

**PAN AFRICAN SANCTUARY ALLIANCE**



**EDUCATION  
RESOURCE MANUAL**



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# Pan African Sanctuary Alliance

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# Pan African Sanctuary Alliance

## Introduction

### **PASA HISTORY**

In 2000, the Pan African Sanctuary Alliance was formed by sanctuary managers and non governmental organizations as a direct response to the increasing numbers of orphaned primates and sanctuaries, coupled with an urgent need to unify standards and goals across a broad range of sanctuary programs.

PASA is a charitable organization that was developed to support, assist, and engage sanctuaries in their efforts to protect primates, and to do so within an integrated approach to conserving species and biodiversity. PASA does not manage individual primate sanctuaries but helps the entire sanctuary community to care for African primates, to protect their wild-counterparts, and to promote the intrinsic value of nature. With the establishment of specific standards and guidance on the humane care of primate species within African sanctuaries, on conservation, husbandry and educational directives, and with the provision of an accreditation process, PASA facilitates opportunities for national, regional and continental cooperation and capacity building.

Membership to PASA is ascribed through voluntary adherence to codes of conduct, policies and rigorous standards for primate care, conservation and education. With 18 accredited members that are caring for over 3,000 primates, PASA is building Africa's largest primate protection and conservation community. (Farmer et al, 2009)

### **PASA MISSION STATEMENT**

The Pan African Sanctuary Alliance (PASA) works to support the conservation and care of African primates through its unique alliance of African sanctuaries.

### **CONSERVATION EDUCATION AND ENVIRONMENTAL COMMUNICATION AT PASA**

A PASA member sanctuary provides a safe and secure home for African primates in need, where the welfare of the individual and the preservation of the species are of prime importance and are considered equally. Sanctuaries operate in the context of an integrated approach to conservation, recognizing success cannot be achieved in a vacuum of science and land use planning but rather programs must in the long term assist individuals and communities in making good decisions about conservation and land use habits that affect themselves and species (Caldecott 1996). Therefore, PASA supports and promotes the tools of conservation education and environmental communication to help facilitate conservation projects that lead to action on behalf of the environment and species.

Most PASA member sanctuaries actively participate in conservation education and environmental communication through a variety of methods that include on-site visits by the general public and schools, displays and keeper talks, employment of education officers, nature clubs, activity packs, seminars, workshops, community outreach programs, field center programs and national and international media attention (Farmer, 2002).





# Pan African Sanctuary Alliance

## Introduction

### **THE PASA EDUCATION AND COMMUNICATION COMMITTEE**

PASA emphasizes the unique opportunity that each sanctuary has to educate visitors and surrounding communities, as well as, communicate with large populations about primates and the dangers they face. Therefore, during the second annual meeting of PASA in 2001 an Education Committee was formed to support and promote the role of conservation education and environmental communication at PASA sanctuaries. The committee began by assessing the programs, resources and staff that each sanctuary had available for education and communication. It became clear that there was a lack of programming due to a lack of access to funds, staff and training. The first initiative of the committee was to create the PASA Education Manual which brought together the resources sanctuaries currently had access to and added educational theory and design to help sanctuaries initiate programs even with limited resources. In 2003, the PASA Education Committee also inaugurated the PASA Education Workshop, a series of annual conferences in Africa designed to provide access to training, peer-to-peer coaching and resources that the sanctuaries identified as necessary to improve education and communication programs.

The PASA Education Committee also collaborates with other like minded organizations to provide further training, materials and funding to PASA member sanctuaries that are engaged in conservation education or environmental communication programming.

### **PASA EDUCATION AND COMMUNICATION GOALS:**

1. To promote primate conservation;
2. To influence the long-term attitudes and behaviours of people to encourage the protection of species and their habitat;
3. To create on-going public support, influence policy makers and foster commitment to protecting primates and their habitats.

### **PASA EDUCATION AND COMMUNICATION MINIMUM STANDARDS;**

PASA has identified a set of minimum standards for education and communication that when implemented at PASA member sanctuaries, will facilitate the achievement of these goals;

1. Conservation education and environmental communication must be key elements in the mission of the sanctuary and be accompanied by a written education and communication policy.
2. Sanctuaries must have a written education and communication plan and the appropriate staff to administer the plans.
3. Sanctuaries should have a thorough understanding of the needs of its different target audiences and a complementary approach to providing adequate education or communication programming to meet the needs of the primate conservation.
4. Where possible, sanctuaries should partner with local education groups to expand reach and understanding.
5. All programs should be evaluated on a regular basis for effectiveness, content, and updated with current information. Results should be used to improve the existing programs and to create new ones.





# Pan African Sanctuary Alliance

## Introduction

### **AIM OF THE PASA EDUCATION MANUAL**

The PASA Education Manual serves to update and rationalize the PASA Education Manual of 2002. The original manual was developed in response to an identified need for a comprehensive education resource. The PASA Education Manual compiled resources and materials from different member sanctuaries in order to assist sanctuaries in building education programs. Although the PASA member sanctuaries have found the PASA Education Manual to be a very useful tool, the education program at PASA has grown and the original manual no longer reflects the theories and tools used by the PASA Education Committee. Therefore, a special working group of member sanctuary education officers was created in 2007 to review the existing manual and make recommendations for a revision. The 2010 PASA Education Manual is the result of this work and replaces the original PASA Education Manual.

### **PASA EDUCATION MANUAL PURPOSE**

The purpose of the PASA Education Manual is to provide a comprehensive, sanctuary focused resource for PASA member sanctuaries that are starting new education or communication programs, training staff or augmenting existing programs. It combines the theoretical and practical into one comprehensive resource and highlights the tools that sanctuaries can use to achieve the PASA Minimum Standards for education and communication.

### **PASA EDUCATION MANUAL OBJECTIVES**

The PASA Education Manual will achieve its purpose by providing the following:

- The role of conservation education and environmental communication programs in PASA member sanctuaries;
- The foundational theory and tools for creating and maintaining sanctuary conservation education and environmental communication programs;
- A list of resources to obtain further information for developing specific areas of their own programs;
- Activities which can be used to enhance the sanctuary's particular topics of interest;
- Practical examples of programs and materials used at sanctuaries.





# Pan African Sanctuary Alliance

## Introduction

### HOW TO USE THIS MANUAL

The manual is laid out in four sections and can be used in any order that best suits the sanctuary depending on the stage of the program and the experience of the staff. When used in sequential order, an education officer can build a program from start to finish.

**Section One:** provides the basic theories for conservation education and environmental communication, as well a comparison of the two approaches and when to use each one.

**Section Two:** provides the methods and tools that can be used to design and implement a successful program.

**Section Three:** provides a review of the various roles of a sanctuary education officer and potential tools.

**Section Four:** provides a collection of information, activities, games and puzzles that have been used at other sanctuaries and can be applied to any sanctuary program.

The materials within this manual have been produced for use within PASA member sanctuaries, which may use them as they wish to fit in with their own education programs.

All the sheets may be photocopied for use and are copyright free, unless otherwise stated.

### Contacts

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# The Basics



**Section 1:**  
**Education and Communication**  
**Conservation Education**  
**Environmental Communication**

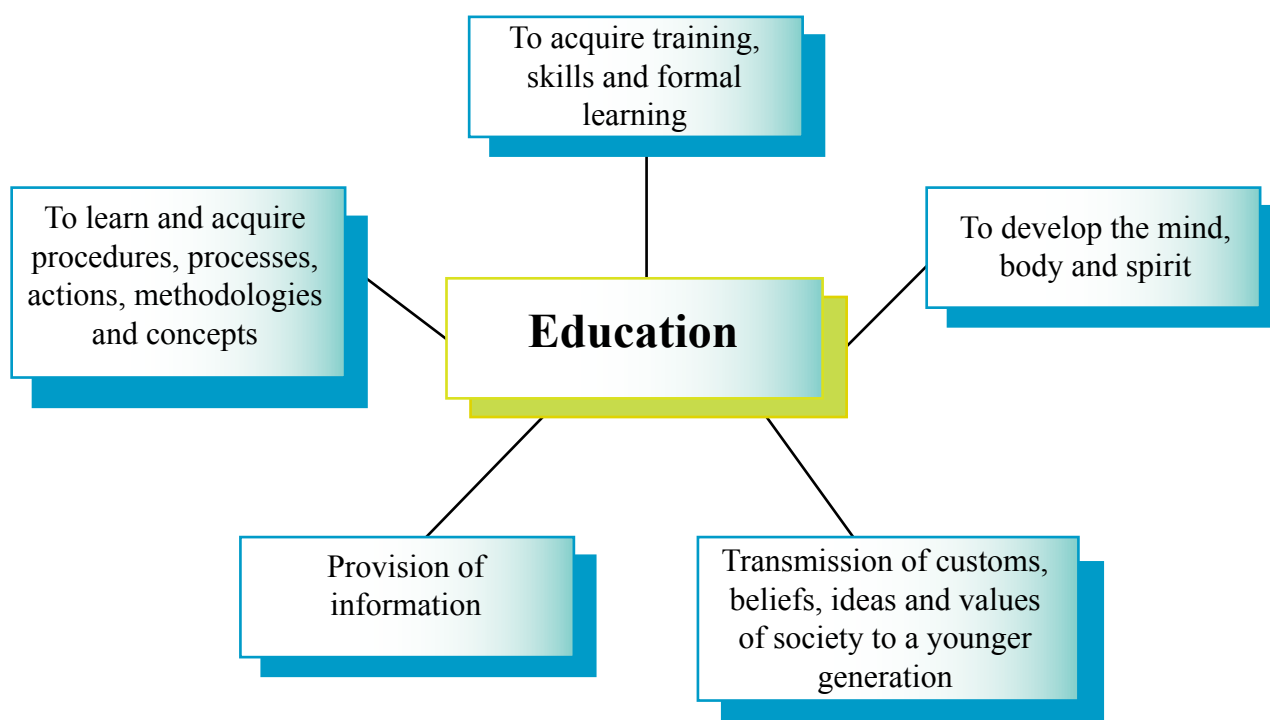


### INTRODUCTION

Education and communication are inseparable processes that impact people’s actions and way of thinking. Since education and communication both deal with the transfer or exchange of ideas, information and skills in a two-way process, they inevitably overlap (Cartwright, 2006).

### Why Education?

The origin of the word education is the Latin ‘educare’ meaning to raise your children. However, today, education implies much more, encompassing all age groups, abilities and occupations as shown in the diagram below.

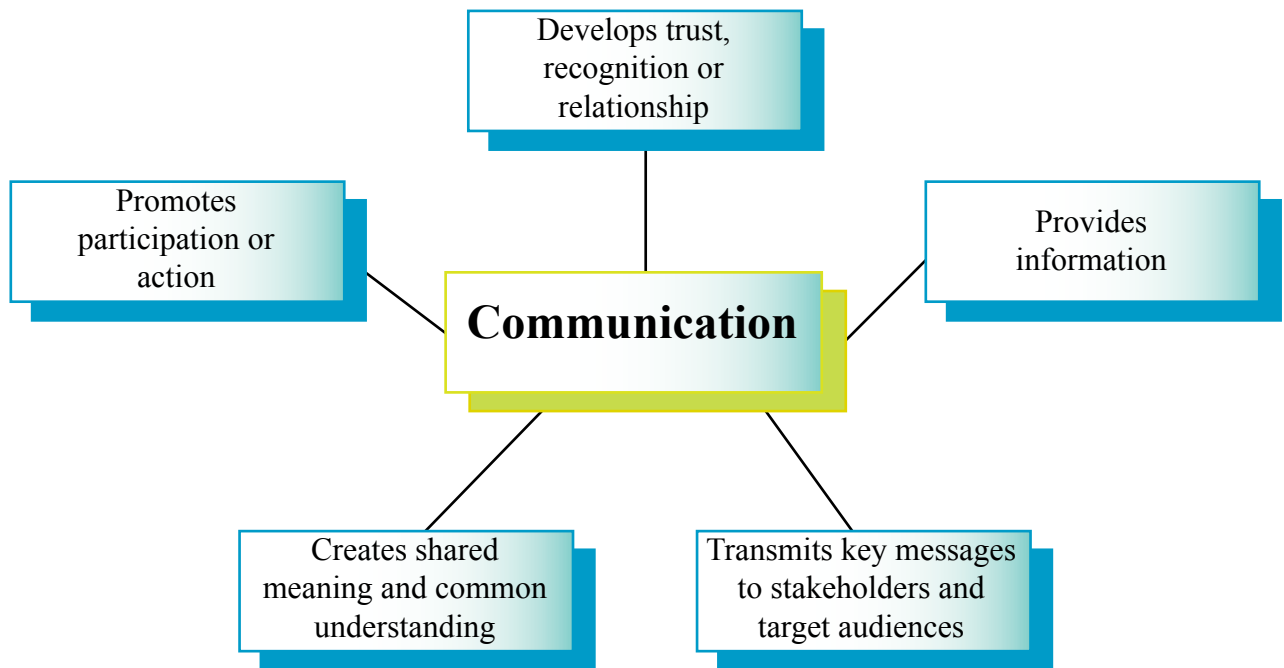


It is through education that we learn how to live and think in a more sustainable and less damaging way.



### Why Communication?

The word communication comes from the Latin term ‘communicare’ meaning to share, divide out; impart, inform; join, unite, and participate in. Today, it refers to the interactive processes that create shared meaning and makes ideas common to all. (Harper, 2001)



It is through communication that we share concepts about the environment and our role in it and build support for the conservation of species.





# Pan African Sanctuary Alliance

## The Basics

### Education and Communication within the PASA Context

This manual is designed for use by African primate sanctuaries and therefore focuses on two methods of achieving education for primate conservation: 1) conservation education and 2) environmental communication.

**Conservation Education** builds the motivation, skills and understanding on which environmental citizenship may be based.

**Environmental Communication** is aimed at changing practices and behaviours and inviting participation or action in relation to environmental issues with a short term, action specific goal (Athman & Monroe, 2001).

### A Comparison...

<b>Conservation Education</b>	<b>Environmental Communication</b>
<ul style="list-style-type: none"><li>• Incidental, non-formal and formal activities</li><li>• Builds motivation, skills and understanding on which environmental citizenship is based</li><li>• Provides learners with the opportunity to gain awareness, knowledge, attitudes</li><li>• Influences the long-term attitudes and behaviours of people</li><li>• Encourages the protection of the habitat and the species</li></ul>	<ul style="list-style-type: none"><li>• Targets non-captive audiences in social and novel settings</li><li>• Plans, produces and disseminates messages</li><li>• Creates or influences on-going public support, dialogue and commitment</li><li>• Short term, action specific goals</li><li>• Encourages the protection of the habitat and the species</li></ul>





## CONSERVATION EDUCATION

### Defined

The concepts of “conservation education”, “environmental education”, and “sustainable development education” are intertwined and often used interchangeably (Cartwright, 2006). However, most conservation education programs aim to influence the long-term behaviour of individuals towards the protection of nature and natural spaces and rely on the theories of experiential and action-oriented education for success (Jacobson & McDuff, 1998).

From an African primate sanctuary perspective, conservation education could be defined in the context of the need for a secure environment or habitat in which primates can live and prosper – therefore not ending up in sanctuaries. As such, conservation education within PASA includes incidental, informal and formal educative activities that influence the long-term attitudes and behaviours of people affected by the conservation of primates to encourage the protection of the habitat and the species.

### Types of Conservation Education

‘Learning’ is largely associated with formal schooling; however it can also take place through two other channels of education: incidental and non-formal.

**Incidental Education** is the learning that occurs automatically during the process of living everyday life, or as result of what an individual absorbs from the environment in which s/he lives or grows up. It is random, unintentional and unstructured.

*Example:* A child who grows up with a family member that works at a primate sanctuary may learn a great deal about primate conservation from living with that person; similarly a child whose father is a bushmeat hunter may learn where chimpanzees live and how to identify them easily while hunting with their father.

**Non-formal Education** is learning that happens within society and is organized to supplement incidental education. It is voluntary, structured and offers the learner the choice of what to learn and whether to be involved.

*Example:* When visitors come to a sanctuary to see the primates they are participating in a non-formal education process. They are not required to be there, can leave at any time and choose what they want to learn about.



**Formal Education** is learning that evolved from the need to preserve specific skills and knowledge and is typically confined to a school or mainstream institution. It is deliberate, organized and measured with repeatable outcomes.

*Example:* When a school asks a sanctuary for a curriculum that can be used in the classroom or a teacher brings a class to the sanctuary as part of an in-school program.

### Learning Theory for Conservation Education

Conservation Education programs at PASA member sanctuaries all share the following simple goals: wanting people to know about primates (knowledge); care about primates (attitudes); make choices or take actions that foster primate protection (behaviours).

In order to make the most effective conservation education programs possible to achieve those goals there are some key educational theories that sanctuary education officers can utilize. In order to increase learning and retention, effective programs should;

1. Recognize audience learning stages
2. Utilize learner driven, active programs
3. Incorporate several learning styles



### 1. Audience Learning Stages

As we grow, our brain develops different learning habits that are more successful in helping us absorb and utilize information. Generally, in an educational program, learning can be achieved in one of two ways:

**Passively** - learning through personal observations and interpretations of materials provided.

**OR**

**Actively** - being guided through an educational experience by a member of staff or expert in the field.

To be most effective, options should be chosen depending on the age and stage of development of the learner. What follows is a simple chart with three broad stages of learning that sanctuaries can use as a reference when planning programs to ensure that the program is targeted to the learner;

Age	Stage of Development	Type of Activity	Examples
2 – 7 years	Egocentric thinking, sees one variable or object at a time; is guided by intuition and perception, language develops, interested in what is real and immediate.	Number and variety of short activities using senses and dealing with objects.	Sensory games Drawing Songs
8 – 15 years	Manipulation of objects very important; can make accurate observations, can measure and classify.	Encourage discovery, experimentation and exploration. Learners can handle longer activities with more involvement and choices. Work well in groups for collecting information and exploring ideas. Encourage creativity.	Sensory games Topical games Drawing Charades Songs Plays Simple problem Solving activities
16 - adult	Ability to observe, propose, analyze, evaluate, make generalizations and hypotheses. Abstract concepts can be understood in increasing complexity.	Problem solving whilst investigating the environment. Give the facts and develop discussion.	All the activities above plus active topical discussions, analyzing information and problem solving.

Adapted from “Creating the appropriate learning activity for the child’s age with suggested activities”  
(source: Ape Action Africa)





## 2. Learner Driven, Active Programs

PASA member sanctuaries provide an opportunity for individuals to have direct experience of the plight of primates. Without the sanctuary experience many people may never see primates or understand the issues surrounding them. Therefore, PASA advocates for the use of experience based learning, more specifically for the use, where possible, of experiential learning.

### Experiential Learning

The word experiential essentially means that learning and development are achieved through personal or direct experience and involvement, rather than through received, organized teaching or training (Chapman, 2008).

Experiential Learning  
is simply the act of  
learning through doing  
– not studying, lectures  
or repetition.

The theory is that people learn better when they are directly involved or participating in or through personal experience. It is the most common way all humans learn. For example, we all learned to walk the same way – no one gave us a lesson in a classroom on walking first, we just stood up and tried, fell down and tried again – all the while figuring out what went well, what didn't and how to apply that to the next attempt.

Experiential learning and experiential education represent the same education theory applied in different settings.

**Experiential learning** refers to the individual learning that results from unstructured life experience (incidental education) or non-formal education. Sanctuary visits are usually informal learning opportunities and represent a direct experience of primates that can be capitalized on through experiential opportunities to deepen knowledge and promote action on behalf of primate conservation.

**Experiential education** takes the theory of experiential learning and applies it to a formal education setting such as school where the emphasis is placed on facilitated or teacher guided direct participation and reflection in order to create meaningful and long lasting learning.

### *Experiential Learning Cycle*

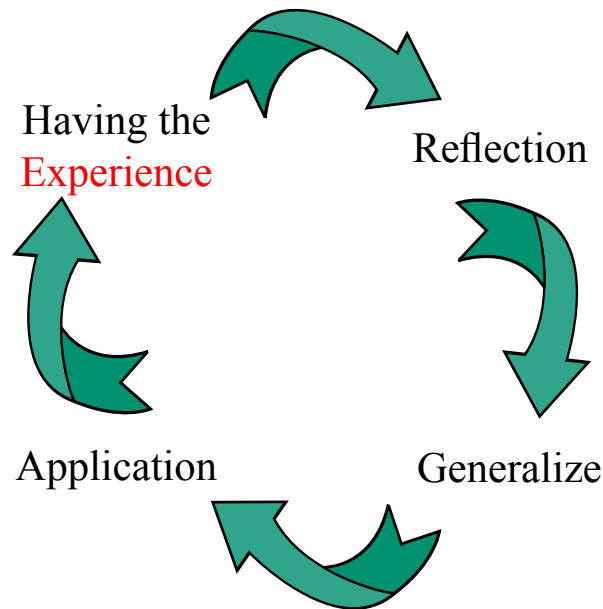
It is important to note that even though experiential learning has an element of “doing”, the experience alone is not enough to build understanding. While experience happens naturally in all life situations, in education settings experiences need to be planned and implemented. The structured experience sets the stage for learning (Nadler & Luckner, 1992) but it requires reflection in order to connect the prior and new information and bring that new information into the learner's framework or mental model (Jacobsen, McDuff & Monroe, 2006).

Therefore, there is a very simple and useful experiential learning cycle or process that sanctuary education officers can use to build experiential learning into their programs for any age or audience thereby ensuring that their audiences have the best learning experience possible and the education program goals are achieved. Without it – the experience may not provide the desired learning.





### Experiential Learning Cycle



What follows is a description of each stage with a corresponding example using a chimpanzee sanctuary visit as the experience;

#### ***Stage One: Having the Experience***

All experiential learning processes start with an experience – whether it is an organized and facilitated one or one that happens in the course of our normal lives. This stage is the simple act of having the experience!

*Example:* An important experience in a sanctuary visit is time spent viewing the chimpanzees while they eat their lunch.

#### ***Stage Two: Reflection***

After the experience, it is time to review the experience, to reflect on what happened. What did we collect or observe? How were we impacted? What did we learn? This is the stage where we, as educators who facilitate the process, make sure that there is time set aside for individuals to look back and examine what they saw, felt and thought about during the experience.

*Example:* After viewing the chimpanzees, the education officer gathers the participants at the education center and asks three targeted questions, such as: “What did you see?” What was your favorite moment? What did that mean to you?



### ***Stage Three: Generalize***

The third stage is that of generalizing the experience into the learner's life which involves sharing their thoughts, feelings and behaviours with the others in the group and linking it with similar situations in their lives, as well as looking at what they might do differently with this new information. What can the learner conclude from this experience?

*Example:* Still with the participants at the education center, the education officer can ask each participant to share his or her immediate feelings and one thing they learned from the seeing the chimpanzees.

### ***Stage Four: Application***

The final step is the key to experiential learning – what will the learners do with this information now in their lives – how will they apply it or take action on it. How can they plan next steps?

*Example:* Having now had a direct experience of the chimpanzees, the education officer can ask each participant to share with the group what action they can take to help protect chimpanzees.



### 3. Learning Styles

Each person is an individual and learns differently. Each learner has a preferred way of taking in, organizing, and making sense of information. Also known as “learning styles”, basically, it is the way a person tends to learn best. While learning styles do not tell us about a person’s abilities or intelligence, they can help us understand why certain tasks seem easier for some than others. People learn most effectively when the strategies used are closely matched with their preferred learning style. (No Author, 2009)

In order to design the most effective education programs, sanctuaries should ensure that each program is designed with the different learning styles in mind. There are several models of learning styles. Kolb (1984) said that there are four learning styles and every designed learning opportunity should use all four to ensure maximum learning. All learning style models basically share the same concept that people learn best either through feeling, thinking, doing or watching and that a well designed program includes opportunities for all of these.

It is important to ensure that education programs incorporate the theory of learning styles to achieve the ultimate success of protecting primates. While there are many models a simple one to employ each time an educator creates and implements a program is the Visual-Auditory-Kinesthetic learning styles model (VAK) - which ensures that there are activities in each program that appeal to the visual learner (who learns best by seeing), the auditory learner (who learns best by hearing) and the kinesthetic learner (who learns best by doing).

#### VAK learning styles

Learning style	Description
Visual	seeing and reading
Auditory	listening and speaking
Kinesthetic	touching and doing





# Pan African Sanctuary Alliance

## The Basics

According to the VAK model, most people possess a dominant or preferred learning style; however some people have a mixed and evenly balanced blend of the three styles. Everyone has a mixture of strengths and preferences. No-one has exclusively one single style or preference. Please bear this in mind when adopting this perspective. (Chapman, 2009)

The VAK learning styles model provides a very easy and quick reference inventory by which to assess people's preferred learning styles, and then most importantly, to design learning methods and activities that match people's preferences into each education program;

**Visual** learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

**Auditory** learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.

**Kinesthetic** learning involves physical experience - touching, feeling, holding, doing, practical hands-on experiences. (Chapman, 2009)





## ENVIRONMENTAL COMMUNICATION

### Defined

Environmental Communication is relatively new in the field of conservation and species protection. It aims to encourage public awareness of environmental problems, public understanding of the underlying principles, issues, and options and a public commitment to individual and collective action (Schoenfeld & Ross, 1978).

From an African primate sanctuary perspective, the protection and conservation of primates is embedded in the communities that live with the species and therefore involves working within a complex web of human relationships with the results leading to action on behalf of the endangered species. Therefore, within the PASA context, environmental communication plans, produces and disseminates messages about the specific primate species, the dangers they face and what can be done in order to create on-going public support and commitment to protecting the species and their habitats.

### Types of Environmental Communication

There are two major classifications of communication; rhetorical and relational.

**Rhetorical communication** focuses on persuading or influencing others,

**WHEREAS**

**Relational communication** believes it is critical to focus on the relationship between the communicator and receiver (McCroskey and Richardson, 1996).

It is important to note which type of communication a sanctuary is involved and which type best suits the desired outcomes. For example, a sanctuary may use a series of posters that are rhetorical in nature, aimed at persuading or influencing local hunters not to kill gorillas or they may be engaged in a series of community meetings with local villagers who live next to the sanctuary where the focus is relationship building over time and therefore the type of communication shifts from the rhetorical to the relational.



However, it is equally important to identify how the audience is receiving the information you want to communicate, regardless of whether it is relational or rhetorical. Therefore, successful communication programs must be crafted with attention to the information-seeking behaviour of target audiences in mind (Grunig 1983):

**Active Audience:** a concerned and interested public that seeks out and uses information that is relevant to them.

**OR**

**Passive Audience:** a public that needs to be ‘attracted’ to project information and will consume it incidentally to other activities (watching television, reading a magazine).

Finally, communication programs have to be extensive and innovative to build trust, recognition, compliance and participation. Caldecott (1996) recommends four potential approaches:

- a. Communication Strategies:* On-going communication is central to success because there will always be someone who is willing to exploit the resource and therefore the need for consistent public relations to help people feel positive about the process, especially if enforcement is involved, and keeping people enrolled and in the mode of reception for new ideas as they come.
- b. Information Services:* providing accurate information about the project to the local people is an important way to build awareness and confidence.
- c. Influencing Decision Makers:* this key to success can be achieved in many ways but the most basic is not offending anyone in order to build relationships. It can be done individually with people of power or in helping other agencies achieve their goals in the area. Clear and relevant communication is essential here to the decision makers.
- d. Building Agreement by Managing Conflicts:* much of conservation includes conflicts between people with different views and values. Solutions need to be sought in discussion forums where people can negotiate peacefully. Conflict resolution is based on an accurate understanding and assessment of the problem. Successful group facilitation is an important part of the process and can increase cohesion and cooperation in a community.



### Communication Theory for Conservation

There is a great deal of communication theory which can be accessed to learn about communication and how it applies to conservation and sanctuaries (see references). However, probably the most significant for assisting sanctuaries in developing and executing solid successful environmental communication programs is a model developed by Craig Waddell (1995) which reflects the different situations and types of communication that may be involved at your sanctuary. Knowing which type of communication relationship your sanctuary is involved in and which best suits the desired outcomes will allow for the creation of a successful program.

Waddell developed a model for environmental communication with four communication relationships that can exist between the “experts” – in this case the sanctuary staff and the “non-expert” or public – in this case any of the communities or individuals not working at the sanctuary or in primate conservation. The sanctuary adapts its chosen style based on the audience, resources, and the preparedness of both experts and non-experts of the public to engage in a communications process.

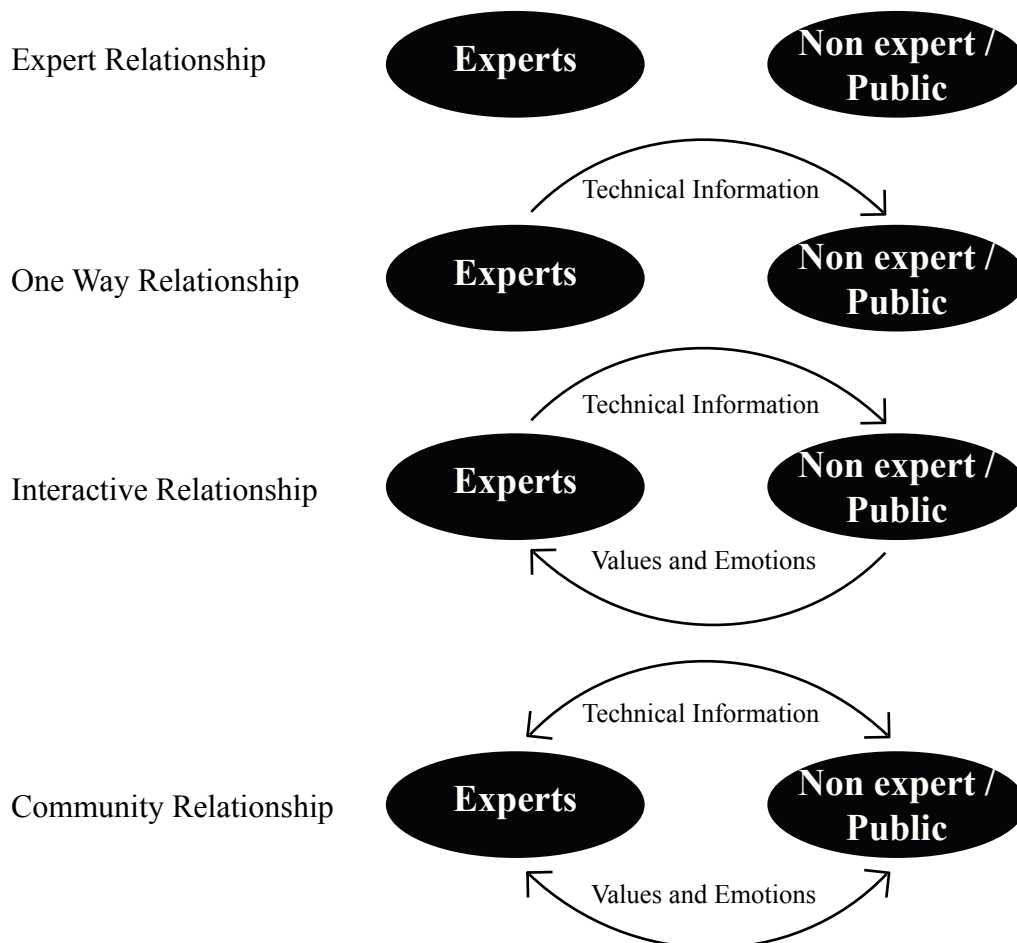


Figure 1: Four models of communication (adapted from Waddell 1995)





# Pan African Sanctuary Alliance

## The Basics

- a) **Expert Relationship** - holds that the “experts” should make all technical decisions and there is no role for the public, therefore there is no communication.

*Example:* A sanctuary veterinarian may make the decision to treat a primate and there is no role for the public in that consultation as they do not have the expertise required.

- b) **One-Way Relationship** - holds that the public needs to participate in decisions that affect it and in order to do so effectively they needed to be educated by experts. Therefore this model accounts for a one way or uni-directional transfer of knowledge from the “experts” to the public – a I speak – you listen model.

*Example:* A sanctuary decides to reintroduce primates into an area and designs a communication plan to educate the local villages about the process and the primates.

- c) **Interactive Relationship** - supposes a two-way, interactive model in which the “experts” communicate their expertise to the public but the public communicates its values, emotions and beliefs to the “experts”.

*Example:* A sanctuary involved in a reintroduction sets up a series of community meetings to illicit the communities reactions, ideas and beliefs about the reintroduction to be sure they have enrollment in the process.

- d) **Community Relationship** - expands the former relationship to represent a flow of information between the experts and the public, with each sharing their expertise, values, emotions and beliefs.

*Example:* A sanctuary develops an outreach program with a local community where each group participates equally in the design and delivery of the program.







# Pan African Sanctuary Alliance

## The Basics

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# Program Design



**Section 2:**  
**Sanctuary Education and  
Communication Plans**  
**Designing a Program**  
**Conservation Messages and Actions**  
**Evaluation**





### **INTRODUCTION**

The following section provides practical and recommended tools that can be used to implement a successful education or communication program at your sanctuary.

For the purposes of this section, the term “program” will be used in reference to any programs, projects, lessons, visits, activities, curriculum, talks, meetings or workshops that a sanctuary may use in either a conservation education or environmental communication program.

While there is a great deal written on this subject, a successful program can be distilled into four critical actions:

#### **Be Strategic – follow the plan!**

Reference your sanctuary’s conservation education or environmental communication plan. Match your proposed program or project to the plan’s strategic goals and objectives. If your sanctuary does not have a plan, take the time to write one so that you are sure the direction of your proposed program, project, session, signs etc. is in line with your sanctuary’s goals.

#### **Be Organized and Thorough!**

Once you have direction for the program, use the ADDIE Instructional Design System to help you research, organize, design and deliver a successful program.

#### **Utilize Key Messages and Conservation Actions!**

All PASA education and communication programs should include at least one key message and one conservation action. Choose the one that best fits your program but always be sure to have one – it is the key to the action we need to save primates.

#### **Evaluate, Evaluate, Evaluate!**

Evaluation is the central foundation of successful education and communication programming. Evaluation determines if program objectives were met, and to what degree, as well as determines what activities, messages and materials work and which don’t. This is the key way to know if you are being successful or not!



### **BE STRATEGIC – FOLLOW THE PLAN!**

#### **Sanctuary Education and Communication Plans**

Often due to the biological and scientific focus, conservationists tend to think that isolated education and communication tools (curriculums, talks, school visits, films, flyers, radio spots etc.) are solutions to problems rooted in environmentally unsustainable practices. These tools often come at irregular times, targeted at random audiences and are not part of a long term plan with strategic goals and objectives. In fact, these items or tasks are only effective within the scheme of a comprehensive plan that identifies the target audience, the goal of the item, and how beneficiaries are expected to behave when they consume the product (Oopen & Hamacher, 2000).

Therefore, PASA stresses the importance of proper planning in order to achieve the long-term education and communication goals necessary to protect endangered primates.

Dedicated planning allows a sanctuary to;

1. Chart the sanctuary's course for the future of education and communication
2. Determine the best actions (education or communication) to achieve the sanctuary mission
3. Identify strengths and current gaps and evaluate what is currently being done
4. Ensure all staff understand and work towards the goals
5. Work smartly to build programs and capacity that will achieve the long term goals
6. Create a living document - a framework which is flexible for new ideas
7. Have a foundation for evaluation, which is essential for measuring success and demonstrating outcomes for funders.





### The Eight Simple Steps to Writing a Plan

**Step One:** Notify your manager and staff members that you would like to create a plan for education and communication at the sanctuary and receive proper authorization to move forward.

**Step Two:** Begin the process by reviewing and understanding the sanctuary mission, vision or education and communication policies, if available. This will guide you in aligning the plan to the overall direction of the sanctuary.

**Step Three:** Have a brainstorming session with your manager and/or team to answer the question “How can education and communication best support our mission/vision?” Think big, think long term.

**Step Four:** Interview staff members, visitors, community members, partner organizations and ask “What should the sanctuary be doing with regards to education and communication? What needs to be addressed?”

**Step Five:** If useful, do a SWOT analysis (Strengths, Opportunities, Weaknesses and Threats), which is an evaluation and planning tool that allows the user to identify what the current state is of an objective and what internal and external forces may help or hinder in achieving that objective.

#### **Doing a SWOT Analysis**

If you have not done one before, it is easy. A SWOT analysis must first start with defining a desired objective – for example, the objective could be to have a successful education program at your sanctuary. Once you have your stated objective you can begin the analysis step by step;

**Strengths:** list the attributes of the sanctuary and education staff that are helpful in achieving the objective.

**Weaknesses:** list the attributes of the sanctuary and education staff that make achieving the objective difficult.

**Opportunities:** list the external conditions that are helpful to achieving the objective.

**Threats:** list the external conditions which could make it difficult or negatively impact the achievement of the objective.

Once you have articulated the information in the SWOT analysis then you can use that information to plan for achievement of the desired objective. You can also ask others to join in a SWOT analysis or do it alone.





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

**Step Six:** Now that you have compiled the background information you can begin to formulate the actual plan by identifying the overall strategic goal, measurable objectives, target audiences, key conservation messages, resources, methods and evaluation.

In order to articulate these key areas you could use the ADDIE design model (see page 32 for more details) and answer the following questions using your compiled information;

1. What do we want to do together? (A)
2. Why do we want to do it? What is needed? (A)
3. What do we want to accomplish? (D)
4. What is the way we will pursue these goals? (D)
5. What resources do we need? (D)
6. What will we do and when will we do it?(D)
7. How will we work on programs and projects in the plan? (I)
8. How will we know we are successful? (E)

**Step Seven:** Write it down and share with management and sanctuary staff.

### ***An Education and Communication Plan Outline***

Include the following sections in your education or communication plans;

- Sanctuary Mission
- Education and/or Communication Core Values
- Education and/or Communication Goals
- Education and/or Communication Objectives
- Target Audience
- Key Conservation Messages and Actions
- Resources
- Methods
- Evaluation System

**Step Eight:** Follow the plan! Don't just write a plan and then put it away on a shelf without referring to it. This plan will help guide you, the education programs and the sanctuary's success.







### **BE ORGANIZED AND THOROUGH!**

### **Instructional Design – the ADDIE Model**

#### **What is Instructional Design?**

It is strategic planning of a program, session, event, course, curriculum etc. It is a blueprint that you design and follow. It helps connect all the dots to form a clear picture of teaching, learning and communication events.

(<http://raleighway.com/addie/index.htm>)

Often, sanctuary education officers are faced with the daunting task of developing new education and communication programs. Depending on the level of expertise, this may be an easy or difficult task. Without experience, it is hard to know where to begin (Lehnhardt, 2007). And even with experience it can be easy to lose focus when designing a new program or evaluating an existing one.

ADDIE is a tool that can help you through the process of creating a successful program from beginning to end.

ADDIE is an acronym for a popular instructional design model that promotes a learner-centered approach to education and communication programs, ensuring learning and program development does not occur in a haphazard manner and strategic goals are achieved. Like any model, it is simply a guide for ensuring that the critical elements are considered when developing programs – basically, it provides sanctuary staff with an easy framework to follow.

#### ***Why Use it in a Sanctuary context;***

- Assist education officers to quickly design and implement successful programs
- Create sanctuary-wide program consistency
- Deliver programs that achieve the sanctuary's desired outcomes
- Develop high-quality products
- Reduce cost

The following section will outline the ADDIE process and provide worksheets that sanctuary education officers can use to help them better employ ADDIE.



### An Overview of the ADDIE Model

(adapted from <http://raleighway.com/addie/index.htm>)

The acronym “ADDIE” stands for;

- Analyze
- Design
- Develop
- Implement
- Evaluate

As a design model it has withstood the test of time and use. It is simply a “device” to help us think through a program from start to finish. Though the model appears linear, it does not have to be followed rigidly or in a linear approach, especially if you already have materials developed.

The table below gives an overview of the components of ADDIE.

Analyze ⇨	Design ⇨	Develop ⇨	Implement ⇨	Evaluate ⇨
Pre-planning; big picture thinking about the program	Design the blue print of your program on paper	Develop the necessary materials for the program and assemble them	Deliver the program	Look at the outcomes with a critical eye and see if you achieved your goals
Program Analysis; <ul style="list-style-type: none"> <li>• Problem definition</li> <li>• Audience analysis</li> <li>• Identify goals, learning objectives</li> <li>• Delivery options</li> <li>• Possible constraints</li> <li>• Time line for completion</li> <li>• Assessment strategies</li> </ul>	Using the data from the Analyze phase; <ul style="list-style-type: none"> <li>• Identify strategies and content</li> <li>• Choose appropriate media/methods</li> <li>• Identify the resources</li> <li>• Evaluate progress</li> </ul>	Based on Design phase, create your program; <ul style="list-style-type: none"> <li>• Build content and materials</li> <li>• Build course structure</li> <li>• Schedule</li> <li>• Guidelines</li> <li>• Gather resources</li> <li>• Evaluate progress</li> </ul>	Run the program	Use the information gathered and generated to determine; <ul style="list-style-type: none"> <li>• If participants achieved expected learning objectives?</li> <li>• What have you learned?</li> <li>• How can you make the course better?</li> </ul>

The pages that follow are photocopiable worksheets - make a set for each program you design.







### **ANALYZE PHASE WORKSHEET**

This is your first step for creating a great program!

This is the research and information collection phase that provides you with the foundation for building a strong and relevant program. It includes defining the problem and its source, as well as determining possible solutions, implementing a thorough needs assessment and results in goals and objectives.



Below are guideline questions you can use to help you think through and research each step of the analyze phase. Record your responses and use the information to move on to the second phase.

#### **1) Problem Definition**

The place to begin is at the problem: What is the exact issue that you are trying to resolve through this program? At this time you can answer these questions as an individual or work with your team and interview people in the sanctuary to gather an even broader understanding of the problem. As well, you might leverage the expertise of a variety of organizations that work in the local area; your local university, informal meetings with local community members, talks with government officials, teachers and creditable books, journals and web sites. Gather as much content information as possible to ensure you have a true and accurate picture of the issues.

#### **Guideline Questions:**

- Why are you doing this program?

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- What is the problem that you are trying to address?

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- Why is it a problem?

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### ANALYZE PHASE WORKSHEET



- Who is involved in the problem?

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- What solutions are you looking for (behavior change, knowledge increased, skills developed)?

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- What is some information you need ahead of time to determine the best course of action?

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- How is this relevant to the audience?

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Are there some gaps in your knowledge? This would be a good time to follow up with your information sources to build a firm foundation for the program.





### **ANALYZE PHASE WORKSHEET**

#### **2) Audience Analysis**

It is essential to learn about the background of the people and the region where you'll be working. Even if you feel you are already familiar with these elements, it is always a good idea to systematically collect data from your target audience in order to get an unbiased look at their beliefs about the conservation issue you'll be addressing. This is called a "Needs Assessment" and can be accomplished through questionnaires, interviews or focus group methods. You can collect this data with visitors to your site or at a meeting of stakeholders. There may be those in your community that could act as advisors to represent attitudes and concerns of your audience, as well as, make recommendations about the content or management of your program.

This beginning or *baseline* information you collect can help you see the gaps and opportunities when developing a program that meets the needs of the people and the region. Later, the Needs Assessment can be compared to your audiences' responses throughout the program to evaluate the success of your program.

#### **Guideline Questions:**

- Who is the main target or participant of your program?

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- What are the demographics of the group?

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- Why do they need this program?

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- What do they need to learn?

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### ANALYZE PHASE WORKSHEET

- What do they already know?

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- Is there a “gap” between what they know and what you would like them to know?

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- What types of learning need to happen? (Knowledge, Skills, Attitudes)

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- How many participants will you have?

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- Does the audience have experience with similar programs?

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- What did or did not work with these programs?

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### **ANALYZE PHASE WORKSHEET**

#### **3) Identify Goals and Objectives**

Using all the information that you gathered through the problem definition and audience analysis it is now time to set the goals and objectives of your program. Take your time in writing the goals and objectives as they act as your guide to designing and developing a relevant program. As well, they can be used to measure whether you were successful in your program and are used in writing evaluation questions. Be sure they are the most important ideas in your program and the ones you want participants to take away with them.

##### ***Program Goal;***

A **goal** is a broad statement defining the purpose of your program.

*Example:* The purpose of this program is to reduce snare poaching by building awareness of the local biodiversity, discussing its beneficial role to people and the ecosystem, and inspiring the audience to take positive action for wildlife.

##### ***Program Objective;***

An objective is a desired outcome. Usually several objectives are set in order to attain a goal. Clear program objectives are “SMART” objectives; they are:

- Specific
- Measurable
- Appropriate
- Realistic
- Time bound

*Example:* After this program, participants will be able to:

- Name three animals in the local region;
- Identify 2 environmental threats to wildlife;
- Describe two actions that help wildlife.

Write down your goals and objectives;

##### **Program Goal**

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##### **Program Objectives**

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### **ANALYZE PHASE WORKSHEET**

#### **4) Program Delivery Options**

With the very foundation of your program now in place it is time to think about how you can best achieve your goals and objectives.

##### **Possible options:**

1. Face-to-face
2. At school
3. Talk, presentation or class
4. Curriculum
5. Sanctuary visit
6. Community meeting
7. CD/DVD
8. Radio, television

The following questions can assist with this;

##### **Guideline Questions:**

- How will you deliver your program to your target audience?

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- What are the options?

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- What environment is most beneficial given your audience analysis?

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### **ANALYZE PHASE WORKSHEET**

#### **5) Constraints**

Every program runs into barriers and issues that can affect the program. While not all issues can be identified ahead of time it is wise to spend some time thinking about what possible constraints you may face in running this program and then addressing those constraints up front;

#### **Guideline Questions:**

- What possible limitations might there be in this program’s delivery?
  1. time
  2. funds
  3. audience expectations
  4. resources
  5. learning curves

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- How will you address them?

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#### **6) Time line for Completion**

Establishing a time line in which you intend to have this program finished is an essential step to organizing and implementing a successful program.

#### **Guideline Questions:**

- What is your time line for developing this program?

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### **ANALYZE PHASE WORKSHEET**

- How will you schedule your time to work on this program?

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- Will anyone else be involved with the design of the course?

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### **7) Assessment Strategies**

Through out the program participants are being assessed to ensure they are learning what is intended. During the analyze phase you can begin to think about what strategies you will use to do this during the program.

Possibilities include:

1. Quizzes
2. Critical thinking questions
3. Assignments
4. Projects/Products
5. Journals/Reflections
6. Discussions

#### **Guideline Questions:**

- What tasks or strategies could be used to assess whether participants are achieving the goals of the program?

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### DESIGN PHASE WORK SHEET



In the “analyze” phase, you gathered all the foundational information you need to build a successful program. For the design phase, you will create a blueprint of your program on paper.

During the design phase, the goals and objectives determined during the analyze phase become the guides for creating the actual program that you will deliver to your audience. The design phase deals with strategies, content, lesson planning, resource allocation and materials and media selection.

#### 1) Identify strategies

Given your program goals and objectives it is now time to decide how you will achieve them – what are the strategies you will use to reach your audience?

##### Education or Communication?

The most important thing to identify is whether this is an education or communication program? (see page 12 for an explanation of the similarities and differences)

##### Guideline Questions:

- If this is a conservation education program, what learning theories (see page 14) will be best utilized?

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- If this is an environmental communication program identify the form of communication that is best suited to the kind of relationship you already have with the target audience. (see page 23)

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##### Instructional Strategies

While you may already have a good idea of how you will structure the learning events in your program, it is important to think through, given all you have learned about your audience and the issue you wish to address, what strategies will work best and achieve the goals and objectives of the program.



### DESIGN PHASE WORK SHEET



Some possible choices include:

- |  |  |
|--|--|
| 1. relevant, real-world learning experiences | 7. case studies/analysis                   |
| 2. interaction                               | 8. examination of assumptions              |
| 3. discussion                                | 9. study groups                            |
| 4. problem-based learning                    | 10. peer evaluation                        |
| 5. practice exercises                        | 11. use chat for small group brainstorming |
| 6. group projects                            |  |

#### Guideline Questions:

- What instructional strategies will you use?

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- How will you use the chosen strategies?

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- When will you use them?

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- Have you covered all the learning styles?

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### DESIGN PHASE WORK SHEET

#### Evaluation Strategies

In order to get a more complete picture of your program’s effectiveness, a detailed evaluation is necessary. Use the program’s objectives to help you write specific evaluation questions that will demonstrate whether your program participants learned the information. It is not necessary to write many questions. Often, 5 or 6 well-worded questions can help you measure whether your objectives have been met. The more questions you ask, the more data you have, so keep it simple to make your data analysis easier. Also, as a tip, multiple choice and true/false questions are easiest to evaluate.

*Example:* Objective: Give an example of a food chain.

Possible Evaluation question: An example of a food chain is:

- a. Spider, bird, elephant
- b. Grass, kob, leopard
- c. Warthog, grass, vulture

(see page 62 for a more detailed discussion of evaluation and the possible tools)

#### Key Messages and Conservation Actions

Every program should address one or two key messages and conservation actions that you want to get across to the audience. This will help keep the program focused, making it interesting and understandable. See page 61 for a more detailed discussion on key messages and conservation actions, as well as page 53 for an example list relevant to primate sanctuaries.

#### Guideline Question:

- What key message is most relevant?

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- What conservation action is most effective?

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### DESIGN PHASE WORK SHEET



### 2) Choose Appropriate Methods and Media

How will you best deliver the program's content to the audience given their needs, your goals and the sanctuary's resources?

Possibilities include:

- assignments
- lectures
- text or images
- exercises or activities (individual or group)
- illustrations
- sanctuary visits
- audio or video
- web resources
- power points
- curriculum
- instructions, procedures

#### Guideline Question:

- What methods or media would be useful and applicable to reach your target audience?

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### 3) Identify Content

In order to achieve your learning objectives relevant content is required. Some of it may already be available and other items you may have to create.

#### Guideline Questions:

- What content already exists?

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- What content needs to be created?

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### DESIGN PHASE WORK SHEET

- What are the key messages and conservation action related to the issue?

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#### 4) Identify Necessary Resources

What do you need to complete this program?

##### Guideline Questions:

- Can you complete the program with the resources that are available to you?

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- What is the required and available budget?

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- Do you have expertise and or need further training?

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- What staff resources do you have available?

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### DESIGN PHASE WORK SHEET



#### 5) Evaluate Progress

During each phase of ADDIE take time to reflect and evaluate the progress you have made.

##### Guideline Questions:

- Have you included all the research and results from the analyze phase in determining the design of your program?

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- Are there any areas that were missed that you need more information?

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- Do you have the adequate tools to develop this program?

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- Are any changes required?

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### **DEVELOP PHASE WORK SHEET**



By now, you have designed a blueprint of your program on paper. It's now time to roll up your sleeves and dig in. The development phase generates the plans and materials including methods of instruction, all media or materials that will be used and any supporting documentation.

Using the structure generated in the design phase, you can now gather or possibly create the materials necessary for the program to run. Here is a check list of activities to complete. The exact steps will vary depending on the type of program.

#### **1) Build content and materials**

- Generate all lesson plans, program outlines, curriculum or communication outlines as identified in the design phase
- Make a list of all the materials you need
- Gather the materials or make them

#### **2) Build course structure**

- Write the schedule
- Write an outline for each session
- Prepare learning environment

#### **3) Guidelines**

- Important things to consider
- Anticipate 'glitches' – it is always something
- Instructions

#### **4) Gather resources**

- Have tools in place

#### **5) Evaluate progress**

- 'Walk' through it. What does it 'look' like? Does it flow? Are you missing anything?



### **IMPLEMENT**

The designing and building phases are done, and now it's time to begin. The implementation phase refers to the actual delivery of the program. The purpose of this phase is the effective and efficient delivery of your program.







### EVALUATE PHASE WORK SHEET

The program is over, and it's now time to stop and evaluate the delivery, activities, and participant learning objectives. Participant learning objectives are the key factor to evaluating effective program design.



“The evaluation phase is the systematic collection of data to help you measure the effectiveness of your program. In the context of a conservation education or environmental communication program, evaluation is based on whether or not objectives have been met. Throughout the development and implementation of your program you should be evaluating your program as a whole as well as each activity in the program. Gather information and keep it so that you can look back on the results of your program and alter it in order to get better results. These records can also be useful for showing others, including current and potential funders, how successful you have been” (Lehnhardt, 2007, p.4).

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation is performed after the program is over. It consists of tests designed to measure specific program criteria and provides opportunities for feedback from the participants.

In this phase, you will evaluate your program design by looking at how well your participants achieved the stated learning objectives. See page 62 to review strategies you can use to optimize your evaluation. However, the general guideline questions below should help you improve your program design.

#### Guideline Questions:

1. What worked well?

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2. What did not work?

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# Pan African Sanctuary Alliance

## Program Design – Practical Tools

3. Did the participants learning align with your stated learning objectives?

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4. Did the delivery and strategies move the participants to the stated learning objectives?

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5. Were the stated learning objectives specific enough?

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If there is a gap between the expected learning objectives and how well your participants achieved the expectations, then there is a problem with the program and you can use this information to adjust the program before using it again.

Write a report that you can submit to your manager, funders, partners and use as a starting place in the next program you plan.





### **ADDIE PROGRAM DEVELOPMENT TOOL**

(Developed by Barb Cartwright and Doug Cress from PASA with Kathy Lehnhardt and Tammie Bettinger from Disney's Animal Kingdom for the PASA-Disney Conservation Education Strategy and adapted in part from Lehnhardt, 2007)

The following tool will help education officers take the ADDIE model and information into a sanctuary setting, providing a fast reference when pulling together the information generated in the ADDIE process.

This tool has two components; the Program Outline to help you organize your thoughts and a list of potential ideas to help you start thinking about program components.

### **PROGRAM OUTLINE**

Identify a program that you would like to develop and then use this form to help you create an outline.

**Name of Program:** \_\_\_\_\_

**Program Issue:** \_\_\_\_\_

**Education or Communication Program:** \_\_\_\_\_

**1. Key Messages:** Choose 1-2 messages for your program

A. \_\_\_\_\_

B. \_\_\_\_\_

**2. Conservation Actions:** Choose 1-2 actions that your program will encourage.

A. \_\_\_\_\_

B. \_\_\_\_\_

**3. Target Audience:** Select a specific target audience for your program.

Audience: \_\_\_\_\_

**4. One-Page Program Description** – Using the goals and objectives that you would like the program to achieve, provide a summary of the problem definition and audience analysis, as well as identify the materials you will need and describe the activities that you will use.





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

**Goal:** The purpose of the program is: \_\_\_\_\_

**Objectives:** After this program, participants will be able to: \_\_\_\_\_

**Background Information** (problem definition, audience analysis etc that you researched):

**Materials Needed:**

**Instructional Methods:** (A variety of methods most often holds the audience’s attention, so rather than lecturing for the entire program, add a small discussion group on a pertinent topic and/or a short film or a game to encourage participation.)

**5. Evaluation Tool** – Decide on an evaluation tool and describe how you will conduct the evaluation to be sure that you have met your objectives.

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### **EXAMPLES OF SANCTUARY RELEVANT PROGRAM COMPONENTS**

#### **Key Messages**

Select one or two messages that fit the focus of your program. Below are just a few examples:

1. Primates are a world treasure
2. All life is interconnected
3. Primates are our closest relatives - our past, present and future
4. Humans must live in peace with non-human primates
5. Nature's balance ensures our survival
6. Primates are in danger
7. The bushmeat trade is unsustainable
8. Primates make bad pets - don't buy or sell them
9. Conservation is our individual obligation
10. Primates don't recognize borders or boundaries
11. Environmental destruction leads to human instability
12. The future lies in our actions today
13. Habitat conservation and protection are necessary to protect wildlife

#### **Conservation Actions**

The conservation actions you select should be appropriate for your target audience and support your key messages. Below are just a few examples:

- Don't buy, sell, kill, capture or threaten endangered primates;
- Learn about the laws in your country affecting primates;
- Don't eat endangered wildlife;
- Teach others to respect and care for wildlife;
- Report problems affecting primates and other wildlife to elders or relevant authorities;
- Learn more about wildlife by observing it in your area;
- Instead of using natural forests, plant trees in your community for domestic use;
- Start or join a wildlife club;
- Support wildlife conservation organizations through contributions or volunteerism;
- Choose your pets wisely and be sure they were not taken from the wild;
- Reduce, reuse, recycle, replenish.



### Target Audiences

- Sanctuary guests
- Local communities (urban and rural, those living around protected areas, those living near sanctuaries)
- Students (nursery, primary, secondary, university)
- Nature clubs and other special-interest groups
- Elders
- Farmers/ forest exploiters
- Hunters (local and foreign)
- Tourists (local and foreign)
- Politicians and decision makers
- Law enforcement officials
- Corporations operating in the area
- Conservationists
- Media outlets (local and international)
- Traditional authority
- Religious groups
- Aid organizations operating in the area

### Instructional Methods

- Adult education lectures (often uses power point or flip charts)
- Interpretative talks and tours
- Interpretative or graphic panels
- Workshops
- Discussion groups
- Sanctuary tours
- Games
- Songs/distribution of CD's
- School clubs
- School visits and lectures
- Interactive lessons using visual aides
- Small group, peer-learning
- Movies
- Festival days
- Demonstrations
- Songs
- Role playing / theatre / puppet shows
- Community meetings
- Community discussion groups



- Teacher Workshops (workshops usually include activities, small group discussions and demonstrations)
- Printed materials (creating posters, stickers, books, T-shirts, photos) These items do not stand-alone but can be associated with a program.
- Media (radio/TV spots , videos, feature articles/media release, slide show presentations, billboards)
- Press (radio / TV / print interviews)

### **Evaluation Tools**

- Pre-Post Questions
- Pre-Post Questionnaires
- Observation of participants behaviors
- Visitor/participant feedback (either written or verbal)
- Interviews





### **EXAMPLE: PROGRAM OUTLINE DEVELOPED WITH ADDIE**

**Name of Program:** Chimpanzees are Great!

**Program Issue:** Chimpanzee conservation

**Education or Communication:** Education

**Key Messages:**

1. Chimpanzees are our closest relatives - our past, present and future
2. Humans must live in peace with non-human primates

**Conservation Actions:**

1. Don't buy, sell, kill, capture or threaten chimpanzees
2. Teach others to respect and care for wildlife

**Target Audience:** Primary Students

#### **Program Description**

**Goal:** To help primary school students learn about the importance of chimpanzees

**Objectives:** Participants will be able to:

- Identify the difference between chimpanzees and gorillas
- Learn how chimpanzees benefit the forests
- Discover what they can do to help chimpanzees

#### **Materials:**

- 3 pictures of chimpanzees and 3 pictures of gorillas
- Fact sheet on chimpanzees
- Samples from the local forest
- Commitment sheets

#### **Brief Background Information:**

Chimpanzees are an endangered species and under threat of habitat loss, over hunting and the pet trade. But they are relatively unknown in their range states. Primary school students, ranging in age from 5 – 12, do not receive any information about chimpanzee conservation through the education system. However, it is commonly held that in order to protect chimpanzees into the future we need to engage primary school students in their protection. This program will target primary school students in the city and bring the experience of the sanctuary to their schools.







# Pan African Sanctuary Alliance

## Program Design – Practical Tools

**Instructional Method:** In-class lecture and discussion

**Procedure:**

1. Invite children to look at a picture of a chimpanzee and a gorilla and identify the similarities and differences.
2. Ask them to present what they have found out.
3. Once they have a list, explain a little about each great ape and why they are different.
4. Ask students to identify what chimpanzees do in the wild? Discuss with them the importance of chimpanzees on the forest and hand out fact sheet.
5. Deliver the conservation message. Ask participants how they can help chimpanzees?
6. Listen for their answers and also add; by removing snares, by telling others about chimpanzees and by not cutting down trees.
7. Ask the participants to pick an action they can take and write it on the commitment sheet, have each person read their commitment aloud.

**Evaluation Tool:** Pre- and post- evaluation questionnaire

1. How many of you think that a chimpanzee would make a good pet?  
YES NO
2. How many of you think that chimpanzees are endangered?  
YES NO
3. How many of you think that chimpanzees are important to the forests?  
YES NO
4. Do you think that chimpanzees should be protected?  
YES NO
5. What are people doing that harm chimpanzees?  
(Create a list of responses)
6. What can you do to help chimpanzees?  
(Create a list of responses)



### **EXAMPLE: REINTRODUCTION PROGRAM OUTLINE DEVELOPED WITH ADDIE**

*What follows is an actual program outline using the ADDIE methodology created by Pierrot Mbonzo, Education Officer of the Lola Ya Bonobo sanctuary in the Democratic Republic of Congo. ADDIE was used here to help plan out what he needed to work on to make the program happen.*

For this exercise, we suppose that the reintroduction site has already been chosen with the agreement of the government.

### **Analyze Phase**

#### ***Problem Definition***

- What is the species status in the chosen area in the past and at the present
- Complete an environmental description of the reintroduction site
- What is the level of accessibility of the reintroduction site with the local population

#### ***Audience Analysis***

- Socio-economic study:
  1. Demographic analysis, age pyramid, percentage of people from outside the village and percentage born in the village, importance of the different tribes, main activities of the population, economic revenues of the population, % of population that is educated and to what level, % of children going to school in function of the age and the origin,
- Perception Analysis;
  1. What is the population's perception of their environment in general and of the fauna in particular (cultural rules concerning the fauna?)
- Village Analysis;
  1. History of the village; description of the entire space use by the village including ancient villages etc, presence of previous projects, description of the affluent people of the village. What is the administrative presence, religious breakdown, presence of associations and community support groups, number of schools, description of the schools
- Method of Analysis
  1. Get authorization from the authorities to do the analysis
  2. Contact different groups of the population including schools directors, churches, and associations to permit to transmit questionnaires to the community.
  3. Meetings with the delegates of the different groups
  4. Interviews of villagers
- Means of Analysis
  1. Determine the budget to be able to do the analysis





### ***Overall Program Goal:***

- Integrate the bonobo reintroduction program into the local community and their daily experience.

### ***Specific Program Objective:***

- Raise awareness of conservation in the local community in general and with regards to the bonobo reintroduction in particular
- Provide the local people with the tools to undertake sustainable initiatives

### ***Program Time line***

- It must precede the reintroduction program and has to become a continuous activity.

## **Design Phase**

### ***Key Messages***

- Importance of the reintroduction program:
- Ecological interest of the species
- Link between the species and the human

### ***Instructional Strategies***

- Presentation and discussion

### ***Content***

- Presentation of the project objectives with its goals and means
- Focus on the set-up of rules around the reintroduction site

### ***Methods and Media***

- Radio
- TV
- Theatre
- Gatherings

### ***Location***

- Depends on the realities of the field: schools, public places, markets, churches

## **Development Phase**

- Plan and prepare all the material needed in function of each activity
- Gather the necessary materials



### Implementation Phase

- Training of local educators able to transmit the message
- Plan and prepare for the needs of the educators who will live in the village. These two last recommendations are very important as one thing forgotten (electric cable, water reserves) can lead to the failure of the mission or a part of the activities.
- Think very well at the implementation period (rain-dry season, school holidays)

### Evaluation Phase

- We have to evaluate regularly in the time to see the evolution of the change in the mind of the local community.

#### *Evaluation Tools*

- Pre and post evaluations
- Field observations
- Needs analysis



## UTILIZE KEY MESSAGES AND CONSERVATION ACTIONS!

### Key Messages and Conservation Actions

(Written by Kathy Lehnhardt and adapted from the Disney Guides Inspiring Conservation Action: an interpretative workshop manual)

Every program should communicate key conservation messages that are directly linked to action steps. This will help keep the program focused, making it interesting and understandable.

Incorporating key messages and action steps allows you to share important conservation information and leaves participants empowered to take action for primates. Participants often say that they just don't know what to do when it comes to conservation, so this approach offers people real practical actions steps that they can take to help wildlife.

The messages and actions should be adapted for your audience in order for them to be relevant and meaningful. Each program should focus on just a few, maybe 1-2 messages and actions, to ensure that the participants remember these most important elements of your program.

A **key conservation message** is defined as a broad statement, often based on scientific information, which has an important bearing on the future survival of primates.

- For example: Habitat conservation and protection are necessary to protect guenons.

A **conservation action step** is any positive behaviour that people can do to help protect primates. These are often developed for two different audiences - children and adults.

- An example of a children's action: Join wildlife clubs in your area to learn about primates and other exciting wildlife species.
- An example of an adult's action: Learn more about the laws that protect primates and their habitat in your area.

As you are thinking of what messages and actions you would like to use, ask yourself these questions:

1. What does your audience need to learn, or how does their attitude need to change in order to help solve the conservation issue?
2. What messages and actions do you want your audience to leave with?
3. How can you get your audience to examine their own behaviours and how they impact the environment?
4. How can your activity promote specific audience actions to help the conservation issue?

Use the list of examples in the Program Component Tool section (page 53) to help you start thinking about key messages and conservation actions.





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

### **EVALUATE, EVALUATE, EVALUATE!** (Written by Kathy Lehnhardt)

Evaluation is the process of systematically collecting data (factual information) to determine if program objectives have been met. In order to ensure that your program is having the desired effect or that your key messages and actions are being taken away by participants, you need to know which activities work and which do not, and you need to know why.

Evaluation identifies *what* you have accomplished, helps to identify *why* you were successful or less than successful, and gives clues as to *how* to improve.

When conducting an evaluation, you need to include the following steps:

- Write evaluation questions based on your program objectives
- Decide on the scope of your evaluation
- Choose the method of information collection
- Analyze the data and interpret the results
- Communicate the evaluation results and act on them

#### ***Why is evaluation important?***

Evaluation is important as a way to measure the impact of a program on the audience. In other words, is your audience taking away the key messages and conservation actions you identified as critical. Also, evaluation can tell educators which activities worked, which did not, and why.

Evaluation results are a powerful way to share with others the impact of your program. It can be used in reports to funding agencies or potential donors to justify their support, in presentations to your supervisors as an example of outstanding performance, in presentations to peers and professional organizations so that they can learn from your experiences, and in meetings with the local community to build goodwill by demonstrating that you care about their needs and value their participation.

#### ***Types of Evaluation***

Evaluation can take place at the beginning (Up front), during the program (Formative), and at the end (Summative). Here are a few types of evaluation.

#### ***Needs Assessment***

Conduct a needs assessment of your target audience before you begin developing a program. Learn about the background of the people and the region where you'll be working. Even if you feel you are already familiar with these elements, it is always a good idea to systematically collect data from your target audience in order to get an unbiased look at their beliefs about the conservation issue you'll be addressing. This is called a Needs Assessment and can be accomplished through questionnaires, interviews or small group methods. You can collect this data with visitors to your site or at a meeting of stakeholders. Find out about your community's history: does the community have experience with similar programs? What did or did not work with these programs? Past experience can teach you much about what will work for your program.







# Pan African Sanctuary Alliance

## Program Design – Practical Tools

This beginning or **baseline** information you collect can help you see the gaps and opportunities when developing a program that meets the needs of the people and the region. Later, the Needs Assessment can be compared to your audiences' responses throughout the program to evaluate the success of your program.

The community can also act as a valuable resource. Explore the skills and resources that different members of your community may have. Is there anyone that might have the right ideas, skills, or resources for your program? There may be those in your community that could act as advisors to represent attitudes and concerns of your audience as well as make recommendations about the content or management of your program, promote your project, or provide resources. These people may be individuals or groups.

### *Test and Adjust*

Once you have developed a program, you can evaluate specific parts of the program by trying out activities and seeing if they work. Then the program can be adjusted to incorporate the changes. This test and adjust period can also be called a pilot program, meaning simply that the program is still being refined and changed.

### *Summary Evaluation*

A summary evaluation takes place at the end of the program. It may be a simple questionnaire that tests whether the program's objectives were met.

### *Pre-Post Evaluation*

A pre and post evaluation measures the audiences' knowledge, attitudes and behaviours that occur as a result of the program. This is usually achieved through a short questionnaire. The pre and the post questionnaires are exactly the same. When the audience first arrives, the educator will ask them to complete a questionnaire before the program begins. After the program is completed, the educator will pass out the post questionnaire to the audience with the same questions as the pre-questionnaire. In this method of evaluation, the audiences' responses can be compared before and after the program to see what change has occurred in their understanding of the key messages and actions.

In reviewing the data, there may be more correct responses after the program and this increase in correct responses can be recorded as percentages. Another option is that there is no change in correct responses or there are fewer correct responses after the program. In this case, the activities/methods of delivery may need to be changed or the facilitator may need to state key messages and actions more clearly to the pupils.



### *Writing Evaluation Questions*

When developing questions, it is important to identify which program objectives you wish to evaluate. Since the objectives for each lesson are already written using measurable language (describe, state, list, name), it is easy to write a question that supports the objective. Also, when writing questions be sure to use vocabulary that is easily understood by your participants and finally be careful in phrasing questions so that you don't bias or influence their responses in one direction or another. If you are using written questions, be sure that your group can read and write. Otherwise, you may not learn what they took away, only that they couldn't read the question or write a response. In this case, try a verbal reading of the questions and have the participants tick a box with their response.

Here are some examples of great questions and poor questions?

1. Why is eating bushmeat bad?

This is a poor question. The question is leading. What if the audience doesn't think it is bad? You should always try to write a neutral question that is not biased one way or the other. A good question here might be: How do you feel about eating bushmeat?

2. List eight animal species that are affected by the bushmeat crisis.

This is a poor question. Asking the audience to name eight examples is too many. Instead, ask them to name two animals affected by the bushmeat crisis.

3. Name two causes of the bushmeat crisis.

This is a good question. It is fairly easy to score. The question is specific with only 2 responses.

4. Tick the actions below that you will do to help the bushmeat crisis?

- Join a wildlife club to learn more about the bushmeat crisis
- Talk to your friends and family about the bushmeat crisis;
- Report sightings of primates in the market to elders or other authorities;
- Report sightings of poachers' snares to elders or other authorities.

This is a good question. It is easy to score. However, you should give an option that says "Nothing" or "undecided" in case they don't plan to do anything!





### ***Test and Adjust: Brainstorm Creative and Positive Solutions***

Review the results of each evaluation and discuss the outcomes with the other educators or staff so that they can offer positive suggestions for improvements. Then you can test and adjust for the next program. This continued method of improvement should create a fun, supportive team atmosphere among the staff and ensure that everyone is conducting the best, most effective programs possible.

### ***Using the Data***

The educator should keep a log of the participant responses for all programs. This is excellent qualitative data that demonstrates the effectiveness of programs over time. It will also show that you and your organization are serious about offering creditable, professional environmental education programs that are regularly evaluated to ensure effectiveness.

After all, which statement do you think is more powerful?

- Children learn about the bushmeat trade in our program

OR

- Before our program, only 10% of the participants could define bushmeat. After our program, 73% of participants could define bushmeat.





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

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# Educator Roles and Tools



## Section 3: Sanctuaries at Schools

**Facilitation**

**Interpretation**

**Community Liaison**





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

### INTRODUCTION

Sanctuary education officers play a number of roles in the daily completion of their tasks. They are often asked to be teachers, interpreters, facilitators and liaisons. The following section provides tips and ideas for each of these roles.

But first a quick definition of each role so that you can easily identify which hat you are wearing:

**Teacher:** A teacher is a person who educates others. The role of teacher is often formal and associated with schools, classrooms or other institutions with a set of required learning outcomes.

**Interpreter:** An interpreter is a communicator that simplifies complicated ideas and shares them with a more general audience that tends to be voluntary and in an informal setting (like at your sanctuary).

**Facilitator:** A facilitator is someone who uses knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective. The facilitator focuses on meeting dynamics allowing the participants to focus on the content or the substance of their work together (Burke et al 2002).

**Liaison:** A community liaison maintains and fosters the communication and relationship between the sanctuary and the local communities. As the education officer you are often responsible for communication between the sanctuary and the local communities.





### **SANCTUARIES AT SCHOOL**

Teachers and schools can play an important role in a sanctuary education program. Working with and through local schools and national school boards is an excellent way to increase children and youth understanding and appreciation of the issues around primate conservation – especially as it reaches a larger audience that may not be able to visit the sanctuary.

There are typically three ways a sanctuary becomes involved with the school system:

1. Guest teaching a class
2. Providing classroom resources
3. Providing curriculum

### **Being a Guest Teacher**

These notes are aimed to help the first time ‘educator’ think about teaching and ensure good planning, preparation and organization of sessions. The following tips on effective teaching were provided by Ann Harris, Oaktree School, UK.

- 1. The educator plans effectively and sets clear objectives that are understood.**
  - a) Objectives are communicated clearly at the start of the session
  - b) Materials are ready
  - c) There is a good structure to the session
  - d) The lesson is reviewed at the end
- 2. The teaching methods used enable all the children to learn effectively.**
  - a) The ideas and experiences of the children are used in teaching
  - b) Questioning techniques are used to encourage children of different abilities to think at different levels
  - c) Instructions and explanations are clear and specific
  - d) The educator involves all the pupils, listens to them and responds appropriately
  - e) Appropriate methods of differentiation are used - particularly important with a mixed aged group
  - f) Teaching styles match learning appropriately: sharing, discussing, investigating or guided (didactic) teaching
- 3. The children are well managed.**
  - a) The children are praised regularly for their good effort and achievement
  - b) All the children are treated fairly with an equal emphasis on the work of boys and girls and all ability groups
- 4. The children’s work is assessed thoroughly.**
  - a) The children’s level of understanding is assessed throughout the lesson by the use of educator’s questions
  - b) Mistakes and misconceptions are recognized by the educator and used constructively to facilitate learning





5. **The children achieve productive outcomes.**
  - a) The children remain fully engaged throughout the session and make progress
  - b) The children's' outcomes of the lesson are consistent with the objectives of the session
6. **The educator makes effective use of time and resources.**
  - a) Time is well utilized and the learning is maintained for the full time available
  - b) A good pace is maintained throughout the session
  - c) Appropriate learning resources are used
7. **The ethos of the sanctuary is evidenced in the classroom.**
  - a) The classroom is a positive and happy atmosphere
8. **Classroom organization is effective and helps learning.**
  - a) Resources are well-organized and accessible
  - b) The classroom is generally tidy; it provides an attractive and stimulating environment for learning



### Providing Classroom Resources

Teachers are an excellent resource for sanctuary education programs and likewise, sanctuaries can be an excellent source of information for teachers – especially those that are under funded and/or under resourced.

Teachers can increase sanctuary outreach by initiating or running sessions/activities within the school, using the PASA information or activity sheets. Teachers may also like to incorporate some of these sheets into their everyday teaching. In particular, environmental issues provide an effective stimulus for the reading and writing objectives mentioned in many Curriculum Statements. It can also be incorporated into a variety of other curricular areas. In order to select relevant information or activities, sanctuaries should obtain a copy of the school Curriculum Statement.

Although it is not possible to relate specific information and activities to the individual curriculums of each PASA country, ten common curriculum topic areas were identified. The table overleaf identifies the relevant tasks featured in the Issue Sheets, Activities, Games, Puzzles and Discussions Sections for the following nine curriculum areas:

<b>Drama</b>	<b>Language arts</b>
<b>Math</b>	<b>History</b>
<b>Religion</b>	<b>Agriculture</b>
<b>Geography</b>	<b>Arts and crafts</b>
<b>Science</b>	<b>Environment</b>

The Issue Sheets, Activities, Games, Puzzles and Discussions Sections sheets (see pages 128-209) are aimed at 6-14 year olds, but could be easily adapted to suit the age group and abilities of the children within the class / group.



Curriculum Topic	Suitable Tasks / Activities
Language arts	All Issue Sheets Sanctuaries Section - Pitchou's Story Discussion Sheet Sanctuary Based Activities Activities <ul style="list-style-type: none"> <li>- Tasks 1,2, &amp; 6</li> <li>- Making a primate poster</li> <li>- Where do Chimpanzees live?</li> <li>- Further Activities Sheet</li> <li>- Hunting Debate</li> <li>- Forest Debate</li> </ul>
Science	Sanctuary Based Activities Activities Games Puzzles Board Games <ul style="list-style-type: none"> <li>- Task 5</li> <li>- Classification Workshop</li> <li>- Making a Primate Poster</li> <li>- Hands and Feet</li> <li>- Issues Sheet</li> <li>- Hunting Debate</li> <li>- Forest Debate</li> <li>- Design a Conservation Project</li> <li>- Hunting Game</li> <li>- Deforestation Game</li> <li>- Adopt a tree</li> <li>- Discovering Insects</li> <li>- Why Should We Care?</li> <li>- Chimpanzee Quiz</li> <li>- Chimpanzee Board Game</li> <li>- Conservation Board Game</li> </ul>
Agriculture	Activities Games <ul style="list-style-type: none"> <li>- Issues Sheet</li> <li>- Foods from the Forest</li> </ul>
Geography	Activities Games Board Games <ul style="list-style-type: none"> <li>- Where do Chimpanzees Live?</li> <li>- Deforestation Game</li> <li>- Habitat Lap Game</li> <li>- Chimpanzee Board Game</li> </ul>
Arts and crafts	Activities Games Board Games <ul style="list-style-type: none"> <li>- Where do Chimpanzees Live?</li> <li>- Deforestation Game</li> <li>- Habitat Lap Game</li> <li>- Chimpanzee Board Game</li> </ul>
Drama	Activities Games Community Outreach <ul style="list-style-type: none"> <li>- Further Activities Sheet</li> <li>- Further Activities Sheet</li> <li>- Hunting / Forest Debates</li> <li>- Adventures in the Hand</li> <li>- Theatre Outreach Play script</li> </ul>
Math	Activities Puzzle Sheets <ul style="list-style-type: none"> <li>- Math Sheet</li> </ul>
Religion	Issue Sheets Games <ul style="list-style-type: none"> <li>- Bushmeat Trade</li> <li>- Pet Trade</li> <li>- Why Should We Care?</li> <li>- Noah's Ark Game</li> </ul>





### Providing Curriculum

Sometimes sanctuaries are asked to provide curriculum for a particular school or possibly for a district or national program. Writing curriculum is a more difficult and time consuming initiative. It requires an understanding of curriculum requirements, educational theory and in-class constraints and benefits. Therefore, it is recommended that if a sanctuary is writing curriculum, and does not have the expertise in the education department, a consultant or expert volunteer is brought on to assist.

#### Tips

- Ensure that you find copies of the specific curriculum statements and use as a guideline
- Tie primate conservation to as many curricula areas as is possible
- Provide clear instruction
- Include key messages and conservation actions
- Gather a group of teachers from the area to read and approve the curriculum to ensure local context and continuity



## **FACILITATION**

Sanctuary Education Officers are often called upon to facilitate meetings with local community members – to resolve issues, plan new programs or as part of a regular outreach program. This is when the Education Officer steps into the role of being a facilitator. Facilitating is a valuable skill and the following section has ideas, guidelines and support to help you.

**Facilitate: to make easy, promote, help forward**

A facilitator is responsible for assisting a process to success. Most of us, by nature, facilitate in one way or another. When you help out friends, make a decision or organize your next program you are facilitating. However, it becomes more complicated and formal when you do it for someone else or a group of people.

### **Facilitating is based on four concepts:**

**Communication:** the ability to communicate effectively with others and assist people in communicating with each other.

**Cooperation:** the desire to work with others and help people work together.

**Adaptability:** the foresight to see opportunities and change with the flow of the group.

**Self-Esteem:** the confidence to facilitate and the knowledge to make everyone feel good about being at the meeting or in the group.

**The first thing to know is what a successful group looks like if your role as a facilitator is to create success.**

#### *What does a successful group look like?*

- There is focus and common goals
- Everyone participates
- Communication is two-way
- There is laughter and fun
- The pace is effective
- Respect is highly valued
- Listening and thought are evident
- Everyone has a role
- Conflict is positive and an opportunity to learn
- There is an atmosphere of trust and support
- The group evaluates its success and makes suggestions



**Then what is the facilitator’s role in that success?**

***What is the Role of the Facilitator?***

- Is always prepared
- Helps the group develop a cordial atmosphere
- Assists the flow and dynamic of the group
- Brings out ideas and promotes group interaction
- Generates discussion and directs it towards the goal of the meeting
- Is a role model of positive interaction and communication
- Answers questions and gives out information
- Concludes discussion and the meeting

**Finally, what makes a facilitator effective?**

***Specific attributes of an effective facilitator include:***

- Openness
- Honesty and fairness
- Consistency in actions
- Focus
- Active listening
- Accessibility
- Flexibility
- Patience
- Assertiveness
- Enthusiasm





### **Facilitation Methods and Tools** (the following section is adapted from Burke et al., 2002)

#### **Be Prepared!**

Before every meeting or workshop you do – prepare yourself! This is the key to success, even if your time is short. Preparation involves deciding what methods and tools to use/provide. The following questions will aid you in making this decision.

#### ***Why?***

Why is the meeting being held? What tasks are planned? What is the overall goal of the meeting? Is this meeting only a part of a larger goal? Has this been written down?

#### ***Who?***

Who is invited? If decisions need to be made, are the right people going to be present? Who is not going to be there? How does attendance affect successful completion of tasks? Who cannot come? Who is not invited? Why?

#### ***When?***

When is the meeting scheduled? How long should it be? Is there enough time? If it is close to lunch or dinner, should it be catered? How much time can be allotted for each agenda item?

#### ***Where?***

Where is the meeting to be held? Are there adequate resources (flip charts, white boards) available? How is the room arranged? Is the room appropriate for the task?

#### ***What?***

Consider possible group dynamics. Do the participants know each other? How well? What is the history of the participants? How long have they been meeting? Have they had specific problems working together in the past? What are potential problems with this meeting? Can they be mitigated or eliminated before the meeting begins?

#### **Set the Agenda**

The agenda is the document that defines what will be done at any particular meeting. It should include the date, time, and location of the meeting, the objective of the meeting, and the list of tasks to be addressed. In addition, it is a good practice to allot times for each task (or agenda item) to help assure that the meeting will end on time. If the agenda has not been prepared and distributed, the facilitator should get the pertinent information to the attendees to ensure that the necessary people attend and that they come prepared.

The facilitator uses the agenda prior to the meeting to determine specific processes to be used, and during the meeting to keep discussions on track. In addition, meeting agendas help participants know what to expect and how to prepare for the meeting.







### **Define Ground Rules**

Facilitators are responsible for setting the tone of the meeting. There are issues of order, participation, respect, expectations and norms. These are considered the parameters of the meeting (parameters are the lines of acceptable behaviour in a group).

Ground rules help the facilitator and participants establish appropriate parameters for the meeting. Be prepared to develop them at the beginning of the meeting. The rules do not have to be extensive. They may be as simple as “treat each other with respect” or “everyone has an equal voice.” Another important aspect of the ground rules is making sure that participants understand how decisions are to be made. Options may include multi-voting, majority rule, consensus, or a combination of two different methods.

#### **Common Ground Rules:**

- Attend all meetings and be on time
- Listen to and show respect for the opinions of others
- Follow the agenda - stay on track
- The only stupid question is the one that isn't asked
- Ensure that credit is given to those to whom it is due
- No disruptive side conversations
- Cell phones and pagers off

### **Promote Communication**

Encourage everyone to participate. In a new group some people find it very difficult to speak and offer suggestions. As the facilitator, you can help them feel more comfortable by setting the parameters and giving out information but they may need even more encouragement. Attend to the following;

- Organize the meeting space in a way that is non-threatening and welcoming to all participants
- Affirm everyone who contributes
- Respect and use silences as spaces for thinking and absorbing
- Use open ended questions and demonstrate active listening

### **Keep the Meeting Focused**

As important as it is for the facilitator to properly prepare for the meeting, it is equally important that the participants be focused. This requires making sure that all attendees are informed of the purpose of the meeting and that they come prepared to participate. A meeting without focus will usually be unproductive, and may result in conflict. Since the facilitator's role is to help ensure successful, productive meetings, purposeful direction is necessary. To focus the meeting effectively, the facilitator needs to be concerned with both elements of conducting meetings mentioned previously - the content and the process.





# Pan African Sanctuary Alliance

## Program Design – Practical Tools

Making sure participants understand the meeting agenda and ground rules provides not only a basis for them to stay focused on the task and the process but also provides a basis for facilitator intervention which helps the team stay on track. At the beginning of the meeting, the facilitator needs to review the meeting agenda and ground rules to ensure everyone understands, agrees to, and will abide by them.

Specific items should be discussed:

- Review the purpose and the expected outcome of the meeting.
- Review the ground rules to reinforce what the participants have already decided.
- Review the items for discussion and the time line.
- If the ground rules do not exist, then you must assist the participants in developing them.

### **Keep the Meeting on Track**

Keeping the participants on track starts with good preparation and includes the use of appropriate process intervention. Process intervention is an interruption by the facilitator of the meeting process and conversation in order to refocus the participants and/or to rebalance group interactions. Most interventions can link back to the posted ground rules or group norms. As a guideline, always start with the lowest level of intervention, which is the least obvious and least threatening to the individual or group. As facilitator, your goal is to support the participants in achieving their desired outcomes by staying on track and balancing participation with results, so interventions must be supportive. State the intervention clearly using assertive language, with supportive tone of voice and body language.

### **Manage Data**

One of the keys to meeting success is managing the information that the participants are dealing with and are producing. It is up to the facilitator to make sure that everyone hears, sees, and understands what is presented, what is offered, what is going on, what is agreed to, and that work products and decisions are accurately captured.

### **Be a Role Model**

As the facilitator your actions will set the tone and pace for the meeting. Everything you do will be seen as acceptable, therefore, role model everything you want the group to do. Issues like respect, participation or attitude will be addressed best through your action and interaction with others. People will also pick up on your enthusiasm and confidence – it will affect how they respond. Be genuine and caring, put 110% of yourself into it – it is the fastest way to develop a successful group!

### **References**

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## INTERPRETATION

### Introduction

#### Purpose of Interpretation

The purpose of interpretation is to provide educators with the understanding and skills needed to deliver inspiring conservation messages and actions using effective interpretive principles and techniques.

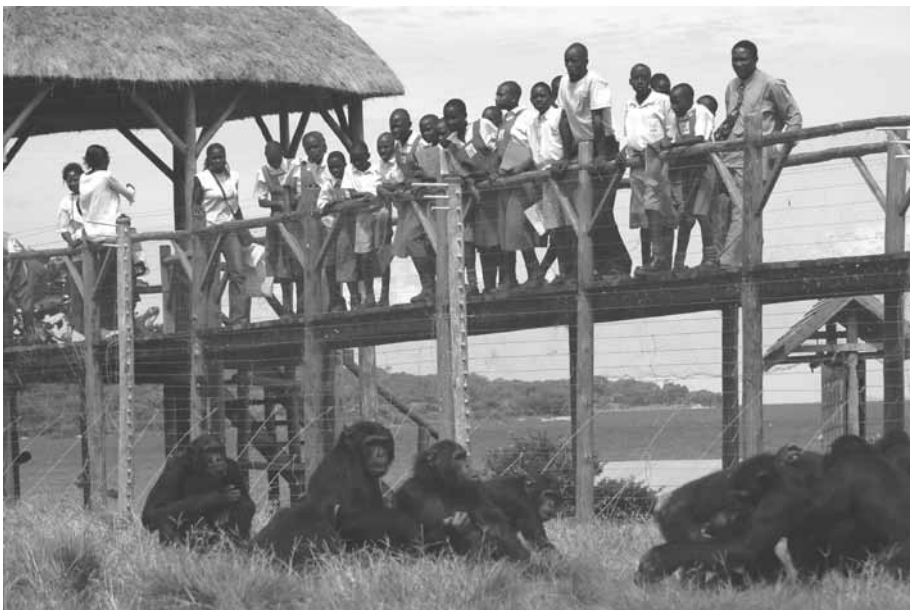
#### Important to You and Your Job

Interpretation is important to you and your job because, as an educator, you are the person representing primate conservation and your sanctuary. In fact, you may be the only person an audience talks with and their impression of your sanctuary and its conservation efforts within the community may be developed based solely upon their interaction with you. This is a big responsibility. Therefore, it is important that you be knowledgeable in the information from your site and the delivery techniques necessary to share information in a professional way. The content in this section will provide you with the skills needed for your success in talking and interacting with a variety of audiences.

#### Important to Your Audience

Studies have shown that people enjoy speaking with wildlife professionals. Audiences increase their conservation awareness and knowledge through these interactions. So, the more you can talk with confidence, address the key messages of your sanctuary, and show your understanding of the principles and techniques of the conservation education field, the greater the chance that you will leave the audience with positive views of your site.

Remember, your ability to share your enthusiasm, commitment, and knowledge about wildlife conservation benefits you, your sanctuary, your community and most importantly the wildlife you are dedicated to conserving.



### INTERPRETATION

#### The Foundations of Interpretation - Definitions

The foundations of any academic field include clarifying definitions, guiding principles that reflect a body of knowledge and skills that build expertise in the field.

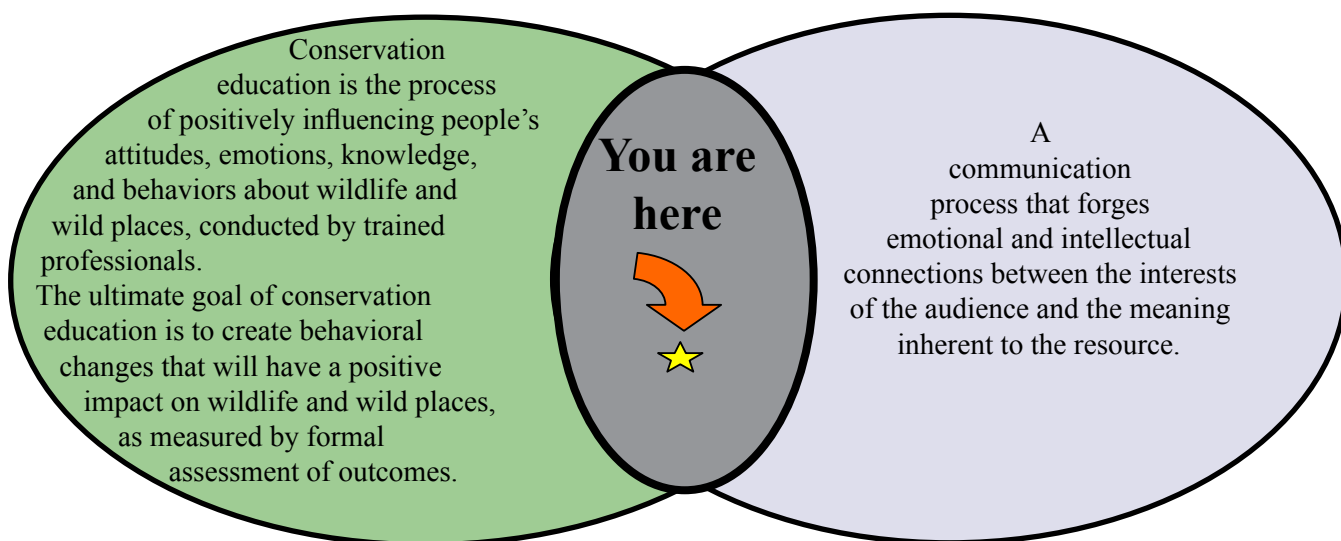
***“The chief aim of interpretation is not instruction, but provocation.”***

*- Freeman Tilden*

Two important academic fields contribute to the body of knowledge for school and visitor programming, the Interpretation field and the Conservation or Environmental Education field. The diagram of definitions below reflects the similarities of both fields.

**Conservation Education Definition**

**National Association for Interpretation’s Definition of Interpretation**







## THE FOUNDATIONS OF INTERPRETATION - GUIDING PRINCIPLES

Another important part of the foundations of interpretation, beyond definitions, are the guiding principles.

### Tilden's 6 Principles of Interpretation

Let's take an in-depth look at the 6 principles or foundations of the interpretive field. Foundations are valuable because they explain the reasons that particular skills work with different audiences. You may have seen a great interpreter who really connects with his/her audience and wonder "how does he/she do that?" or you may be one of those naturally gifted people who always connects with their audience and not know why.

It is said that there are three kinds of interpreters:

Those you can listen to,  
Those you can't listen to, and  
Those you can't help but listen to.

By understanding the foundations of interpretation you will see that great interpreters are not just born, but can develop and refine their skills.

Tilden's guiding principles are:

1. The purpose of interpretation is to inspire and to provoke people to broaden their horizons.
2. The purpose of interpretation goes beyond providing information to reveal deeper meaning and truth.
3. Interpretation should present a complete theme or thesis and address the whole person.
4. To spark an interest, interpreters must relate the subject to the lives of the visitors.
5. Interpretation for children, teenagers and seniors should follow fundamentally different approaches.
6. The interpretive presentation should be designed as a story that informs, entertains and enlightens.

Adapted from *Interpreting for the 21st Century* by Ted Cable and Larry Beck

**Let's take a closer look at each of the above principles to examine their meaning and application.**



### **TILDEN'S PRINCIPLE #1 - INSPIRATION**

“The purpose of interpretation is to inspire and to provoke people to broaden their horizons. It’s more than just facts!”

***“One’s happiness depends less on what one knows than on what one feels.”***

*- Liberty Hyde Bailey*

Every person, place, animal or object has an important story to tell. Through these stories, we gain a greater appreciation for someone or something.

One task of interpretation is to peel away layer after layer of mystery from the natural world to increase the audience’s enjoyment, knowledge and inspiration. At its most powerful level, interpretation can result in changed perspectives and behavior in the audience.

Passion is an important element of inspiration. Interpreters entice visitors to learn more about the natural history of an area through their own passion for the place. Messages presented from the heart with genuine enthusiasm are highly motivational.

The relationship of the interpreter to his or her subject, marked by a depth of knowledge and a sense of wonder, serenity, and fulfillment, is something that visitors will notice. They may inquire, on a personal level, how the interpreter can achieve these qualities in life and they may, ultimately, try to emulate them.

#### **INTERPRETIVE TIP**

Tilden referred to passion as “the priceless ingredient”. Love what you’re doing and share that passion with your visitors.



### **TILDEN'S PRINCIPLE #2 - REVEALING A DEEPER MEANING AND TRUTH**

The purpose of interpretation goes beyond providing information to reveal deeper meaning and truth. It's about connecting tangibles to intangibles.

***“Do not try to satisfy your vanity by teaching a great many things. Awaken people’s curiosity. It is enough to open minds; do not overload them. Put there just a spark. If there is some good inflammable stuff, it will catch fire.”***

***-Anatole France***

It's important in interpretation to share with visitors a deeper meaning and truth for the resource, in our case, our sanctuaries and the primates. You can do this by connecting tangibles to intangibles.

What's a tangible? Tangibles are things we can hear, see and touch. Think about things you work with everyday that are tangibles - animals, plants, landscapes, books, nature objects.

What are intangibles? Intangibles are ideas, concepts or larger meanings. Species extinction, biodiversity and conservation are a few intangibles we think about daily in relation to wildlife.

Examples:

**Tangibles**

Monkey  
Natural diet  
Rhino horn  
Chimpanzee troop  
Duiker  
Dung beetle

**Intangibles**

Important role in nature  
Survival for the future  
Wildlife conservation/hope  
Community  
Biodiversity  
Change/survival

Connecting tangibles to intangibles is a great way to include a conservation message.

Though it is easy to become captivated by watching chimpanzees clambering through trees, playing, and nest building, an effective interpreter will carefully lead a group from the excitement of direct observation to a discussion of conservation issues facing chimpanzees and how they can help. It is a skilled interpreter who knows his/her mission and weaves a message into a conversation with ease.



### TILDEN'S PRINCIPLE #3 - TOPIC TO ACTION TO MESSAGE: WHERE DO I BEGIN?

Interpretation should present a complete theme (message) and address the whole person.

When developing a new wildlife program, be sure to start with a broad topic and then identify the conservation message and a wildlife conservation action that you can share with your audience.

Adapted from Environmental Interpretation by Sam Ham



1. Topic:

\_\_\_\_\_

2. Sub-topic:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Conservation Message:

\_\_\_\_\_

4. Conservation Action:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### **TILDEN'S PRINCIPLE #4 AND #5 - KNOW YOUR AUDIENCE**

To spark an interest, interpreters must relate the subject to the lives of the visitors, and, interpretation for children, teenagers and adults should follow fundamentally different approaches.

When leading an interpretive experience for your visitors, it is necessary to understand that humans are motivated according to their needs. All humans have basic needs that include food, water, safety, and security. Once these needs are met and your visitors are comfortable, they're able to learn and take away your messages.

Another critical element of interpretation is to know your audience. There is nothing worse than beginning a presentation without an understanding of the level of knowledge your audience brings. Imagine using simple language and very basic concepts to an audience that turned out to be scientists in the field you're discussing. Your presentation would not be well received. An accomplished interpreter will research the audience's background before the date of the presentation. If this is not possible, a few questions to audience members before the presentation can help you customize your presentation on the spot. For frequent visitors to your site, here are a few known approaches that work for specific ages.





### **Know Your Audience** - Interpretation Strategies for Different Audiences

#### **Adults/Tourists**

1. Adults relate better to interpretation of complex life cycles and long-term processes.
2. Adults have a strong intrinsic interest in subjects dealing with the past and have a more sophisticated grasp of time lines.
3. Adults tend to enjoy greater depth in their interpretive conversations and programs.
4. Adults tend to visit a site when it's not as crowded and often stay longer. They are more likely to understand the facility on a deeper level and ask more questions. This interest and attentiveness can make for a rewarding interpretive experience.
5. While today's older adults tend to be more active and physically fit than ever before, it's still important to be aware and flexible regarding possible physical limitations.
6. Adults are often very interested in your culture and life in Africa. Sharing cultural messages with them will help connect them to your culture.

#### **Communication Tips**

1. Be careful not to judge visitors, as you would hope that visitors do not judge you.
2. Accept responsibility for any misunderstanding that may occur, rather than expecting the other person to bridge cultural differences. Remember, you are the trained professional in cultural exchange, not the visitor.
3. Remember that you are the insider to your culture and an outsider to other cultures. The reverse will be true for most people with whom you speak.
4. Expect to enjoy meeting people with experiences different from yours.
5. Recognize that differences are not right or wrong - just different from each other.
6. Expect visitors to be thoughtful, intelligent people of goodwill, deserving of respect.
7. Listen actively and carefully.
8. Africa and your country are both very large places and no one knows everything about every part of them. Be willing to admit that you don't know something.









### Know Your Audience - Interpretation Strategies for Different Audiences

#### Secondary pupils

1. The person who works with this group must be genuinely interested in them.
2. While secondary pupils will look to their peers for direction, they will also seek out an adult's opinion.
3. Secondary pupils are confident (on the outside) and often don't feel they need to learn any more. However, get them working on a task together and they are unstoppable!
4. Interpreters should treat secondary pupils as young adults emphasizing mutual respect and responsibility.
5. Secondary pupils prefer being with their peers. They want independence from parents and traditional family groups. They are action oriented and enjoy physical challenges. They want to DO something.
6. They tend to focus more on their future than the past.











#### Adolescents (Pre-Teens)

1. Pre-teens can manipulate ideas even when a subject is not present (i.e think about conservation issues).
2. Due to physical transformations, pre-teens can be noisy, boisterous, awkward and self-conscious. They fear looking odd or different.
3. Peer acceptance is their prime consideration when choosing whether or not to participate in an activity.
4. Pre-teens enjoy expressing opinions and assuming adult roles. It is important to give them something to do!
5. Effective strategies include:
  -  Discussion and debate
  -  Exploration and discovery
  -  Simulation and games that explore more complex issues or processes, allow them to take different viewpoints and discover new ideas.
  -  Involvement in activities or projects



### Know Your Audience - Interpretation Strategies for Different Audiences

#### Grade School Pupils

1. Activities for this age group can include simple logical relationships.
2. Children at this age can begin to reflect on their own behaviour (i.e the benefits of picking up rubbish). Focus on the positive actions children can take to help wildlife and the environment.
3. Involve them by asking questions or playing games.
4. Appropriate humour works well with this age group.
5. Effective strategies include:
  -  Activities and games to teach concepts
  -  Exploration and discovery
  -  Sharing
  -  Stories
  -  Questions
  -  Objects and visual aids that can be manipulated
  -  Physical and sensory involvement
  -  Classifying (looking at similarities and differences)

#### Preschool Children

1. Incorporate elements of surprise!
2. Keep conversations short and moving rapidly to accommodate short attention spans.
3. Be sure the area and all visual aides and equipment are safe for children.
4. Encourage vocalizations through the use of sounds, songs, or rhymes.
5. Encourage movement and hands-on activities.
6. Activities should focus on action, play and using the senses.
7. Effective strategies include games, play, songs, stories told or read, sensory exploration.
8. Keep the environmental message positive and focused on awareness and appreciation of nature and wildlife.

**INTERPRETIVE TIP**

Use the following techniques for effective children's interpretation:

- Shed inhibitions!
- Be patient and creative!
- Tell a story!
- Create a sense of adventure!
- Be animated and positive!
- Show interest in what the children are interested in!
- Enjoy children!
- SMILE!





### **Know Your Audience - Learning Styles**

Research in the field of education has told us that people learn differently. The different ways or strategies people use to learn are called learning styles. Learners often have preferences in how they take in and integrate new information, respond to situations, construct meaning and devise theories. If you plan for a variety of learning styles in your visitor experiences, you'll have a greater chance of attracting and holding them, which means more time to get your message across.

***“If the child is not learning the way you are teaching, then you must teach in the way the child learns.”***

*- Rita Dunn*



#### **INTERPRETIVE TIP**

People learn better when they're using as many senses as possible. So remember to incorporate different learning styles into your visitor interactions. Amazingly, people retain:

- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they see, hear, and talk about and
- **90% of what they see, hear, talk about, and do!**



### Know Your Audience - Learning Styles

#### Incorporating different Learning Styles into your Tour or Program

As you plan your tour or program, think about different ways to involve your audience. Remember that the more involved your participants are, the more memorable the experience will be. Since different people enjoy learning in different ways (seeing, touching, hearing, doing) incorporate activities that target a variety of senses. This will ensure that your program is enjoyable and meaningful for everyone. Here are a few examples that you may want to try.

#### Visual (Seeing) Activities

##### 1. “What am I Saying?” (Bonobo Communication)

**Conservation Message:** Bonobos are beautiful and special - they are our closest living relatives.

**Description:** During your introduction, use photos of bonobo behaviours. Discuss how bonobos, like humans, use these behaviours to communicate. Use questions and clues to help visitors figure out what the behaviours mean and compare them to human behaviours. Point out:

- grooming
- play
- submissive postures
- tool use
- begging
- knuckle-walking/brachiation/bipedal

If you see these behaviours while viewing the bonobos, be sure to remind the group of your earlier conversations.

#### Action Step:

- Share what you’ve learned today about the forest, bonobos and conservation with your friends.

##### 2. “Tracking basics” (Forest Observation Skills)

**Conservation Message:** The forest is an ecosystem where all living things depend on each other.

**Description:** The Guide helps visitors identify signs of wildlife by observing and discussing real life examples of animal evidence typically found on the trail. Using questions and clues, Guides use the evidence to help visitors better understand how plants and wildlife depend on each other for survival. For instance scat samples or food remains demonstrate how the plants provide food for wildlife but also show how wildlife help plants through seed dispersal. Clues to look for might include:

- tracks
- scat samples
- clumps of hair
- samples of food remains
- bird nests, feathers
- footprints
- resting nests

#### Action Step:

- Learn more about primates and other forest animals through TV, the Internet and books.



### Know Your Audience - Learning Styles

#### Audio (Listening) Activities

##### 1. Animal talk (Wildlife sounds)

**Conservation Message:** Wildlife enriches our lives through their natural beauty and sounds.

**Description:** Monkeys, birds and other wildlife can often be heard before they are seen. At any point while leading the group, ask them to stop and listen quietly to a particular sound. It could be monkeys, birds or insects calling in the distance or the sound of munching on food or the breaking of plant material. All of these are sound clues that animals are in the area. Even if you don't see the animals, these sounds mean that they are nearby. Even that closeness can be exciting to visitors. If you have an experienced group, ask them to identify the sound.

#### Action Step:

- Learn more about wildlife and ecosystems through TV, the Internet and books.

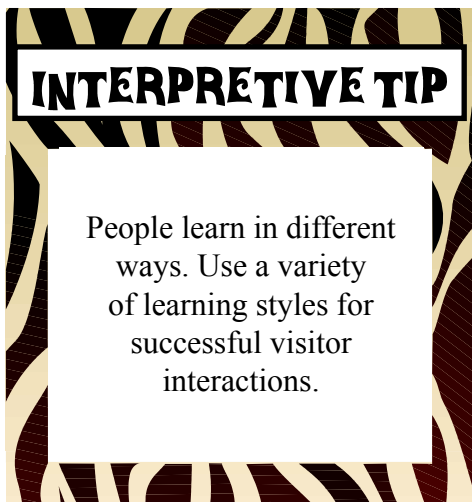
##### 2. Buttress drums (Chimpanzee long distance communication)

**Conservation Message:** Chimpanzees depend on the forest for food, water and resting sites.

**Description:** Guides stop at a tree with a large buttress root and demonstrate how chimpanzees stamp or slap these roots to communicate over long distances. Visitors are welcome to try this as well (turning it into a kinesthetic activity). Visitors can hear how far the sounds carry.

#### Action Step:

- Take only photographs and leave only footprints during your visit.



### Know Your Audience - Learning Styles

#### Tactile/Kinesthetic (Moving/Doing/Touching) Activities

**NOTE:** While some visitors enjoy engaging in interactive activities, some may prefer to simply watch. Therefore it is important to observe your audience and respect those who chose not to participate. Never force or embarrass a visitor into participating. If nobody chooses to participate be prepared to demonstrate the activity yourself. Often this will inspire others in the group to give it a try.

#### 1. “Chimpanzee’s tool box”: (Chimpanzee tool use)

**Conservation Message:** Chimpanzees depend on the forest for food, water and resting sites.

**Description:** Guides pass around items found in the forest that chimpanzees might typically use as survival tools. Using clues and questioning strategies, Guides help visitors determine how the items are used and compare them to items used by humans. Props can be collected and kept in a small backpack and may include:

- Leaves (used for nesting material and as sponges for soaking up water. Some species are used as medicines like mululuza for malaria/diarrhea, tree bark to eliminate parasites),
- Rocks or branches (used as weapons during charging or other displays may be used by young in play)
- Grass or sticks (termite probes)

#### Action Step:

- Respect and care for the forest’s plants and animals.

#### 2. “It’s tough to be a chimpanzee” (wildlife protection)

**Conservation Message:** The illegal hunting of wildlife poses major threats to the chimpanzees and other wildlife species.

**Description:** Visitors observe and handle snares and crafts associated with poaching to better understand their impact. Props may include:

- Snare removed from the forest
- Chimpanzee portrait made from removed snares

#### Action Step:

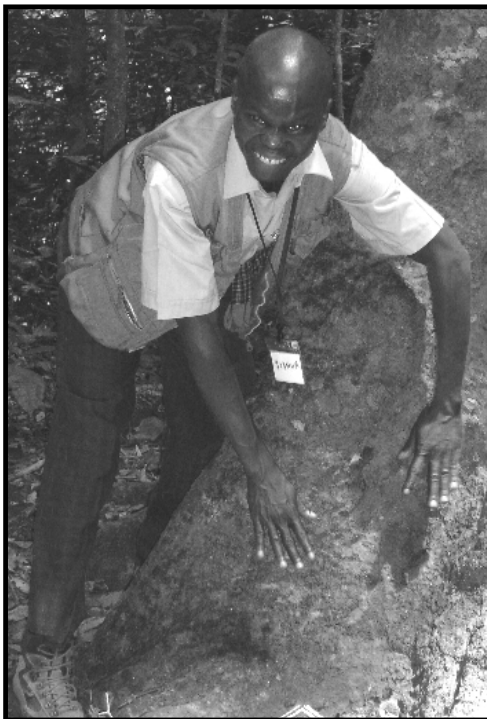
- Support wildlife sanctuaries and national parks by visiting often. Your admission fee will go to help wildlife and the people who care for them.





### **TILDEN'S PRINCIPLE #6 - 20 SKILLS OF A GREAT ENVIRONMENTAL INTERPRETER**

An interpretive presentation should be designed as a story that informs, entertains, and enlightens.



*“The power of imagination makes us infinite.”*  
- John Muir

#### **INTERPRETIVE TIP**

Be creative! Capture the visitor's attention and engage them with interesting, unusual or exciting introductions or visual aides.

Building interpretive skills comes with practice and experience. There are hundreds of skills to choose from and it was a difficult process to select the top 20. We created the following list of the 20 Skills of a Great Environmental Interpreter from a variety of resources and from our own experiences, as the “basics” needed for proficiency in the interpretive field. Once you master these, you have indeed become a great environmental interpreter!





## 20 Skills of a Great Environmental Interpreter

### Excellent Communication Skills

1. Speaks clearly and uses appropriate volume and inflection
2. Uses descriptive language
3. Uses non-verbal communication appropriately (body language, including gestures)

### Knows and Understands Their Audience

4. Involves the audience
5. Understands learning styles and applies appropriate techniques
6. Finds out what the audience cares about and relates it to their visitor experience

### Understands and Uses Interpretive Techniques

7. Uses effective questioning and response techniques
8. Knows how to appropriately handle challenging visitor situations and sensitive issues (AOI)
9. Uses visual aids whenever possible; appropriately handles and cares for visual aids and equipment; always handles visual aids in an ethical manner
10. Applies effective guiding techniques to set visitors' expectations and provide an informed and fun experience
11. Uses the “hook, meat, message” structure for conversations and presentations
12. Suggests a relevant message that includes a conservation action during every visitor experience

### Passionate and Professional

13. Displays enthusiasm for their subject, their organization and conservation
14. Is a keen observer of the natural world
15. Follows interpretive Code of Ethics at all times
16. Prepares in advance
17. Follows up with visitors
18. Has great content expertise regarding both their subject and their facility
19. Evaluates a visitor experience at the end
20. Encourages and values feedback

**Now let's take a look at the 20 skills in more depth to understand how they can be used in everyday visitor conversations.**



### **EXCELLENT COMMUNICATION SKILLS**

Effective communication is the ability to convey or receive information from others in a manner that creates or maintains a relationship that is acceptable to everyone involved. Effective communication carries content and makes the most of structure and style to convey the information. It also includes the ability to adapt your content, structure and style according to your own, as well as, your audiences' needs. Communication is made up of three important elements:

#### **Skill #1 - Speaks clearly and uses appropriate volume and inflection**

**Voice:** This is a vital tool in verbal communication. Voice includes volume, tone, rate, articulation and vocal variety. Is your tone raspy, soft or angry? A lower pitched voice is generally easier to listen to than a high pitch. In general, a voice should include a variety of swings in emotion with variations. The volume of your voice should be loud enough for visitor to hear you clearly without straining. The rate of speech should take into account differences in language and accents. A slower rate for tourists might help them hear words more clearly. Avoid speaking too slowly or too quickly. Articulation involves producing your sounds clearly without slurring or mumbling.

Example: Speak slowly and loud enough for everyone to hear.

#### **Skill #2 - Chooses words carefully-sets the right tone, creates a positive image**

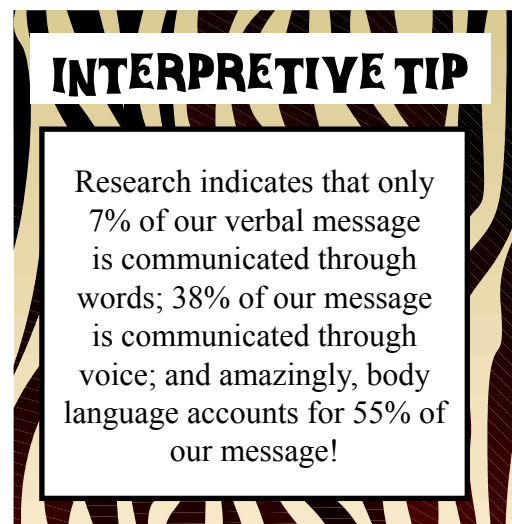
**Words** – Verbal communication involves choosing appropriate words that create a positive image in the audiences' minds. Select words that are professional and that describe the animals and forest in a positive light.

Example: A gorilla resting should not be referred to as lazy.

#### **Skill #3 - Uses non-verbal communication appropriately**

**Body language:** These are non-verbal cues that are part of our verbal communication repertoire. They include friendly facial expressions, like a smile, to express enthusiasm; gestures – too many can be distracting, but a few for emphasis are effective; posture – stand tall without leaning or slouching; and, finally, eye contact—thought by some to be the most important body signal. A relaxed and steady gaze at the other person, looking away occasionally, helps to make the conversation more personal, showing interest in and respect for the other person.

Example: Smile, dressed professionally.





### Skill #4 – Involves the audience

The best method for involving the audience is inquiry, or asking questions. Since questions are such an important part of our visitor interactions, we will spend more time on them later. Other techniques that work to get the visitors involved include:

- Greet the visitor and engage them in a conversation;
- Ask visitors to raise their hands, i.e. how many of you have seen a guenon monkey before?
- Use a “volunteer” to assist you;
- Ask everyone to try an activity, sing a song, recite a pledge, move like an animal.

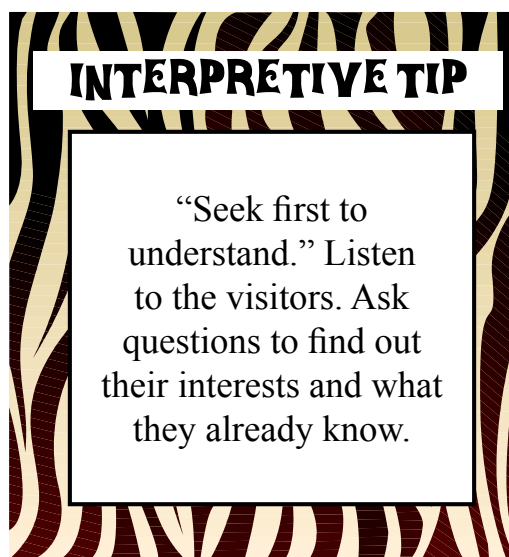
***“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand.”***

*- Native American Saying*

### Skill # 5 – Understands learning styles and applies appropriate techniques

Studies tell us that people learn in different ways. Think of creative ways to incorporate varying styles into your programs. Here are three styles to consider when sharing information:

- Auditory - use animal sounds or music
- Visual - use visual aides
- Kinesthetic - play games, dance, walk like an animal



### **Skill #6 - Finds out what the audience cares about and relates it to the visitor**

#### **Make Your Interpretive Conversations Personal and Meaningful**

Research shows that communication that is relevant, or connects to those things that we really care about, such as our loved ones, our beliefs/values, and ourselves, also attracts and holds our attention. Once you have a visitor's attention, you have a perfect opportunity to deliver an important wildlife message. So, what does relevancy mean in the interpretive world? It means making your interaction personal and meaningful.

#### **Make Your Interpretation Personal**

Information that is personal connects the visitors with something they care about. It is an emotional connection that often has great staying power. When you choose to use a visitor's name or praise a conservation behaviour, or make a positive personal statement about something they are wearing (a conservation T-shirt), you have made a personal connection that is lasting. A personal approach truly creates magical memories. Here are some techniques that will help you make your conversations more personal:

##### **Use names**

Is there anything more personal than your own name? When you know a person's name and use it in a conversation, it automatically makes the interaction more personal.

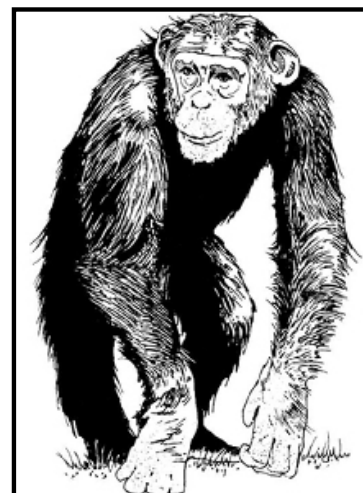
##### **Use Universal Concepts**

Universal concepts are those ideas and concepts that are understandable and appealing to everyone regardless of their background, age, or gender. When you use these in your conversations, you have a better chance of connecting with a wide variety of visitors.

#### Examples of Universal Concepts:

- Family
- Community
- Beauty
- Change
- Work
- Play
- Food
- Friendship
- Happiness
- Celebrations
- Visuals

Objects, photos, sketches and sensory activities are more universally understood than words and their use can also increase your chance of connecting with your audience.



## Make Your Interpretive Conversations Personal and Meaningful

### Make your Interpretation Meaningful

Interpretation is meaningful when it connects with something your audience already knows. Techniques to make your interpretation more meaningful:

Connect the unfamiliar to the familiar by using examples and comparisons:

### *Examples*

An example explains the idea that you are talking about:

“The chimpanzee is an example of an omnivore, an animal that eats both plants and animals.”



### *Comparisons*

A comparison helps connect the familiar with the unfamiliar. Comparisons show major similarities and/or differences between the thing you are talking about and something else that it can be related to.

**Here are a few examples of effective types of comparisons:**

“The forest is not only the gorillas’ home, but their pharmacy and food market as well.”

“Believe it or not, to a chimpanzee, this leaf can be both food and a sponge to soak up drinking water.”

“To imagine a snake shedding, think about peeling a very tight sock off your foot in slow motion.”

“The next time you see a dead tree, think of it as an apartment building for wildlife.”

### **INTERPRETIVE TIP**

Use understandable words.  
Include examples and comparisons to connect the unfamiliar to the familiar.






## UNDERSTANDS AND USES INTERPRETIVE TECHNIQUES

### Skill #7 - Uses effective questioning and response techniques

#### Asking Questions - The best way to involve your audience.

Asking questions is a great way to stimulate visitors to think, look, get involved with and learn about wildlife. The best questions to ask are the ones that visitors ask themselves. Being able to anticipate what visitors want to know and in what order they want to know it can be achieved through a combination of listening to visitors talk among themselves, experience, intuition, common sense, and trying it out and fixing it if it doesn't work right the first time.

Why are questions useful?

-  They get visitors involved.
-  They help you 'read' your audience to determine at what level to aim your conversations.
-  They offer visitors a chance to share thoughts and experiences.

There are two main types of questions:

1. The **narrow** question is used when the answer is already known.

“What kind of animal has a hand like mine?  
Right, a monkey or an ape.”

When linked together in a series, it assembles multiple pieces to get an answer:

“Take a look at this twig. What is one thing that you might be able to use it for? If you lived in the forest how might a twig help you get food? Do you know one way that chimpanzees use twigs to help them find food?”

We use narrow questions when we need to move through information quickly.

2. The **broad** question is used when a variety of responses are appropriate:

“What do you like best about your visit to Africa?”

We use broad questions when we have more time. In general, visitors need a bit of information before they can begin to ask questions. So try not to ask, “Does anyone have any questions?” at the start of a program, unless it's referring to information you've already provided. This question is too broad and needs to be linked to information before visitors know what to ask.

A good example is, “On our walk, we will be looking for large nests in the trees to help find chimpanzees' sleeping sites. Every night chimpanzees make their own nest for sleeping. Infants will sleep in their mother's nest until they are old enough to make their own. Does anyone have any questions?” Now you have provided some information on which to base a question.



## Questioning Techniques

Great questions involve your audience beyond a “yes” or “no” response. Each question builds on the next, all leading to a conservation message. We have included two examples that demonstrate how you get from a topic to a message using interactive questioning. Here are some examples:

### Conservation Message

1. Chimpanzees are beautiful and special - they are our closest living relatives.

**Conservation Action:** Talk to friends and family about the value and importance of chimpanzees.

- Do you enjoy watching the chimpanzees?
- As you watch them, do you notice anything about their appearance that reminds you of humans?
- Do you notice anything about their behaviour that reminds you of humans?
- Why do you think they have these similarities?

### Conservation Message

2. Habitat conservation and protection are necessary to protect wild primate populations.

**Conservation Action:** You can help wild primate populations at home by supporting wildlife conservation organizations like the Pan African Sanctuary Alliance.

- What do you notice about the primates’ habitat?
- How does your home help you?
- How do you think their home helps them survive?
- Can you think of anything that you can do to help save forest habitat for primates and other wildlife?





### **Skill #8 - Knows how to appropriately handle challenging visitor situations and sensitive issues (AOI)**

#### **Handling Sensitive Questions - AOI**

We have all been faced with visitors that challenge us with difficult questions or insensitive remarks. Your response to these situations will put your interpretive professionalism to the test. Always remember that these questions or comments are rarely intended to be hurtful or personal, but rather they come from the visitors' naïve understanding of animals or other cultures. Here is a great technique to help you get through these difficult situations. It's called AOI.

AOI stands for:

**A**void the negative, **O**pportunity to teach and **I**nterpret

Use AOI to address difficult questions, safety concerns, and sensitive issues.

An AOI example at a sanctuary:  
Littering

1. Avoid the negative:  
"I can understand that you might not want to carry that food wrapper with you for the rest of the program. It could get smelly in your pack by the time we return."
2. Take the opportunity to teach:  
"However, litter can be dangerous to the health and well-being of the animals should they somehow get caught in it or swallow it. So we ask you to hold on to that wrapper until we get back."
3. Interpret the information:  
"Not only is it unattractive in the environment, animals have been known to lose limbs after being caught in rubbish and others have died after swallowing plastic. Thanks for helping us protect wildlife and keeping our environment clean and healthy for everyone."

After responding to a difficult question or situation, take a deep breath. Although you need to recover quickly for the next visitor, when you have a moment, reflect on your handling of the situation. Talk it over with your manager to get his or her views on your response. He or she might also have some great ideas on different ways to handle it.

#### **INTERPRETIVE TIP**

Always respond to negative comments with positive information.



**Skill #9- Uses visual aides whenever possible. Appropriately handles and cares for visual aides and equipment. Always handles them in an ethical manner.**

### Use Visual Aides to Engage Your Audience

#### *What are visual aides?*

They are any “objects” that enhance the visitors’ understanding of wildlife.



***“To learn anything fast and effectively, you have to see it, hear it, and feel it.”***  
- Tony Stockwell

A visual aide can be any variety of objects:

- Tools that represent a function of an animal or plant like a skull;
- Science tools, such as binoculars or magnifying lenses;
- Field guides or other books to show an up-close image;

#### *What is the purpose of visual aides?*

They connect visitors with the real thing. Visual aides can be used during a program or tour to engage visitors in a conversation. Visual aides are an excellent way to clarify information and present it in an interactive way.

#### *Why do we use visual aides?*

A diverse visual aide collection offers visitors a variety of ways to learn about wildlife. People learn in different ways: seeing, hearing, touching and doing. Visual aides can be used to address these different learning styles, i.e. animal sounds, games.

#### *How do we care for visual aides?*

Visual aides need careful attention to keep them looking great and in good working condition.

- Always handle visual aides with care.
- Visual aides should be returned to a safe location at the end of each day.

It is very important that visual aides are stored securely and carefully!







### Skill #10 - Guiding Techniques

The visitors who attend your sanctuary will vary. Some may want to spend a pleasant day outdoors, others may be interested in expanding their knowledge and understanding of wildlife or learn about your sanctuary. Each provides a wonderful interpretive opportunity. It is important to remember that no matter why the group is there, as their guide you play three important roles:

- 1. The Interpreter:** As the interpreter you tell the story of your site; its wildlife and its mission, through two way conversations, questions, comparisons, observations and multi-sensory activities. By sharing your knowledge and enthusiasm and using effective interpretive techniques you can make your tour/program a meaningful and memorable experience that will inspire visitors to take conservation action.
- 2. The Tour Leader:** As the tour leader you are responsible for the safety of both the visitor and the resource (the wildlife, plants and environment). This means you must set expectations, demonstrate excellent judgment and have the ability and confidence to make quick and sometimes difficult decisions. Through your broad knowledge, professional attire and confident demeanor you inspire trust and confidence in your decisions. By following good stewardship and safety practices you provide a model for others to follow.
- 3. The Host:** As the host you are responsible for welcoming visitors to your site and creating a friendly atmosphere. Your smile, friendly conversation, eye contact, warm tone, willingness to answer questions and obvious concern for your visitor's well-being demonstrates respect for your audience and creates an enjoyable, memorable experience.

An effective interpretive tour is well planned from start to finish and usually has four parts: meeting area, introduction, body and conclusion. Each part is connected to a central message. Here are some tips to keep in mind during each part of your tour.

- 1. Before the Program begins/meeting location:** This is where people gather prior to your tour. It is your chance to meet the group, and establish a rapport before beginning your tour.
  - Arrive at the meeting area 15 minutes early to greet participants and help ensure they find the location. Remember that first impressions are lasting. Make sure your attire is clean and professional looking. Smile, be open and friendly and introduce yourself as they arrive.
  - This is your chance to learn about your audience. Talk to people as they arrive. Find out about their interests, knowledge level, and expectations. Informal conversations make visitors feel included and also address the needs or concerns of individuals on the tour.
  - Make sure you spread your attention to as many people as possible so nobody feels left out.
  - If your visitors are part of an organized group, confirm the length of your program with the group leader.



### Guiding Techniques

- 2. Welcome and set expectations:** This is the formal start of your tour. A good introduction establishes the tour theme, outlines tour logistics and clarifies visitor expectations.
- Be sure to start on time.
  - Once everyone has gathered, formally introduce yourself, your organisation and welcome your visitors.
  - During your welcome it's important to set expectations, including tour logistics: how long it will last, what the visitors will see and do and any other special considerations.
  - Capture your audience's interest and introduce your tour theme (primates at your sanctuary) with a compelling question, or a brief personal story.
  - In a positive way, explain the appropriate behaviors required for a safe and effective experience:
    1. No eating
    2. Speak quietly
    3. Follow guide's instructions at all times
    4. Keep required distance from animals and enclosures
    5. Stay together
  - Use photos or visual aides to share some parting information on conservation and the mission of the sanctuary.
- 3. Body: Interpreting Conversations** This consists of your tour/program with any narrated stops and the transitions in between. In general, while walking through your site, you may stop to point out important facilities or observe animal behaviours. Each stop should represent one sub-theme and clearly connect to the overall theme or message of your tour. Each transition should smoothly connect one stop to the next and encourages visitor interest, thought or observation in-between stops.
- Each stop should have a clear purpose, present an important concept and be presented in an interpretive manner.
  - Unless a stop is extremely unique it should last no longer than 5 minutes. (Large groups may take slightly longer). Be sensitive to the interests of the group, limit your information and watch visitors for signs that it's time to move on.
  - At each stop, point out the object/animal/plant you wish to talk about. Describe it, pose questions, compare it to a familiar object or provide an interesting fact or story that connects the object to your tour theme. Remember that action is more meaningful than words so when possible add activities that engage your visitors and encourage them to use their senses. Remember that the more involved the visitor is the more memorable the experience will be.
  - Be flexible enough to capitalize on the unexpected. Take advantage of surprise events or "teachable moments" and try to weave them into your tour theme. Even if there is no connection, be sure to focus on the unexpected action before returning to your planned tour. For some of your visitors the spontaneous surprise may be a tour highlight! Be sure to identify interesting objects or behaviours that may not be obvious to your visitors' untrained eyes.



### Guiding Techniques

- Always keep the visitors' comfort in mind. For example, plan stops in the shade, where it's cooler. If the sun is shining or wind blowing it should be in your face not your visitors'.
- Be sure that everyone can hear you. During stops make every effort to position yourself in the middle of the group and always face your audience when speaking. Be on the lookout for natural stages-rocks, tree stumps, stairs or platforms where you can stand while speaking. This makes it easier to be seen and heard. Repeat visitor's questions to be sure everyone knows what was asked.



### Guiding Techniques

#### Transitions

- Think about what you can say at the end of a stop as a transition to the next stop. You may want to pose a question, give visitors something to look or listen for or give clues to get your visitors thinking about what lies ahead. When you approach the next stop you will already have them focused and interested.
- Be available for questions and casual conversation between stops (unless the chatter will scare wildlife) but try not to talk to the same people all the time. If some thing comes up in conversation that's important to everyone, be sure to repeat it to the whole group at the next stop. This keeps the whole group involved in the conversation.
- Large groups take longer to lead. Don't be tempted to make up time by walking and talking. Instead reduce the time spent at each location or eliminate one or more stops entirely to stay on schedule.
- Stay in the lead to control direction and pace of the group. During transitions continually assess the physical condition of your group. Walk only as fast as the slowest member and look for any visitor that may be uncomfortable. If someone is unable to maintain the minimum pace needed to finish the tour on time try to adjust the number of stops and/or the amount of time spent at each stop. If you're going too fast you will create large gaps in the group. This can create a safety hazard and the need to constantly reassemble your group may slow you down even further.

#### 4. **Conclusion:** This marks the end of your program. It is your best chance to make a lasting impression and leave your visitors smiling and inspired.

- Make your final stop a short way before the exit or ending location. A conservation message along with a conservation action step can create a powerful and memorable conclusion.
- Return on time. End the tour back at the starting point to be sure visitors can find their way back easily. Don't allow the group to drift away one by one.
- If you have any operational details, announce them once you return to the meeting area.
- Thank visitors for joining you and invite them to write comments in the log book. If possible offer to stay an additional 10-15 minutes to answer additional questions.



**Skill #11 - Use the “hook, meat, action” structure for conversations and presentations.**

**Skill #12 - Suggests a relevant message that includes a conservation action during every visitor experience.**

### The Conversation

A conversation is one way an educator can convey conservation messages.

Why is a conversation a primary way to deliver conservation messages? Because it incorporates two experiences that visitors appreciate about a visit to your site . . . it’s personal and participatory.

Who makes the experiences personal? The guides. We want our visitors to have an inspiring visit.

- A participatory experience offers a two-way exchange. Both the guides and visitor have the opportunity to talk and listen.
- The conversation is a primary method to communicate with visitors. It is our basic unit of communication and comes naturally to both guides and visitors.

### *Conversations vs. Giving Facts*

Be aware of the difference between having a conversation and simply providing facts. “Giving facts” means simply stating natural history information without connecting it to a conservation message. We use conversations every day. We usually use facts as part of the conversation to get a point across or as a link to a meaningful message. Here’s an example of “giving facts”:

“This is an agama lizard. It can grow up to 30 cm long. It eats insects.”

Although the statement above is accurate, it is not a full conversation. Let’s find out what elements make up a conversation.





### Constructing Conversations

How do you construct a conversation? Every conversation should include 3 basic elements:

HOOK  
MEAT  
ACTION

#### *The Hook*

The hook grabs a visitor's interest and gets them into a conversation. A "hook" could be a question, a positive personal statement, an invitation to see or do something special, or a greeting.

"Good morning . . . welcome to Drill Ranch."

"Do you know what kinds of animals we have at the sanctuary?"

"Wow, that's a great gorilla picture on your shirt!"

"Come on over and see this forest animal that's visiting us this morning!"



#### *The Meat*

This is where you include all that great natural history and animal behaviour information. It's also where the conversation becomes an interactive experience by incorporating questions. Structure the conversation to allow for visitors' input and be prepared for questions. It is also good to share why the topic is important.

"What color is this lizard's head? Yes, you're right- a bright blue. It's even more colorful when his head catches the rays of the sunlight. Only the male agama lizards have this amazing color. Can you guess why? These male lizards are strongly territorial. That means that one big male controls a specific area and will challenge and fight other males that try to enter. Why do you think they challenge other males? In this way they protect the right to hunting areas and the right to mate with females that enter the area. Can you see him bobbing his head and body? He is doing these "push-ups" as a warning signal to other males to stay away from his territory."





### Constructing Conversations

#### *The Action*

Share a Wildlife Conservation Action with visitors. Try choosing an action that you do yourself to show your passion for conservation. Be sure to close the conversation by thanking visitors and wishing them a great day.

Now let's put all the elements together and turn those facts into a conversation . . .

“Come on over and see this animal up close.”

What color is his head? Yes, you're right, a bright blue. It's even more colorful when his head catches the rays of the sunlight. Only the male agama lizards have this amazing color. Can you guess why? These male lizards are strongly territorial. That means that one big male controls a specific area and will challenge and fight other males that try to enter. Why do you think they challenge other males? In this way they protect the right to hunting areas and the right to mate with females that enter the area. Can you see him bobbing his head and body? He is doing these “push-ups” as a warning signal to other males to stay away from his territory.

Do you know what important job agama lizards have in the environment? Well, they are great eaters of insects and help to keep insect populations under control. We can all appreciate that! Agama lizards are also an important part of the circle of life in that they are food for a variety of other animals. So, let's be sure to protect these lizards and treat them with respect and care.”

#### *Closing the Conversation*

Once you are ready to end your conversation, let the visitor know by your send-off. Always thank the visitor for stopping.

#### **INTERPRETIVE TIP**

Remember, you are leading the conversation, not the visitor. You can steer the conversation by the types of questions that you ask. Know where you are going and have your message in mind. Answer all the visitors' great questions with enthusiasm but be sure to deliver your message. You have a conservation mission!







### Conservation Messages and Actions

#### Key Messages

Select one or two messages that fit the focus of your program. Below are just a few examples:

1. Primates are a world treasure
2. All life is interconnected
3. Primates are our closest relatives - our past, present and future
4. Humans must live in peace with non-human primates
5. Nature's balance ensures our survival
6. Primates are in danger
7. The bushmeat trade is unsustainable
8. Primates make bad pets - don't buy or sell them
9. Conservation is our individual obligation
10. Primates don't recognize borders or boundaries
11. Environmental destruction leads to human instability
12. The future lies in our actions today
13. Habitat conservation and protection are necessary to protect wildlife

#### Conservation Actions

The conservation actions you select should be appropriate for your target audience and support your key messages. Below are just a few examples:



#### *Learn more about wildlife and conservation issues*

##### Messages for children

- Learn more about wildlife by observing it in your area
- Read a book about your favorite animal and learn all you can about it
- Start or join a wildlife club

##### Messages for adults

- Learn about the laws in your country affecting primates
- Attend public meetings concerning wildlife and habitat issues
- Contact local conservation groups to find out what they're doing in your area



#### *Spread the word to others about the value of wildlife*

##### Messages for children

- Encourage your family, friends, and community to reduce, reuse, and recycle
- Speak up for wildlife. Let your friends and family know how much you care about animals
- Teach others to respect and care for wildlife and the forest

##### Messages for adults

- Teach children to respect nature and the environment
- Be a leader for conservation in your community. Tell others how they can help protect wildlife



### Conservation Messages and Actions



#### *Protect wildlife habitats in your community*

Messages for children

- Plant a wildlife garden with flowers and trees that birds and butterflies like
- Pick up rubbish near your home to keep the areas clean for people and animals

Messages for adults

- Do not graze livestock in national parks or forest reserves
- Collect only dry wood for domestic use



#### *Support groups that are working to protect wildlife and the environment*

Messages for children

- Join in tree planting and community clean-up activities

Messages for adults

- Participate in community events that celebrate wildlife
- Support wildlife conservation organizations through contributions or volunteerism



#### *Reduce, reuse, recycle, and replenish*

Messages for children

- Recycle and reuse everything you can
- Use a compost bin to reduce waste and keep your community clean

Messages for adults

- Instead of using natural forests, plant trees in your community for domestic use



#### *Act in a way that is friendly to wildlife and the environment*

Messages for children

- Don't harm, kill, capture or threaten animals
- Tell elders or proper authorities if you see snares in the forest

Messages for adults

- Don't use snares for hunting
- Don't buy, sell, kill, capture or threaten endangered primates or other wildlife
- Don't eat endangered wildlife
- Use a cooks stove to reduce the amount of firewood needed to cook



#### *Keep wildlife where it belongs*

Messages for children

- Leave wild animals in the forest with their families
- Report problems affecting primates and other wildlife to elders or relevant authorities

Messages for adults

- Do not take primates or other wild animals as pets
- Tell others that primates do not make good pets

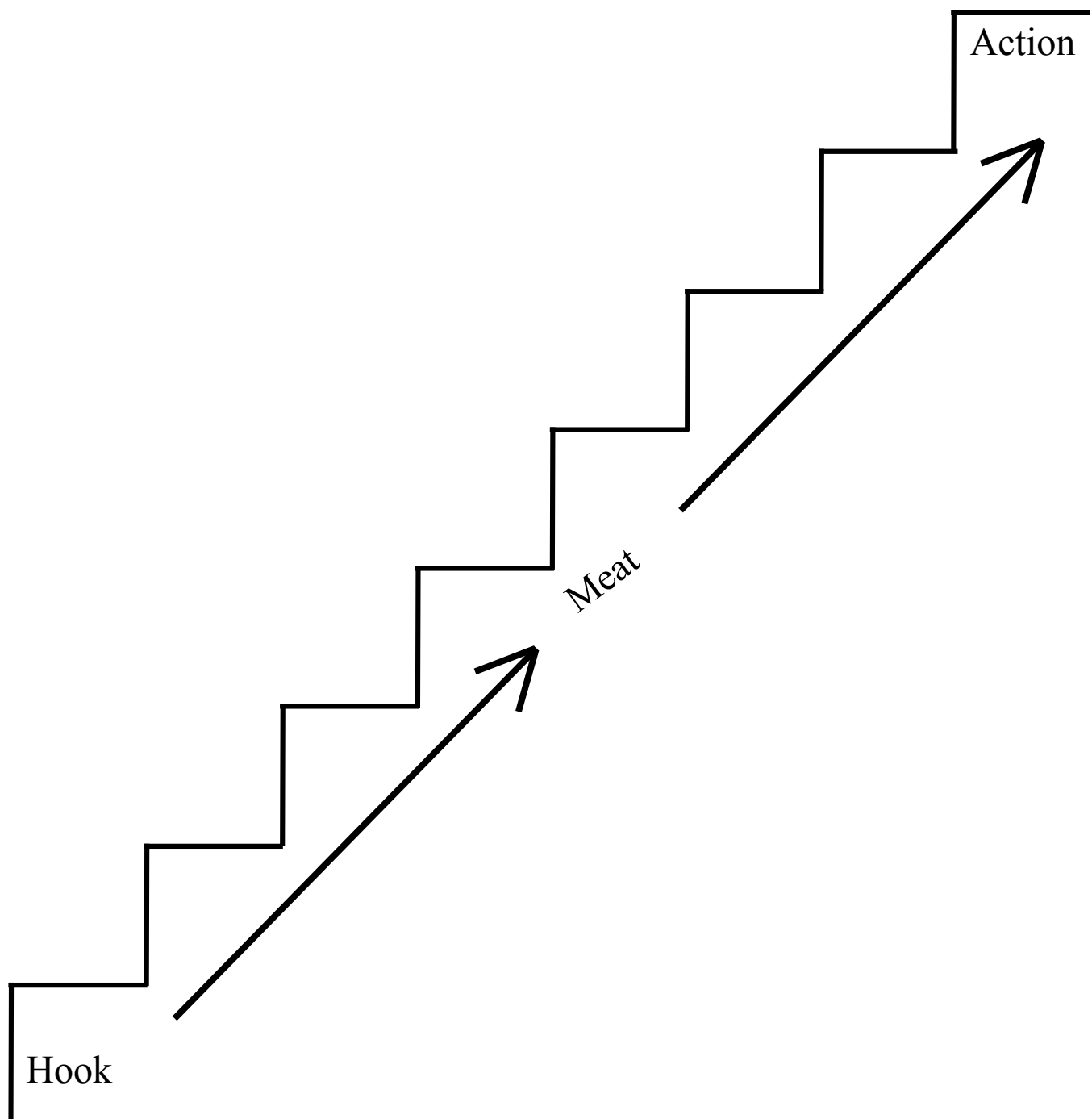
***“It is easy to sit up and take notice. What is difficult is getting up and taking action.”***

*- Al Bart*



### Hook to Action

Use this tool to help you develop a conversation from the hook to the action.





### Examples of Conversations

Can you recognize the variety of interpretive techniques used in the conversations below?

#### Chimpanzee Feeding

**Target Audience:** Tourists

**Hook:** Have you ever seen a chimpanzee eating before?

**Meat:** As you can see, it is feeding time for the chimpanzees. What do you think the chimpanzees might like to eat? That's right! They like to eat both plants and meat (omnivore). Chimpanzees will forage all day, eating mostly in the morning and evening when temperatures are cooler. Their diet is mainly fruit (particularly figs), as well as insects, eggs and nestlings. Chimpanzees also hunt and eat monkeys such as black and white colobus. The forest is important for chimpanzees, not only as a source of food, but also an important place to find nesting sites and water.

**Message/Action:** So, you can see how important the forest is to chimpanzees. You can help protect the forest by supporting forest reserves and national parks. Your admission fees help to protect the wildlife that lives in the forest, such as chimpanzees. Without everyone's help, all of this (look around the forest surrounding you) would be gone.



*Photo used with permission of the Budongo Forest Project*



### Examples of Conversations

Can you recognize the variety of interpretive techniques used in the conversations below?

#### Drills

**Target Audience:** Adults (tourists and community)

**Hook:** Have you ever heard of a monkey called a drill? Many people are familiar with what a mandrill is, but not many people are as familiar with their closest relative the drill.

**Meat:** Drills look similar to mandrills but they aren't as colorful. Drills have black faces and one distinct ridge on either side of their nose. Male drills have a red bottom lip. Both male and female drills have a red rump. Why do you think drills have a brightly colored rump? It is a visual cue. Visual cues are one form of communication for drills and their brightly colored rump communicates an individual's breeding status. When a female drill is receptive to breeding, her rump becomes brighter red and is swollen.

**Message/Action:** Drills are amazing animals and they need our help. Habitat loss and the over-hunting have contributed to the endangered status of drills. You can help drills by educating yourself about the bushmeat crisis and being part of the solution. You can support organizations and groups that are working to solve habitat loss and the bushmeat crisis.

SAMPLE CONVERSATIONS



### Examples of Conversations

Can you recognize the variety of interpretive techniques used in the conversations below?

#### Gorilla

**Target Audience:** Tourists

**Hook:** Have you ever seen a gorilla beat their chest?

**Meat:** Chest beating is a form of gorilla communication. What do you think the gorilla was trying to communicate? Gorillas, like other primates, have a variety of ways that they communicate. Gorillas communicate using body postures, vocalizations, and facial expressions. By nature they are quiet and shy, but if they feel provoked or threatened they may charge, chest-beat or display with vegetation or debris in order to make themselves appear larger and more dominant. Speaking of dominant, did you know that an adult male gorilla is called a silverback? The term silverback describes the distinctive patch of silver hair on their back. Before becoming a silverback, young males are known as blackbacks. As the dominant male, the silverback is the leader of 5 to 30 gorillas. When leading a troop that large, communication is very important.

**Message/Action:** What are some of the tools that we use to help us communicate? Exactly! Cell phones and computers are very popular communication tools. Did you know that these items contain a metal called coltan, which is mined in gorilla habitat? Next time your phone rings let it be a reminder that gorillas are calling on you to help save their habitat! To help reduce coltan mining and help save the gorillas, you can recycle your old cell phones and computers so that the coltan can be re-used.



### Examples of Conversations

Can you recognize the variety of interpretive techniques used in the conversations below?

#### Guenon Monkeys

**Target Audience:** Student groups or tourists

**Hook:** Do you know the difference between a monkey and an ape? One of the simplest differences is that monkeys have a tail and apes do not.

**Meat:** There are over 300 species of primates in the world, a majority of which are monkeys. Even though most primates are monkeys they are all slightly different. Have you ever heard of a type of monkey called a guenon? Some examples of guenons are patas, vervets and red-tailed monkeys. Guenons are medium sized monkeys that live in the tropical forests of Africa and have a variety of colorations and cheek pouches. What do you think it means to have cheek pouches? That's right! A cheek pouch is a pocket-like fold of skin inside the cheek. Why do you think guenon monkeys have cheek pouches? How do they use them? Correct! It allows the monkey to store food while they travel to a safe, secluded place to eat. Considering that guenons live in the forest, what type of foods do you think they are storing in their cheek pouches? There is a variety of food to eat in the forest and guenons are omnivores, so they eat items such as: fruit, vegetables, nuts, insects, birds, lizards and other small animals.

**Message/Action:** Many primates, including guenon monkeys, are collected from the wild for use as pets. It is important to understand that primates have complex lives and unique diets which cannot be replicated in one's home. Primates are meant to be wild and live in the forest. Be sure to tell others to leave monkeys and other primates in the forest where they belong.

SAMPLE CONVERSATIONS





### Examples of Conversations

Can you recognize the variety of interpretive techniques used in the conversations below?

#### Putty-nosed monkey

**Target Audience:** Students and tourists

**Hook:** Do you know the saying “monkey see, monkey do”? When it comes to the putty-nosed monkey it is more like “monkey speak, monkey do”.

**Meat:** Animals communicate in a variety of ways; some animals use smells, some use body language, others, like the putty-nosed monkey, use verbal communication. Have you ever listened to an animal and wondered what it was saying? Researchers have often thought the same thing and have even been able to identify some aspects of animal “language”! They have discovered that putty-nosed monkeys combine different types of alarm calls, “hacks” and “pyows”, to communicate a specific predator threat to others in the group. For example, “pyow, pyow” indicates a leopard. “Hack, hack, hack, hack” means “there is an eagle over there!” These alarm calls allow the group to exit the area appropriately.

**Message/Action:** Knowledge is power! Studying animals is a great way to learn more about their communication. Even though we don’t speak their “language” we can still listen. You can also communicate what you know about wildlife to others. The more we each know about wildlife, the easier it is to protect and preserve them for future generations.



## **PASSIONATE AND PROFESSIONAL**

### **Skill #13 - Displays enthusiasm for their subject, their organization and conservation.**

Enthusiasm is catchy! When you show enthusiasm for your work, everyone around you will respond with positive enthusiasm as well. Enthusiasm is a close cousin of passion. These two work hand-in-hand to inspire visitors and your peers. One way to demonstrate enthusiasm is through humor.

*“...laughter is no enemy to learning.”*  
- Walt Disney

#### **Humor**

In order for learning to be effective, it needs to be fun. Gentle humour is a great technique to add to a conversation. However, humour is most effective when used sparingly. Remember, perception may not always be the same as our intended message. We should be very careful of what our visitors perceive is funny. The gentle, brief approach is always the best. Because of the diverse nature of our visitors, guidelines help us to always keep humour as a positive experience.

#### ***Guidelines for the use of humour***

- Always respect the dignity of every animal.
- Use humour to make a point, not just to get a laugh.
- The only target of your humour should be YOU!
- Humour requires subtle timing and delivery . . .  
It's not for everyone.



### Skill #14 - Keen observers of the natural world

The conservation field requires close observation of nature and animals. It expects those of us in the field to take time to notice details such as subtle changes in behaviour or physical well-being. Bird watching, identifying species, noticing clues left behind by wildlife are all challenging elements of our field that we enjoy. However, it is important to note that this is a **skill** that we practice daily in our work. Not everyone notices details. This includes most of the visitors to our sites. So, it's our job to help our visitors notice the details by pointing out animals that visitors might not otherwise see, or by explaining an aspect of the environment that a visitor might have missed without your attention to detail. Slowing down the visitor's pace to observe wildlife is also a great way to start up a conversation and convey a message.

### Skill #15 - Follows Interpretive Code of Ethics at all times

Interpretation is a public service with social responsibility. We truly impact the way people think about and behave towards wildlife and the environment. Because of this, we have an interpretive code of ethics that we follow.

#### Interpretation Code of Ethics

- Ensure that information is presented fairly and with complete accuracy
- Research the whole story and present it with balance and respect for varied points of view
- Represent the mission faithfully
- Present the habitat, wildlife, stories, and objects ethically
- Show enthusiasm for your organization and its mission, the animals, and visitors
- Always strive to improve skills and knowledge



### **Skill #16 - Prepares in advance**

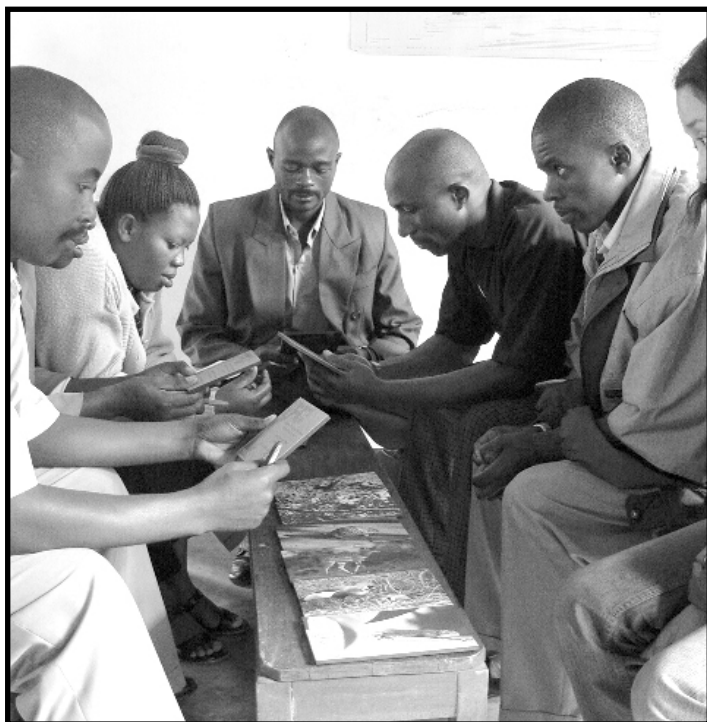
### **Skill #17 - Follows up with visitors**

Preparation is the key to professionalism. Jot down your conversation ideas and note what works and what doesn't. Go over your hooks, content and messages before stepping out with the visitors. This frequently leads to successful visitor interactions.

When we go the extra mile for our visitors, it provides that personalized attention that will make them want to return and, ultimately, help conservation.

### **Skill #18 - Has great content expertise regarding both their subject and their facility**

Life-long learning is part of the conservation education, science and animal care professions. Read journals, periodicals and great books to learn something new about wildlife and the environment. Continue to learn and keep current in your field!



**INTERPRETIVE TIP**

Develop ways to keep yourself and your Visitor interactions fresh. Don't be afraid to try something different. Develop a style that works for you.



### Skill #19 - Evaluates a visitor experience at the end

### Skill #20 - Encourages and values feedback

#### Self Evaluation Tool

Self-evaluation is a tool to help you assess your interactions with visitors and improve where needed. As you become more comfortable in interactions with visitors you will learn a lot about yourself and your ability to communicate. To help you refine your skills and talents, we suggest you assess your interactions. Use the questions below to assist. The goal is to have more yes answers than no answers. If you answer no to a question, you may need to focus on that skill development.

#### Information

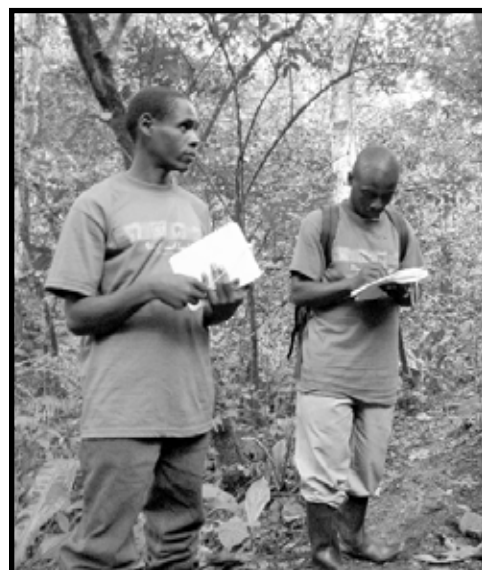
- Were you confident about the accuracy of the information you gave?
- Did visitors' questions reflect understanding regarding what you said?
- Did your questions encourage participation and lead visitors to new discoveries?
- Did you summarize or direct visitors to other areas of interest before they ended the conversation with you?

#### Relevance

- Did you have a focus or theme for your interactions based on visitors' interests, capabilities and level of knowledge?
- Were your topics of discussion interesting to visitors?
- Did you vary your speaking rate for emphasis of feeling?
- Did you have visitors use more than two senses during your interaction with them?
- Were visitors you talked with attentive, comfortable? Did visitors listen and look at you and your topic of discussion?
- Did you guide visitors' attention toward the object of discussion as you spoke?
- Did you interpret spontaneously according to visitors' attention?
- Did you add appropriate stories to your factual information to add interest?

#### Service

- Were you attentive to visitors' comments, questions and replies?
- Did you treat each visitor like an intelligent person?
- Did you treat each visitor equally?
- Did your body language indicate you were receptive to visitors? Did you look available for conversation?
- Did you let the visitor finish a question or response before you spoke again?
- Were you loud enough to be heard by the visitors you were talking with? Did you pronounce your words clearly?
- Did you avoid competing with other noises?
- Did you share the conversation with other visitors?
- Were you positive at all times? Did you express warmth, interest and enthusiasm? Did you use positive facial expressions, like smiling?
- Did you avoid sarcastic or mocking comments?
- Did you face visitors while speaking to them?
- Were you always visible to each visitor?
- Did you avoid blocking the view?







### **LIAISING WITH COMMUNITIES**

Sanctuaries are often embedded in their local communities, working directly with the population in several ways. Education officers interact and consult with local communities. This can include running effective meetings and events, as outlined in the previous section on facilitation.

The following section deals specifically with a growing issue that may confront a community liaison: addressing conflicts that arise between local populations and the primates that they live nearby.

### **Human-Wildlife Conflict Resolution**

(Written by Renaud Fulconis, Awely; Wildlife and People [www.awely.org](http://www.awely.org))

**Resolving conflict successfully requires a commitment to helping people with respect, humility and a sincere intent to protect biodiversity, while enabling local populations to live productively and sustainably.**

Conflicts between people and wildlife represent an ever-growing threat both to wildlife and millions of already impoverished villagers. As Africa has now reached a population of more than a billion people, living with wildlife has become a pressing problem all over the continent, and one that PASA education officers have identified as a growing concern.

Conservationists should never forget that effective solutions to human-wildlife conflict cannot exist without directly involving the local communities. Regardless of which conservation issues are considered, including human-wildlife conflict, an education officer must invariably put people at the centre of the work; that can mean working in a difficult environment and with people who oppose what a sanctuary may be trying to achieve regarding primate conservation. In these cases, being a community liaison can be very difficult, especially when the people involved may be directly responsible for the problem itself. It would be easy -- but ineffective -- to ignore those people, looking somewhere else for solutions. If baboons and vervets are poisoned because they eat the farmers' crops, then it is critical to work with those farmers. If gorillas, chimpanzees and bonobos are hunted to be eaten and sold, it is critical to work with the hunters and the bushmeat sellers.

Many solutions have been imagined, tested, and implemented, some successfully. However, those particular solutions may not be applicable in all cases. Working with local communities to address human-wildlife conflict always combines several approaches, since no single practice can be totally relevant and effective everywhere and in the long term. What follows is an outline for an action plan that can be used to determine the best solution for individual situations.

*NOTE: Education is also an important tool, but should not be applied in the earliest stages of the process, since few people will implicitly understand the importance of protecting the same primates that may be the main source of their problems. For example, the knowledge that these same primates are endangered and nearing extinction or that they are so closely related to our human species is often initially not important to a family earning their living from growing crops that primates eat.*





### **Building an Action Plan to work with Communities to Address Conflict**

#### **Step One: What problems do I have?**

The first step is always to develop the clearest picture of the problems or conflicts involved in the specific area of work. This approach helps to create the most appropriate solution where the community is a part of the process. Among the necessary questions to ask:

- What is the problem that causes the conflict?
- Where is the problem coming from?
- When does it occur?
- Which species are involved?
- Why do people react to them in the ways they do?
- Who do I need to address?
- How can I collect information?

#### **Step Two: What do I want to achieve?**

It is important to know what a sanctuary wants to achieve by engaging with the local community and seeking to resolve conflict between them and primates, and possibly even the sanctuary itself. Once the problem is clearly identified by completing step one, the goals, objectives and outcomes for the sanctuary can be established;

1. Goals: Where do I want to go? What do I want to achieve?
2. Objectives: How can I do that? What are the different steps?
3. Outcomes: What is my target? How will I know that I have been successful?





### Step Three: How can I work with the community?

It is important to identify the stakeholders when working with local communities. Stakeholders are defined as individuals, groups, or organizations that influence or are otherwise interested, involved, or affected by a project, strategy or conflict.

Begin to map the stakeholders by listing individuals, groups or organizations that the sanctuary;

- already works with;
- needs to work with and are easy to involve;
- needs to work with but are hard to involve;
- doesn't need to work with now, but might in the future.

The next most important question to ask is, given the list of stakeholders, how will the community liaison involve them in the process? It is important to remember that the chances of success will be far greater if people are encouraged to give their point of view and share their ideas and that, as the sanctuary, it is clear what is meant by “involvement” so that misunderstandings and frustration are limited.

There are three ways to think of involving communities;

1. **Engagement:** the involvement of specialists (sanctuary education officers) listening to, developing their understanding of, and interacting with, non-specialists (local communities).
2. **Consultation:** more passive and involves seeking advice and input from the stakeholders before a decision is made but they may have no control over the final decision.
3. **Participation:** an active process through which stakeholders influence and share control over the development of initiatives and the decisions and resources that affect them.

Once the sanctuary and community have defined the way they will interact, then it is time to determine how it will be done. For example, talks, workshops, presentations, individual consultation, face-to-face meetings, publicity, education materials, demonstrations and/or debates are all examples of ways to interact.

Once you have chosen the methods, then the available resources can be identified? What is the schedule and timing? What works best for the local communities? Where should it be done? What is convenient for the local communities?

### Step Four - How do I know if it works?

Regular and on-going evaluation is essential. Please see evaluation section of this manual for tips on building an evaluation.



### **Bonobo Conservation Case Study**

*Awely is currently working towards the sustainable protection of the bonobos in the forests of the Democratic Republic of Congo (DRC).*

In the DRC, where our recent surveys have confirmed an urgent need for actions to protect our closest relatives, the bonobos, Awely is focusing on target groups of hunters and bushmeat sellers. They all agree that the forest is depopulated and that they have to walk much further to find their prey. They are also ready for new activities. When we work with these groups, our message is always the same: we do not judge, we are not here to function as police but rather we want to contribute to saving the bonobos without forgetting that these men and women are mostly dependent on the richness of the forest for their survival. It has taken a while to establish a deep trusting relationship with them, and this would never have been possible without our Green Caps (as we call our on-site coordinators). We have progressed this far thanks to dozens of meetings between the Green Caps and our target groups, and our many visits to the region. Our work is often difficult, especially because we simply refuse to give any per diems for simple talks or training sessions. This is the only way we feel we can properly evaluate our work. We would rather have only a few people with a real enthusiasm for learning and becoming actors in the improvement of their daily lives than having more individuals who see these meetings only as a way to earn money. And generally, those who turned away at first usually change their minds and join us later.



We always insist on the following important tenets;

- The importance of their initiatives.
- That they must have trust not only in us but also in every other member of the group.
- That the initiatives should come from them.
- We are only here to help them with the last step which will allow them to achieve independence without overexploiting the forest which future generations will also have to use.
- We do not see conservation as simply assistance to these communities, but rather as a long-term support without any dependencies. Donations, even if it appears to come from unquestionable good will, is certainly one of the factors in the failure of development, because it only aggravates the situation it attempts to resolve---by making the poor ever poorer and corruption more widespread.





## Pan African Sanctuary Alliance

### Program Design – Practical Tools

- We do not “own” the programs, they belong to the communities and that our goal is to help the local people actualize these projects, as long as they feel capable of doing so - they can succeed in the region where they live.
- Such projects require a lot of time and that they should keep focused on their goal when problems arise.
- We do not promise anything, except to support them over the long term.
- That limited but durable support through micro credit is more useful than donor dollars sent over by an organization that will never set foot in their village and will never offer any further contact. Micro credit provides a strong support because people become responsible for the money they will have to repay and also because the amounts are reasonable and can be put back into the cashbox once the loan is reimbursed.

In the various situations in which we are involved, our hunters' groups have started breeding pigs, particularly thanks to a training program we organized. But we do know that we cannot realistically expect that a group of hunters or bushmeat sellers, who truly enjoy the varied tastes of forest meats, will suddenly be satisfied with only pig meat. This is why it is so important to develop varied breeding program: goats, poultry, guinea pigs. Also because a single species could be decimated by one serious illness that would reduce all the efforts to zero and send these hunters into the forest again the very next day.

We have created and printed a “bonobo ambassador” card. This card states that whoever makes this pact with us will not hunt, eat or sell bonobos from now on. Being the size of a business card, they can be put into a plastic sleeve and then worn around the neck. All the hunters we work with (over 300) have signed this agreement. This is an agreement that will be immediately cancelled if we learn that one single bonobo has been killed by an individual from these groups. This is indeed a positive factor when working within a well-structured association, that each looks after the other, and they remind each other that one negative action would have a dramatic impact on all the members of the group.

From this point, we are able to start our educational activities with these groups, since they are now ready to understand the importance of bonobo conservation. Also, it is most important to regularly evaluate our projects and to avoid falling into any permanent self-satisfaction.

This example shows clearly that a program that is well prepared and is developed step-by-step with clearly identified target groups can have a profound impact over the long-term. Nothing happens in just a day. By creating solid bases, informing and involving the local communities in all the conservation actions, and by contributing directly to improvements in their daily lives, our program offer a sustainable future from which we all will benefit.



# Information and Activities



## Section 4: Issue Sheets

**Sanctuary Based  
Activities**

**General Activities**

**Discussion  
Forums**



### **ISSUE SHEETS, ACTIVITIES, GAMES, PUZZLES AND DISCUSSIONS**

#### **Introduction**

The following section is full of issue sheets, activities, games, puzzles and discussion forums which were designed to compliment the other activities you already run in your program or to use if you are just starting up a new program and need ideas. They have been gathered from other sanctuaries and from other educators. Although they are geared toward the age range of 6 – 14 years old, with a little creativity they can be used in any setting and with any age group.





### ISSUE SHEETS - CLASSIFICATION OF PRIMATES

#### What is Classification?

In order to try and understand the living world, scientists have grouped animals and plants according to their similarities. This is known as **classification**.

The process of classification can be compared to the sorting of things into piles at a market. For example, if you go to the market you will see piles of fruit, piles of meat and piles of cloth. Each of these piles could be divided into smaller piles, such as piles of eggs, piles of papaya and piles of tomatoes. These things are put into piles because they are similar.

#### What is a species?

The result of these sortings in the animal world is that the living world is divided into species.

A species of animal or plant is one which produces offspring which can breed successfully. Some separate species are very similar and can produce an offspring when they mate. But their offspring will be sterile, which means they cannot reproduce. These animals are known as **hybrids**.

Within one species there can be many different populations and although the animals in different populations may appear different, they can still breed and produce fertile offspring. These are known as **sub-species**.



#### What are Primates?

Primates are animals which have five fingered hands, are able to hold onto things and have a compact head with forward facing eyes which is connected to a short neck. They are also mammals (animals with warm blood, with hair, nursed by their mother's milk and have a long childhood compared to other animals).

There are currently 361 species of primates in the world of which approximately 79 species may be found in African countries." (IUCN, Primate Specialist Group, 2009) .

#### Primates include:

**Prosimians** (lemurs, tarsiers, bush babies, pottos and lorises)

Prosimian means 'before apes' and they are thought to be the more primitive group of primates. They are nocturnal (they come out at night), and have large eyes specialised for night vision. All prosimians apart from tarsiers have a tapetum, a layer in the retina of the eye which improves vision at night by reflecting light. As a result of this adaptation, you can see these nocturnal primates at night by shining a torch into the forest. If a prosimian is there, his eyes will be reflected back in the beam of the torch. Many prosimians have at least four nipples, and unlike simians produce litters rather than a single baby.







# Pan African Sanctuary Alliance

## Information and Activities

### **Simians (monkeys and apes)**

Simians are all descended from a common ancestor and include all monkeys and apes. Unlike prosimians, their eyes are not specialised for seeing in the dark, however they do rely more on sight than smell, and all have stereoscopic color vision.

### **Monkeys**

Monkeys can be divided into:

*New World monkeys* = Marmosets, tamarins and capuchin-like monkeys that live in South and Central America. They tend to have nostrils which face to the side.

*Old World monkeys* = Baboons, drills, mandrills, mangabeys, guenons, macaques, colobus and leaf monkeys that live in Africa and Asia. Old world monkeys have nostrils which face downwards.

All the African monkeys belong to a family called the cercopithecidae, which is divided into leaf eating monkeys (subfamily: Colobinae) and cheek pouch monkeys (Subfamily: Cercopithecinae) which eat mostly fruit, and can store food for short periods in cheek pouches. Leaf-eating monkeys do not have cheek pouches and have a specially adapted stomach which contain bacteria to break down the leaves which make up most of their diet along with unripe fruits and seeds. African leaf-eating monkeys are called colobines, and are generally arboreal (tree dwelling). They have longer tails and hind legs than other African monkeys, and many have small thumbs. The eastern black and white colobus has no thumbs at all and uses the fingers of its hand as a 'hook' to allow easy swinging movement through the trees. The two groups of colombines are genus Colobus, which have black and white fur in a variety of patterns, and genus Procolobus which have reddish fur. This group also includes the smallest of the leaf eating monkeys, the olive colobus.

### **Apes**

Apes are the most intelligent of all primates. There are six types of apes in the world.

These are the:

Gorilla	Bonobo	Orangutan
Chimpanzee	Human	Gibbons

Gorillas, chimpanzees and bonobos are found in Africa. Orangutans and gibbons are found in the forests of South East Asia.

### Reference

IUCN, Primate Specialist Group (2009); Species. Accessed December 7, 2009 at <http://www.primate-sg.org/species.htm>.



### PRIMATES OF AFRICA (IUCN 2009)

Scientific name	Common name	Habitat	Status
Cheek Pouch Monkeys			
<i>Macaca sylvanus</i>	Barbary macaque	Morocco, Algeria, Gibraltar (introduced)	Vulnerable
<i>Papio hamadryas (anubis)</i>	Olive baboon	Equatorial Africa	Least concern
<i>Papio hamadryas (cynocephalus)</i>	Yellow baboon	Southern Equatorial and East Africa	Least concern
<i>Papio hamadryas (hamadryas)</i>	Hamadryas baboon	Somalia, Ethiopia, Saudi Arabia, Yemen	Rare
<i>Papio hamadryas (papio)</i>	Guinea baboon	Senegal, Mauritania, Guinea, Sierra Leone	Least concern
<i>Papio hamadryas (ursinus)</i>	Chacma baboon	Southern Africa	Least concern
<i>Mandrillus leucophaeus</i>	Drill	Nigeria, Cameroon	Endangered
<i>Mandrillus sphinx</i>	Mandrill	Cameroon, Gabon	Endangered
<i>Theropithecus gelada</i>	Gelada baboon	Ethiopia	Threatened
<i>Cercocebus agilis</i>	Agile Mangabey	Equatorial Guinea, Gabon, Cameroon, Congo Republic, DRC	Endangered
<i>Cercocebus galeritus</i>	Tana River Mangabey	Kenya	Endangered
<i>Cercocebus torquatus</i>	White collared Mangabey	Nigeria to Angola	Endangered
<i>Cercocebus torquatus atys</i>	Sooty Mangabey	Sierra Leone to Ghana	Endangered
<i>Lophocebus albigena</i>	Gray-cheeked Mangabey	Nigeria to Kenya, and Tanzania to Angola	Least concern
<i>Lophocebus aterrimus</i>	Black Mangabey	Zaire, Angola, Zambia	Data deficient
<i>Allenopithecus nigroviridis</i>	Allen's swamp monkey	Zaire, Angola	Data deficient
<i>Miopithecus talapoin</i>	Dwarf Guenon or Southern Talapoin monkey	Angola, DRC	Least concern
<i>Erythrocebus patas</i>	Patas monkey	West Africa to Ethiopia, Kenya and Tanzania	Least concern
<i>Chlorocebus aethiops</i>	Vervet monkey	Sub-Saharan Africa	Least concern



### PRIMATES OF AFRICA (IUCN 2009)

Scientific name	Common name	Habitat	Status
Guenons			
<i>Cercopithecus ascanius</i>	red-tailed Guenon	Uganda, DRC, Kenya, Zambia, Angola, CAR	Least concern
<i>Cercopithecus campbelli</i>	Campbell's Guenon	Gambia to Ghana	Least concern
<i>Cercopithecus cephus</i>	Mustached Guenon	Cameroon to Angola	Least concern
<i>Cercopithecus diana</i>	Diana monkey	Sierra Leone to Ghana	Endangered
<i>Cercopithecus dryas</i>	Dryas Guenon	DRC	Vulnerable
<i>Cercopithecus erythrogaster</i>	White-throated Guenon	Nigeria Benin	Endangered
<i>Cercopithecus erythrotis</i>	Red-eared Guenon	Nigeria, Cameroon, Bioko	Endangered
<i>Cercopithecus hamlyni</i>	Owl-faced Guenon	DRC, Rwanda	Vulnerable
<i>Cercopithecus lhoesti</i>	L'Hoest's monkey	DRC, Rwanda, Uganda, Burundi	Endangered
<i>Cercopithecus mitis</i>	Blue monkey	Ethiopia to South Africa, DRC, Angola	Least concern
<i>Cercopithecus mona</i>	Mona monkey	Ghana to Cameroon	Least concern
<i>Cercopithecus neglectus</i>	De Brazza's monkey	Cameroon to Uganda and Angola, Kenya, Ethiopia, Sudan	Least concern
<i>Cercopithecus nictitans</i>	Putty nosed Guenon or Greater Spot-nosed Guenon	Liberia to Ivory Coast, Nigeria to DRC to Angola	Least concern
<i>Cercopithecus petaurista</i>	Lesser Spot-nosed Guenon	Gambia to Benin	Least concern
<i>Cercopithecus pogonias</i>	Crowned Guenon	Nigeria, Cameroon, Gabon, Congo, DRC, CAR	Least concern
<i>Cercopithecus preussi</i>	Preuss's monkey	Cameroon, Bioko	Endangered
<i>Cercopithecus sclateri</i>	Sclater's Guenon	Nigeria	Endangered
<i>Cercopithecus solatus</i>	Sun-tailed Guenon	Gabon	Endangered
<i>Cercopithecus wolfi</i>	Wolf's Guenon	DRC, Uganda	Least concern



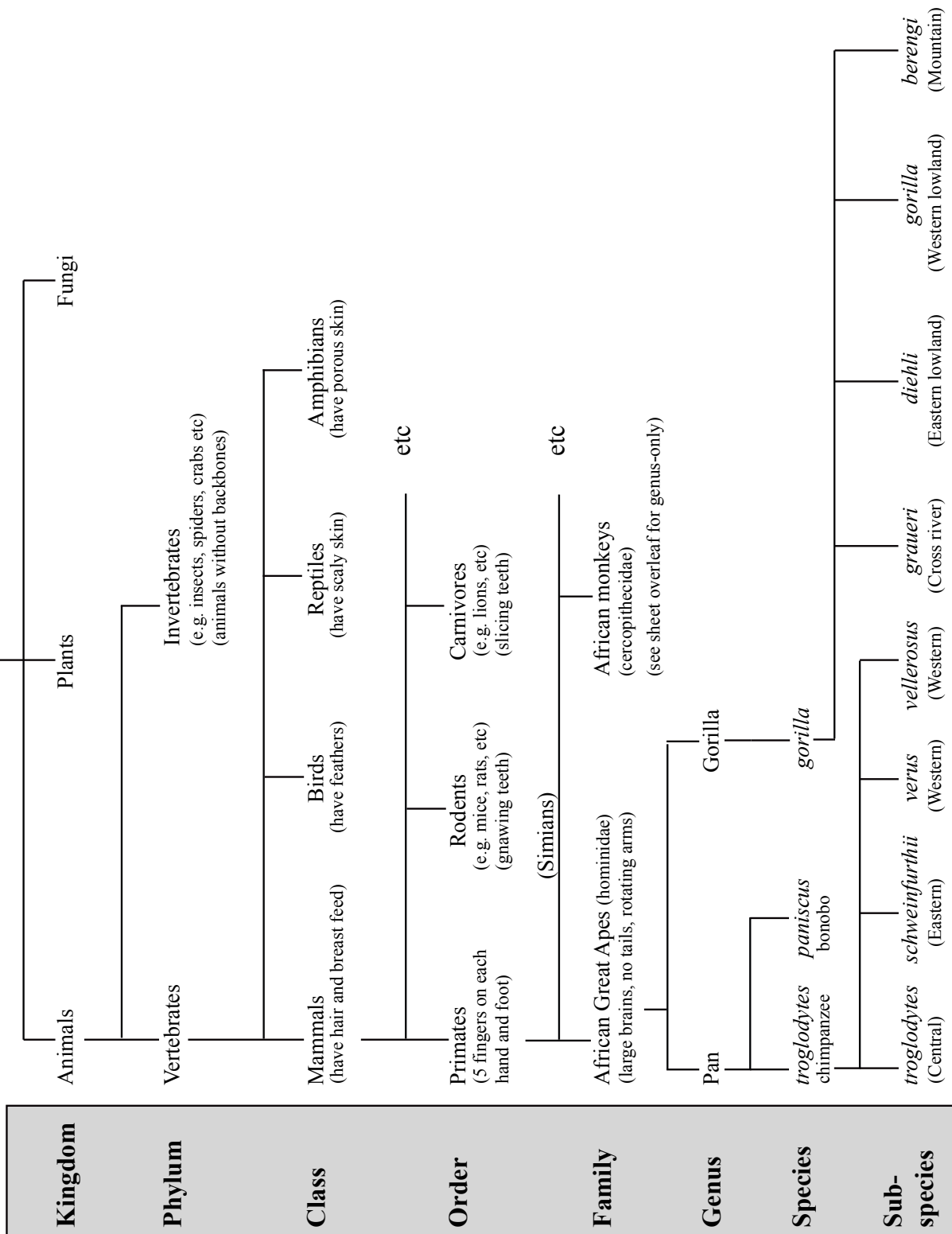
### PRIMATES OF AFRICA (IUCN 2009)

Scientific name	Common name	Habitat	Status
Leaf-eating monkeys			
<i>Colobus angolensis</i>	Angolan black and white colobus	Angola, DRC, Rwanda, Burundi, Zambia, Kenya, Tanzania	Least concern
<i>Colobus guereza</i>	Abyssinian, Guereza or Eastern black and white colobus	Nigeria to Ethiopia, Kenya, Uganda, Tanzania	Least concern
<i>Colobus polykomos</i>	King or Western black and white colobus	Gambia to Ivory Coast	Least concern
<i>Colobus satanus</i>	Black colobus	Equatorial Guinea, Bioko, Cameroon	Endangered
<i>Colobus vellorsus</i>	Geoffrey's or White-thighed black and white colobus	Ivory Coast to Nigeria	Endangered
<i>Procolobus badius</i>	Western red colobus	Gambia to Ghana	Rare
<i>Procolobus pennantii</i>	Pennant's red colobus	Congo Republic, DRC, Uganda, Tanzania, Zanzibar	Endangered
<i>Procolobus preussi</i>	Preuss's red colobus	Cameroon	Endangered
<i>Procolobus rufomitratu</i>	Tana River red colobus	Kenya	Endangered
<i>Procolobus verus</i>	Olive colobus	Sierra Leone to Togo, Nigeria	Rare
Great Apes			
<i>Gorilla gorilla (berengi)</i>	Mountain gorilla	Rwanda, Uganda, DRC	Endangered
<i>Gorilla gorilla (gorilla)</i>	Western Lowland gorilla	Nigeria to DRC	Endangered
<i>Gorilla gorilla (graueri)</i>	Eastern Lowland gorilla	DRC	Endangered
<i>Gorilla gorilla (deihli)</i>	Cross River gorilla	DRC	Endangered
<i>Pan paniscus</i>	Bonobo or pygmy chimpanzee	DRC	Endangered
<i>Pan troglodytes</i>	Common chimpanzee	Guinea to Ghana, Nigeria, Cameroon, Gabon, Congo Republic, DRC, CAR, Uganda, Tanzania	Endangered



### CLASSIFICATION TABLE OF AFRICAN PRIMATES

#### The Living World

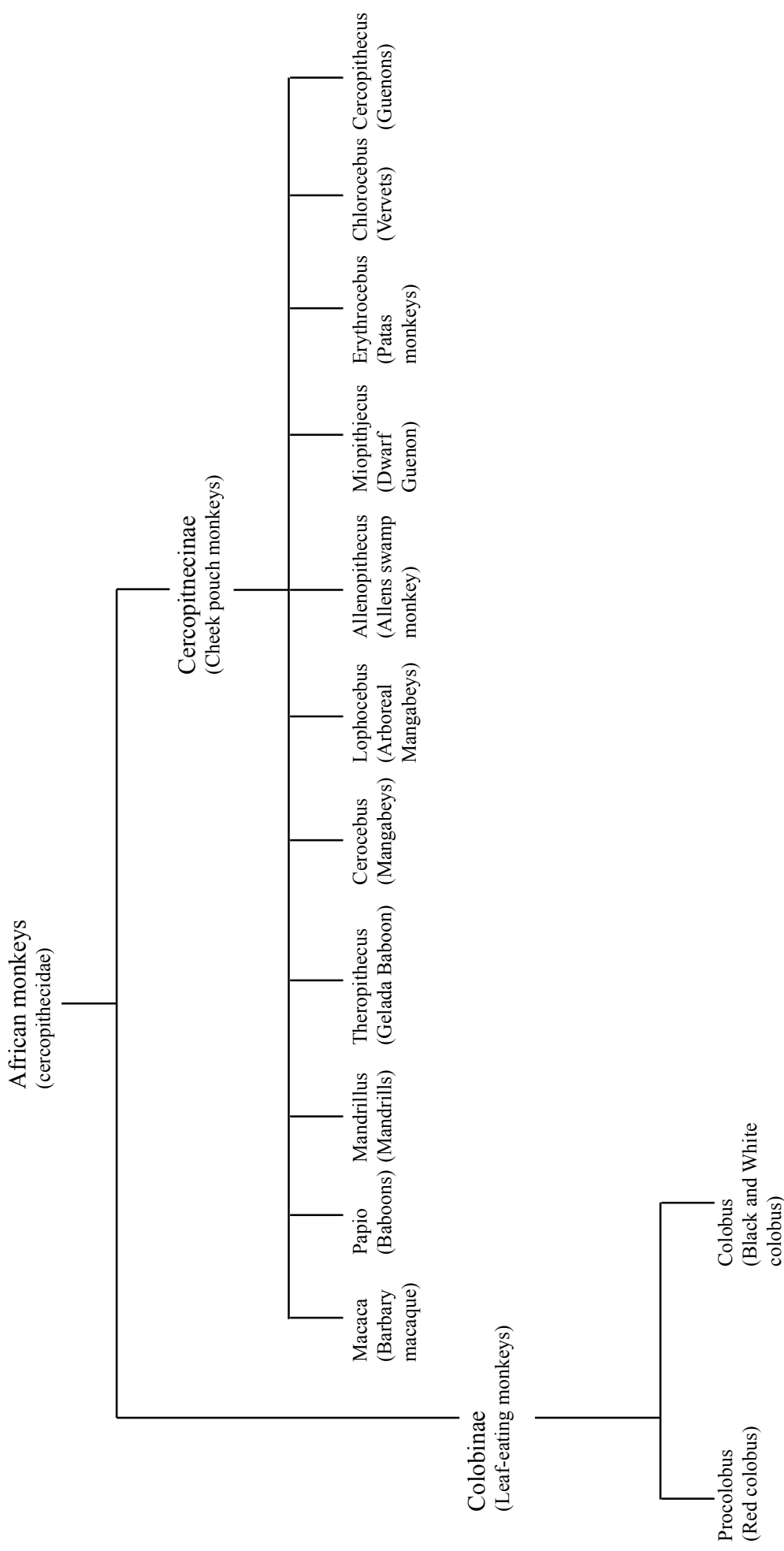




# Pan African Sanctuary Alliance

## Information and Activities

### CLASSIFICATION TABLE OF AFRICAN PRIMATES CONTINUED





### ISSUE SHEETS - TROPICAL RAINFOREST

#### What is a habitat?

Animals come in many different shapes, sizes and color and each animal lives in a place that provides it with the food, shelter, temperature and space the animal needs to survive. The area that provides all these essentials is the animal's habitat.

#### Tropical Rain Forests

Tropical rain forests are hot, wet, habitats which, although covering just 7% of the Earth's surface provide homes for more plants and animals than any other habitat on earth.

#### Where on earth are they?

Tropical rainforests are found in the tropics, around the Earth's equator. They can be found in Central and West Africa, South and Central America, South East Asia and Indonesia.

The plants in a tropical rainforest grow in several layers:

#### Emergents

Extremely tall trees that grow through the canopy

#### Canopy

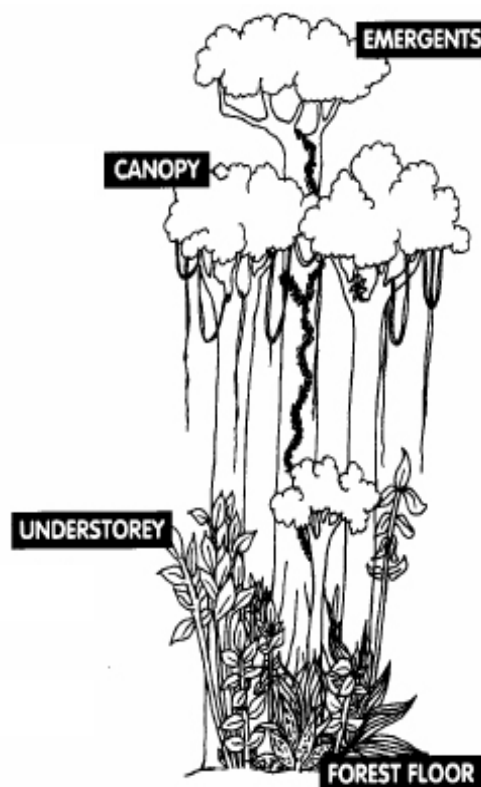
The 'leafy roof' of the forest

#### Understorey

Shrubs, bushes, small trees and vines reaching to the sunlight

#### Forest Floor

Ferns, mosses and small shrubs



#### What is the climate like in tropical rainforests?

They are called rainforests because they receive between 300-600mm of rain each year. This is far more than most areas of the world. The temperature is always around 25 C and the warm air is saturated with water which makes the forest 'humid'.



### ISSUE SHEETS - TROPICAL RAINFOREST

#### Which animals live in a tropical rainforest?

Animal life within a tropical rainforest is rich and varied. Thousands of species of insects can be found along with many mammals, birds, frogs and reptiles. In remote areas there could be thousands of undiscovered species of animals (most, but not all of them are probably insects and worms!).

Animals live in every layer of a forest from the floor to the canopy. Duiker and bush pigs may snuffle in the undergrowth in search of food and great apes may rest in the understoreys.

The canopy is known as the 'larder' of the forest, providing a variety of plants and animals to eat!

#### Primates within a forest

Primates are important animals within a forest as many help spread seeds from the fruits they eat and some create holes in the canopy (through nest building) and let light reach the forest floor.

Some primates such as black and white colobus, spend most of their time in the trees, eating, sleeping and playing in the trees. They will only come down to the ground if they have to.

Even the largest of primates, the gorilla, may climb trees to reach juicy fruits or leaves to eat. The little infants play in the forest vines and trees whilst their watchful mums rest on the ground.

Chimpanzees make nests in the trees every night from branches. Only a mother chimpanzee will share her nest with her baby. Every other chimpanzee sleeps alone.



All of the primates have adapted to life in the forest. Chimpanzees have feet much like hands with a strong thumb to help them grasp branches. Monkeys hands and feet vary according to how they travel through the forest. If they tend to travel in the trees, and walk along the branches, they tend to walk with their hands flat using their palms and fingers. If they walk along the ground, they tend to use their finger bases with their palms off the ground.



### ISSUE SHEETS - TROPICAL RAINFOREST

#### What plants grow in a Tropical Rainforest?

Rainforests take a very long time to grow and they are very difficult to replace. Within the remaining PRIMARY rainforests (forests that have never been logged), the tallest trees will be hundreds of years old and over 40m tall! They have very straight trunks and shallow roots which spread across the ground because the soil is very thin. Many of the taller trees have huge 'buttress roots' like rocket fins which help provide the tree with more support.



#### Why are trees important?

Trees provide us with oxygen to breathe and the rainforests are often called the 'lungs of the world'.

Trees help keep the earth cool by using up the carbon dioxide in the atmosphere.

Trees provide animals and plants with shelter, water and food.

Trees provide people with wood, food and shelter.

#### What is photosynthesis?

Trees take carbon dioxide in through tiny pores in their leaves known as 'stomata' and release oxygen back into the air. The process which achieves this is known as 'photosynthesis'.

Humans and almost all animals breathe in oxygen and breathe out carbon dioxide. So when a tree is cut down, and not replaced, we lose a valuable provider of oxygen and a user of carbon dioxide. Carbon dioxide is now forming a blanket over the world and is making it a hotter place. By using carbon dioxide, the trees help keep our planet cool.

#### Food Store

Most plants in a rainforest are found in the canopy layer. These form a leafy ceiling and provide food for many of the animals living in the forest.

There are many thousands of plants which grow within the forests. Ferns, mosses and lichens grow on or around the huge buttress roots. Slightly higher in the understory, vines wind around the stems and trunks to reach towards the sunlight, past the bushes and small trees which absorb the light filtering down to them through the canopy. Plants called 'epiphytes' grow on tree trunks and branches where there is more sunlight than on the forest floor. The plants in the canopy rely greatly on bats, insects and other animals to pollinate flowers and spread their seeds. Many plants have huge colorful or scented flowers or big juicy fruits to attract them.



### ISSUE SHEETS - TROPICAL RAINFOREST

#### Why are the forests disappearing?



Africa is losing more than 9.9 million acres of forest every year (roughly the size of Switzerland) -- twice the world's average deforestation rate (UNEP, 2008). The tropical hard wood is used for furniture, kitchen cabinets, tool handles, veneers and even toilet seats.



Areas of forest are also cleared for farming. However the layer of fertile soil is very thin in tropical rain forests and can only be farmed for a couple of years before it has lost most of its nutrients and is exhausted. The farmer then has to move on and clear another section of the forest.



Many of the forests contain plants which can be used for medicines, food and clothing.



Humans have hunted many animals to the point of extinction and we continue to take too many animals and too much wood from the forests.

#### How can we help protect our forests?



We can make sure we live our lives thinking about others and what impact we have on our environment. We can help reduce the impact we have by turning out lights, recycling as much as possible and only taking what we really need from the forest.



Do not eat endangered species of animal.



Do not drop litter. Many animals die through eating plastic or getting caught in plastic wrappings.



Try to compost any leftover scraps or weeds, to help provide nutrients for the soil.



Grow native plants, trees and medicinal herbs in your school garden or at home.



Ask your parents if they know of any medicinal remedies.



Try to use as little wood for fuel as possible.



Do not keep wild animals as pets. If you see a primate being kept as a pet, please tell the sanctuary so they can try and help them.



Tell your friends and family about the forests and the sanctuary and explain why we should protect the forest.



Don't use poison to catch animals.



### ISSUE SHEETS - BUSHMEAT

#### What is Bushmeat?

Bushmeat is the general name given to any meat that comes from hunting wild animals in the forest. People have always hunted bushmeat as an important source of food. They used to hunt the animals on a **subsistence** level, killing only what they needed and this had a relatively low impact on the populations.

#### The Bushmeat Crisis?

Since the Second World War, guns and ammunition have been more readily available to people. In the late 1980's logging companies, mining firms and other industries were constructing roads through areas of rainforest that had not really been entered before. The result of these roads was that more and more people could enter the forest and transport forest products (timber and bushmeat) from the forests to the markets.

But many of the animals are now being **over-hunted**. Over-hunting means that people are hunting a larger number of animals than the number which are reproduced naturally. Many people now eating bushmeat live in the city where it has become a delicacy and it is seen as a status symbol rather than as a necessary source of protein.

The bushmeat trade occurs throughout the West and Central Africa but is particularly rampant in:

- Democratic Republic of Congo
- Cameroon
- Gabon
- Central African Republic
- Liberia
- Equatorial Guinea
- Cote d'Ivoire

Many animals living in the forest are protected by law and this means that it is illegal to kill them. Illegal hunting is known as **poaching**.

#### What are the effects of over-hunting?

In some areas of Africa, forests are being cut down and animals are being over-hunted, leaving the forest naked of trees and very quiet. As the animals disappear, the hunters have to travel further into the forest to find the animals and indigenous people are left without a source of protein or income. In areas where tourism is relied on for local income, over-hunting can have disastrous results.



### ISSUE SHEETS - BUSHMEAT

#### Nigeria's Primates

Nigeria has lost most of its natural vegetation and larger wildlife through hunting and deforestation. With only 5% of its forest remaining, primate numbers have dropped dramatically. Now hunters are shooting any animal over 2kg and if they can shoot a mother with a baby they get two animals for the price of one bullet. Some of the babies are kept as pets but are usually fed only bananas and die of malnourishment or disease.

**The bushmeat crisis is now the biggest threat facing wildlife in Central and West African countries and many species could become extinct within the next 10-20 years.**

Over-hunting can also affect the rest of the forest as many of the animals killed act as seed dispersers, pollinators or create holes in the canopy. Without these animals, the ecology of the forest may well alter.

#### Chimpanzee Case Study

At the turn of the 20th century it is estimated that there were more than a million chimpanzees living in 25 African countries. Today, it is estimated that there are between 120 – 150,000 chimpanzees living in 21 African countries. They have become extinct in four of the countries. The African great apes (bonobos, chimpanzees and gorillas) make up about 1% of the total carcasses in the bushmeat trade (Bushmeat Crisis Task Force, 2002). While this number may sound small it can have a huge impact on a species like the chimpanzee that reproduces slowly.



### How can we help keep primates wild?

Do not buy bushmeat.

Tell your friends and family about the importance of protecting apes and monkeys in the forest.





### ISSUE SHEETS - PET TRADE

#### What is the pet trade?

Many young apes and monkeys are torn away from their forest home, their families and friends, to be illegally sold as pets or to attract trade to a stall.

Many of these animals are not fed the proper food or properly cared for and often become dangerous.

Others become sick, lonely and upset away from their natural forest home and family.

**Most monkeys and apes are protected by law. This means that it is illegal to kill, trade or keep any of these animals as pets.**

**If a person is caught in these activities, the government can confiscate any animals you have and in many countries people may also be fined and / or prosecuted.**

Chimpanzees and gorillas do not survive well as pets. Nine out of ten chimpanzees may die before reaching their final destination and even fewer gorillas will survive their ordeal.

#### Why don't primates make good pets?



Monkeys and apes are similar to us in many ways. They often have very strong family bonds, similar hands and feet, and some even make use of some tools to help defend themselves, crack open fruit and nuts and soak up water. They are much happier when they can live in their natural home, the forest with their families.



Primates are very similar to us and so we carry similar diseases. They can become very sick by catching our diseases, and in turn, we can become sick from the illnesses we catch from them. This may include scabies, worms, and diseases transmitted through the blood. Many chimpanzees and gorillas have died in the wild through catching a cold from a person.



Monkeys and apes are wild animals and they cannot be trained to do tricks. Infants may imitate human actions, but older animals have minds of their own and may become dangerous as pets.



Monkeys and apes do not eat the same foods as us and need a specialised diet to remain healthy. As they get older, many primates will require more and more food, and their upkeep will become more expensive.

#### How can we help keep primates wild?

- Never buy or keep a primate as a pet.
- Tell the sanctuary if you see any monkeys or apes being kept as pets.
- Tell your friends and family about the importance of apes and monkeys in the forest.

**WILD ANIMALS NEVER MAKE GOOD PETS**



### **ISSUE SHEETS - CONSERVATION**

#### **What is conservation?**

Animals and plants have evolved over millions of years to live and thrive in their natural environments. Over time these habitats change naturally. But as human populations have grown and spread, we have changed much of the natural world faster than most species can adapt.

Everybody in the world relies on the environment and its wildlife. The environment provides a source of food, building materials, medicinal drugs and many other important things. The environment is also vital for controlling the quality of non-living things which people depend upon, such as water and air.

Ultimately the main reason for conservation is ecology. Every living thing depends on a whole web of other living things in order to survive. Every time one of those things disappears, the effect is far-reaching and can be incredibly harmful.

Many people now feel there is a need to limit the use of natural resources, such as water and trees, and protect the remaining plants, animals and wild places so they can continue to live and evolve naturally. This is known as conservation.

#### **What does Conservation involve?**

Conservation can mean a group of people or an individual taking action to help protect an animal, plant or area. This may involve:

- Trying to change laws
- Organizing events to clean up areas
- Setting up protected areas or parks
- Supporting anti-poaching patrols
- Campaigning and raising awareness
- Raising money to help fund projects
- Recycling waste
- Thinking about the environment in everything we do
- Working with people to find good solutions

**Everyone can be a conservationist!**  
**There is no ‘they’ in conservation only ‘we’.**

#### **So what can we do to help?**

- We can respect all wildlife, plants and their habitats.
- We can make sure we only use what we need from the environment.
- We can re-use and recycle as much of our waste as possible.
- We can organize clean up events.
- We can grow native trees and plants to attract wildlife.
- We can talk to other people about wildlife conservation issues.



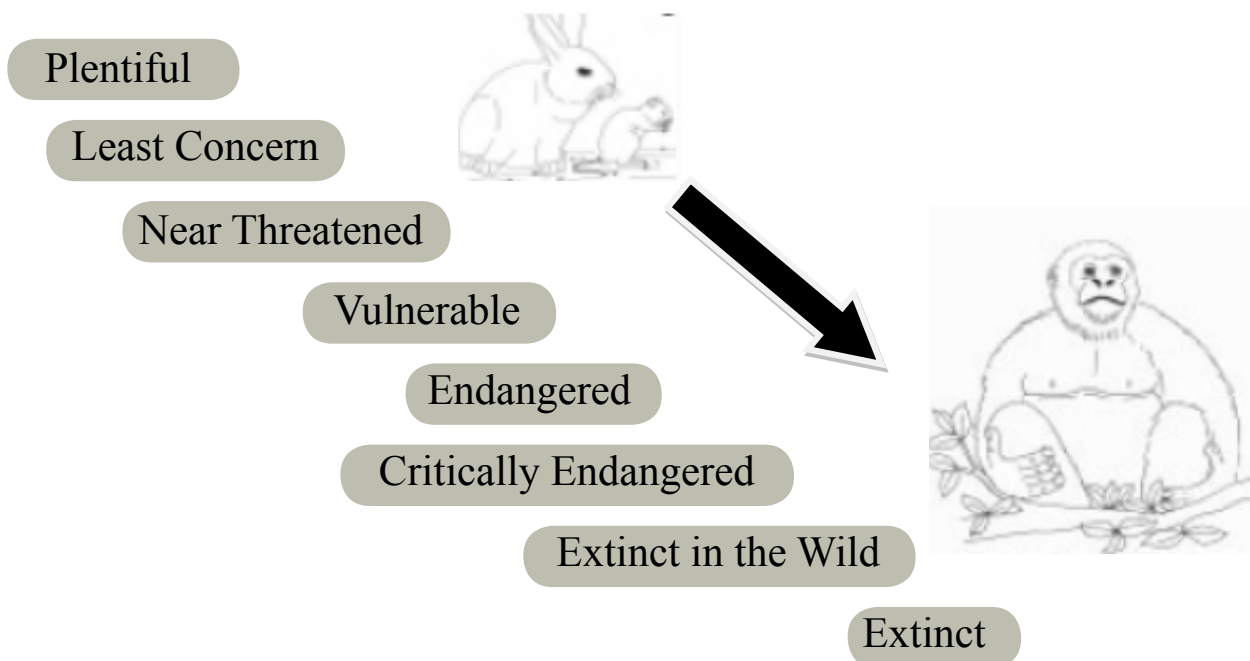
### ISSUE SHEETS - CONSERVATION

When an animal becomes endangered it means that it is shortly to become extinct if we cannot do something to help it. Many animals become endangered for many reasons, but for many primate species it is for three reasons:

- Over hunting for their meat
- Huge destruction of their forest habitats
- Taking of too many primates from the forests as pets.

Some animals are naturally rare or live in a very specific area. The red-eared guenon and the drill monkey are two such animals. They can only be found naturally in south west Cameroon, south east Nigeria and the island of Bioko. This is a very small area compared to other species such as the vervet or green monkey which are not endangered.

Animals go from being plentiful to endangered to extinct in several classified steps:



### What is Extinction?

**Extinction** means that there aren't any of these animals or plants left alive in the wild. Throughout history some plant and animals species have quite naturally reduced in number and have eventually become extinct. Unfortunately, during the past few hundred years the rate of extinction has increased due to the activities of people. Humans have changed the habitat, developed land, and over-exploited animals. Conservation is often concerned with protecting species from extinction.

**Every hour, three species disappear. Every day, up to 150 species are lost. Every year, between 18,000 and 55,000 species become extinct.”**  
 Ahmed Djoghlaf, Executive Secretary, U.N. Convention on Biological Diversity.





**PASA**

# Pan African Sanctuary Alliance

## Information and Activities

### ISSUE SHEETS -THE ROLE OF SANCTUARIES

#### **What is a Sanctuary?**

A sanctuary is a safe haven which provides rescued, confiscated and orphaned primates with a permanent home where they are cared for and looked after. The Sanctuary provides the animals with the opportunity to behave as naturally as possible within family groups.

All animals in a sanctuary are rescued from situations that would have been much worse. Wild animals do not make good pets, they need specialized care, and can become sick, lonely and upset. Without the right care, they can even become dangerous! It is also illegal to hold animals like monkeys captive. Sanctuaries rescue animals which are being held illegally, and provide them with an environment as close as possible to their own, along with the specialized care that they need.

#### **How do sanctuaries help?**

**Law Enforcement** - People such as customs officials and the military confiscate illegal pets on a regular basis. However they cannot confiscate animals if there is nowhere for them to go to. Sanctuaries support local authorities by taking in the confiscated animals. Some sanctuaries also train game rangers.

**Education** - Education is absolutely vital to the survival of many primate species. People need to learn about wildlife, and why it is important to protect it, if endangered species like chimpanzees and gorillas are going to stand a chance. A sanctuary's education program not only includes visitors, but often includes local schools and local communities.

**Habitat protection** - protecting the forests where apes and monkeys live is the single biggest issue in conservation. If we can not preserve wild land, we can not protect wildlife. Sanctuaries help by making people aware of the benefits of wildlife conservation, by raising the profile of wildlife and the country's natural resources and by attracting visitors to a locally protected area.

**Animal care** - Some of the primates cared for in PASA sanctuaries are incredibly rare. Some like the Sclaters' guenon are not found in any zoo in the world. Sanctuaries provide the highest level of care for these rare animals in a natural environment.

**Employment** - Sanctuaries provide many jobs for example animal careers, teachers, electricians, mechanics, builders. Getting people employed supports extended families and helps secure livelihoods.

**Raising the profile of wildlife conservation** - Sanctuaries are a good focal point for government officials to show their commitment to wildlife conservation. It is easier to see what is going on in a sanctuary than with a National Park or other large development project - though the two can go side by side. In that way, the sanctuary can act as the gateway to other conservation efforts. There is also international interest in sanctuaries - tourists, overseas support, children in the UK and America are learning about what we do here!



### PRIMATE SANCTUARIES IN AFRICA



#### Cameroon

- Ape Action Africa (formerly Cameroon Wildlife Aid Fund) – Cameroon, [www.apeactionafrica.org](http://www.apeactionafrica.org)
- Limbe Wildlife Centre (LWC) – Cameroon, [www.limbewildlife.org](http://www.limbewildlife.org)
- Sanaga-Yong Chimpanzee Rescue Centre – Cameroon, [www.ida-africa.org](http://www.ida-africa.org)

#### Democratic Republic of Congo

- Lola Ya Bonobo – Democratic Republic of Congo, [www.friendsofbonobos.org](http://www.friendsofbonobos.org)

#### Gabon

- Projet Protection Des Gorilles (PPG Gabon) – Gabon, [www.totallywild.net](http://www.totallywild.net)

#### Gambia

- Chimpanzee Rehabilitation Project (CRP) – Gambia, [www.chimprehab.com](http://www.chimprehab.com)





### **PRIMATE SANCTUARIES IN AFRICA**

#### **Guinea**

- Centre De Conservation Pour Chimpanzes (CCC) – Republic of Guinea, [www.projectprimate.org](http://www.projectprimate.org)

#### **Kenya**

- Sweetwaters Chimpanzee Sanctuary – Kenya, [www.olpejetaconservancy.org](http://www.olpejetaconservancy.org)

#### **Nigeria**

- CERCOPAN – Nigeria, [www.cercopan.org](http://www.cercopan.org)
- Drill Ranch – Nigeria, [www.pandrillus.org](http://www.pandrillus.org)

#### **Republic of Congo**

- Habitat Ecologique Et Liberte Des Primates (HELP Congo) – Republic of Congo, [www.help-primates.org](http://www.help-primates.org)
- Projet Protection Des Gorilles (PPG Congo) – Republic of Congo, [www.ppg-congo.org](http://www.ppg-congo.org)
- Tchimpounga Chimpanzee Rehabilitation Centre (JGI-Congo) – Republic of Congo, [www.janegoodall.org](http://www.janegoodall.org)

#### **Sierra Leone**

- Tacugama Chimpanzee Sanctuary – Sierra Leone, [www.tacugama.com](http://www.tacugama.com)

#### **South Africa**

- JG Chimpanzee Eden – South Africa, [www.janegoodall.co.za](http://www.janegoodall.co.za)
- Vervet Monkey Foundation (VMF) – South Africa, [www.vervet.za.org](http://www.vervet.za.org)

#### **Uganda**

- Ngamba Island Chimpanzee Sanctuary – Uganda, [www.ngambaisland.org](http://www.ngambaisland.org)

#### **Zambia**

- Chimfunshi Wildlife Orphanage – Zambia, [www.chimfunshi.org.za](http://www.chimfunshi.org.za)





### RESCUED PRIMATE STORIES - PITCHOU'S STORY

#### Pitchou's Story

**Rescued animal:** Pitchou the gorilla  
**Sanctuary:** Limbe Wildlife Centre  
**Country:** Cameroon  
**Date of Birth:** 1997



Pitchou was born in June 1997, in the forests of Cameroon. She lived in a group of 17 gorillas. One day, hunters came into the forest and shot at the gorillas. Pitchou's mother was hit and died and Pitchou was taken from her forest home and family to be sold as a pet. Her mother's body was sold at a market in the city as bushmeat.

The hunters took Pitchou to Kribi in a small wooden box and was not fed properly. For three days she remained in the box in a hotel until the Hotel owners felt sorry for her and gave the hunters 10,000FA for her.

The hotel owners kept Pitchou for two weeks and fed her mango. They eventually took her to Limbe Wildlife Centre. She was malnourished and was losing her hair by this point. She was initially placed with a gorilla care taker called Bama, before being put in with the gorilla group at Limbe.





### **RESCUED PRIMATE STORIES - PITCHOU'S STORY**

#### **Pitchou's Story**

*This is the true story of one of the animals at Limbe Wildlife Centre, written from the point of view of the gorilla.*

'My name is Pitchou and I am a girl gorilla. I want to tell you the story of my life and all the things that have happened to me. It is only now that I am able to tell you this story through the staff of the Limbe Wildlife Centre. You know, people are very similar to us gorillas, and the people at the LWC really understand me.

I was born in June 1997, I don't know which day because we gorillas do not need calendars, but it was just when the rains were starting. I was a very happy baby living in a group of 17 gorillas in the rich and very special rain forest of Cameroon. My mother was a beautiful female gorilla and she took very special care of me. I was growing fast and my brothers and sisters enjoyed playing with me. When the dry season came, my family and I had to move about the forest to look for food. You know that when we do this we spread seeds and open up areas of the forest, helping to keep the forest alive. One day, we were quietly eating when something scared my father. He stood up and beat his chest, and we all started to run through the forest. Because I knew so little, my mother had to carry me and this made her slow. I knew that we were being chased and I was very frightened. I did not know that we had enemies. I heard one loud bang and then another. My mother fell to the ground and then she stopped moving. She was bleeding and I realized she was dead. A hunter had shot her with a gun. I heard more shots and even today I am not sure if my brothers and sisters are alive. I pray that they are, because there are not many of us gorillas remaining in the wild. I told you we are like people, we take a long time to have babies.

When the hunters came to collect me I could not stop crying. I did not really understand what they were saying because they were not from the local area. The local people do not hunt gorillas anyway. They know we are special and so they only hunt common animals like duikers such as 'frutambo' and cane rats or 'grass cutters'. They never hunt too many because they want there to be some for tomorrow.

I found out later that the hunters took my mother to the city to sell in the bushmeat market. They got plenty of money because people that eat gorilla bushmeat do it to feel important and not because they have nothing else to eat like the people in the forest. The hunters did not kill me because I was too small and they wanted to sell me as a pet.

They took me to Kribi in a small wooden box. I was so unhappy. I could not move and I could not sleep. I was really missing my family and because the hunters did not feed me, I got very sick. I was left in a hotel while the hunters waited to sell me. For three days I was crying until the owners of the hotel felt sorry for me and gave 10,000CFA to the hunters to buy me. The hotel owners rescued me but, because they gave money for me, I was worried that the hunters would go back to the forest and kill more of my family, so they could also sell my brothers and sisters. The Limbe Wildlife Centre does not buy animals because it does not want to encourage people to hunt them.



### **RESCUED PRIMATE STORIES - PITCHOU'S STORY**

The owners of the hotel had me for two weeks and gave me mango juice. It was better, but I was still sick and still missing my family. The hotel owners realised that they could not keep me and so they took me to Limbe. I went to the Limbe Wildlife Centre in April 1998. I was still ill and I was losing my hair. I met Bama and Wilson, the gorilla keepers.

They gave me my own bedroom and lots of good food to eat. Bama used to share my bedroom with me and, although he is a person, he is my new father. I got better and my hair grew back. I also became part of a new gorilla family. Nyago is just like my mother, and Emma, Benito and Jumbo are my new brothers and sisters. You can see me there now, playing with them. I am so happy now and I like to clap my hands and beat my chest, just like my father did.

I still miss my family and the forest and I would be more than happy if all we gorillas were in the forest. However, we know that the forest is not a safe place. All the animals at the Centre have stories like mine and animals like the chimpanzee and the drill are also suffering.

The people at the Limbe Wildlife Centre really care and want the forest, its animals and people to live forever, but they need your help. Tell your friends and family my story, and please tell them not to eat monkeys and apes or have them as pets. Together with the police and Government you can all help protect gorillas and other animals in the forest. You should feel proud to live in a country that has animals like me, because we are very special. I hope that you want to save us so that I can feel proud of you too.'



Credit: Limbe Wildlife Centre





### **PITCHOU'S STORY DISCUSSION SHEET**

When children hear a story from another being's point of view, it can have a powerful effect on them and enable them to grasp and understand difficult concepts more easily. Through listening to Pitchou's Story, they will learn about the issues threatening the survival of apes and other animals in the African forests.

By asking them the following questions and initiating a discussion, you will be able to see what level of understanding the children have gained from the story.

This task can also be used as a reading comprehension exercise too.

#### **Questions:**

Where did Pitchou live when she was born?

How do gorillas help to keep the forest alive?

Why might there never be gorillas again?

Why should local people not hunt too many animals?

Why do many people in cities eat gorillas?

Why did the hunters not kill Pitchou?

Why does Limbe Wildlife Centre not buy animals?

Why did the Hotel owners take Pitchou to Limbe?

Why can't Pitchou and her new family return to the forest?

Name two other animals that are also suffering like the gorillas.

Who else must help protect the animals in the forest?

Why should you feel proud of your country?

What can you do to make Pitchou proud of you?





### PRIMATE STORIES - OBI'S STORY

#### Obi's Story

**Rescued animal:** Obi the red-eared Guenon  
**Sanctuary:** CERCOPAN  
**Country:** Nigeria  
**Date of Birth:** Unknown

Obi was born in the forests of Nigeria. He is a red-eared guenon which are considered to be an endangered species. Obi's mother was killed by poachers and Obi was taken to be sold as a pet. His mother's body was sold as bushmeat in the market. Luckily, Obi was confiscated at the market and taken to a sanctuary called CERCOPAN. He was given an orangutan toy as a surrogate mother and joined the troop after 14 weeks of quarantine. Within days he was a member of the group and learning to be a guenon again.



Credit: CERCOPAN:MacIntosh



Credit: CERCOPAN:MacIntosh

Obi using an orangutan toy as a surrogate mother.

CERCOPAN is an organization based in Calabar, Nigeria. This organization is a primate rescue centre, an educational centre and a centre for conservation activities. Recently, they received a baby red-eared Guenon and named him Obi. Here is Obi's story:

At dawn, Obi is just beginning to wake up and he peeks out from where he is nestled in his mother's arms. He sees his brothers and sisters with their mothers and his dad who is father to all the infants in the group. His dad is the only adult male in the group and looks after the entire family - the mothers and all the infants. He leads the way to food and Obi imagines what exciting new fruit he can try today that his dad will find. He likes fruit a lot but he loves the milk he receives from his mother much more and looks forward to when she wakes up soon so he can have some!





### **PRIMATE STORIES - OBI'S STORY**

He wonders which brothers and sisters he will play with in the forest and if he will get to play with any new friends today. Sometimes he can play with putty-nosed guenons - they have HUGE funny white noses - as his family often spend time with them in the forest and travel round with them finding food. He likes becoming a bigger group as it makes him feel safe because he knows there are more monkeys to look for danger from predators like snakes and large birds and hunters. He has heard there are 7 different types of guenons in Nigeria and he would love to meet them all! He thinks it will be difficult now though as the forest he lives in has been getting smaller because humans keep coming and taking trees from it. His family used to travel to the next nearby forest but now too many trees have been cut down in between them and his family cannot get there any more. Obi finds this sad as he has relatives there that now he can never meet. Since then it has been more difficult in the forest too as there are less monkeys so they cannot help each other stay safe like they used to.

Suddenly noises nearby surprise Obi's troop and a hunter appears with a gun. His father calls for them all to move and threatens the hunter but it is too late. The hunter aims his gun at Obi's mother and shoots. Obi clings to her body as tightly as he can as she falls from the tree, and hurts his arms as he hits a branch on the way down. Obi still holds on to the lingering warmth of his mother but the hunter easily grabs him, he screams and is very, very frightened- the hunter puts him in a sac and gradually he falls asleep, cold, lonely and afraid.

Obi is taken to a market where he sees his mother's body sold for bush meat. Sad and sore from his fall he is kept there for days where he is on sale as a pet. He is not looked after well because people don't understand the specialized care he needs. The ropes which are tied around him at the market have eaten through his tender young skin right through to the muscle. He is also terrified; his tiny body shakes from the tips of his yellow side-whiskers to the end of his long red tail. Obi, an endangered red-eared guenon, is all fur and bones and fits in the palm of a human hand. At just 2 months old he misses his mum and her milk, and he is getting very weak since not receiving any. The market is a scary place with lots of noise and animals around. People stop all the time and stare at him or tease him making him nervous.

One day however, some people arrive and treat him differently. These people talk to the man who took Obi but he seemed very angry when they got here. Gradually he became calmer and was listening carefully to what these people were saying. They hand him some information leaflets and Obi can see from where he is tied up it is about why not to keep monkeys as pets and the dangers of eating bushmeat. Obi remembers his family saying how closely related monkeys were to humans and so they had to be careful because humans could pass diseases to them and them to humans. Obi wonders if these people are buying him but money is never given to the hunter. Obi wishes they would because they look kind.







### **PRIMATE STORIES - OBI'S STORY**

Despite money never changing hands the people collect Obi in a large plastic box with a soft warm blanket and take him to a place called CERCOPAN which is a primate rescue and rehabilitation centre. He finds out he has been confiscated from the hunter by CERCOPAN and they have lots of other monkeys there they have rescued too. When Obi reaches CERCOPAN he is starving and crams fruit into his mouth by the fistful, stretching his cheek pouches as though he is carrying two gumballs. When with his family they would collect food very quickly in their cheek pouches in case it was a dangerous area and then they would move some where safe to enjoy it all. He is also given some milk in a bottle which he is very excited about; he has missed milk a lot and is oh so thirsty!

Obi gets taken to a room where the rope around his waist is taken off and his wounds are looked at. His waist is very sore but the people at CERCOPAN are starting to make it feel better. Afterwards Obi is given a cuddly bright orange orang-utan toy, Ollie, and he clings on to it. The soft fur reminds him of his mother and makes him feel safer. He is groomed by a care taker and that is making him feel safer, and calmer, too. Other monkeys groom when they want to be friends and it helps them form long-lasting relationships and a group hierarchy. Obi thinks that maybe this care taker wants to be his friend. His mother also used to groom him when he was dirty and needed a clean. Obi knows he got very dirty at the market so is grateful to be getting cleaner. The grooming is very soothing and soon Obi is asleep. Within days Obi becomes playful with his care taker. He likes being tickled on his sides and under his chin while he lies on his back, flailing his arms and legs, and laughing silently with his mouth open and his eyes squeezed tight shut.

For 14 weeks Obi stays in Quarantine where he is kept in case he is sick. Here he can be monitored continually and CERCOPAN can ensure he doesn't make any other monkeys sick. When it is known that he is not sick he leaves the Quarantine to join the rest of the troop. Obi sits on Ollie as he is moved into the satellite cage attached to the enclosure. Obi meets the troop one at a time so he can get to know each one of them. Letting primates form firm friendships and groups helps them return to the wild. Minkey, a female, rushes into the satellite cage first and within minutes, Obi bravely lets go of his care taker and ventures closer to Minkey. Soon Obi is clinging to Minkey as she grooms him. It takes young Obi days to adapt; although some monkeys take over one year and some never fully adapt. Obi can see from looking out from his enclosure that there are lots of different types of guenons here, nearly all 7 species found in Nigeria! They all have similar stories to his. Obi realizes that he is very lucky in comparison to many of them who were kept as pets in bad conditions much longer than he was. Obi also hears that others have witnessed infants killed by a stray bullet from the hunter or have died when their mother fell from the tree after being shot. He was very lucky his falling injury was not too bad. Most of the rescued monkeys were reported to CERCOPAN by local people who saw the monkey at someone's house or in the market. They came and told people who work at CERCOPAN who went and immediately rescued the monkey.

Obi is now settled in his group but he thinks of his mother often and knows she would be very proud of him for all he has been through. She would be very thankful that he was found by CERCOPAN and pleased that at least Obi may get his childhood dream of meeting each of the 7 guenon species found in Nigeria.





### **OBI'S STORY DISCUSSION SHEET**

By asking the following questions and initiating a discussion, you will be able to see what level of understanding the children have gained from the story.

This task can also be used as a reading comprehension exercise .

#### **Questions:**

- What sort of monkey is Obi?
- Why did the hunter shoot Obi's mother?
- How did Obi end up at CERCOPAN?
- What is CERCOPAN?
- Why was Obi given an orangutan toy?
- What do guenons use their cheek pouches for in the wild?
- Why do different types of monkeys sometimes spend time together in the forest?
- What can you do to help monkeys like Obi?
- Why can't Obi return to his forest?
- What is meant by quarantine?
- What does Minkey do to make friends with Obi?



### PRIMATE STORIES - NONI'S STORY

#### Noni's Story

<b>Rescued animal:</b>	Noni the drill
<b>Sanctuary:</b>	CERCOPAN
<b>Country:</b>	Nigeria
<b>Date of Birth:</b>	Unknown

Noni is one of only 3000 drills left in the wild of Africa. They are an endangered species which only live in the forests of Nigeria and Cameroon.

Noni's mother was shot by a hunter and Noni was taken away from her family.

A lady called Mercy came to Noni's rescue and she was eventually taken to the Drill Ranch where she joined a group of drills, some of whom came from the same forest as Noni!

While in quarantine Noni made friends with a new drill called Franca and once they had passed all their medical tests, they both joined a new group of drills.





### **PRIMATE STORIES - NONI'S STORY**

Noni is a little female Drill Monkey. She is special because drills are a very rare species - what we call an 'endangered species'. An endangered species means that this animal is in danger of becoming extinct or disappearing from the earth forever, like the dinosaurs. But that happened naturally.

In the last 200 years many animals and plants became extinct because of human activities. The Dodo is a very good example of a bird who was large and unafraid so people killed all of them and ate them. No one will ever see the Dodo walk on the earth again.

There are currently only about 3000 Drills left in the wild - here is the story of one of them called Noni:

Noni was born in a forest near the border of Cameroon and Nigeria in July 1994. Her family included her mother, father, brothers and sister and probably five or six other mothers with their children and some other grown up male drills. Her father was probably the group leader and the father of most of the other babies in the group. Her father was probably the group leader and the father of most of the other babies in the group. He led the group through the forest looking for fruit and other food every day. In different seasons he took them to different parts of the forest where he knew there was plenty of fruit and where it was safe, and where they could find water in the dry season. He knew these things because he was probably the oldest male of the group and that is why he was the leader. The whole group was probably about 25 drills.

By late August, Noni was only 2 months old. She was too young to play with the other little ones, she just held on to her mother and suckled milk from her mother's breast. Noni's mother carried her all day as the group moved through the forest and up into the trees at nightfall. Drills sleep together in a big tree at night to be safe, and Noni's mother held her tight every night as all the other mothers did with their youngest children. Every morning, the group followed their leader, Noni's father, down to the ground to begin the day's march but one day around that time a terrible thing happened. The drill group heard dogs barking and became afraid. They climbed a small tree and waited. They saw the dogs, and running behind, a hunter with a gun. Noni's father threatened the dogs, and some drills tried to jump to the next tree to safety. But the hunter began shooting at them. The gunshots were very loud! Noni's mother was shot, but she protected Noni with her own body. As she fell to the ground dying, she held Noni close to her. Most of the group got away, and the hunter came to pick up the dead ones. When he picked up Noni's mother he saw the little baby holding on to her dead mother's hair. Noni had never seen a human being before! She cried and screamed when he pulled her off her mother's body but then she held on to the hunter. Noni was very scared.





### **PRIMATE STORIES - NONI'S STORY**

#### **From the Rain Forest to the Human World**

The hunter walked all day out of the forest and into a village called Ekang. There he sold Noni's mother and the other drills he killed to some bushmeat traders. But he kept Noni because she was too small to be sold for meat. Noni cried for her mother and for milk but there were only human beings and all they gave her were bananas. She had never tasted a banana before but she was hungry and it kept her alive. In the daytime, it was very hot in the village, not like the forest which is cool and shaded from the sun. At night, it was cold and hard to sleep alone without her mother to hold on to. Noni was confused and frightened all the time and she had a broken finger that was painful, but she was strong and would struggle to survive, Noni would not give up.

One hot day a Nigerian lady named Mercy came to Ekang. Mercy bought bananas, afang leaf and other food from Cameroon and carried it to sell in the city of Calabar, the capital of Cross River State, 4 hours down the road. She bought things cheaply in Ekang and sold them for more money in Calabar. Mercy needed money for her daughter Esther's school fees because she wanted Esther to grow up educated and know how to read - Mercy never learned how to read. Mercy liked little monkeys and small animals and she saw Noni there when she was buying her things. She thought of some people she knew in Calabar who took care of little drills like Noni. Mercy decided she would tell them she had seen Noni in Ekang.

The next day Mercy went to the place called Drill Ranch - the nickname for the Drill Rehabilitation and Breeding Centre Project. There were 28 drills living there, and some were already grown up and lived in a big group like Noni's family. One lady drill named "Miki" was 6 years old and came from the very same forest as Noni. Miki had a baby named "Mgbochi" who was Noni's age - the father was the biggest male at Drill Ranch! Like Noni, Miki and all the drills had lost their families but the people at Drill Ranch rescued them, cared for them and helped them to start a new drill family. The people thanked Mercy and told her to please try to get the little drill from Ekang the next time she went there. And the very next week, that is exactly what Mercy did.

#### **A Second Chance at Drill Ranch**

The next week, Noni and Mercy arrived at Drill Ranch. Everyone was happy to receive Noni and all the drills in the enclosures ran up to the wire to see her. The people thanked Mercy and gave her a Drill Project T-shirt since she helped so much. They never pay money for drills like Noni because they don't want to encourage the business of buying and selling wild animals - it is illegal and it can make hunters go in the forest to kill more families to get the babies if they believe they can sell them.

Before Noni could meet the other drills she had to stay for 3 months in "quarantine". This is the time that she has medical tests to be sure she has no disease she might give to the healthy drills. In quarantine, Noni got lots of attention from the people so she would not feel lonely, and her own feeding bottle of





### **PRIMATE STORIES - NONI'S STORY**

milk and she was soon laughing and playing. Her broken finger healed but was now shorter than the other one and looked funny. By December, Noni was growing big and one day a new drill came to Drill Ranch. She was a girl named “Franca”, exactly Noni’s age! The people decided Noni would stay with Franca in quarantine for three months so Franca would not be alone. Very soon Noni and Franca were best friends.

Three months later they passed all their medical tests and it was time to meet other drills. The big drill group was too grown up with most of the lady drills having their own babies and no time to adopt Noni and Franca. So, a new group was started with an adult male like Noni and Franca’s fathers named JC, and a young lady drill 3 years old named “Tchika”, who was JC’s friend. Tchika was excited to meet Noni and Franca - she was bored sometimes because JC was too grown up to play with her. All day they played and groomed each others hair and at night Tchika held Noni and Franca when they slept. JC was happy too because things were livelier, and he was fiercely protective of his 3 little ladies. A few months later, 2 little boy drills came to the project named “Anieflok” and “Jono”. The boys finished their quarantine and now live with Noni, Franca, Tchika and JC - so a new drill family has started!

#### **A Dream for the Future**

Drill Ranch now has a bigger home, near Afi Mountain, where the drills can learn to live naturally again in the forest. We, who run the project are working with the villagers near there to stop hunting on the beautiful mountain, where wild drills still live. In a few years, when the mountain is protected, we hope to free a new drill family that we have raised from orphans. We dream one day Noni will be living back in the forest - free and protected - and she will have her own baby who will grow up wild and safe.

We have over 70 drills including 20 babies born to mothers who arrived years ago like Noni and Franca. There is still a lot of work to do, and Drill Ranch has struggled for 12 years to make this dream come true for Noni and all the other drills. We are determined drills will not become extinct like the Dodo bird, and so we work to rescue them, to protect them, to breed them to increase their numbers, and to help the people who share the drills’ forest to join hands in the effort. Please help us to save the drill species, and you will help Noni, Franca, and their friends, and also all the other wild animals and plants on the beautiful Afi Mountain to survive.







### **NONI'S STORY DISCUSSION SHEET**

When children hear a story from another being's point of view, it can have a powerful effect on them and enable them to grasp and understand difficult concepts more easily. Through listening to Noni's Story, they will learn about the issues threatening the survival of apes and other animals in the African forests.

By asking them the following questions and initiating a discussion, you will be able to see what level of understanding the children have gained from the story.

This task can also be used as a reading comprehension exercise too.

#### **Questions:**

- What sort of monkey is Noni?
- What does endangered mean?
- Why are Noni and other monkeys like her endangered?
- What did the hunter do to Noni's mother?
- Why did Mercy bring Noni to the Drill Ranch?
- What happens at Afi Mountain?
- Why is it important that Afi Mountain is protected?
- What happened to the dodo?
- Why don't we want this to happen to monkeys like Noni?
- What can you do to help monkeys like Noni?



### PRIMATE STORIES - GREGOIRE'S STORY

**Rescued animal:** Gregoire the chimpanzee  
**Sanctuary:** Tchimpougna Chimpanzee Rehabilitation Center  
**Country:** Congo  
**Date of Birth:** 1942



Gregoire was in Brazzaville Zoo for 46 years, living in a tiny concrete cage with little to do. He was very stressed and behaved like many animals in captivity by repeating movements over and over again. This is known as stereotypic behaviour.

In 1997, Gregoire was rescued and taken to the Tchimpougna Chimpanzee Rehabilitation Center where he lived in an enclosure. He was too old and gentle to be mixed with the bigger males and so he shared his enclosure with two younger chimpanzees.

When Gregoire died in 2008 at the age of 66, he was the oldest known chimpanzee living in Africa.





### **PRIMATE STORIES - GREGOIRE'S STORY**

*This story is written by Dr. Jane Goodall, about Gregoire the chimpanzee.*

How, I am continually asked, can we justify providing food for nonhuman beings in a zoo when human beings are starving? The answer is I think simple. Humans put those animals into cages. They cannot get out in search of their own food. They rely on us.

During my first visit to the Brazzaville Zoo in 1990 I met Gregoire. It was a while ago, but I can still recall my sense of disbelief and outrage as I gazed at the strange being, alone in his bleak cement-floored cage. His pale, almost hairless skin was stretched tightly over his emaciated body so that every bone could be seen. His eyes were dull as he reached out with a thin, bony hand for a proffered morsel of food. Was this really a chimpanzee? Apparently so: "Chimpanzee," announced a notice over the cage, with the added information,

GREGOIRE - 1944

1944! It was hard to believe. In that dim, unfriendly cage Gregoire had endured for 46 years.

A group of Congolese children approached quietly. One girl, about ten years old, had a banana in her hand. Leaning over the safety rail she called out: "Dance! Gregoire - dance!" With bizarre, stereotype movements, the old male stood upright and twirled around once, twice, three times. Then, still standing, he drummed rapidly with his hands - rat tat, rat tat, rat tat - on the single piece of furniture in his cage, a lopsided shelf that was attached to one wall. He ended the strange performance by standing on his hands, his feet gripping the bars between us. The girl held the banana toward him and, righting himself, he reached out to accept payment.

That meeting was just after Nelson Mandela had been released from his long imprisonment by the white South African government. I was with a Congolese official at the time, who knew nothing of chimpanzees. After staring at Gregoire for a while he turned to me, his face solemn. "There, I think, is our Mandela," he said. I was moved by those words, by the compassion that lay behind them.

The gaunt image of Gregoire hung between me and sleep that night. How had he survived those long, weary years deprived of almost everything that a chimpanzee needs to make life meaningful? What stubbornness of spirit had kept him alive? It was as though he, like other starving, neglected chimpanzees in impoverished zoos, had been waiting for help.

Dr. Jane Goodall





### **GREGOIRE'S STORY DISCUSSION SHEET**

In 1997, when civil war broke out in the Congo, the Jane Goodall Institute rescued Gregoire with the help of the John Aspinall Foundation. He was airlifted to the Tchimpougna Chimpanzee Rehabilitation Center. After he had settled into his new, much-larger home, and got used his new companions, he developed a wonderful display by pulling, pushing and rolling around an old plastic oil drum filled with stones. It was very exciting to see him having so much fun with this.

Gregoire had his own little enclosure which he shared with two young chimpanzees. Too old and gentle to be with the bigger, dominant males in the main group, Gregoire had always enjoyed the company of the young chimpanzees. He was delighted with his new outdoor run and spent a good deal of the day outside enjoying the sunshine. The staff named his enclosure 'Gregoire's Garden.'

It was a very special moment when he first stepped onto grass in the sunshine, in his own little garden enclosure built for him at the Sanctuary. It was the first time he had been outside in over 50 years!

#### **Questions**

- How long had Gregoire been in his cage at Brazzaville Zoo?
- Can you describe the cage he was kept in?
- How does this cage compare to the home that wild chimpanzees live in the forest?
- When did Gregoire move to his new home in Tchimpougna?
- With whom did Gregoire share his new home?
- Why couldn't he go in with the bigger males?
- How would you feel if you saw Gregoire or another chimpanzee in a cage like his?





### **SANCTUARY BASED ACTIVITIES**

#### **Task 1 Wildlife Detective**

Become a detective and see how much information you can find out about the sanctuary you are visiting:

What is the name of the sanctuary?

What types of animals does the sanctuary have?

How many animals are at the sanctuary?

Why are these animals at the sanctuary?

Is there anything we could do to help stop these problems?

#### **Task 2 Stories behind faces**

Can you write down one of the stories of the animals living at the sanctuary?

When did they arrive, when were they born, what happened to them and why are they at the sanctuary?

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### **SANCTUARY BASED ACTIVITIES**

#### **Task 3 Recognizing Features**

Primates have different faces, just like we do. As you walk around the sanctuary try to find a few moments to sit down and really study the face of one of the primates. Look very closely at their features, including the shape of their nose and mouth, their hairline, color of their faces, shapes of their ears and any other marks which might help you. Try to find out their name if they have one.

Remember to use the egg method of drawing to help you sketch quickly.

Name of primate \_\_\_\_\_

Features which help me recognize them \_\_\_\_\_

\_\_\_\_\_





### SANCTUARY BASED ACTIVITIES

#### Task 4 - How to watch and draw wildlife

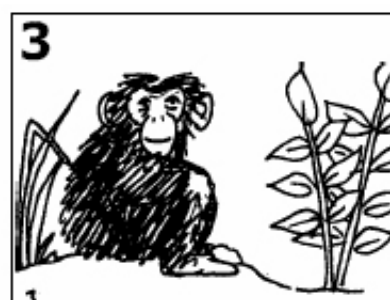
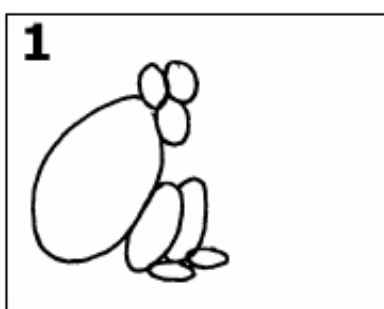
Watching wildlife, big or small, can be an amazing experience. But to be able to watch wildlife well you need to follow the guidelines below:

#### Wildlife Watching Guidelines

- Always try to remain quiet and as still as possible so you don't frighten the animals or disturb other people watching wildlife!
- Please do not approach any animal's nests or home as this may scare them away.
- Try to hide yourself in the vegetation to avoid being seen.
- Always follow the wildlife laws of your country.
- Always follow your guide.
- Try to keep a distance between you and large animals.
- Do not visit wildlife areas if you are sick.
- If you ever need to go to the toilet whilst watching wildlife and there is no toilet, then bury all the faeces and urinate off trail.

When you are watching wildlife, you might not always be able to identify the animals. By sketching the animal and writing notes about what it looks like, you may be able to identify it later using library books.

By using the egg method of sketching you quickly sketch the outline, shape and features of the animal you are trying to identify. See if you can draw the chimpanzee in the boxes below using this method of sketching.





### **SANCTUARY BASED ACTIVITIES**

#### **Task 5 - Be a Researcher!**

People who watch primates in the forests to find out how they behave and interact with one another are called 'researchers'. The information they gain from just sitting and watching is really important and can help other people find the best ways of protecting these animals in their habitats.

In this task you are going to become a researcher! Use the 'Notes from a Chimpanzee Watcher' in Section 3 to help you.

Choose one of the primates at the sanctuary. Sit and watch it very carefully for five minutes and fill in the table below every minute.

Think about: **Is your primate on its own or with another animal?**  
**What is your primate doing?**  
**Is your primate playing, resting, sleeping, grooming or eating?**  
**Is your primate lying down, up a tree, sitting up or standing?**

Minute 1	
Minute 2	
Minute 3	
Minute 4	
Minute 5	

When you have finished, compare your results with the rest of your group and see if they all match up!



### **SANCTUARY BASED ACTIVITIES**

#### **Task 6 - Story writing**

Story writing is a very powerful way of telling people about issues.

Each animal at the Sanctuary will have a story to tell of how it came to the sanctuary. Read through one of the stories in the Primate Stories Section. Find out the story of one of the animals at the Sanctuary and then write its story from the animal's point of view.

#### **Task 7 - Games Galore!**

There are many games within this pack which can be used at the Sanctuary to demonstrate points about issues surrounding the animals and the need for the sanctuary.

The chimpanzee board game can also be used to see how much information the children have absorbed during their visits.





### **PRIMATES LIKE ME**

Group size: Individual and as class group  
Age: 8 - 14 years  
Aim: To discover information about primates as a classification group

### **Introduction**

Human beings have complex relationships with animals. We use them for food, for clothing or for entertainment, keep them as pets, place them in zoos and study them for science. However we often fail to realize that humans are animals too. Human beings belong to a group of mammals known as primates. This lesson is designed as an introduction to our closest animal relatives.

### **Lesson Plan**

Put a variety of pictures of primates on the table and see if the children can identify them. If they need some help cut out the names.

Ask the children what the similarity between the animals is?  
(ie. They are all primates.)

Using the classification sheets in the Information About Primates section (page 129), ask the children if they can define what a primate is.

Primates are animals with five fingered hands, are able to hold onto things and have a compact head with forward facing eyes connected to a short neck.

Primates are a group of animals that include monkeys, apes and man. There are 205 different species of primates, ranging from the tiny mouse lemur just 13cm long to the gigantic gorilla measuring up to 2m tall and ten times stronger than the biggest human wrestler!

Pick out one of the animals and use the Classification Sheet to classify it according to its family.

Perhaps play a 'spot the difference game' using the photographs provided or do one of the task sheets in this section which looks at the hands and feet and where primates live.



### PRIMATES LIKE ME

**Task: To compare your hands and feet to those of a chimpanzee and a monkey.**

You will need to work with a partner for this activity.

**Read through this sheet carefully before you begin your poster.**



Primates tend to walk on all four limbs but may be able to walk a few steps on just their hind legs if they need their hands to carry food, pick up an infant or to beat their chests.

#### Apes

Apes have opposable thumbs which means that they can pick up tiny objects very accurately, like we can.

#### Monkeys

Most African monkeys can oppose the first digit of their hands and feet. They tend to walk using the whole of their feet not just the toes, but the way they use their hands varies according to their mode of travel. If the monkeys live in the trees and walk along the branches, they tend to walk with their hands flat using their palms and fingers. If they walk along the ground, such as baboons, they tend to use their finger bases with their palms off the ground.

#### Activity

- Take off your socks and shoes if you are wearing any.
- Find a partner.
- On a large sheet of paper, draw around your right hand and foot, with the help of your partner.
- Compare your feet to those of the chimpanzee and monkey hand and foot on the following page.

Talk about the differences and similarities within your group.

- Why do you think chimpanzees have feet like hands?
- Why do you think we have much shorter toes?
- Why do monkeys have smaller thumbs on their hands?

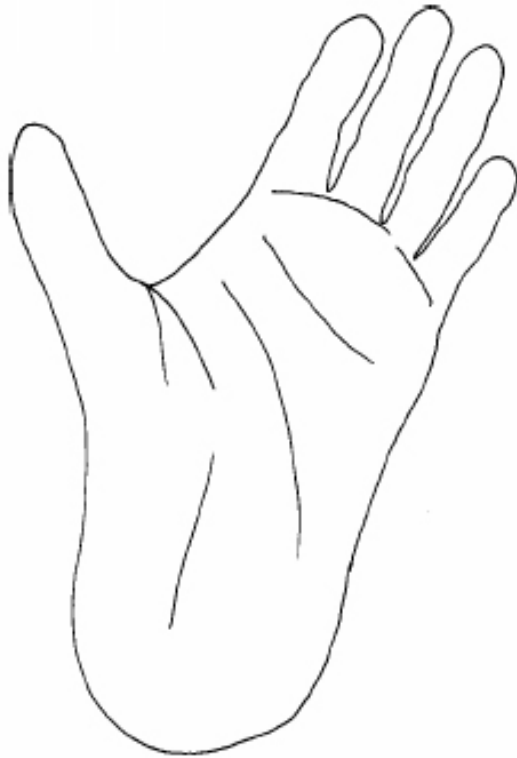




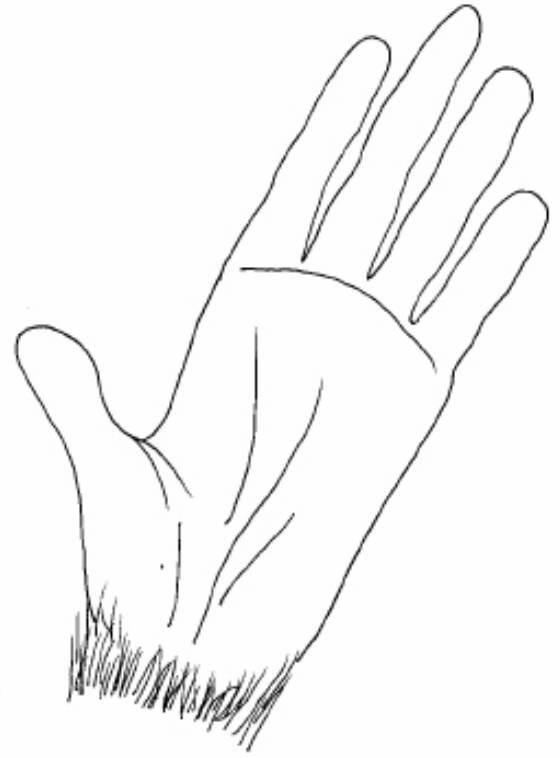
**PASA**

# Pan African Sanctuary Alliance

## Information and Activities



**Chimpanzee foot**



**Chimpanzee hand**



**Monkey foot**



**Monkey hand**





### PRIMATE POSTER FUN

**Task: To make a poster about a primate.**

You will need to work in pairs or groups of three for this task.

**Read through this sheet carefully before you begin your poster.**

Listen carefully to your leader as they will tell you which primate you are going to make a poster about.



#### Choose one of these topics:

- The similarities between humans and your primate
- How to identify the primates at the sanctuary
- The Story of the Sanctuary
- Why we should care about primates
- Where your primates live in Africa
- What threats they face in the wild

#### Think about:

- The writing you would like to have on your poster
- The title of your poster
- The pictures you will need for the poster

You might find it easier to divide the group into people who do the writing, people who do the drawings and people who put the poster together.



**Finally, Design and create your poster.**

**Tell the rest of your group about your poster!**



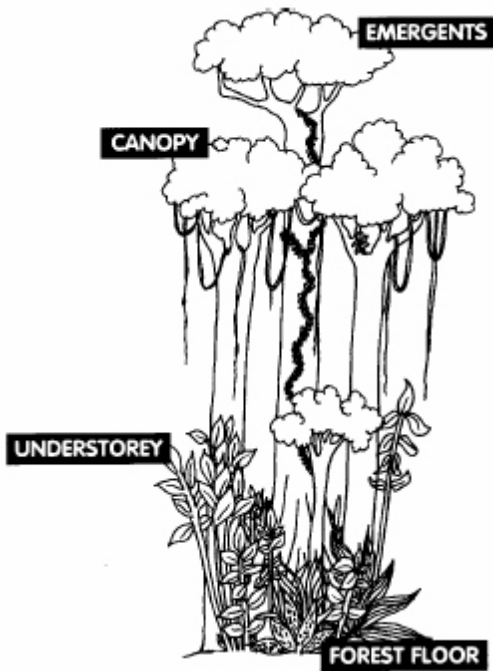


**LIVING IN THE RAINFOREST**

**Task: To draw a picture or write a piece about life as a chimpanzee in the rain forests of Africa.**

**Read through the fact sheet on tropical rain forests.**

Look at the map opposite showing you where chimpanzees live today.



Spent a few minutes talking to your friends about living in a rain forest.

**Think about:**

- The tall trees with buttress roots
- The ceiling of trees
- The lack of light
- The dense plants
- The noisy animals
- The creepy crawlies!



**Finally, either:**



Draw a picture to show how you think a chimpanzee would see the forest or



Write a short piece about a chimpanzee travelling through the forest in search of some food.



### PLAYING LIKE A PRIMATE

**Task: To make a primate mask.**

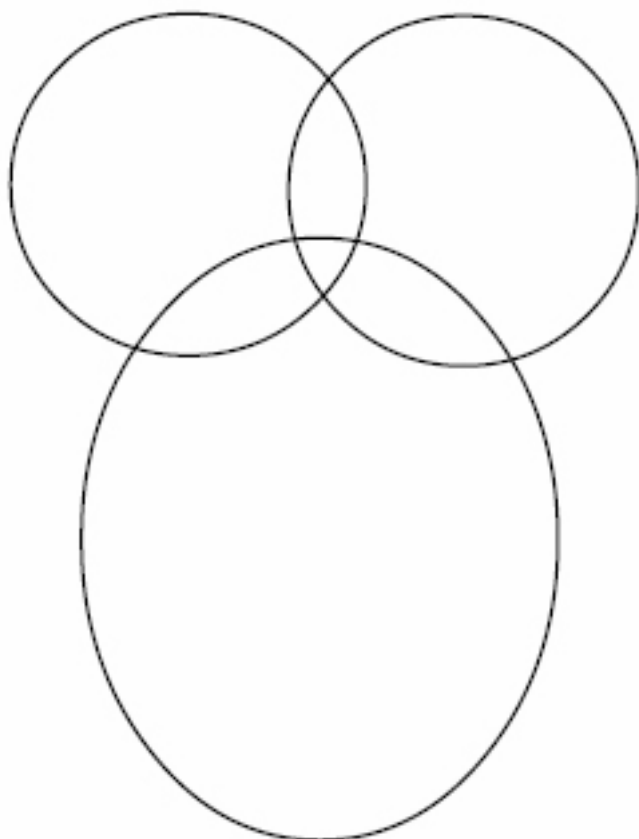
You will need to work by yourself or in pairs for this task.



**Read through this sheet carefully before you begin your mask.**

**Choose one of the primates from the sanctuary. Study its face carefully look for:**

- Any distinctive markings
- The color of their face and hair
- Whether they have a beard or not
- The shape - Is it long or round?



Draw the rough shape of your primates face on a piece of paper using the egg method as shown below:

Look closely at your primate and make sure the shapes are similar. Draw in the rest of the details and markings and try to color it in as accurately as possible.

Cut your mask out and poke a hole on either side. Thread string through the holes and tie around your head.

**Well done! You are now part of a primate group.**





**PASA**

# Pan African Sanctuary Alliance

## Information and Activities

### **TAKING CONSERVATION INTO YOUR OWN HANDS**

**Task: To design a conservation program for your school.**

You will need to work in small groups for this task

**Read through the sheet on conservation carefully before you begin your project.**

Discuss in your group any environmental problems in your area. Within your groups, write a list of the problems and ideas of how you can help.

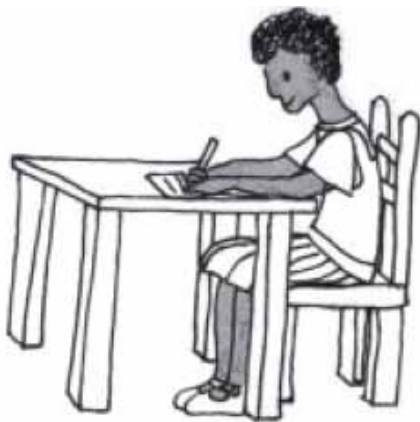
**For example, if you have a lot of litter around your school, you might like to organize a litter pick.**



Discuss your ideas with the other groups in your class.

**Next...**

Fill out the action plan on the back of this sheet with all the details of your project. You can then make sure you have everything you need to complete your conservation project.



**Finally...**

Write a report on the project once you have finished to let the rest of your group know what you have achieved and why you chose that project.

**Well Done!**  
**You are now a conservationist!**





# Pan African Sanctuary Alliance

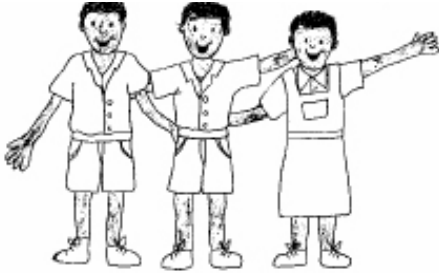
## Information and Activities

**Group Name:**

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**Members in the group:**

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**The Environmental Issues in our area are:**

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**Our chosen conservation project:**

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Equipment needed:

---

Who will be involved?

---

Meeting place:

---

Date of project starting:

---

Time:

---

Date of project finishing:

---

Time:

---

Group leaders signature of approval:

---



### PRIMATE MATH CHALLENGE



1. If you have a group of 100 chimpanzees living in an area of forest, and half of them go off to find food, how many will be left?

\_\_\_\_\_

2. If a mango weighs 1.5kg and a chimpanzee can eat four mangos in one day, how much, in weight, is that?

\_\_\_\_\_

3. If a gorilla can travel a distance of 50km in a day, how far will he travel in a week?

\_\_\_\_\_

4. Out of the 79 species (types) of primates in Africa, 22 of them are threatened with extinction. What percentage is this?

\_\_\_\_\_

5. Monkey puzzle! See if you can solve this puzzle - each monkey weighs a different amount. But how much?

If the first and second monkeys weigh 7kg together;

The second and third weigh 8kg together;

The first and third weigh 11kg together

Monkey 1 \_\_\_\_\_

Monkey 2 \_\_\_\_\_

Monkey 3 \_\_\_\_\_

6. Some scientists estimate that there are just 150,000 chimpanzees left in the wild. At the moment about 5000 are being killed every year for their bushmeat. How many years will it take for them to become extinct? (Extinct means that there aren't any left in the wild)

\_\_\_\_\_

7. If a bonobo has a baby every four years from the age of 16-40, how many babies will she have in a lifetime?

\_\_\_\_\_

#### Answers to Math Questions

1. 50

2. 6kg

3. 350 Km

4. 28%

5. Monkey 1 = 5Kg    Monkey 2 = 2 Kg    Monkey 3 = 6Kg

6. 30 years

7. 6





### WILDLIFE CHAMPION

**Task: See if you can solve these problems for primates.**

#### Problem 1: Colobus Monkeys



The colobus monkeys at Diani Beach in Kenya live in the tree tops of the forest and run along from one branch to the next. They very rarely came down to the ground until humans built a road through their home. Now, in order to get from one part of the forest to another, they have to cross a very fast, main road and many of them are getting killed by the cars.

#### Activity

How do you think you could help these colobus monkeys survive?

#### Problem 2: Drills

Drills are one of Africa's most endangered primates that are found in a small area of southeast Nigeria and western Cameroon. They are a large monkey, with males weighing up to 45 kg, three times the size of females. They live mostly on the ground and climb high in the rainforest trees to sleep at night. They are completely protected by law in both countries but are still killed for illegal bushmeat trade, even in protected areas, and their total population may be as low as 4,000.

#### Activity

How many years will it take at this rate of hunting before they become extinct?

How would you stop the drill becoming extinct?



### WILDLIFE CHAMPION

#### Problem 3: Chimpanzees



Many young infant chimpanzees are taken away from their families and homes in the forest to be sold as pets. Many chimpanzees will have been killed trying to protect the young chimpanzee in the forest; nine out of ten chimpanzees will die on the journey to their final destination.

Chimpanzees need their family and home in the forest. They often get very lonely and sad when they are taken away from it and become completely unmanageable by the age of about six years old. Their human 'owners' often try to get rid of them when they reach this age and replace them with another youngster.

#### Activity

If you found a chimpanzee being kept as a pet by someone who was willing to sell it, what would you do?

#### Problem 4: Forests

Imagine a village site which has 1000 acres surrounding it and which has always been left wild. You now wish to use this land to make some money.

#### Activity

Out of which of the following would you choose if you wanted to do least damage to the forest and secure a future for your children?

- Farming
- Logging
- Harvesting of wild foods and fruits
- Banana Plantation





# Pan African Sanctuary Alliance

## Information and Activities

### DEBATING CONSERVATION

<b>Game type:</b>	Debate
<b>Group size:</b>	Small to large groups of children
<b>Age:</b>	From 11 years upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	A person to facilitate each group
<b>Aim:</b>	To illustrate the importance of trees and the effects of deforestation

Half the group represents the logging community (the company and its workers). The other half of the group represents the conservation community. Each group is given half an hour to prepare a speech. Each group must elect a spokesperson to present their views to the opposing organization.

**Statement:** The rainforest is a habitat containing half the worlds species, Africa has a quarter of the worlds rainforests. Cameroon along with the Congo, Gabon and Democratic Republic of Congo make up Africa's last belt of healthy rainforest. The rainforests provide humans with natural resources - these are natural things that are useful to man, which we cannot make. The timber industry creates employment for local people and is worth millions of dollars. However deforestation has increased by 400% in Cameroon alone, and as a result countless numbers of species are lost each year, some of which have not even been discovered yet.

Loggers put forward your argument as to why you should continue and conservationists put forward your argument as to why it is important to conserve the rainforest.

After each group has put forward their ideas, they can ask the opposing side questions. As a closing statement it is important that the children realize these are 'real life' dilemmas where we need to reach a viable solution before it is too late for Africa's wildlife and forests. The 'take home message' is that behavior which benefits individuals may harm the environment such that the rest of us cannot survive in the long term. And that 'societies must attempt to balance conservation of resources against economic success if they hope for a permanent or definite settlement of their environment' (Bennett, 1969). This can be summarized as:

**'SAVE SOME, USE SOME, PUT SOME BACK!'**





### DEBATING BUSHMEAT

<b>Game type:</b>	Debate
<b>Group size:</b>	Small to large groups of children
<b>Age:</b>	From 11 years upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	A person to facilitate each group
<b>Aim:</b>	To illustrate the importance of sustainable hunting practices

Half the group represents the hunting community. The other half of the group represents the conservation community. Each group is given half an hour to prepare a speech. Each group must elect a spokesperson to present their views to the opposing organization.

**Statement:** Eating bushmeat has been part of our tradition and is a source of protein. In the past people would only hunt enough to feed their family and friends but now some people hunt to sell which has formed the bushmeat trade. Over-hunting is not only damaging primate populations but the communities who rely on their natural habitat for sources of food, medicine and livelihood.

Hunters put forward your arguments as to why it has to persist and conservationists as to why we should conserve our wildlife.

After each group has put forward their ideas, they can ask the opposing side questions. As a closing statement it is important that the children realize these are 'real life' dilemmas where we need to reach a viable solution before it is too late for Africa's wildlife and forests. The 'take home message' is that behavior which benefits individuals may harm the environment such that the rest of us cannot survive in the long term, and that 'societies must attempt to balance conservation of resources against economic success if they hope for a permanent or definite settlement of their environment' (Bennett, 1969). This can be summarized as

**'SAVE SOME, USE SOME, PUT SOME BACK!'**



### GETTING TO KNOW A TREE

<b>Game type:</b>	Calm / observational / playful
<b>Group size:</b>	Medium sized group of children
<b>Age:</b>	From 7 years upwards
<b>Preparation:</b>	Crayons, paper
<b>Location:</b>	Outdoor area with trees
<b>Aim:</b>	To develop observational skills, an understanding of how a tree grows and changes and how it provides food and shelter for animals as well as people.

#### How to Play

Make an inventory about your tree. Younger children can work in groups, whereas older children can work on a tree each.

- **Shape of tree:** Describe and / draw a picture.
- **Bark:** Feel the bark's texture and smell it. Take a bark rubbing. What does the smell and texture remind you of? Write the word that best describes these alongside the bark rubbing.
- **Leaves:** Take a sample or take a leaf rubbing. Describe and draw it.
- **Twigs:** Look at the formation of the twig, is it opposite or alternate?
- **Life in or on trees:** What is attached or living on the tree? Moss, Lichen, Epiphyte, Animals and Insects. Count the number of animals, plants and insects.
- **Environment:** What does the tree take from the earth and what does the tree contribute to the earth. Play the oxygen game.
- **Measurement:** Measure the trees girth with arm spans and hand spans. To find out the weight of the tree, walk away from the tree until you can see the top of the tree between your legs. The distance you are from the tree is about the height of the tree.

#### Follow up:

- Keep records up to date through seasons. Pictures, poems and stories can be told under the tree.
- Why is it important to save some trees, use some trees and put some back?
- Play the deforestation game.
- Plant a nursery of trees in an old cultivated area where trees have been cleared.







### **FURTHER ACTIVITY IDEAS**

This sheet provides a summary of additional ideas which could be tailored to suit the sanctuary or the school needs. The projects are designed to make the children in your group think carefully about what they have learnt from the sanctuary sessions / classroom activities. They may be suitable for longer term projects, working in groups.

#### **Drama**

In groups, create and perform your own Wildlife Dramas. Written below are some suggestions as to what your plays could be about, but you can use your own ideas. Make sure that your plays are both entertaining and educational for the audience!

- Show how different forms of wildlife live together in the forest. In this, you could focus on the ecology of primates. To end the play, you could try and show what would happen if elements of the forest ecosystem are destroyed.
- Explore the issues of hunting in your country. In the play you could show the dangers of over-hunting and the benefits of sustainable hunting. Tell the story of a baby primate that has been hunted, captured and sold as a pet.
- You could aim to show the reasons why a private home was not a suitable environment for this animal. You might want to give the play a happy ending.

#### **Arts and Crafts**

- Create a forest habitat suitable for a primate from recycled materials.

#### **Science**

- Using the Conservation Issue Sheet and the table of African primates (page #'s) find primates from your area or region that fit into each of the classified steps. Have pictures on hand and see if the participants can spot the difference.
- Using the Issue Sheets – Tropical Rainforest (page #) sketch a picture of the layers of a tropical rainforest and which animals live in which layers. Where do the primates live?
- Read the Information about Primates sheets (page #'s) and discover the differences between the primates. What are the main differences? How are they similar?

#### **Creative Writing**

Encourage and inspire the children to explore their poetical nature and storytelling abilities.

- Imagine what the animal and plant life of your country will be like in 100 years time, if people do not start conserving their nature. Write a story or poem describing how people begin to realise their mistakes.
- Read Pitchou's Story and then write your own story about one of the primates at the sanctuary or write an account of the animal's story from their point of view.
- Write out a story about the life of a primate as part of a family group using the biology sheets.







### **FURTHER ACTIVITY IDEAS**

#### **Presentation**

In groups, or individually, put together a presentation on one of the topics you have studied in this guide. In your presentation you should introduce a subject, teach the key facts and discuss ideas for solutions and improvement. It should give the audience a lot to think about and you should aim to hold a debate at the end of your talk. This will allow the audience to give their own opinions.

Below are some suggestions for titles of presentations:

- Do a school talk about the need for sanctuaries.
- Primates which live in my country
- My favorite primate
- How are primates and humans similar?
- The Great Apes of Africa
- The differences between Monkeys and Apes!
- Why do humans need plants and animals?
- Primates - Our food or our friends?
- Endemic.... endangered.... extinct!

#### **Newspaper reports**

Newspaper reports are good ways to encourage the identification of important points and presenting them in a succinct and effective way.

Imagine you are a journalist writing for the environmental section of a newspaper. Write an article informing people about one of the important issues in your country's conservation today. If you want to make this a group project, you could work as a team and write 3 or 4 articles so as to produce a complete environmental section for a newspaper.

- An article about the wildlife crisis created by the bushmeat trade. In this you may like to list examples of the animals in your country which are endangered or extinct. See if you can give the article a positive ending by suggesting ways of stopping the crisis.
- An article about the different roles people can play in conservation. Include as many people you can think of from people that live in cities to those who live in villages, people who work for Government departments to police officers and sanctuaries etc.





### **ADVENTURE IN THE HAND**

**Game type:** Calm  
**Group size:** Small groups of children  
**Age:** 5-11 years  
**Preparation:** Place in different bags various natural objects of different textures and sizes, eg. dried seeds, clump of animal hair or feathers  
**Aim:** To encourage using an alternative sense to sight.

#### **How to Play**

The children can sit in a circle whilst you tell them about an adventure you went on around your country. Ask the children where they are from and then you can name an animal you saw there, describing what it looks like. Emphasise the point that the animal cannot be found anywhere else in the world and how lucky you are to have it in your country. Say that on your travels you picked up some natural objects to remind you of an animal or place. Ask the children if they would like to see what they are.

Pass the bag around with the objects in it. Ask the children what they can feel. Is it rough, smooth, what do they think it is? Once the group has felt inside the bag, reveal its contents and discuss the items with the group.

For example, a seed may be shaped in a certain way to allow it to be carried by the wind or an animal.

Once you have finished your discussions, you can then play the memory game with the objects. Hide the contents with a cloth and remove one of the items. The children then have to try and remember what is missing.



### **DEFORESTATION - ONE TREE LEFT**

**Game type:** Active  
**Group size:** Small to large groups  
**Age:** 6 upwards  
**Preparation:** None  
**Aim:** To illustrate the importance of trees and the effects of deforestation

#### **How to play**

Choose some volunteers to be the trees and spread them out.

Ask the remaining children to stand near a tree as they are the animals of the forest. The animals can only get oxygen (breathe) if they are near a tree.

When the caller shouts 'CHANGE' the animals have to hold their breath and run to a different tree. This is easily done when there are plenty of trees.

The caller then becomes the wood cutter and starts cutting down the forest. The fewer trees that are left, the longer the gap between them and the longer the animals have to hold their breath for.

The game reaches the stage when there is only one tree left. You can then discuss with the children the following issues:

The importance of trees as the lungs of the world

What resources do we get from the forests?

Where will we get these resources from once the trees have been cut down?

What will happen to the animals if all the tree are cut down?

Would they be able to live in a city?

What methods do we use to clear the forest for cultivation?

What happens to the soil when it rains after the trees have been cut down?





### HUNTING INTO THE FUTURE

**Game Type:** Active  
**Group size:** Small to large  
**Age:** 6 upwards  
**Preparation:** None  
**Aim:** To illustrate the effects of hunting

#### How to Play

One volunteer is a hunter and the other children are the animals of the forest. Give the animals two lines they hide behind safely from the hunter with the space in between the lines being where they can be caught. The hunter has to catch the animals as they try to get safely from behind one line to the other. As the animals are caught they become hunters, they have to join hands with the other hunters and work together to catch the other animals. The game reaches its conclusion when there are only hunters and no animals left.

#### Possible areas of discussion:

- What did the areas where the animals were safe represent?
- What happened to the animals as the numbers of hunters increased?
- Did it seem to become easier to catch the animals the more hunters there were?

(This point illustrates that when there were only a few hunters killing animals in the forest, there were plenty of animals. Since lots of people have taken to hunting with guns, the animals are being driven to extinction).





### NOAH'S ARK

<b>Game type:</b>	Active
<b>Group size:</b>	Small to large groups of children
<b>Age:</b>	From 6 upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	None
<b>Aim:</b>	To demonstrate animal characteristics through role play

### How to Play

Ask the children to recite the story of Noah's ark, explain how the sanctuary is like the ark, how we are breeding endangered species to ensure their long term survival. Tell them they can now play a game.

- Make a list of animals which is half the number of children you have.
- Then give each child the name of an animal, ensuring within the group that each child has a match.
- To find out who their partner is, they have to act out the animal without speaking to them.

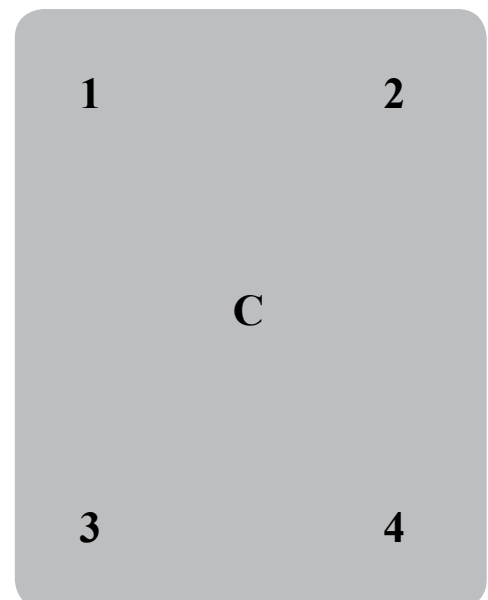


### ROB A NEST

**Game Type:** Active  
**Group size:** 8 –15  
**Age:** 5- 15years  
**Materials:** Sack (depends on number of groups)  
 Fruits or any small sized objects to act as fruits  
**Aim:** To demonstrate how great apes (chimpanzees) compete for food  
 To demonstrate the complexity of how food is obtained in the jungle (hunting)

#### How to Play

- Divide children in 4 – 5 groups of 4-5 children each. (1,2,3,4)
- A central nest is placed in the centre of the groups. (C)
- Each group should surround the centre nest at equal distances.
- Instructor reads instructions to children.
- Fruits are placed in central nest.
- Leader tells groups to rob from central nest, and once he/ she notices that all the fruits have been stolen then, calls a **stop signal**.
- Each group places what they have stolen in their nest.
- A **start signal** is raised by the leader and each group robs from the other's nest.
- Fruits robbed should at all times be placed in your nest.
- Children are not allowed to keep in one place (must be active until a stop signal is raised)
- Each fruit stolen should always be placed in nest and not moving around with them.
- **STOP SIGNAL** is raised by leader and each child moves back to their nest.
- Each group counts number of fruits.
- Winning group always has more fruits.



#### Possible areas of discussion:

Competition for food is part of life for chimpanzees in the forest.  
 Many survival skills are needed for one to have food to eat.  
 Body size and energy are useful.  
 Team work also very important (between different chimpanzee communities).





### SNARE GAME

<b>Game type:</b>	Active
<b>Group size:</b>	6 children
<b>Age:</b>	From 8 upwards
<b>Location:</b>	Open space
<b>Materials:</b>	Sole tape, blade, pencils
<b>Aim:</b>	To demonstrate how snares affect survival of chimpanzees and other great apes in forests To demonstrate the importance of limbs and fingers to the great apes

#### How to Play

Children should have background of snare related information. The teacher can briefly tell them about the different snares and their effects on the great apes. For example the pain the animals suffer, the social aspect as they are left behind because they can't catch up with the rest of the community and in most cases losing limbs, hence they can't do the simple things like "climbing trees". For our case "sharpening a pencil" is one of the easiest things. The activity demonstrates how it's hard to do the simplest things in life with out our fingers, for both people and the other great apes.

Select 4 children, and explain to them the procedures to follow.

- Get sole tape and wrap it on two of the students, covering their thumb and other fingers into one lump sum. (be careful not to hurt the children)
- Provide pencils to each of the children
- Inform the rest of the audience / class to count 1 – 20 and see who will sharpen the pencil faster than the rest.
- The children sharpen in turns, until the four are through.
- Record the time taken as each student sharpens the pencil.
- Be careful that the children don't cut themselves; they don't need to go to extremes.
- The children that are not tied naturally will be faster.

#### Lesson learned

- The activity shows how important the opposable thumb and other fingers are to the great apes. The consequence of losing them by snares, results in difficult and highly vulnerable living conditions for the animal.
- The children need to understand that the animals also experience a lot of pain when they are caught by these snares.





### LOCOMOTION GAME

<b>Game type:</b>	Active
<b>Group size:</b>	Small group
<b>Age:</b>	From 5 years upwards
<b>Location:</b>	Open space
<b>Aim:</b>	To demonstrate why great apes move on four limbs and why humans walk on two.

#### How to Play

Children need to have a background of some of the similarities and differences of various body parts of humans and other great apes, especially those that are most important to locomotion. With this background the children will notice that other great apes move on four limbs most of the time and humans on two. Humans have their knees closer to each other as compared to the other great apes. Humans' legs are straighter than those of other great apes that seem curved or bent.

Children can participate in the below activity to demonstrate why great apes move on four limbs and humans walk on two legs.

- Select 2 – 4 children
- One of the children should demonstrate how a chimpanzee moves on four limbs while the rest of the class observes how the knees are apart. (Naturally the knees will be far apart)
- The second child should try to move like a chimpanzee but with the knees attached to each other. (Naturally this child will find it hard to move)
- The third child moves normally on two legs like people. (Naturally the knees will be closer to each other as compared to chimpanzees.)
- The fourth child moves like people but with knees curved (i.e. half bent with knees far apart while upper body upright). Tell this child to move the same distance. Naturally he / she will find it difficult to move.

#### Lessons Learned

- Great apes find it difficult to move on two legs for a long time because their legs are curved and their knees are far apart. They find it easier to move on four limbs, given that their knees are far apart and curved.
- People find it difficult to move on four limbs for a long time given that our knees are closer to each other and straight, making it hard to move on four limbs but easier on two.





### **ANIMAL CHARADES**

<b>Game type:</b>	Active
<b>Group size:</b>	Small to large groups of children
<b>Age:</b>	From 6 upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	None
<b>Aim:</b>	To allow children to demonstrate different animal characteristics and behaviours

#### **How to Play**

Ask for a volunteer. This volunteer is given the name of an animal and they have to act out the animal. Whoever guesses the animal becomes the next volunteer. The game can be adapted so that each group forms the shape of the animal and moves like the animal. Each group gets five minutes to prepare before showing their animal to the other groups who have to guess what it is.





### HABITAT LAP

<b>Game type:</b>	Active
<b>Group size:</b>	Minimum of ten people
<b>Age:</b>	From 6 upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	None
<b>Aim:</b>	To demonstrate how all plants and animals depend on the balance of nature

#### How to Play

Ask everyone to form a circle. This circle represents the earth. Now label each person one after the other in the following order:

**Air**                      **Soil**  
**Forests**                **Water**

Each person has taken on the role of one of four possible essential parts of our natural world. Ask everyone to turn to their left so they are facing the back of the person in front. Close up the circle so that everyone is tight. Now, ask everyone to sit down at the same time so that each person is sitting on the lap of the person behind. If it has been done properly, everyone should be sitting comfortably!

This circle now represents the earth with all its essential elements in balance. You can explain why each element is vital to the balance of nature. Explain to the children that when one of these elements is destroyed, the delicate balance is upset .

You can demonstrate this by saying - there has been a terrible forest fire in which many of our trees have been destroyed. All those representing forests must leave the circle.

As the forest children leave the circle, the balance of the group is disrupted and the circle will probably collapse (or at least become very unstable). You can do this with different scenarios:

- Water becomes polluted by industrial waste
- The air becomes polluted by vehicles and industry
- The forests are all destroyed by excessive timber cutting
- The good soil is lost because of erosion





### POST SANCTUARY TOUR FUN

<b>Game type:</b>	Observational / playful
<b>Group size:</b>	Small to large groups of children
<b>Age:</b>	From 11 years upwards
<b>Location:</b>	Open space
<b>Preparation:</b>	A person to facilitate each group
<b>Aim:</b>	To think about the difference and similarities of the primates at the sanctuary

#### How to Play

After the tour of the sanctuary, ask for someone to come and show the rest of the class how a baboon walks. The child should walk on the palms of his hands. Ask the group whether the baboon has a tail. How long is it?

Keep the volunteer then ask for another child to show the rest of the group how a chimpanzee walks. The child should walk on their knuckles.

Ask the group whether the chimpanzee has a tail. Do we have a tail?

Are we more similar to the baboon or the chimpanzee?

Finally, how does a gorilla walk? Does the gorilla have a tail?

Is the gorilla more similar to the baboon or the chimpanzee?

Adapt this game to suit the primates you have at your sanctuary.





### WHY SHOULD WE CARE?

**Game type:** Observational  
**Age:** 7 upwards  
**Preparation:** An apple and a knife  
**Aim:** To discover why we should care about wildlife

#### How to Play

This is aimed at showing children why we should care for wildlife and nature.

Ask them to pretend that an apple is the world. Ask the children how much of the earth's surface is covered in water (75%) and cut the apple into quarters.

Put three of the quarters aside as we are dealing with the issues of humans and animals and most humans live on land.

Cut the quarter of the earth which is land into four!

Put one of these pieces aside as the area of land which is too dry for many humans and animals to live on (deserts).

Put one of the pieces aside as the area of land which is too wet for many humans to live on (wetlands bogs).

Put one of these pieces aside as the land which is too steep for many humans to live on (eg. mountains etc).

We are left with one sixteenth of the original apple which represents the tiny piece of land on earth which we share with most of the animals on this planet.

Ask the children what the outer layer of the earth is called – the crust.

Take the peel off the apple and hold it up. Out of all the apple world, this is what most of us rely on for food, homes and other resources.

Ask the children what would happen if the deserts continue growing and the forests continue being cut down? (Cut a tiny piece off the peel and hold it up). The area on which we live will get smaller and smaller and they may not be much room for wildlife.

Much of the wildlife which lives in our forests are important to help spread seeds to recycle nutrients into the forest floor and create holes in the canopy to allow light through to the forest floor. We must care and respect wildlife now and help protect the forests today.





### CHIMPANZEE BOARD GAME

This game has been designed for children 8 years old and upwards. It is a fun and interactive game which can be played by up to six players and aims to reinforce the information the children have already gathered from their sanctuary visit.

All you need is a dice.

#### How to Play



Cut out your chimpanzee cards and colored chimpanzee counters. Shuffle the chimpanzee cards and place them face down on the chimpanzee card space on the board.



Each player should choose a chimpanzee counter. Then take it in turns to role the dice and the player with the highest number starts.



Each player plays each go by rolling the dice and moving on the number of required spaces. If there are instructions on your square then you have to follow them.



If a player lands on a blue square then your neighbour should pick up a chimpanzee card and either read out the question for you to answer or tell you the activity. If the player fails to complete the task or answer the question then they should miss their next go. Don't say the answers too quickly (they are in red ink)!



The winner is the first player to reach the safety of the fruit tree in the middle of the forest!

**Good luck!**





## CHIMPANZEE GAME CARDS

<p>If we don't protect chimpanzees now, how many years could chimpanzees have left before they become extinct?</p> <p>a) 5-10 years b) 50-100 Years c) 500-1000 years</p>	<p>Can you name one of the threats facing chimpanzees in the wild?</p>
<p>Why do chimpanzees groom each other?</p>	<p>Chimpanzees can live up to _____?</p> <p>a) 35-45 years b) 15-20 years c) 5-10 years</p>
<p>How does a mother chimpanzee carry her baby?</p>	<p>What is the name given to the male chimpanzee in charge?</p>
<p>Name two ways in which chimpanzees are similar to humans.</p>	<p>ACTIVITY</p> <p>Call to your chimpanzee friends to let them know that you have spotted a fabulous fruit tree. This is known as a pant-hoot!</p>
<p>ACTIVITY</p> <p>Groom the person next to you like a chimpanzee! Grooming is important to help keep chimpanzees clean and to bond with each other.</p>	<p>ACTIVITY</p> <p>Make the following chimpanzee faces.</p> <p>a) Play face b) Fear or excitement grimace</p>



## CHIMPANZEE GAME CARDS

<p>Can you name two tools that some chimpanzees use?</p>	<p>Name one difference between a great ape (like a chimpanzee) and a monkey?</p>
<p><b>ACTIVITY</b></p> <p>Show your friends how chimpanzees walk on their knuckles!</p> 	<p>Can you name four types of food which chimpanzees eat?</p>
<p>Chimpanzees belong to a group of animals known as “great apes”. Can you name one of the other members of the great apes?</p>	<p>Can you explain to the rest of your group what “endangered” means?</p>
<p>Can you tell the rest of the group one reason why chimpanzees do not make good pets?</p>	<p>How much (approximately) does an adult male chimpanzee weigh?</p> <ul style="list-style-type: none"><li>a) 10kg</li><li>b) 20Kg</li><li>c) 45Kg</li></ul>
<p>How strong is an adult chimpanzee?</p> <ul style="list-style-type: none"><li>a) As strong as 15 humans</li><li>b) As strong as 1 human</li><li>c) As strong as 5 humans</li></ul>	<p>Where do chimpanzees sleep at night?</p>



### CHIMPANZEE GAME CARDS (ANSWER SHEET)

<p>If we don't protect chimpanzees now, how many years could chimpanzees have left before they become extinct?</p> <p>a) 5-10 years b) 50-100 Years c) 500-1000 years</p> <p><b>Answer:</b> a) 5-10 years</p>	<p>Can you name one of the threats facing chimpanzees in the wild?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Habitat loss (trees being cut down for timber and farming)</li> <li>• Bushmeat (chimpanzees are being killed for their meat at a rate of 5000 every year)</li> <li>• Pet trade (Baby chimpanzees are being taken from the wild to be sold as pets)</li> </ul>
<p>Why do chimpanzees groom each other?</p> <p><b>Answer:</b> Grooming is very important to strengthen the bonds between friends and allies. They will groom another chimpanzee higher up in their hierarchy as a mark of respect. It also helps keep them clean.</p>	<p>Chimpanzees can live up to _____?</p> <p>a) 35-45 years b) 15-20 years c) 5-10 years</p> <p><b>Answer:</b> a) 35-45 years</p>
<p>How does a mother chimpanzee carry her baby?</p> <p><b>Answer:</b> Up to the age of about 2 years old, babies travel clinging to their mother's belly. When they are too big and heavy to travel like this and are more agile, they climb up and travel on their mother's back.</p>	<p>What is the name given to the male chimpanzee in charge?</p> <p><b>Answer:</b> Dominant or alpha male</p>
<p>Name two ways in which chimpanzees are similar to humans.</p> <p><b>Answer:</b> they use tools (sticks, stones etc.); they live in family groups, they think through problems and share 98.6% genetic material with us.</p>	<p><b>ACTIVITY</b></p> <p>Call to your chimpanzee friends to let them know that you have spotted a fabulous fruit tree. This is known as a pant-hoot!</p>
<p><b>ACTIVITY</b></p> <p>Groom the person next to you like a chimpanzee! Grooming is important to help keep chimpanzees clean and to bond with each other.</p>	<p><b>ACTIVITY</b></p> <p>Make the following chimpanzee faces.</p> <p>a) Play face b) Fear or excitement grimace</p>

### CHIMPANZEE GAME CARDS (ANSWER SHEET)

<p>Can you name two tools that some chimpanzees use?</p> <p><b>Answer:</b> Sticks are used to get termites out of mounds or for laying across prickly bushes to stop their feet from getting hurt. Stones are used to crack open fruit and nuts. Scrunched up leaves are used to soak up water.</p>	<p>Name one difference between a great ape (like a chimpanzee) and a monkey?</p> <p><b>Answer:</b> Apes do not have tails, they are larger than monkeys, they have bigger brains and are more closely related to us.</p>
<p><b>ACTIVITY</b></p> <p>Show your friends how chimpanzees walk on their knuckles!</p> 	<p>Can you name four types of food which chimpanzees eat?</p> <p><b>Answer:</b> leaves, fruit, nuts, meat, pith and insects.</p>
<p>Chimpanzees belong to a group of animals known as “great apes”. Can you name one of the other members of the great apes?</p> <p><b>Answer:</b> orangutan, bonobo and gorilla.</p>	<p>Can you explain to the rest of your group what “endangered” means?</p> <p><b>Answer:</b> Endangered means that there aren’t many of this type of animal left in the wild and unless we protect them and their habitat, they may become extinct!</p>
<p>Can you tell the rest of the group one reason why chimpanzees do not make good pets?</p> <p><b>Answer:</b> They need special care and diet. They are very similar to us and are much happier in their forest homes. Chimpanzees carry similar diseases to us - including scabies, worms and diseases transmitted through the blood. Adult chimpanzees are about 5 times as strong as a human adult and can make a dangerous pet.</p>	<p>How much (approximately) does an adult male chimpanzee weigh?</p> <p>a) 10kg b) 20Kg c) 45Kg</p> <p><b>Answer:</b> c) 45Kg</p>
<p>How strong is an adult chimpanzee?</p> <p>a) As strong as 15 humans b) As strong as 1 human c) As strong as 5 humans</p> <p><b>Answer:</b> c) As strong as 5 humans</p>	<p>Where do chimpanzees sleep at night?</p> <p><b>Answer:</b> They make a new nest in the trees every night by folding down branches and leaves to make a platform.</p>



# Pan African Sanctuary Alliance

## Information and Activities

### CHIMPANZEE QUIZ!

Apply your brains to this quiz and see what you know about our cousins of the animal kingdom!

1. Is the chimpanzee a monkey or an ape? \_\_\_\_\_
2. Can you describe one difference between a monkey and an ape? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do chimpanzees have feet shaped more like hands? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Where do chimpanzees live? \_\_\_\_\_
5. Can you name a few items which a wild chimpanzee might eat? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the name given to the boss of a chimpanzee group? \_\_\_\_\_
7. How do chimpanzee mothers carry their babies? \_\_\_\_\_  
\_\_\_\_\_
8. Can you name any of the threats facing chimpanzees in the wild? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Can you explain what the word 'endangered' means? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Why are the primates at the sanctuary orphans? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pass your quiz to the person next to you to mark.  
How many did you get right (maximum total 13 points)

**Well Done!**





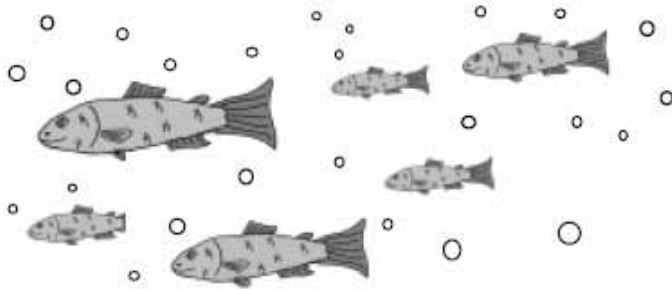
### CHIMPANZEE QUIZ - ANSWER SHEET

1. Is the chimpanzee a monkey or an ape? (**ape**)
2. Can you describe one difference between a monkey and an ape? (**monkeys tend to have tails**)
3. Why do chimpanzees have feet shaped more like hands? (**to help them grasp branches in the trees**).
4. Where do chimpanzees live? (**Africa**)
5. Can you name a few items which a wild chimpanzee might eat? (**fruit, stems, leaves, buds, termites, ants and occasionally monkeys**)
6. What do you call the boss of a chimpanzee group? (**the dominant or alpha male**)
7. How do chimpanzee mothers carry their babies? (**on their front for the first few months and then on their backs**)
8. Can you name any of the threats facing chimpanzees in the wild? (**get one point for each threat**) (**logging / deforestation, being killed for their meat and being taken from the forest to be sold as pets or sent to medical labs**).
9. Can you explain what the word 'endangered' means? (**it means that there aren't many of the animals left in the wild and unless we protect them and their habitat now, they may become extinct**)
10. Born Free is helping orphaned baby chimpanzees in Uganda. Why are they orphans? (**because they were taken from the forest to be sold as pets and are refugees of the bushmeat trade**)



### ANIMAL SCRAMBLE!

Can you unscramble the words below to reveal the name given to the groups of animals on the left?



- |           |        |
|-----------|--------|
| Fish      | olash  |
| Elephants | edhr   |
| Lions     | epidr  |
| Cows      | drhe   |
| Bees      | rswma  |
| Birds     | fkolc  |
| Baboons   | ropto  |
| Ants      | loncoy |

**How many words can you make out of:  
“Chimpanzees are great apes”**

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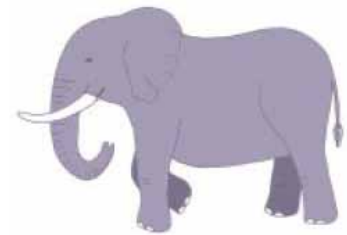
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### SEARCH ME!

See if you can find all of these animals in the wordsearch below!

<b>Elephant</b>	<b>Gorilla</b>	<b>Chimpanzee</b>	<b>Frog</b>	<b>Fish</b>
<b>Ox</b>	<b>Hippo</b>	<b>Snake</b>	<b>Spider</b>	<b>Goat</b>
<b>Lion</b>	<b>Leopard</b>	<b>Pig</b>	<b>Bat</b>	<b>Cow</b>



### Word Puzzle

Solve the clues and put the first letter in each box. You'll find that the letters spell a group of animals which live in the forests of many African countries. Can you work it out?

- A group of lions \_\_\_\_\_
- A tropical woodland \_\_\_\_\_
- When water freezes it turns to \_\_\_\_\_
- A male lion has one of these around his neck \_\_\_\_\_
- The continent you live in \_\_\_\_\_
- A slow moving shelled land animal \_\_\_\_\_
- The biggest animal on land \_\_\_\_\_






**WILDLIFE CROSSWORD**

- 1. The fastest animal on land
- 2. The largest animal on land
- 3. A black and white striped animal which lives on the grasslands
- 4. Our closest living relative
- 5. These flying insects can eat crops within minutes
- 6. These insects build tall mounds to live in
- 7. Swarms of these make honey for us to eat
- 8. These reptiles live in water holes with big snapping jaws
- 9. The tallest animal on land
- 10. This large, dangerous mammal wallows in waterholes to keep its skin moist
- 11. These scavenging hunters sound like they are laughing
- 12. These ships of the desert wander for days with a store of fat in their humps
- 13. This cat lives in a group called a pride

**8.**


**9.**


**3.**

--	--	--	--	--

**2.**

--	--	--	--	--	--	--	--

**1.**

--	--	--	--	--	--	--	--	--	--

**4.**


**10.**

--	--	--	--	--	--	--	--

**11.**

--	--	--	--	--	--	--	--	--	--

**6.**

--	--	--	--	--	--	--	--	--	--

**13.**

--	--	--	--	--	--	--	--

**12.**

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**5. L**

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**7.**

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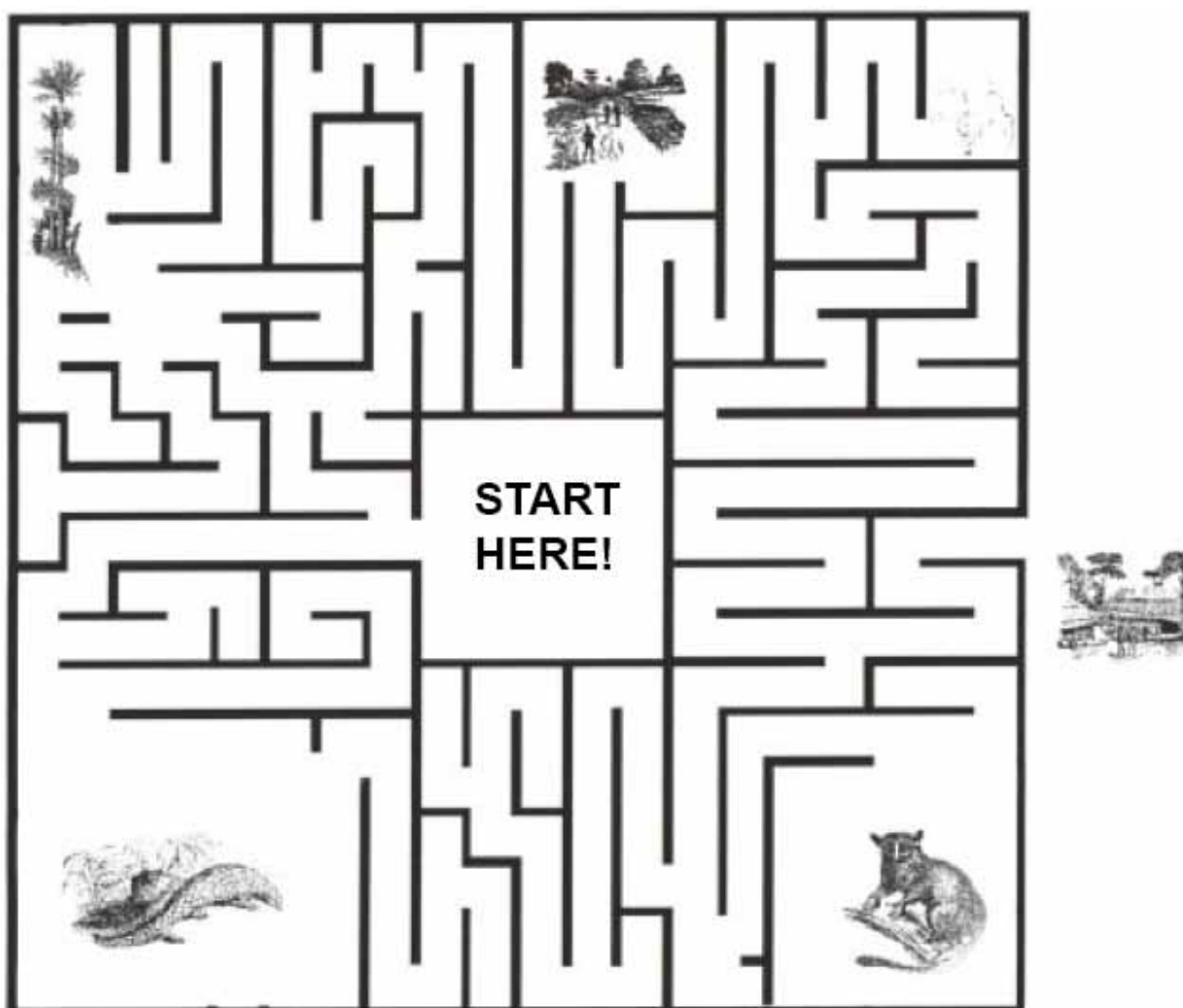


### **FIND YOUR WAY OUT OF THE FOREST!**

### **TROUVE TON CHEMIN POUR SORTIR DE LA FORET!**

Find your path to get out of the forest and return to your village. Start in the middle of the forest. Good luck!

Il est temps pour toi de retrouver ton chemin pour sortir de la foret et retourner dans ton village. Commencer au centre de la foret et essayer de rentrer chez toi. Bonne chance!





### PRIMATE PUZZLERS

Can you find all the names of the following animals in the word search below?

**Moustached**  
**Red Patas**  
**Chimpanzee**  
**Agile Mangabey**

**Tantalus**  
**Gorilla**  
**Olive Baboon**  
**Spotted nose**

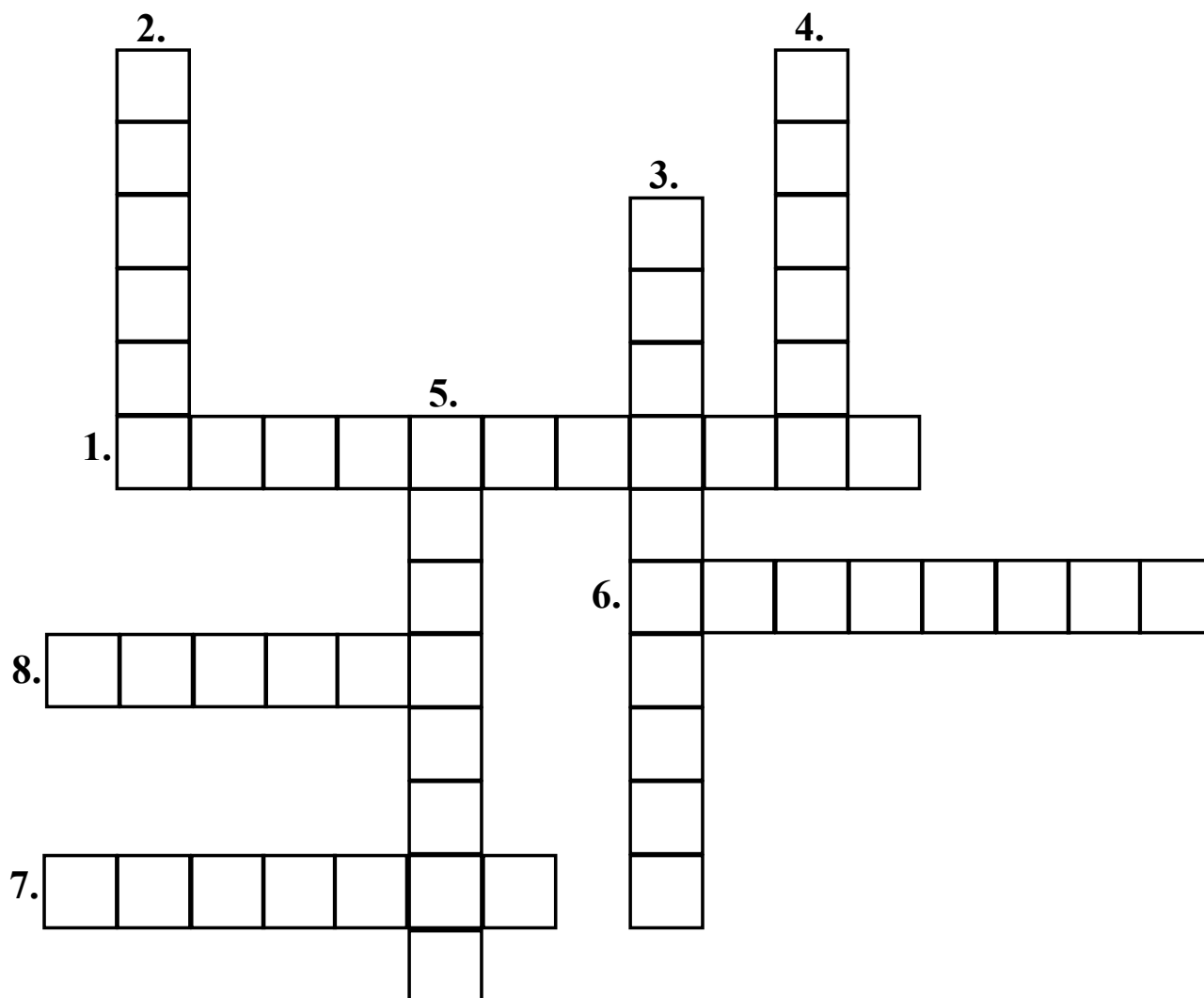
**Talapoin**  
**Mona Monkey**  
**Mandrill**  
**Grey Cheeked**

**De Brazza**  
**Drill**  
**Colobus**  
**Mangabey**





### PRIMATE CROSSWORD



1. The process of using natural resources wisely for today and tomorrow.
2. The process of counting plants and animals
3. A word that means that a species is threatened with extinction in a short time
4. A warm-blooded animal with hair that feeds it's babies on milk
5. Belonging or living in the trees
6. Many primates do this activity to rid themselves and their group members of dirt, parasites and to show respect and friendship.
7. The place where an animal or plant lives and is provided with all the food, water, shelter and sunshine it needs to survive.
8. There are three great apes living in Africa. They are the gorilla, chimpanzee and \_\_\_\_\_ .

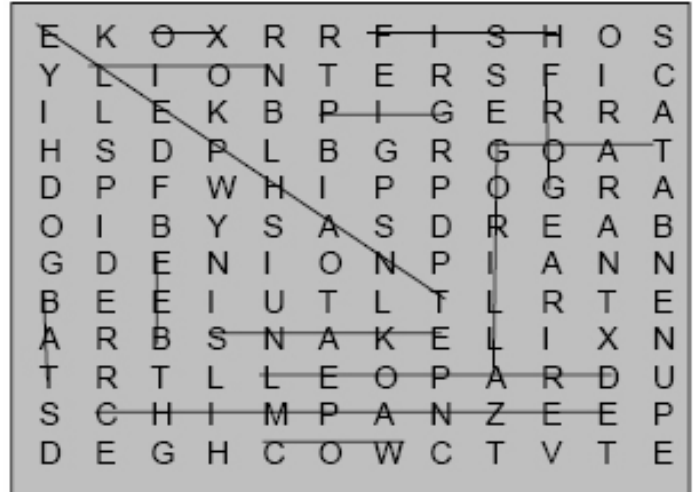


### ANSWER SHEET

#### Animal Scramble!

- |           |        |
|-----------|--------|
| Fish      | shoal  |
| Elephants | herd   |
| Lions     | pride  |
| Cows      | herd   |
| Bees      | swarm  |
| Birds     | flock  |
| Baboons   | troop  |
| Ants      | colony |

#### Search me!



#### Wildlife Crossword

- |               |               |
|---------------|---------------|
| 1. Cheetah    | 7. Bee        |
| 2. Elephant   | 8. Crocodiles |
| 3. Zebra      | 9. Giraffe    |
| 4. Chimpanzee | 10. Hippo     |
| 5. Locusts    | 11. Hyena     |
| 6. Termites   | 12. Camel     |
|               | 13. Lion      |

#### Animal Puzzle

The answer to Conundrum is: **PRIMATE**

#### Primate Crossword

- |                |             |
|----------------|-------------|
| 1. Sustainable | 5. Arboreal |
| 2. Census      | 6. Grooming |
| 3. Endangered  | 7. Habitat  |
| 4. Mammal      | 8. Bonobo   |

#### Primate Puzzler!

M A N D R I L L Z T C P Y Q X D R O E  
 G R O A T Y U M O N A M O N K E E Y L I B  
 H S H I R D L A S T U I L O E B L I V M  
 I T A N T A L U S R E G R D Y R K I Y T  
 F E O L O B U S B L U R S R A U E Y  
 A A D E R T I T A L A P O I N Z Z R B R  
 L E S R E D P A T A S E D L G Z J A E  
 L R G H J O L M N Y R C T L L A K B D  
 I D T M O U S T A C H E D E D F T O S  
 R G U A G I L E M A N G A B E Y B O P  
 O G R O T Y I U L M K Q U E W C V N L  
 G R E Y C H E E K E D M A N G A B E Y  
 S P O T T E B N O S E D D R G F O B C  
 C H I M P A N Z E E D E V X E U I M T



# Le Chimpanzé

# The Chimpanzee



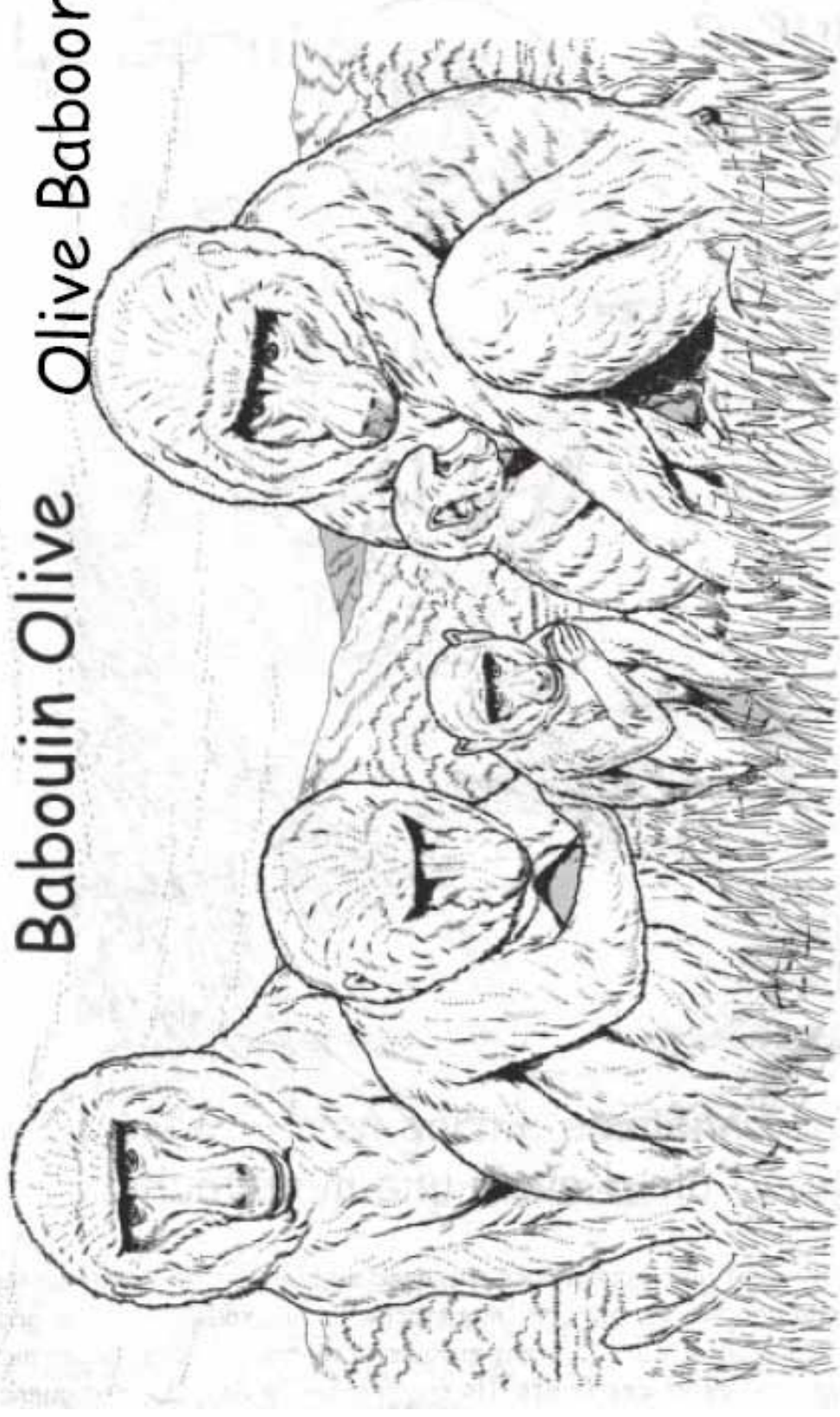
Les chimpanzeeezeeanzes utilisant des batons, des pierres et des herbes comme des outils. Ils peuvent vivre jusqu'à 50 ans. Les chimpanzeeezeeanze aiment voyager en grands groupes. Quand ils sont jeunes, ils aiment faire les memes choses que toi. Les chimpanzeeezeeanzes jouent a des jeux, font des pirouettes et se taquinent les uns les autres pour s'amuser.

These chimpanzees look like good friends Chimpanzees use sticks, stones, and plants as tools. They can live up to 50 years. Chimpanzees like to travel in big groups. When they are young, they like to do the same things as you - play games, do acrobatics and tease each other for fun.

Credit: Le Centre de Sanaga-Yong

# Babouin Olive

# Olive Baboon



Regarde comment cette famille de babouin aime être ensemble. Les babouins olive sont bruns verdâtre. Ils habitent dans les espaces ouverts et les prairies. Les babouins sont très actifs pendant la journée ou ils mangent des plantes et des petits animaux. Comme les humains, ils sont très intelligents et passent la plupart de leur temps sur le sol.

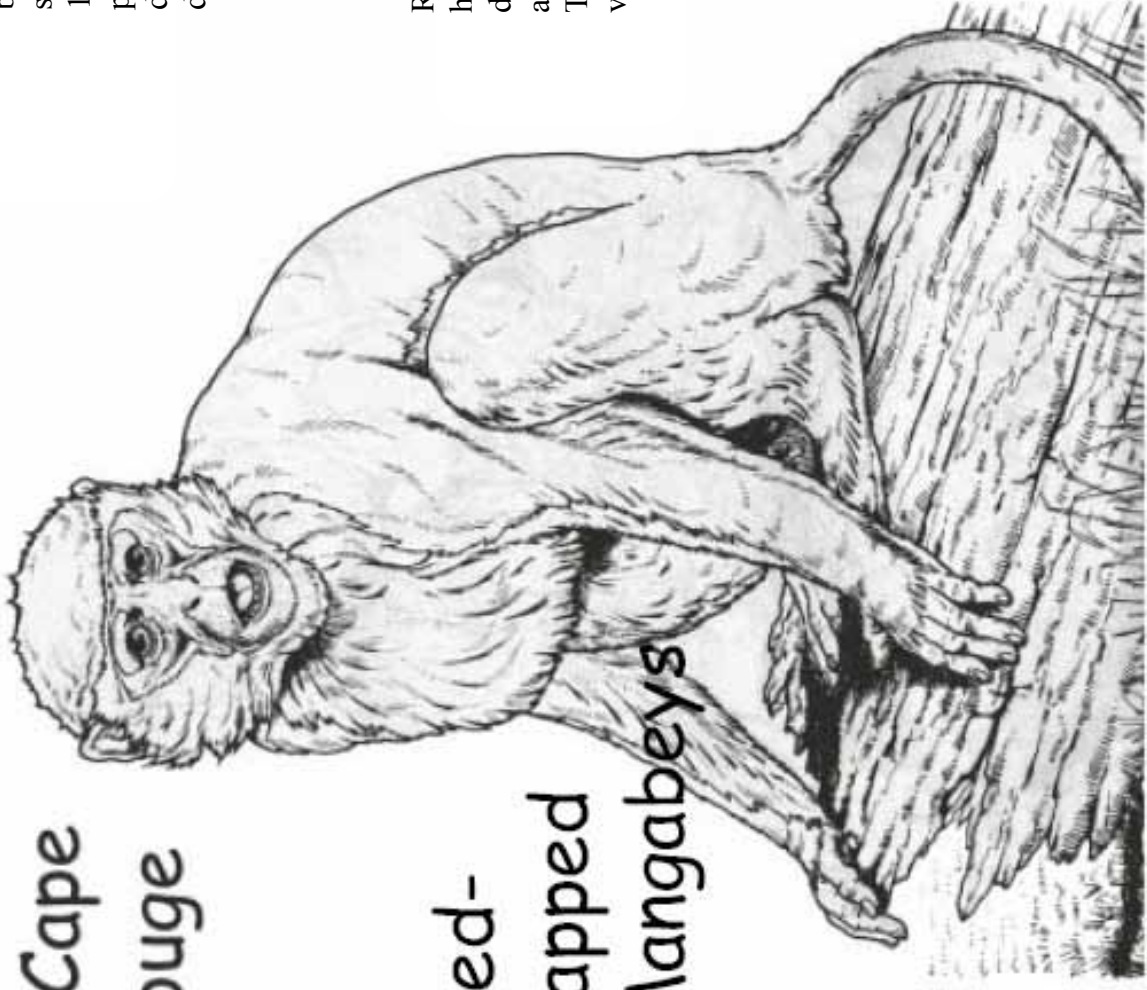
Look how this family of baboons loves to be together. Olive baboons are greenish brown. They live in open spaces and on the savannah. Baboons are very active during the day when they eat plants and small animals. Like humans, they are very intelligent and spend most of the time on the ground.

Credit: Le Centre de Sanaga-Yong



# Le Mangabey à Cape Rouge

Les mangabeys à cape rouge sont gris foncé et brun sur le haut de leurs corps. Leurs visages sont sombres. En général, ils mesurent 70cm et pèsent 12kg. Les mangabeys mangent des insectes et des plantes. Ils habitent dans les forêts, les marais et dans les champs. Il reste très peu de mangabeys dans le monde.

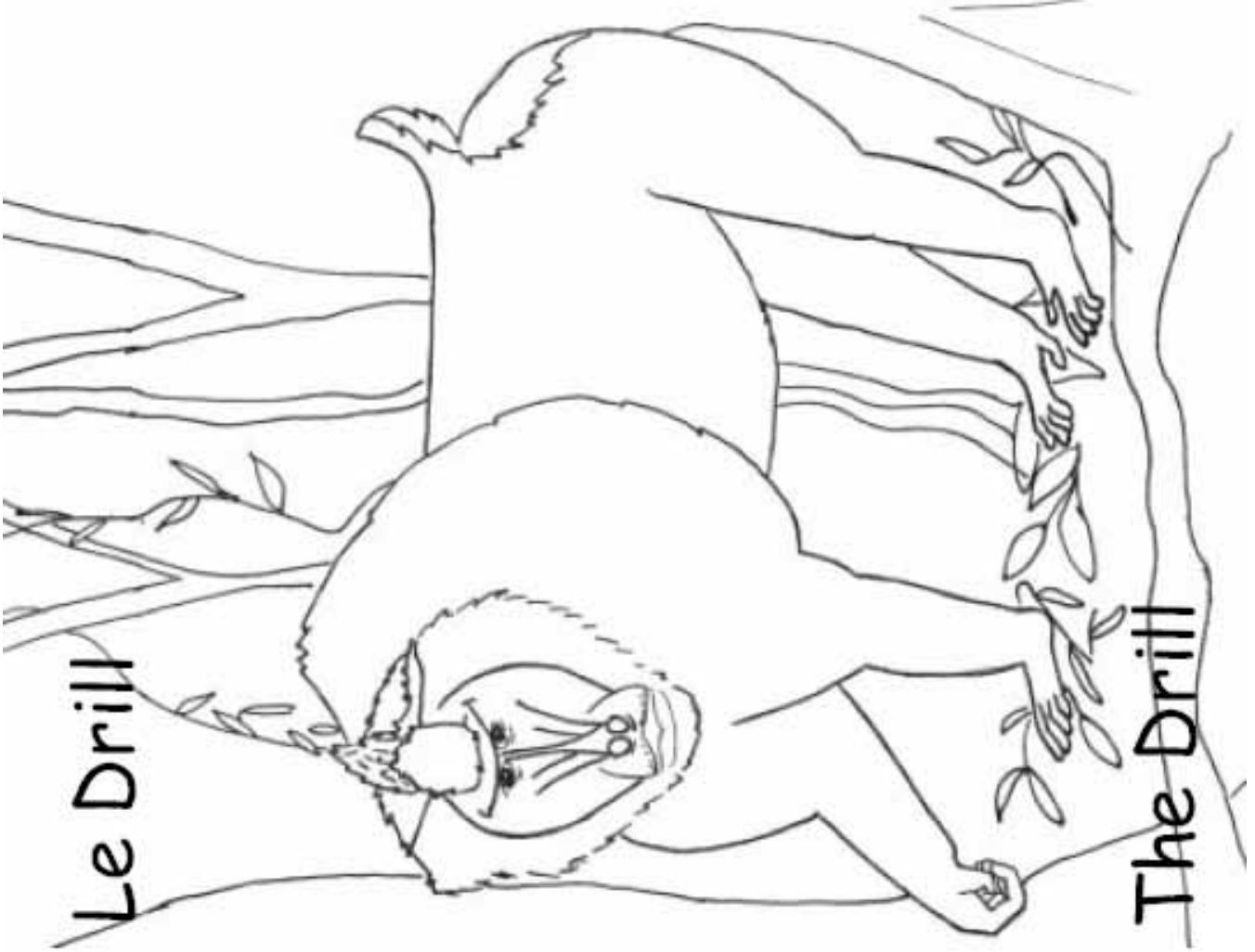


# Red- capped Mangabeys

Red capped mangabeys like to hoot and call. They have dark grey and brown coats. Their faces are dark. They are about 70cm in length and weigh about 12kg. The mangabey eats insects and plants. They live in forests, swamps and farms. There are very few mangabeys left in the world.

Credit: Le Centre de Sanaga-Yong

Le Drill



The Drill

Drills are the largest of the forest monkeys and are found only in eastern Nigeria, western Cameroon and on the island of Bioko. The male drills are much larger than the females and like the high rainforest areas. In Nigeria they are only found in Cross River State. Drills have dark sandy colored coats and coal black faces. Their rumps are colored beautiful shades of purple, blue and red - a beacon of color in the forest!

Credit: CERCOPAN

Wild Animals Coloring Book, Copyright (C) by John Green, 1987; Text copyright (C) Dover Publications, Inc., 1987, Dover Pictorial Archive Series

# Le Gorille

Cette mamman gorille emmene son petit en promenade. Les gorilles sont grisatre, brun ou noir. Ils sont les plus grands et les plus lourds de tous les primates. Ils peuvent mesurer jusqu' a 2 metres et peser jusqu' a 250kg. Les gorilles mangent surtout des plantes. Ils passent leur journee au sol et dorment dans de nids sure les arbres la nuit. Les gorilles sont tres intelligents.

This mother gorilla is taking her child for a walk. Gorillas are greyish brown or black. They are the biggest and heaviest of all the primates. They can measure up to 2m in height and weigh up to 250 kg. Gorillas eat mostly plants. They spend their day on the ground and sleep in nests in the trees at night. Gorillas are very intelligent.



# Gorillas



### **DISCUSSION FORUM -RAINFOREST ISSUES**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**Statement : Forests are decreasing – in 20-30 years all the rainforests of central Africa will have been logged.**

**1) Why is this happening?**

- Massive unsustainable timber exploitation
- Slash and burn agriculture, uncontrolled burning
- Development of infrastructure e.g. roads, cities
- Arrival of chain saw

**2) Does this happen in your own situation?**

- Where and to what extent they have seen this happening.

**3) What problems does this cause?**

- Soil erosion = nutrient loss = loss of fertility = harder to cultivate crops and further desertification
  - Flooding
  - Climate change
  - Loss of habitat for animals
  - Loss of non timber forest products vital for villagers livelihoods e.g. medicinal plants, wild fruits, mushrooms, nuts, gum, spices, raffia for building houses, palm fronds for roofing, palm trunks for making palm wine, gourds and wood for making musical instruments, leaves for baton de manioc, vines for making baskets and furniture
  - Extinction of species – for example plants with medicinal properties that are not yet discovered

**4) What can we do about this?**

- **Use the forest without cutting it down**
- **Slash and burn alternatives** – beehive farming, rattan harvesting.
- **Use non timber forest products** – increase effectiveness with which they are gathered, pool items with other village members to get a large amount of product that can then be sold (see relevant discussion forum sheet). Maintain sustainability in harvesting.
- **Control forest burning** (see relevant discussion forum sheet)
- **Reforestation** - this will stabilise soil and keep it nutrient rich





### **DISCUSSION FORUM - BUSHMEAT ISSUES**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

#### **1) Why do we need animals?**

- Protein source
- Seed dispersal - we need to protect the animals because as they travel they disperse seeds spreading plants and trees all over the forest. This means animals are essential for a healthy forest.
- Part of your heritage and something to be proud of, for example gorillas, which are only found in 6 countries in the world.
- Tourism can bring in money, for example the mountain gorillas in Rwanda.

#### **2) What is happening to animal populations?**

- Animal populations are decreasing rapidly.
- Many species disappear forever every day.
- There are many endangered species in the world today, for example in one area of Cameroon there are 10,000 gorillas left, 800 are killed each year. This means there are only 10 years left for these animals before they become locally extinct.

#### **3) Why is this happening?**

- Increased human population means more hunters and a higher demand for meat.
- Hunters have more efficient hunting equipment.
- Loggers build roads into previously inaccessible areas of forest providing access for hunters.
- Logging companies do not support their workers fully, so the workers are forced to rely on bush meat as an additional protein source.

#### **4) What problems does this cause?**

- Lack of animals to hunt - loss of regular protein source.
- Hunters have to travel much longer distances to find prey.
- Snares take a lot longer to catch prey.

#### **5) What can we do about this?**

- Avoid hunting during the breeding seasons.
- Hunt animals that are abundant and reproduce quickly, like palm rats. Leave slow reproducing animals such as gorillas that have 1 infant every 4 years.
- Develop alternative protein sources in the village such as snails and cane rats.
- Improve law enforcement, develop vigilance committees within village communities to stop external hunters exploiting your wildlife.
- Do not keep primates as pets or trade in wild primates (see discussion forum sheet)



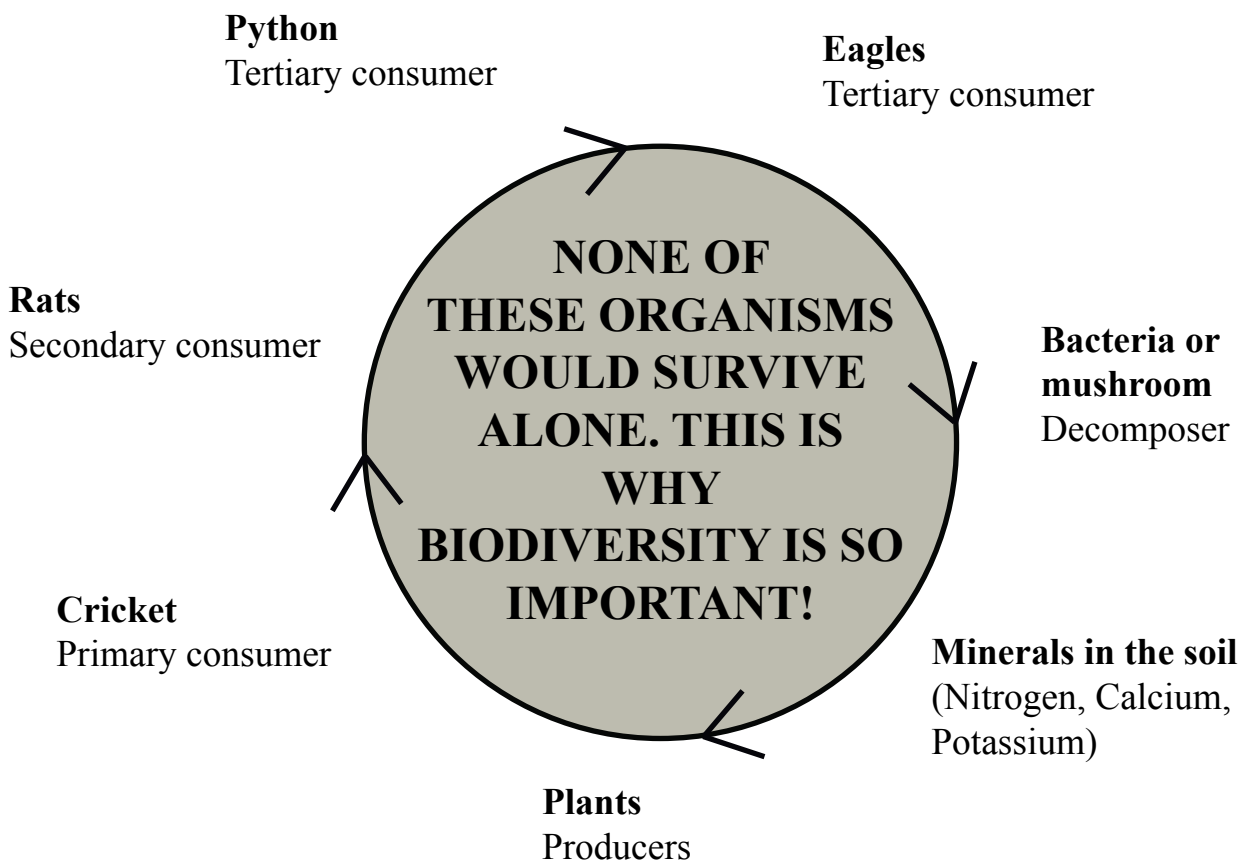
### DISCUSSION FORUM -BIODIVERSITY

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**1) What is biodiversity?** Biodiversity is the variety of life we see around us. It includes all the animals, plants, fungi and micro-organisms in the world. It also includes the habitats in which they live.

**2) Why do we need biodiversity?**

- All plants, animals, birds and even fungi and insects are inter linked and all are vital for the survival of the others. A good example of this is food chain in the forest.



The **minerals in the soil** allow the **producers** to grow. The **producers** then feed the **primary consumer**, which in turn feeds the **secondary consumer** which feeds the **tertiary consumer**. The **tertiary consumer** dies, its carcass is broken down by the **decomposers** producing minerals in the soil. So, **BIODIVERSITY** is **VITAL** for a **HEALTHY FOREST!**



### **Why do we need biodiversity? (cont.)**

- Diversity of products in the forest is vital for village life as so many different things are needed. Think of all the different medicinal plants and trees, spices, fruiting trees, woods and palms you use.
- Tropical forests cover less than 7% of the earth's land surface, yet scientists estimate that they house more than 50% of all species, plant and animal, on earth. Many species have not yet been discovered. So there could be species in your forest which are medicinal or have other uses, but no-one knows about them yet. If biodiversity decreases too much, hundreds of species could go extinct without anyone knowing their potential.

### **3) What do you think is happening to biodiversity?**

- It is decreasing. Species go extinct every day!

### **4) Why is it decreasing?**

- Forestry exploitation resulting in a loss of tree species and also a loss of habitat for other plant and animal species
- Poaching
- Cultivation - replacing incredibly diverse rainforest with a small number of crop plants
- Forest fires
- Mineral resource use - in some areas, quarries built to extract minerals can destroy areas of forest

### **5) Is this happening in your own situation?**

- Get them to look at their own environment now, and compare it with what they remember from the past / what their elders talked about. See if they can think of any animals, plants or trees that they have heard about or used to see in their youth, which do not exist in their environment now.

### **6) What problems does this cause?**

- Loss of non-timber forest products - eg. medicinal plants, spices, fruiting trees etc. necessary for everyday life
- Loss of rare timber products - decrease in your forest value
- Decline in health of your forest which has a knock on effect on all the species you need in the forest

### **7) What can we do about this problem?**

- Stop illegal and indiscriminate logging
- Stop poaching
- Stop uncontrolled burning for cultivation
- Form reserves where biodiversity can be protected



### **DISCUSSION FORUM -SANCTUARY ANIMALS**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**Statement: Monkeys and apes are disappearing from the forests.**

**1) Why is this happening?**

- Commercial hunting is taking away too many animals
- Loss of forests means no more homes for the animals

**2) Does this happen in your own situation?**

- Where and to what extent have you seen this happening?

**3) What problems does this cause?**

- Hunters have to work harder
- Hunters bring in less money
- No 'natural food' in case crops fail
- Damage to the forest because monkeys help the forest live
- Trouble with law enforcement officials

**4) What can we do about this?**

- Stop hunting endangered species
- No hunting of female animals
- Limit who can hunt in your area
- Limit how long hunters can go into the forest/what months
- Try to develop other ways to earn money for the hunters - building work, farming, furniture making
- Try to make more money from existing crops
- Perhaps eat more domestic meat - chicken and goats



### **DISCUSSION FORUM -SANCTUARY ANIMALS**

Following are some facts on the animals that may be hunted in your area:

#### **Chimpanzees**

##### **What are chimpanzees like?**

Generate a discussion on this theme, introducing facts such as:

- Chimpanzees live for around 50 years.
- A baby chimpanzee, like a human baby, is very vulnerable and reliant on its mother. It is breast fed until it is 4 years old, and a young female will be 14 years old on average, before she has a child of her own. During this long period of dependency, the young chimpanzee is learning from its family and peers. For example, it takes a young chimpanzee 4-5 years to learn how to crack a nut with stones.
- Chimpanzees live in large groups, and unlike in gorilla families where it is the males who leave their natal group, chimpanzees are like humans in that the females leave their natal group when they reach maturity and emigrate to new communities.
- Chimpanzees who live in different areas have different 'traditions', like different tribes of people do.
- Chimpanzees are the only animals other than man that use tools. They use sticks to fish termites out of termite mounds, they use leaves as sponges to soak up water to drink, and they carry stones to nut trees in order to break open the hard shells.
- Chimpanzees use medicinal plants in the forest to cure themselves when they are ill like humans do.
- Chimpanzees have their own 'language'. They have 34 graded vocalizations (grunts, whimpers, lip smacks, barks, squeals and screams) which indicate different emotional states. The males drum on buttress roots of big trees to tell the other chimpanzees that he has found a large supply of fruit and to mark his territory.

#### **Drills**

##### **What are drills like?**

- Live in family groups
- Only one male is dominant, without him the whole group may fall apart.
- They need a large area in which to live. If they only have a small area, they will not have enough to eat.
- Females are the easiest to catch or shoot, but without females there can be no babies. Without babies the drill will soon become extinct.
- Drills are Africa's most endangered primate - there are fewer of them than all other types of monkey
- Drills used to form super-groups of 200 or more. Now, because so few are left it is difficult for these super-groups to form.







### **DISCUSSION FORUM -SANCTUARY ANIMALS**

#### **Guenons**

##### **What are guenons like?**

- Guenons need other guenons to survive. Single monkeys easily become food for eagles or cats. So if a hunter breaks up a group, ones that run away from the hunter may lose their group and also die.
- In a group there are many pairs of eyes watching for tasty things to eat. Without their group, monkeys may not be able to find enough food to survive.
- Monkeys are highly intelligent - different calls mean different things. This is how they communicate.
- Monkeys do not make good pets. Normally they drink their mother's milk for at least six months. If they do not have this, they will grow to be small and stunted - but most Guenons kept as pets are only babies.
- Pet monkeys can be very aggressive. They may bite.
- When guenons become adult they move into different groups. If there are no other groups in the forest, how will they find a new family?

#### **Gorillas**

##### **What are gorillas like?**

Generate a discussion on this theme, introducing facts such as:

- Gorillas live for 50 - 60 years.
- Female gorillas give continuous care and attention to their young, and the male is always ready to defend the young members of his group against intruders.
- Gorillas reproduce very slowly, with a female having an average of one young every 4 years.
- They are polygamous – a male will have several wives and they will live together as a family group with the young.
- The family group is very closely bonded - an infant gorilla taken away from the group will often refuse to feed and die very quickly.
- Although the male gorilla can be aggressive when he feels his group is under threat, if he is sure he and his family are safe, he will be peaceful and calm. In fact in several places in Africa people have habituated gorillas to people! (Explain this concept)
- A male gorilla is a considerate leader. If a member of his group is injured, he will slow down the speed of travel to a pace suitable for the injured animal.
- Gorillas are aware of their brothers and sisters, and gorillas raised together in captivity will refuse to mate with each other later in life.



### **DISCUSSION FORUM -SANCTUARY ANIMALS**

**Explain the threats to these animals and the fact that they are near to extinction:**

In a case study in Cameroon, when villagers said that they didn't want apes to become extinct, the most common reason by far was because they wanted their grandchildren to know these animals. This is therefore a good direction to take during discussions.

Explain that the sanctuaries don't take animals from the wild because they want to put them in cages, but that all the animals are orphans from the bushmeat trade who would otherwise not have survived.

A common opinion in communities near sanctuaries can be that it would be better to take all wild gorillas and chimpanzees and put them in cages where they can't harm people or destroy crops. Therefore it is important here to stress that chimpanzee and gorilla populations can not be maintained in captivity - explain that both species do not breed well in a captive environment, and in order to conserve the species, the animals need to be kept in the wild. Explain that the ultimate aim of some sanctuaries is to release their animals back into the wild when they are old enough to survive on their own.

Explain that there is no big difference between sanctuary animals and wild animals:

Another common and very strongly felt belief can be that the sanctuary animals (ie. captive animals) are totally different from wild animals. Captive gorillas are seen as 'tamed' or educated' and can therefore have behaviour similar to man. In contrast wild gorillas are seen as ferocious and savage with no capability for reasonable behaviour, thought or emotion. Explain that this is not the case, the only difference is that captive animals have lost their fear of humans. Wild animals exhibit the same emotions and behaviours as they see in the captive animals.



### **DISCUSSION FORUM -CONTROLLED FOREST BURNING**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**Statement: Fires set to clear the forest of trees and bushes can rapidly go out of control. Fire devastates tropical rain forests causing ecological damage such as severe erosion, low productive topsoil and tragic loss of wildlife.**

**1) Why do people start fires?**

- Short term benefits by enhancing the availability of nutrients in the topsoil
- Lack of care when starting fires
- Sometimes used to hunt animals?

**2) Does this happen in your own situation?**

- Where and to what extent have you seen this happening?

**3) What problems does this cause?**

- Loss of forest cover affects rainfall, rivers and streams and wildlife.
- Health of people can also suffer.
- Fires are started in the wrong place and can damage other crops.

**4) What can we do about this?**

- Think about how big you want the fire to be and how you are going to control it.
- Think about the time of day when fires are lit - isn't morning the best time, when the ground is damp?
- Think about the season - if you must burn, do so only very early in the dry season.
- Do not light fires in the high forest.
- Do not use fire to hunt animals.
- Create firebreaks around the patch you want to burn.



### **DISCUSSION FORUM -NON TIMBER FOREST PRODUCTS**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**Statement: Non timber forest products are any useful products that come from the forest but are not wood. Examples are food, medicines, spices, construction and craft materials. These can consist of vines, roots, leaves, fruits, bark, gums and saps, stems and flowers. NTFP's are a good thing because they come free from the forest. We should try to preserve them so they can always be used.**

#### **1) Which NTFP's does your community use?**

- Who collects them?
- Are there as many as there used to be in historical times?

#### **2) Are there any problems with harvesting NTFP's in your community?**

- What are they?
- Has the amount of logging in your area affected NTFP's?
- Are they renewable? Can you use as much as you like?

#### **3) What problems does loss of NTFP's cause?**

- Try to compare how much money or value you get from NTFP's compared with the value of the wood.
- Over harvesting of NTFP's can cause damage to the forest as they help maintain the ecosystem
- Loss of revenue for households
- Loss of natural medicines
- They have long-term value whilst logging only has a short-term value
- They provide product diversification. There is material for more than one season.

#### **4) What can we do about this?**

- Prevent logging
- Maintain traditional knowledge of medicines and useful plants
- Use NTFP's sustainably



### **DISCUSSION FORUM -PRIMATES AS PETS**

The discussion forums work best when conducted in small groups of villagers. Begin by giving them the statement. Then ask question 1, why they think this is happening - encourage them to discuss this and come up with answers themselves. Possible answers are listed underneath the question. Go through each suggestion saying why it is good, or why it may be unsuitable. Repeat this with questions 2,3 and 4.

**Statement: Most monkeys and apes are protected by law. This means that it is illegal to kill, trade or keep any of these animals as pets. If you do engage in these activities, the government can confiscate any animals you have and in many countries fines may also be levied.**

**1) Why do people keep monkeys and apes as pets?**

- Playthings for children
- To keep for eating later

**2) Does this happen in your own situation?**

- Where and to what extent have you seen this happening?

**3) What problems does this cause?**

- Loss of wildlife in the forests
- Baby primates easily become sick and die when taken away from their families
- It is a waste if the baby primate dies
- They can be very aggressive and may bite

**4) What can we do about this?**

- Get angry with hunters who bring pets back to your community.
- Say they should be left with their mothers in the forest!
- Let your local sanctuary know about any monkeys being kept as pets.
- If necessary, tell the police and get the to confiscate the pet and hand it to the sanctuary.





## SETTING UP A WILDLIFE CLUB

### Why create a Wildlife Club?

Wildlife Clubs can provide local children from schools and communities with an opportunity to explore their environment, observe local wildlife, investigate environmental and wildlife issues and work out solutions to these problems.

Wildlife Clubs can either be Sanctuary, School or Environment Group based. They may be formed by students and teachers / group leaders who believe that solving environmental problems and working together is vital to improving / maintaining a high quality of life. Their activities are purely voluntary and extra-curricular and their aims are varied. However, they may include:

- To create awareness amongst the members to understand the natural history of their country.
- To bring about public awareness and knowledge of the value of wildlife (plants and animals) and of environmental problems.
- To act as pressure group for changing the negative attitudes of society towards nature or specific environmental issues.
- To carry out practical activities to conserve and protect the environment.
- To have fun and be creative!

### The Formation of a Wildlife Club

To maintain the interest of the Wildlife Club members it is important to be well organized and structured. Before a club is set up the Group Leader should ensure that:

- Approval has been sought from the proper authorities (school administration or local Government etc.)
- The Group Leader is committed as an advisor to the group and is available to attend every session.
- A suitable meeting place is found
- A local sponsor is found to cover any costs incurred by the running of the Club (hire of meeting place, resources, transport etc.)

A Wildlife Club may either be run by the Group Leader / teacher or by its members (with the Group Leader acting as an advisor). In the latter case it is essential that responsibilities are assigned to elected members for the following positions within the Club:

- A president / chair person who is responsible for the overall running of the club.
- A treasurer responsible for finances .
- Activities organizer – to organize events, timetable, place and frequency of meeting.







# Pan African Sanctuary Alliance

## Information and Activities

### **Wildlife Club Activities**

For the first few meetings, time should be taken to elect the appropriate people to serve positions of responsibility within the group, brainstorm ideas for activities and explore local wildlife / environmental issues. Brainstorming can provide a useful indication of which issues are causing most concern to your Wildlife Club Members.

Eliminate any unrealistic ideas (for political, financial or logistical reasons) and prioritize the remaining suggestions. From this list select one or two projects to start with and work out a timetable for these events.

It is important that your club does not try to do too much as the goals may be lost and members may become despondent.

### **Make sure everyone has their say and a role in an activity.**

#### **Be flexible:**

**LISTEN** to your members

**ASK** them if they are enjoying the projects

**EVALUATE** the project regularly

**AMEND** the projects to make it more appropriate

### **Planning your Activity**

It is vital that your project is properly planned and organized. The events coordinator should ensure that everything is sorted and the Treasurer should ensure that all costs of the project are covered by sponsorship. Try to mix your activities to create a variety of practical, creative activities with more theoretical / discussion sessions. On the following page are some suggested activities.

### **Monitoring and Evaluating**

Evaluate the projects regularly to make sure you are on target time-wise, budget-wise and maintaining enthusiasm amongst your volunteers and workers.





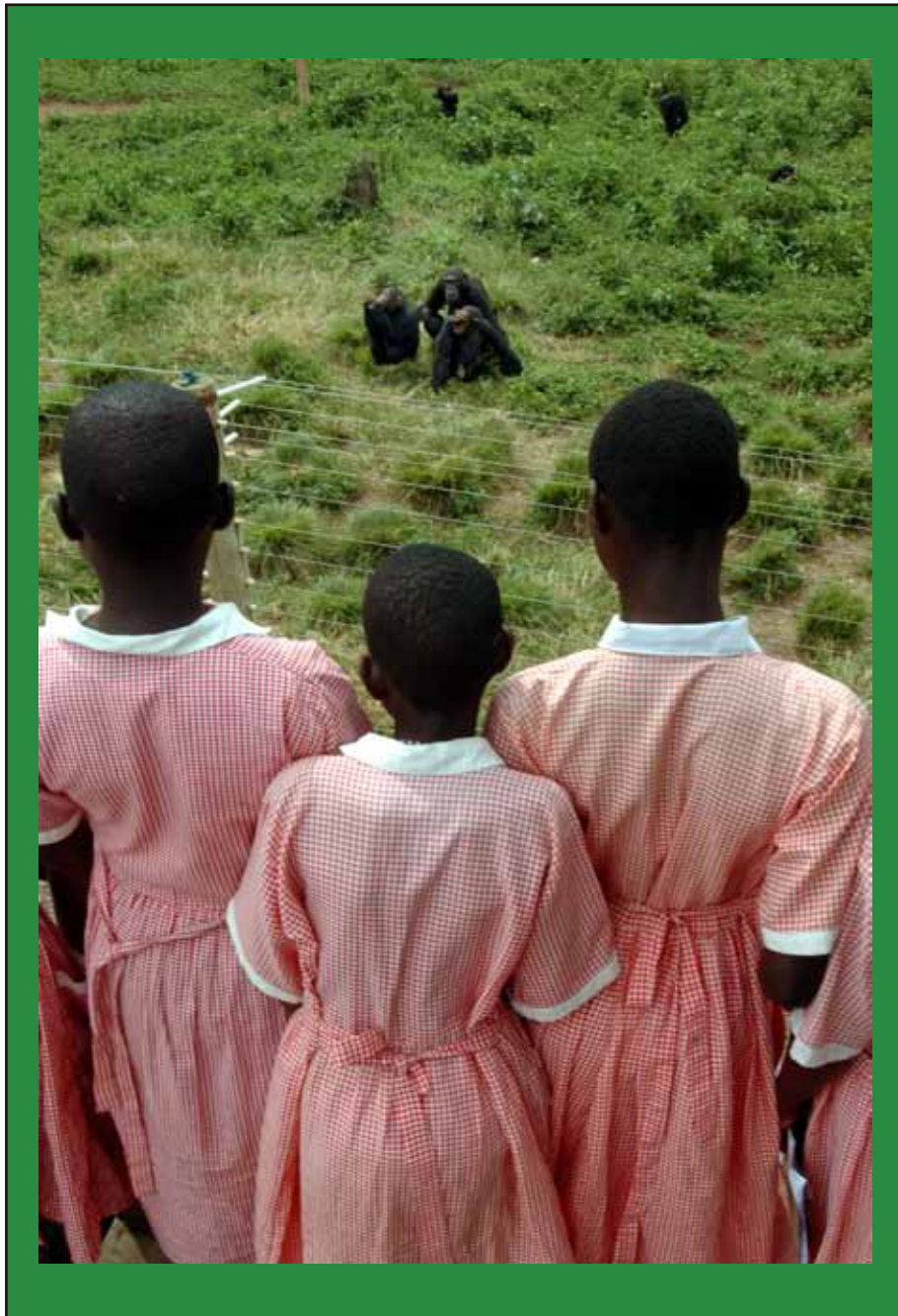
### **WILDLIFE CLUBS SUGGESTED ACTIVITIES**

Below are a few suggestions of activities your club might like to undertake – but be creative and try to find fun and imaginative ways to learn more about the environment!

- Local field trips – observe, study, record the wildlife in your area.
- Nature diary – note the timing of seasonal changes – trees, flowering plants, bird migrations, weather patterns.
- Club notice board – help tell others about your activities by posting notices and pictures on your notice board at school.
- Speakers / visitors – invite people to come in to talk on specific environmental issues.
- Art and writing projects – research into how wildlife appears in traditional crafts and folk tales, make your own illustrations or booklet on your local / national wildlife.
- Send in articles or invite the press along to your activities sessions.
- Get in touch with some local environment groups to see if you can help with any of their monitoring/management projects.
- Monitor your local area – survey an area several times a year to see how things change throughout the year.
- Set up a school environment project (with your head teacher's permission) by:
  - Placing rubbish containers around the school grounds
  - Using water collected in rain butts to water plants and for washing
  - Plant tree seedlings and flowers around your school
  - Support sustainable farming by creating a demonstration plot. Use compost to enrich the soil not chemicals.
  - Use reusable bags rather than the plastic bags for collecting your shopping in – remember it takes 400 years for plastic to degrade!
  - Don't buy meat that is from an endangered animal
- Write and conduct a survey of local communities on specific environmental issues.
- Study an endangered animal found in your country.
- Put on a play about the environment.
- Make posters about animals in your country.
- Make masks of a local primate.
- Play the environmental games.
- Investigate the importance of trees.
- Use some of the activity sheets in this pack.
- Visit the Sanctuary.



# Resources





## **GLOSSARY**

### **Agro-forestry**

Farming within a forest without destroying it and may include fruit and nut harvesting.

### **Anti-poaching Patrols**

There are many people who are employed to walk around protected areas ensuring that people are not hunting protected and endangered species.

### **Biodiversity**

Biodiversity is the variety of life we see around us. It includes all the animals, plants, fungi and microorganisms in the world. It also includes the habitats in which they live.

### **Bushmeat**

Bushmeat is the meat from animals that have been killed in the forest for their meat. Much of the bushmeat today is illegally killed.

### **Census**

The process of determining the number and location of an animal or plant species in the wild.

### **Classification**

In order to try and understand the living world, scientists have grouped animals and plants according to their similarities. This is known as classification.

### **Conservation**

Looking after and protecting wildlife including plants and animals and their habitats to ensure their survival for the future.

### **Cultivation**

Cultivation is the use of land for crops or gardening.

### **Dominant Male**

A dominant male is the primate in charge within a group.

### **Ecology**

Ecology is the study of animals and how they interact with each other and their environment.

### **Emergent**

Emergent trees are the extremely tall trees in a tropical rainforest which grow through the canopy.





### **Endangered**

A term that describes a species of animal or plant that is not plentiful and will soon disappear forever if people do not stop killing it or destroying its natural home.

### **Endemic**

If an animal or plant species is endemic to a particular area, it means it is not found anywhere else in the world.

### **Environment**

The environment is the surroundings or conditions in which a person, animal or plant lives.

### **Environmental Issues**

Problems that occur within the surroundings of people, animals and plants.  
eg. pollution, litter or deforestation.

### **Extinct**

If an animal or plant species becomes extinct, it means that there are no more of that plant or animal left alive in the world.

### **Forest Floor**

The forest floor is the lowest level within a tropical rain forest and is where many ferns, mosses and small shrubs grow.

### **Forest Monkeys**

These are types of monkeys that only live in forested areas. Different types of monkeys prefer different types of forest. Forest monkeys include: Mona monkeys, Putty-nosed guenons, Sclater's guenon, Red-eared guenons, Red-capped mangabeys and drill monkeys.

### **Genus**

A genus is one of the kinds of groups used in classification. A genus contains several species (types) of animals or plants which have many similarities.

### **Great Apes**

Great apes are a group of large primates and include bonobos, chimpanzees, gorillas and orangutans. Bonobos, chimpanzees and gorillas all live in Africa, while the orangutan lives in Asia.  
Glossary (source: CERCOPAN, Born Free)

### **Habitat**

This is the area in which an animal lives. Different animals have different needs (eg. food, shelter, water etc) that their habitats provide for them.





# Pan African Sanctuary Alliance

## Resources

### **Mammals**

Mammals are animals with warm blood, have fur / hair on their bodies and are nursed by their mother's milk. Mammals include: whales, seals, primates, elephants, lions and tigers.

### **Monkey**

A monkey is a primate that has five-fingered hands, is able to hold onto things, has forward-facing eyes and generally has a tail. Many monkeys walk along branches rather than swing through the trees and walk with the whole of their palms flat on the floor.

### **Nature Reserve / National Park**

This is an area of land that is preserved and the animals which live inside the reserve are protected.

### **Over-hunting**

Over-hunting is when an animal is hunted too much and cannot breed fast enough to maintain its numbers.

### **Photosynthesis**

Photosynthesis is the process used by plants for making their food from water, sunlight and carbon dioxide.

### **Poacher**

This is a term used to describe a hunter who is breaking the law by killing protected species of animals or killing animals in a protected nature reserve.

### **Primate**

Primates are animals with five-fingered hands, are able to hold onto things and have a compact head with forward-facing eyes. They are also mammals (animals with warm blood, hair, nursed by their mother's milk).

Glossary (source: CERCOPAN, Born Free)

### **Prosimians**

A group of primates that includes lemurs, bushbabies, lorises, and tarsiers.

### **Reforestation**

Planting of new trees within a forest to replace those cut down.

### **Reintroduction**

Releasing animals back into the wild to establishing a viable, free-ranging population that has become globally or locally extinct, or extirpated, in the wild.

### **Renewable resources**

Renewable resources are natural materials that, if used wisely, will continue to grow or be created.







### **Sanctuary**

A sanctuary provides orphaned, rescued or confiscated animals with a safe place to live where they will be cared for and protected. In some cases they may live there for the rest of their lives, while in other cases they may be released back into the wild.

### **Simians**

Simian is the name given to the group of animals containing ape or monkey.

### **Species**

A species of animal or plant is one that produces offspring that can breed successfully.

### **Sustainable Use**

Sustainable use means the use of natural materials to ensure that they keep going continuously into the future.

### **Tropical Rainforest**

This is one of the habitats found in Africa that provides more homes for animals than any other habitat on earth. They are damp, hot forests.

### **Tropics**

The region around the equator between the Tropics of Cancer and Capricorn.

### **Understorey**

The understorey is a layer in a tropical rain forest that contains shrubs, small trees, and vines, all growing up towards the light and the leafy canopy.

### **Unsustainable**

Unsustainable means that people use too much of a natural material and it has become endangered, rare or even extinct.

### **Welfare**

Welfare is the looking after animals and making sure that they have a good quality of life, are well cared for and protected from harm.





## RESOURCES

### Education and Communication Websites

**[www.cbsm.com/public/world.lasso](http://www.cbsm.com/public/world.lasso)** - Community Based Social Marketing provides complete information and resources on community based social marketing, including the full contents of the book “Fostering Sustainable Behaviour”.

**[www.eric.ed.gov](http://www.eric.ed.gov)** – Education Resource Information Center provides bibliographic records of education literature, plus a growing collection of full text articles that you can access for free.

**[www.greenteacher.com](http://www.greenteacher.com)** - Green Teacher is a quarterly magazine that you can subscribe to and download one free trial copy on-line. It provides resources for teaching environmental and global issues to primary and secondary students as well as other resources.

**[www.interpnet.com](http://www.interpnet.com)** – National Association for Interpretation provides information on interpretation, standards and practices, resources and publications as well as a forum for connecting with other interpreters.

**[www.iucn.org](http://www.iucn.org)** - the International Union for Conservation of Nature provides the Red List of threatened species ([www.redlist.org](http://www.redlist.org)) as well as publications and resources for conservation, including a specialist group in education and communication (<http://www.iucn.org/about/union/commissions/cec/>)

**[www.naaee.org](http://www.naaee.org)** – the North American Association for Environmental Education provides useful publications and a forum for connecting with other educators.

**[www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)** - Oxfam Education offers a range of ideas, resources and support for developing the global dimension in the classroom and the whole school. It has environmental education activities, resources and curriculums for free.

**[www.wri.org](http://www.wri.org)** - World Resource Institute – provides information, ideas and solutions to global environmental problems – specifically climate change, deforestation and people and ecosystems.

**[www.yptenc.org.uk](http://www.yptenc.org.uk)** – Young People’s Trust for the Environment provides simple, concise information on biodiversity, environment and animals facts, including chimps, gorillas, elephants and many other African animals.

**[www.izea.net](http://www.izea.net)** - International Zoo Educators Association - contains great information pertaining to the field of conservation education, including lesson plans, activities, and articles.





# Pan African Sanctuary Alliance

## Resources

### Group Websites

NOTE: for a complete list of all member sanctuary websites please see page #??

**African Conservation Foundation** - [www.africanconservation.com](http://www.africanconservation.com) –provides information on the conservation of plants and animals in Africa and a list of conservation sites.

**Born Free Foundation** - [www.bornfree.org.uk](http://www.bornfree.org.uk) - Some information and fun fact sheets on gorillas and chimpanzees, as well as under the kids clubs link there are activities and more fact sheets on a range of animals.

**Bushmeat Crisis Task Force** - [www.bushmeat.org](http://www.bushmeat.org) - good archive of relevant articles and reports on bushmeat as well as access to the Bushmeat Education Resource Guide.

**Dian Fossey Gorilla Fund** - [www.gorillafund.org](http://www.gorillafund.org) – Good information on mountain gorillas with a kids section of activities.

**Great Apes Survival Project GRASP** - <http://www.unep.org/grasp/> provides the framework for international cooperation to protect great apes.

**International Primate Protection League** - [www.ippl.org](http://www.ippl.org) – Archive of newsletters on primate issues.

**Pan African Sanctuary Alliance** - [www.pasaprimates.org](http://www.pasaprimates.org) – the home page for PASA and provides regular updated information on PASA sanctuaries as well as reports and publications from PASA.

**Primate Society of Great Britain** - [www.psgb.org](http://www.psgb.org) – online version of primate Eye, which includes useful articles and an up-to-date list of recent conservation education articles and research.

**Rare** - [www.rareconservation.org](http://www.rareconservation.org) - specializes in social marketing for biodiversity conservation operating in more than 50 countries to date.





# Pan African Sanctuary Alliance

## Resources

### Books

Denscombe, M., (1998) *The Good Research Guide for Small Scale Social Research Projects*, London: Open University Press

Ham, S., (1992) *Environmental Interpretation: A Practical Guide for People with Big Ideas and Small Budgets*, North America Press, ISBN: 1 55591 902 2

Jacobson, S., (1999) *Communication Skills for Conservation professionals*, Washington DC: Island Press, ISBN: 1 55963 509 6

Jacobsen, S., MacDuff, M., Monroe, M., (2006) *Conservation Education and Outreach Techniques*. Oxford University Press. ISBN: 13: 978-0-19856772

McKenzie-Mohr, D. & Smith, W. (1999) *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*, New Society Publishers. Gabriola Island, B.C. ISBN: 9780865714069

Salwen M., & Stacks, D., (1996) *An integrated approach to communication theory and research*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Van Matre, S. (1999) *Earth Education: A new beginning*. Institute for Earth Education, ISBN: 0 917011 02 3

