

# A report on Teachers For Tigers Workshop in Nepal

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A "Training Programme for Educators" was conducted on 25-26 May 2006 at the Natural History Museum, Kathmandu, Nepal for 21 teachers from various schools of Kathmandu valley. It was funded by Marwell Zoological Park UK. The programme was organized by Nepal Action Trust for Utility, Resource and Education (NATURE). The Chief guest for the programme was Professor. Karan Bahadur Shah. Mr. Shah is the chief of Natural History Museum and had made a great contribution in conservation through research publications and lectures.

## Background

The Wildlife Conservation Society (WCS) in collaboration with the Zoo Outreach Organization of India had organized a series of Teachers for Tigers Workshops in India. Four of the workshops were conducted at Delhi, Bhopal and Pench in 2004 and in Chennai, India in 2003. The author attended these workshops as a part of training of trainers programme with an intention of having future workshops in Nepal. Educators attended the workshop from various countries and also different parts of India.

Further in April 2005, the Wildlife Conservation Society organized two weeks Advanced Environmental Education Training at the Bronx Zoo in New York, for the fellows who had participated in Teachers for Tiger workshop in which I was invited apart from participants from Bhutan, India, Malaysia, and Papua New Guinea. On return to Nepal I visited Marwell Zoological Park UK on the invitation of Mr. Peter Bircher. The objective of the visit was to exchange ideas and to learn about Marwell's education programme. During this visit the possibility of support from Marwell to organize a workshop for teachers was discussed. Peter Bircher took the initiative to get a proposal approved by Marwell Zoological Park and the fund was provided to NATURE and the workshop was held. The programme went as follows :

## Brief introduction about Teachers for Tigers (T4T) Manual

T4T Manual is a 200-page educational resource manual on Tiger, designed by Wildlife Conservation Society for use in tiger range countries for educational purposes. Although the manual is based on Tigers, the participatory teaching techniques and methods can be easily adapted and used for different educational purposes for different audiences.

## Workshop Sessions

**Objective:** Objective of the training was to train teachers to teach conservation education more effectively using techniques and tools designed specifically for this purpose and encourages them to apply those techniques with their children.

### Day One: (25th May 2006)

**Teachers for Tigers Manual.** The participants were explained briefly about the objective of the programme and its activities. At the beginning of the programme the participants were asked to take out tiger tool kit packet from their folder, which had various educational materials inside related to tiger. Participants were requested to take out only

three things from their packets; tiger masks, tiger rakhi (friendship band) and placard and they were asked to wear tiger mask and tie the tiger rakhi and roar like tiger and shout "Save the Tiger" with placard in their hand. This activity was just to develop a sense of conservation and create a positive attitude towards tiger with fun before beginning other activities. Participants enjoyed doing this activity.

## Activities

**1. Ice Breaker:** The programme officer Ms. Aanchal Maskey carried out this introduction session. To make the introduction part more fun and memorable each participant was asked to select a partner and prepare an introduction with brief information about their favourite animal and the reason of being favorite.

**2. Evaluation:** To know about participant's knowledge about tiger all the participants were made to draw a concept map before starting the program and content survey and attitude assessment questionnaires were also distributed to participants for pre knowledge test about the tiger.

**3. Lecture:** Prof Karan Bahadur Shah, Chief of Natural History Museum, chief guest of the program, gave a lecture on overall prospect of tiger.

**4. Tiger in our Culture:** This activity was carried out by Aanchal Maskey. For this activity participants were divided into 4 groups and had asked to prepare a list that how the tiger are being used in our culture. All the four groups prepared the list in chart paper and one person from each group gave the presentation. They mentioned that in our culture tiger are used as our symbol for strength, grace and power along with its beauty, medicinal, cultural and economical values.

**5. Tiger Time Line:** The Tiger Timeline Activity involved handing out date cards of important events on tigers to each participant and to illustrate these events in the form of drawings/paintings along with their feelings and messages. The colorful expression on Tiger Timeline was exhibited on the wall. Each participant actively participated in this activity and expressed it will be educational and as well as fun to do with their kids.

**6. Resource Round Up:** In this round a game was played to show how in different era tiger population was affected by human population and how it had impact in three most essential things for tiger survival; food water and space. The programme started with a welcome speech about how tiger population declined with the human population growth. Participants were requested to do similar activity with their children and they expressed their children will really enjoy doing the resource round up activity and will be able to learn about effect of human impact on tiger population.

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## Day Two: - 25th May 2006

### 7. Mini Drama

The drama session was facilitated by Ms Anchal Maskey and me. As directed in the Tiger manual, the mini drama was conducted to acquaint with the courtship, hunting, and parental care of tigers and also how tigers are being poached. The participants were divided into four different groups and were assigned to perform dramas on various topics assigned to them. All the participants participated enthusiastically and due to mini drama, everybody clearly understood the behavior of tiger. The groups made an excellent performance. The participants found the dramas very interesting and educative.

The participants were involved very enthusiastically in their drama presentation. Since we couldn't provide the materials like mask and costumes our participant made their own mask and drawings to represent themselves as the character in the drama. The other group audience raised question about the drama and the performer answered their queries.

### 8. Global Perspectives – Role Play

This session was facilitated by Ms. Anchal. She introduced the activity and divided the participants into various groups and each group assigned one role-play topic. The following were the role-play topics assigned to groups: Advertising Executives, Farmers, Song writers, News reporters.

**Advertisers:** A group of advertisers presented very beautifully their brand of battery having name as "Tiger battery" with a note of "Tiger killing is criminal offense"

**Farmers:** The group of farmers gave us information of how tigers are being harmful for their kids, crops and livestock. They also gave a solution to their problem as follows:

- Preservation of tiger habitat
- Maintaining boundary between forest and human settlement area
- Bringing Awareness to local people about tiger conservation

**Song writers:** A group of songwriters wrote a short and sweet song on tiger conservation and its importance in our culture with a gist to save the tigers.

*"Oh tiger you are ornament of the forest  
You are the lovely and also the dearest  
Without you our forest id desert  
In the absence of you our eco system is hazard  
You inspire us to conserve nature  
Let's make you to feed like others"*

**Newspaper reporters:** Newspaper reporters gave a brief knowledge about the tiger conservation and they also diverted our mind to how different group of people from different field could help in the tiger conservation.

### 9. Little Cats to Big Cats

This activity was facilitated by Ms. Aanchal Maskey. In this round, comparison on domestic cats and tiger was carried out. The similarity and difference that we could find in a

small cat and the big cat were observed. The topics observed were as follows.

**Climbing:** In this session few of the participants were made to climb the tree and observe the difference between their climbing and the climbing of a cat. We noticed that the major factor that helped a cat to climb a tree was its paws and claws. On the other hand tigers are not able to climb a tree.

**Eating:** Participants studied that the set of teeth that we have is similar to that the set of teeth tigers have, the only difference we could find is that tigers have sharp blades like teeth for tearing and grabbing its prey while we have flat teeth for crushing and chewing.

**Camouflage:** Two volunteers from the participants, one wearing a green dress and one with a red dress were asked to hide behind the tree. Any one can see red dress very clearly and green dress was blended with plants and tree leaves. The participants were explained like the green dress the strips on tiger body helps a tiger for camouflage, which makes him easy for hunting.

**Balancing:** We gave a clear picture to the entire participant about how the tiger balanced their body while they are agitated, jumping, running. We made the entire participant to walk in a narrow beam of stick and made them observe how we balanced our body and compare it with the balancing of the tiger. As we balance our body by our hand, tigers balance their body with their tail and how they maintained a balance of their body by turning its tail to the other side of its body.

### 10. Feeding Ecology

This part of the activity was facilitated by Aanchal Maskey. This round was focused on favourite prey of tiger such as Wild Boar, Chital, Gaur, and Sambar Deer and how many preys does a tiger need in a year. Major factors that effects tigers and its prey was also discussed. As per Teachers for Tigers manual one healthy male tiger need approximately; Wild Boar 8.4, Chital 22.8, Gaur 7.5 and Sambar Deer 11.4.

The activity was adapted using Chitwan National Park of Nepal as a case study which has 110 tigers. The total number of animals required for 110 tigers were calculated. On knowing the importance and the role tiger prey played in the population of tiger all the participants were overwhelmed with surprise.

### 11. International Tiger Conference

This activity was facilitated by the author. Four groups were formed and each group was asked to prioritize the seven strategies given in the manual and accordingly distribute the 100 points among them based on their importance. Promotion of education and awareness scored the highest points among the seven strategies.

Teachers discussed about the topics and given points and also about the policy of Nepal which are not actually being implemented. Our chief guest, Mr. K Shah also interacted with participants in their discussion.

### 12. Action Plan

Anchal and my self facilitated the session. In this session, prior to the preparation of individual action plans brainstorming was done in group on what each participant can contribute in tiger conservation in their own capacity. After the brainstorming session, each participant prepared his or her own individual action plans as per the following format that was circulated. With the help of carbon paper two copies of the action plan were prepared by each participant, one copy for NATURE and one copy for them. One example of action plan is given below (Table 1).

### 13. Evaluation

In this session, the participants were assessed on the level of their knowledge on tigers after having done various activities related to tiger in the workshop. At the beginning of the workshop, two evaluation techniques on concept maps and content survey were used to asses the knowledge of the workshop participants so at the end all the participants were again made to make a concept map after completion of all the activities. There was a clear difference in the level of knowledge on tigers among the participants before and after the workshop.

### 14. Feedback

All the participants were made to answer few questions of the feedback questionnaire. From the response what we could see was that all the participants enjoyed the activity in which they were involved the most. We also found out that all the participants were willing to participate in such kind of workshops in future too. We also observed that the participants were quite happy with the materials we provided but they also wished to get more material to make the program more effective. They also said that visual presentation about tigers would be more effective for them and we have promised to keep that in our mind in future.

### 15. Vote of Thanks and Certificate Distribution

At the end of the program Neeta Thapa, on behalf of NATURE, thanked all participants for participating enthusiastically in the workshop. At the end Prof Karan Bahadur Shah appreciated the program and advised to do such programs in future too, and also requested teachers to do such programs in their schools. He distributed Certificates to the participants. Finally the two-day program was wrapped up and all the participants thanked NATURE and Marwell Zoological Park for giving the opportunity to attend such kind of programme.

**Table 1: Participant Action Plan for post-training Activity**

Name of Participant: Divya Rathore

Questions	Action Plan	
What is your Plan?	Name : Ecology Chat Purpose : to teach conservation Attitude Steps: 1. Group Divison 2. List down points a 3. Discuss 4. Explain the concept of topic	Name : Animal Quizzing Purpose : To animal behaviour, habitat Steps : 1. Group Division 2. Ask all the group to draw pictures of different things related to an animal 3. ask opposite group to identify the animal related to the picture. 4. Discussion 5. Explain about the conservation idea
Whom will you work with?	Students of class 9 & 10	Students of class 9 & 10
When will you start and finish this?	Start : July 2007 Finish : July 2007	Start : July 2007 Finish : July 2007
Which T4T activities will you use?	Resource Round up Mini-Drama	1. Feeding ecology
How will you know when you've accomplished	If we see changes in our students	After knowing that the students are aware of behaviour of animal.