

## Conservation Heroes Activities

**Sponsor a Cheetah** – to sponsor a cheetah through the Cheetah Conservation Fund, go to:  
[http://www.cheetah.org/?nd=sponsor\\_a\\_resident\\_cheetah](http://www.cheetah.org/?nd=sponsor_a_resident_cheetah)

Sponsorship of a cheetah at any level includes:

- Two e-mail updates within a year sent by e-mail only
- A link to a page (please read instructions below) where you can download:
  - a personalized sponsorship certificate
  - a high-resolution ID poster of your sponsored cheetah
  - a link to the CheetahNews blog

### **Games! Games! Games!**

Ready for a quick break for conservation? We're never too old for games. And these are some favorite **conservation** themed games to play in your classrooms:

#### **M&M Ecosystem**

Supplies: paper and pencil for each student and a mini packet of plain M&M's or Skittles for each student

Time needed: 10 minutes

Objective: Remind students of the importance of a balanced ecosystem

Have students divide their paper into 5 sections of an ecosystem – mammals, insects, birds, reptiles, and soil. Each student gets a small bag of M&M's. Let one color of M&M's represent one group (i.e. mammals), etc. Continue to divide the M&M's into the appropriate groups. You'll have one color left over.

Students have to choose one color or "section" of the ecosystem to eat. Discuss the options. Why would none be a good option. This game is a really simple way of illustrating the balance of ecosystems. Schaller's work helps these already fragile ecosystems stay in balance.

#### **"Stalking"**

Supplies: handful pencils, blindfold

Time needed: 10 minutes

Objective: Reinforces the dynamics of predator/prey relationships

Have students sit in a circle. Choose one person to sit in the center of the circle. This person will be the “Guardian of the Herd”. Place handful of pencils in front of the “Guardian”. This will be the herd. Now blindfold the “Guardian”. The “Guardian” will have to listen for approaching predators. Predators will be chosen from the circle. The teacher will tap student(s) on the head to indicate they have been chosen to sneak up to get a pencil. (One pencil at a time.) If the student gets a pencil without being tagged and returns to original spot., he\she may return to hunt again. If at any time the predator is tagged by the “Guardian” they must return all pencils (this represents rebirth in the herd) and return to their place in the circle. They can no longer hunt until tapped on the head again. Play continues until teacher ends sessions and chooses a new “Guardian”. Players in the circle who are not predators should not make noises.

Different situations may arise that will prompt discussion, such as what happens if the pencils or “herd” get separated?

### **A Life in the Wild: George Schaller**

Relentless in his pursuit to save endangered species across the globe since 1952, the world’s pre-eminent field biologist George B. Schaller, was named the 2008 recipient of the Indianapolis Prize, the world’s leading award for animal conservation.

Schallers’ work has spanned four continents including Africa, Asia, North America, and South America. His research encompasses such iconic mammals as mountain gorillas, Serengeti lions, and giant pandas.

For an educational site with classroom activities, etc. go to:

<http://tplexservice.iweb.bsu.edu/zoo/index.html>