

Lesson Plan 5

Threats to Survival

CRITICAL OUTCOMES

- CO#1:** Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- CO#6:** Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- CO#7:** Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

LEARNING OUTCOMES

- LO#3:** The learner will be able to demonstrate an understanding of the interrelationships between science and technology, society and the environment.

Sub-Skills

- Utilisation of resources
- Impact of man on environment
- Ethics

ASSESSMENT STANDARD

Understands the impact of science and technology, suggests ways to minimize negative effects on the environment.

TEACHING THE LESSON

Review with students the threats to the cheetah's survival from the previous lesson found on page 21.




ACTIVITY 1 - anatolian shepherd role play

Then ask for a couple of volunteers from the class 1 farmer (male student), one cheetah (female student to play female cheetah), one Anatolian Shepherd (larger student than “cheetah”) and about six sheep (any of students can be called up for this). Call the six sheep up first and explain that they are the farmer's herd. Every time you, the educator, say sheep they are to baa. Then call up the farmer. He works long hours a day, starting early in the morning and ending late at night. This is necessary in order to be able to support his family. During this long day he takes a rest from looking after his sheep in order to have his lunch. The farmer then stands to one side of the room having “lunch”. Before going off to lunch the farmer must count his sheep aloud. The next volunteer is designated as a female cheetah going out to find food for her cubs. The last volunteer is called aside so that the class cannot hear, told that he/she is a livestock guarding dog and when the cheetah is approaching the sheep looking for food, he/she is to go out and place itself in between the sheep and cheetah, barking and growling in order to scare off the cheetah.

With the sheep in one corner with the dog guarding, and the farmer away eating lunch, the cheetah approaches looking for food. In the far distance is a springbok (either a student or a cutout), but the sheep are nearer at hand and the cheetah is very tired and very hungry. The cheetah approaches the herd, but the dog comes out barking and scares her away.





When the “dog” starts barking the “cheetah” should get a fright, as she is not expecting this and back away from the herd. As the educator, you then ask her if she was frightened, and would she approach the herd again or go away looking for prey without the dog guarding it. Then call up the farmer and ask him if he had a good lunch and while he was away did he lose any of his sheep have him recount them out aloud. Was he happy with the dog and if he had lost no sheep would he then go out and shoot the cheetah.

Lead this role-play into a discussion on how CCF uses the Anatolian Shepherd as a protection for the cheetah on the Namibian farmlands. Guide the learners in a discussion / brainstorming session on other ways to protect the cheetah both in Namibia and South Africa using the fact sheets on pages 24-25 to stimulate ideas if necessary.



ACTIVITY 2 - ideas on cheetah conservation

Assign the students to write a letter to Cheetah Outreach submitting their ideas for cheetah conservation. Cheetah Outreach will respond with a letter acknowledging receipt, thanking them for the letter and reinforcing cheetah conservation.

Students can then commit to individual / class action (letter to government, poster, poem, song, fundraiser for Cheetah Outreach etc.)

Cheetah Champs!!! Once students have completed their individual or class action give each student a cheetah certificate found on page 26.



ASSESSMENT

For activity 2, assessment should be decided by the teacher depending on what action she requires individuals to do: writing a letter to the government, poem, fundraiser etc.



CONSERVATION EFFORTS – FACT SHEET



CHEETAH CONSERVATION FUND NAMIBIA

Namibia is home to **a quarter** of the world's cheetah making this the world's largest population of cheetah, if we want to save the species we need to save this population. 95% of Namibia's cheetahs do not live in protected environments; rather they are to be found on the farmlands where in the past the farmer has persecuted them. Laurie Marker established the Cheetah Conservation Fund (CCF) in 1990 to work with the farmer in trying to provide the cheetah with a safe habitat by reducing farmer/predator conflict, thereby ensuring their survival.

As previously mentioned the cheetah is not naturally a threat to livestock due to its adaptations for running and hunting. It is the other predators that hunt habitually at night and are livestock threats that are to blame for livestock losses on the farmland.

However the farmer does not always see them and it is the predator that hunts by day, the cheetah that has in the past received the blame. One solution to the farmer's problem is therefore to find a way to reduce predation on the livestock without killing the predator. In order to accomplish this CCF initiated a programme Non-Lethal Predator Control in 1998, using a specific breed of livestock guarding dog, the Anatolian Shepherd. This dog has been used in Turkey for over 5000 years as livestock protection against bears and wolves. The dogs have been specifically bred for this purpose; therefore do not need to be trained. CCF breeds the Anatolians at their home farm and gives the puppies to various farmers and institutions in Namibia to protect livestock. This large dog through intimidation techniques will deter predators from attacking the livestock, thereby reducing livestock loss and removing the reason for shooting the predators on his land.

CCF is also involved in the relocation of cheetah from farms where farmers have trapped them and do not want them on their land. Any cheetah received by CCF will undergo medical assessment and if healthy will be re-released on appropriate land. If the cheetah is a proven livestock threat then the individual will be released into a game park or nature reserve so that it won't come in contact with any livestock.

CCF also does research into behaviour, disease, mortality, territory size etc in the wild. The more information gathered about the wild cheetah, the more programmes that can be developed for their protection. This information is partly gathered through radio-collaring released individuals so that they can be tracked and their movements and behaviour monitored.

CCF also runs education programmes for schools, institutions, and farmers etc, educating the populace on the nature of the cheetah. They work with the farmers on improving farm practices to better protect the livestock. Not only through the introduction of the Anatolian, but also through simple farming techniques such as keeping young livestock nearer the homestead till of a size where they will less likely be considered prey.

For more information please check out the website: www.cheetah.org.



CONSERVATION EFFORTS – FACT SHEET



CHEETAH OUTREACH SOUTH AFRICA (WESTERN CAPE PROVINCE)

Cheetah Outreach, founded in January 1997, is an education and community-based programme designed to make as many people as possible aware of the plight of the cheetah and the vital role played by wildlife in South Africa's tourist industry and economy. The facility is open to the public for visiting, photographs and hands-on encounters with our ambassador cheetahs. This allows a wider audience for education regarding the plight of the cheetah. The group raises funds for various programmes working on the protection of the cheetah. Cheetah Outreach also runs school education programmes where they visit on average three schools a week within the Western Cape Province and educate 15,000 learners each year regarding the uniqueness of the cheetah, the threats facing it and possible conservation solutions. Cheetah Outreach hand raises cheetah which work as ambassadors to raise awareness for their wild cousins.

For more information check out the website: www.cheetah.co.za.



DE WILDT BREEDING CENTRE SOUTH AFRICA (NORTHERN PROVINCE)

De Wildt was established in 1971 as a breeding programme for the endangered cheetah. Apart from breeding, De Wildt aims to reintroduce cheetah back into their natural habitat, as well as educate people about South Africa's flora and fauna. De Wildt is now considered one of the premier breeding facilities in the world.

Aims:

- To breed rare and endangered species
- To support scientific investigations into all aspects of these species
- To promote public awareness particularly amongst the younger generation - of the pressing need for wildlife preservation:
- To continue to play a role in conservation biology by helping to maintain adequate gene pools of rare and endangered species
- To generate income to support existing and future breeding projects at the Centre
- Where feasible, to re-establish endangered wildlife species into areas where they once occurred naturally.

De Wildt also has a Wild Cheetah Project. Currently this programme is actively engaged in a census of free-ranging cheetah and is implementing a relocation programme, assisting farmers to trap cheetah in areas where they are not welcome for relocation to secure habitat.

For more information visit the website: www.dewildt.org.za.

