Reporters (Tamil) reported an incident of a tiger straying into the village and killing a village official and the forest department capturing the tiger to translocate it.

The Song-writers wrote a song on Tigers based on the tune of the song "Apple penna..." from the tamil movie *Roja Kootam* and won everyone's applause.

### **Unit III: From Awareness to Action**

#### **Counting Tigers**

A census is the count of the number of individuals of a given species found in a particular area. Counting pugmarks is the most common method of censusing tigers by wildlife managers. Pugmark is the word for an animals' footprint. Tiger pugmarks were believed to be different and distinct for different tigers. The advantages and disadvantages of the pugmark method was discussed based on the tiger biologist Dr. Ullas Karanth's experience. The pugmark method was demonstrated to the participants in the afternoon during the field visit.

#### **Camera trap method**

A better method to count tiger is the *camera trap method* developed by Dr. Ullas Karanth. Every tiger has a unique pattern of stripes, just like the human finger print. The camera trap method was demonstrated to the participants with one person acting as a tiger and Nalini as the biologist setting the camera traps. The same can be repeated with students.

Page 155 of the *Teachers for Tigers Manual* has 18 pictures of tigers taken by the camera trap method. The participants were asked to find out how many different tigers they could make out from the pictures based on the pattern of the stripes.

#### **Tracking Tigers**

In recent years, a method called radio tracking has become widely used by conservation biologists to track animals. The method was demonstrated to participants with one participant acting as a tiger and two others as biologists.

To understand how to track tigers, the maps given on Pages 136-139 of the *Teachers for Tigers Manual* were distributed to participants in groups. They had to assemble it and plot the points given to them and draw it on a transparency sheet. All the coordinates were projected together using an OHP. They had to answer the questions given on page 161 of the *Teachers for Tigers Manual*.

When the area occupied by two tigers are far apart, it means that their territories are different. When a male and female have overlapping territories, it means that there are chances that they could mate and so on.

### **Unit III: Nagarhole's citizen's debate**

It is important to consider the human factor essential to modern conservation. The participants were divided into seven groups: Conservationists, Human Rights Advocates, Forest Department Officials and Park Rangers, Poachers and Forest Resource Traders, Villagers for shifting, Villagers against



shifting and Government Officials. They were asked to read the proposals given in pages 167-172 of the *Teachers for Tigers* Manual and appoint a spokesperson each to present their case to the Government Officials. Each group had to convince the Officials were the deciding authority to pass the 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 deprived of their food, as they have to compete with tribals. They said that the tribals were also helping poachers to hunt animals. They 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 said that they felt that the government would not help the tribals as they promise.

Forest Department Officials and Park Rangers: They 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 receive enough money 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 for shifting: They said that they were living in the land of their forefathers for many generations. But they said that they were not happy within the forests any longer because they were not able to earn money. They felt that if they move outside the forests they could work and earn a lot for their family. They said that the government would give them a house so most of their problems would be over and the quality of life for them would improve as the government will also help to educate their children.

Villagers against shifting: 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 are known to never to keep up their promise. 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.

### Talks on zoos

Ms. Sally Walker gave an interesting talk on her experiences with zoos beginning from how she came to India to learn Yoga and Sanskrit and



Mr. Krishna Kumar talking about AAZP and conservation

started the Friends of the Zoo club at Mysore. She also mentioned her experiences with tigers in the zoo and about the good zoos in our country, one of which is the Arignar Anna Zoological Park. She introduced Dr. Krishna Kumar who was the Director of the zoo and the guest speaker of the day.

### Conservation - The Role of Zoos

Guest Speaker - **Dr. N. Krishna Kumar, I.F.S., Conservator of Forests, Chennai**

Dr. Krishna Kumar gave an interesting presentation on the functions of a zoo and its role in conservation. He also quoted many interesting and hilarious incidents during his tenure at the Arignar Anna Zoo as the Director and as a Conservator. He mentioned the importance of conservation and what participants could do using the zoo to teach students.

### Field trip to Coimbatore Zoological Park (CZP) site

CZP site situated in the Western Ghats is surrounded by hillocks and about 30 kms away from Coimbatore. The total area of the site is 250 acres and consists of the following habitats:

Scrub jungle - consists mostly *Acacia*. Originally found in the site.

Deciduous forest - Recreated at the site on the basis of Nilgiri Biosphere Reserve

Thorn forest - Originally found and also recreated at the site on the basis of Nilgiri Biosphere Reserve

Human settlement - consists of houses built for 10 tribal families working at the site.

Evergreen zone - Regenerated to simulate Nilgiri Biosphere Reserve  
Semi-evergreen zone - Regenerated to simulate Nilgiri Biosphere Reserve

Plantation zone - A coconut plantation area

A stream (nullah) runs through the site. It is dry during summer and water flows only during monsoon.



At CZP site



Sabapathy introducing CZP



Pug mark method demonstration

### Preparations:

The trail was designed after careful planning for a month. A team from Zoo Outreach Organisation visited the site thrice to finalize the trek path. It was decided to have a trek for 3km since we had only 3 hours for the entire exercise. The trek was designed in a manner in which the participants will be able to go through most of the habitat zones in the site.

Masks of tiger and prey species such as deer, wild boar, porcupine, langurs etc. were placed along the trek paths to explain the concept of habitat and prey - predator relationship to the participants. Pugmarks on cardboard were placed all along the path as indicators of direction of the trail.

### Trail

The participants reached the site in two buses at 2.30pm. They were taken to the CZP office and Mr. B. Rathinasabapathy, Biologist at CZP briefed them about the history and objectives of the site and also introduced the various habitat types in the site. Nalini Mohan then went through the do's and don'ts in the forest mentioned in page 147 in the Manual. Dr. B.A. Daniel and Ms. Binu Priya gave the instructions to the nature trail.



Adaptation exercise

## Trek

The trek started at 2.45pm with a demonstration by Rathnasabapathy, on pugmarks technique used for tiger census. The pugmark of a dog (incidentally named “Tiger”) at CZP site was taken on wet mud. The area was demarcated with bamboo sticks and a paste made of Plaster of Paris with water was poured into it. The cast was allowed to set. The problems with the pugmark technique was also discussed.

## Nullah

The trek began at the nullah. To start with, Nalini gave the participants a worksheet on **Adaptation Match** (Page 57 in *How Nature Works*) and asked the participants to observe any animal that they encountered and fill their sheets. They were asked to include masks as a sighted animal. Camera trap technique to count tigers in the forest was explained by one of the participants. As they moved further in the nullah they stopped at a point where many masks of deer were found and Binu explained the importance of nullah as a location to spot tigers due to the availability of water and prey species. The nullah had many birds and butterflies so, the participants were asked to take a census of the birds and butterflies that they observed during the trek.

On the way from the nullah to the scrub jungle the group stopped at the tamarind tree that is frequented by elephants and inspected elephant markings on the tree. The group also observed elephant dung that were found on the trek path. Masks of prey species that are present in the scrub jungle/thorn forest/ dry deciduous forests along with tigers such as wild boar, porcupine etc. were placed at strategic locations. The concept of camouflage was explained. The participants also observed the bird species in the area. They used binoculars to watch birds. One species of Shikra (*Accipiter badius*) was seen hovering over the area.

The participants were also shown the water tank, in which two elephant calves had fallen and rescued a week ago, by the forest department.



Masks of prey species placed at appropriate places at the Nullah



Masks at the scrub jungle zone



Participants observing elephant dung



Marks of Elephants rubbing on the tree



Participants watching birds with Nalini and Tom in the deciduous and thorn forests



### Human settlement

On reaching the human settlement, the concepts of human-animal conflict and habitat destruction were discussed. The participants also reported their observations on the 'Adaptation Match' exercise. The results of the census on birds and butterflies were also discussed.



### Evergreen forest

Finally, in the evergreen zone where participants were able to see the different tree species unique to the evergreen forests of Nilgiri Biosphere. The species important to tigers and its prey species like langurs were also noted. Different masks were planted all over the zone for e.g. a single tiger, tigress and her cub etc. to show territoriality. Ecological



Row 1: Sabapathy explaining the evergreen forest diversity; Also seen are masks planted in the zone

Row 2: Participants completing adaptation exercise and Nalini guiding them

pyramid and the position of tiger in the food chain including prey-predator relationship were discussed. The participants who had not completed the adaptation exercise worked on it and discussed with Tom and Nalini. Tom also interviewed the participants about their views on the workshop throughout the trek. Then they assembled under the Banyan tree and had their snacks at 5.30pm. At 6.00pm they boarded

their bus and reached Coimbatore by 7.00pm.

### **Day 5 - 21 February 2003**

#### **Concept maps - After the training workshop**

The concept maps that the participants did on the first day and the subsequent exercises were repeated. This helped participants understand how much they knew before and after the workshop. The same can be done with students also. Selected participants were asked to compare their maps done before and after the workshop.

#### **Unit IV: Developing a Teaching Plan for Teachers for Tigers**

After having learnt how to conduct a programme on tigers, the next step is to plan how to do it. Each participant was given a form to fill in which would help them decide how and where to conduct a programme and what concepts would they include in their Agenda (See Page 26).

Zoo Outreach Organisation has produced many copies of the Tiger Tool Kit which the participants would order for their students from Zoo Outreach Organisation after sending a proposal. They were guided as to how to do it and plan and execute the programme. A sample proposal and an order form was given to them. (See Page 27)

#### **Valedictory session**

The valedictory session was chaired by Mr. Tom Naiman, Ms. Nalini Mohan and Ms. Sally Walker. Mr. Tom expressed his thanks to the participants and the organisers for the success of the programme. Ms. Walker thanked the participants and the staff for their cooperation. A certificate of attendance and a group photo was given away to the participants by Tom. Some of the teachers thanked the organisers for giving them an opportunity to attend the training and that they would make best use of what they learnt at the workshop. The vote of thanks was given by Dr. Daniel.

As mentioned before, the Coimbatore programme is the first of the 8 programmes to be conducted all over India. The workshop aims to make participants as resource persons to train them to teach students of their schools. We hope the participants would continue to show interest and carry out their own education programmes. We have already started receiving application forms requesting for education packets on tigers.

#### **Evaluation of the programme**

The teachers were asked to write about how did they feel about tigers before and after the workshop. Some of the responses were:

##### *1. Name not mentioned*

Before: The tiger is a dangerous animal. It is seen in forests. It is our national animal. I knew about the tigers food habits and how it looked. I knew some proverbs and stories about tigers. I have seen tigers on tv and in the zoo.

After: After the Teachers for tigers workshop, I came to know about many facts about tigers such as subspecies, habitat, food habits, tiger tracking, tiger timeline and other important facts. I also learnt about how to teach about tigers to children through activities. I am afraid that in a few years from now there will not be any animal called a tiger. So we must spread the awareness about the conservation of forests and wildlife to the general public and students. So I have decided to do whatever I can to teach others.

##### *2. Name not mentioned*

Before: I did not know much about tigers before I attended this workshop. Tigers live in forests and are dangerous. It is our national animal.

After: We have learnt a lot during the workshop. We feel very sad that the population of tigers have drastically gone down. We learnt about the subspecies of tigers, reproduction and the effect of habitat destruction. We learnt that some parts of tigers are used as medicine. Tiger census by pugmark

method and tiger tracking were interesting. We learnt in details about how to teach about tigers to the public and about what we can do to protect tigers. Let us save forests and protect wildlife.

### 3. *Name not mentioned*

Before: I knew only few things about tiger that it is a beautiful animal, carnivorous animal and lives in forests. There are not many tigers as it was before 30 years. It is the greatest cat. It was tamed by experts. It can run fast and lives in groups. It gives birth to 3 or 4 young ones at a time. They are ferocious so people get scared. Due to scarcity of food in the jungle it comes to the near by villagers to kill animals and sometimes even human beings. They are being killed by humans also. I knew many precautions are taken by the government also. Seen tigers in T.V. documentary films and knew there are many scientists all over the world researching on tigers. I don't get frightened when I see them so near in the zoo. It makes me feel very excited as if I am near my friend. I love them very much. I thought that Tigers are also living in Africa. Tiger is our national animal.

After: Now I know that

- 1) they live in evergreen forests, tropical forests etc.
- 2) Out of 8 subspecies, 3 have become extinct
- 3) Java, Bali and Caspian are extinct, 8 subspecies all living now
- 4) Life span of tigers - 20 years
- 5) Parts of their bodies are used for medicines
- 6) Teachers are being educate to spread awareness among students about conservation
- 7) Medias, News people, Scientist, Biologists, Zoo people, forest people have all come forward to save this national animal of India.
- 8) I feel we should inform children about tiger parts used in medicine but discourage them to buy it.
- 9) I feel very proud that I have been choosen to attend this workshop. I am confident that I will spread the awareness about conservation of tigers and other species to all the people I meet.

### 4. *Mrs. Saroja*

Before: I have seen tiger as an animal only. I have admired it because it is a national animal. I liked its majesty, brave, strength and dominance.

After: I came to know about its kinds, food habit and characteristic features. Its impact on Advertisement, art, literature, books, music, stories, mythology & politics and its conservation. I want to create to an awareness to the public & students.

### 5. *Name not mentioned*

Before: Before this workshop I did not know much about tigers. I know tiger is our 'National animal'. I was afraid of tigers and thought that it is very cruel animal and don't know the characteristics of this animal. I also thought it lives in two continents.

After: Now I feel very happy about tigers. I am very proud to know that they are living only in Asia which is our own continent. I came to know about the subspecies of tigers and also the habitats of tigers. Their slow rate of reproduction is one of the main reason for its decline. I came to know how biologists survey tigers. The trainers Mr. Tom Naiman and Mrs. Nalini Mohan are very very nice. We liked them very much and so we eagerly participate the activities done in the workshops. I came to know that why tigers are getting extinct and how we can prevent it. Finally this is a great experience for us. We enjoy the 5 days and came to know many more things about tigers and I promise that we will teach our students all about tigers.

### 6. *Name not mentioned*

Before: I was very afraid of tigers because I heard about tigers killing human beings in many newspapers. So, I had a bad opinion about tigers.

After: Now I feel that the tiger is not dangerous and even if it is so, it is because of us. We slowly occupy forests and so they kill human beings. So we should take step to preserve and conserve tigers.







## Teaching Plan for Tigers Education



### Teachers for Tigers – Education Programme 17-21 February 2003 Teachers for Tigers Teaching Plan



*Please use this sheet to help you to make a plan for using your new teaching materials.*

Name: \_\_\_\_\_ School Name: \_\_\_\_\_

**1. When will you present your education programme on tigers?**

- Wildlife Week
- Vanamahotsava
- World Environment Day
- Animal Welfare Fortnightly
- Normal School Period
- Other (Please describe)

**2. Where will you present your program?**

\_\_\_\_\_

**3. Who is the audience?**

How many people? \_\_\_\_\_

What are their ages? \_\_\_\_\_

Will you invite any guest? \_\_\_\_\_ Who? \_\_\_\_\_

**4. What is your main objective? What would you like your audience to learn?**

**5. Please name at least three activities from Teachers for Tigers that will be a part of your program.**

Name of Lesson	Page #	Time Needed	Materials
(i) _____	_____	_____	_____
(ii) _____	_____	_____	_____
(iii) _____	_____	_____	_____

**6. Which evaluation/assessment method will you use to see how much your audience has learned?**

**7. How will you report this programme to Zoo Outreach Organisation?**

**Zoo Outreach Organisation/ CBSG, South Asia/ Asian Regional Network of Zoo Educators**

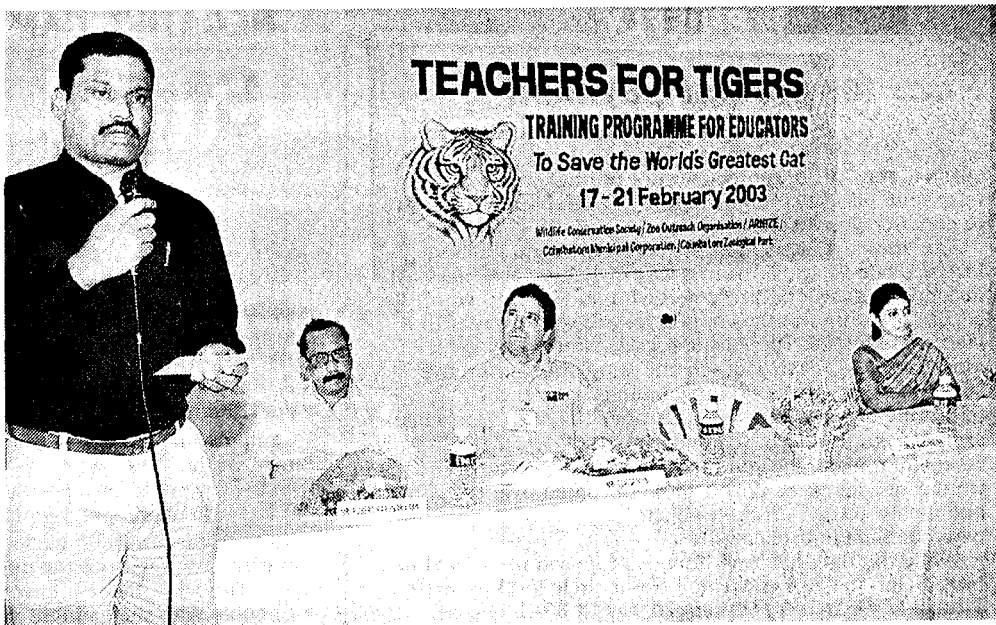
29/1, 1<sup>st</sup> Cross (East) Bharathi Colony, Peelamedu, Coimbatore, Tamil Nadu 641 004

Phone 422 2561 087; 2563 159; Fax 2563 269; email : zooreach@vsnl.com



**Application Form for Tiger Toolkits**

Name:			
Postal address:			
Other contact information:	Phone :	Fax:	Email :
Name of your Institution.			
<p><b>Description of proposed programme</b>  <i>(Please include essential information, such as target group [number, age, identity], Venue, length of programme, activities planned, agenda, etc.)</i></p>			
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: _____		



The Corporation Commissioner, D.Karthikeyan, inaugurating "Teachers for Tigers", a training programme for school teachers on tiger conservation, in the city on Monday.

## Move to spread awareness on tiger preservation

By Our Staff Reporter

**COIMBATORE, FEB. 17.** An effort aimed at creating an awareness on the need for conserving the most endangered species of tigers by educating the teachers was inaugurated by the Coimbatore Corporation Commissioner, D. Karthikeyan today.

The project titled "Teachers for Tigers" is organised by the Wildlife Conservation Society of USA with funding from the US-based "Starr Foundation" was nothing but an expanding education programme aimed at creating awareness on the need for conserving tigers among schoolteachers first.

They in turn were expected to educate the school children, said Tom Naiman, Director of Curriculum Development and International Education Programmes of Wildlife Conservation Society and the resource persons for the series of workshops to be conducted in India. The focus would be largely on

educating the public and wildlife managers on the need for preventing poaching of tigers and also to put an end to the destruction of the prey-base of the tigers.

The Coimbatore Zoological Park and the Zoo outreach organisation led by Sally Walker would be the facilitators for the conduct of the programme in and around Coimbatore.

The Society was also planning to launch series of education programmes to sensitise wildlife managers, tiger reserve managers, zoo managers and nature educators on the ways and means to conserve the population of tigers. Dr. D. Karthikeyan promised to extend all possible co-operation for the successful accomplishment of the mission and said that the corporation schoolteachers and students would be too happy to associate themselves with such an ambitious project.

The District Forest Officer, P. Durairasu, said that the Forest

Department would be too happy to associate themselves with such efforts for the simple reason that as wildlife managers they performed the most stupendous task of protecting the tiger population which was becoming extinct at a faster pace.

The Director of the Corporation Zoo, N.S. Manoharan, said that the zoo at VOC Park would certainly provide an opportunity for the teachers and students to know more about tigers and the need for their conservation.

The Corporation Education Officer, W. Robert Karunakaran said that of 43 school teachers who were being educated in this five-day long workshop a large number were from the Corporation schools. The trustee of the Zoo Out Reach Organisation, Ms. Nandini Rangasamy, said that the purpose of such an effort could be achieved only if the beneficiaries carried forward the message effectively to a larger section of students and fellow teachers.

# 'Teachers for Tigers' workshop begins

EXPRESS NEWS SERVICE

Coimbatore, Feb 17: "Participation of the general public in training programmes is necessary for successful conservation of wildlife," said Dr Tom Naiman, resource person of Wildlife Conservation Society, New York.

He made the observation while addressing the inaugural function of the five-day 'Teachers for Tigers' workshop, jointly organised by Zoo Outreach Organisation, ARNIZE, Coimbatore, Wildlife Conservation Society, USA, in collaboration with the Coimbatore Municipal Corporation and the Coimbatore Zoological Park here on Monday.

Speaking on the occasion, Tom Naiman said the Wildlife Conservation Society, New York, was one of the largest conservation organisations and for years, the society had been providing environmental education training all over



**Nandhini Rangaswami, managing director of Chandra Hyundai, Coimbatore lighting a kuthuvilakku at the inaugural of the five-day workshop on 'Teachers for Tigers' training programme on Monday in Coimbatore. Robert Karunakaran, CEO of Coimbatore Corporation, Sally Walker of ZOO, Dr Tom Naiman of WCS and D Karthikeyan, commissioner of Coimbatore Corporation are also seen - Express photo**

the world. The 'Teachers for Tigers' workshop is being conducted at Coimbatore for the first time in India and a similar programme would be conducted in

Chennai also, he said.

As governments alone could not be saddled with the onerous task of conserving wildlife, NGOs and the public had to play a greater

role in the conservation of wildlife, he said.

Sally Walker of ZOO said the Zoo Outreach Organisation had been conducting educator training courses in South and South East Asia and it had developed simple educational kits to provide to teachers.

Delivering the inaugural speech, D Karthikeyan, commissioner, Coimbatore Municipal Corporation, said that the participation of a majority of teachers from corporation schools showed that they were in no way inferior to others.

The corporation had been evincing keen interest in such socially-relevant projects, he said.

Nandhini Rangaswamy, managing director of Chandra Hyundai lighted the kuthuvilakku and Robert Karunakaran, chief education officer, Coimbatore Corporation, proposed a vote of thanks.

The New Indian Express, Coimbatore  
Tuesday, February 18, 2003







