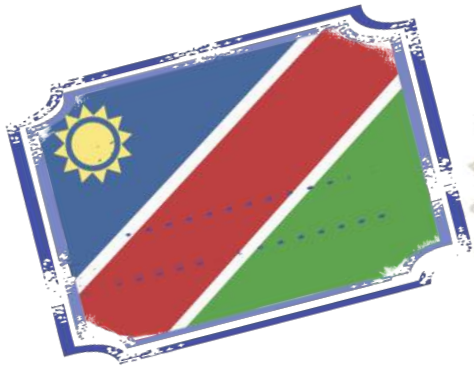


Teacher Version

International  
Cheetah Day  
December 4th

CONSERVATION  
PASSPORT



## You Can Make A Difference!

The Cheetah Conservation Fund (CCF) needs your help as you celebrate International Cheetah Day. Make sure to gather more information about cheetahs and spread the word about wildlife conservation. Try making small changes in your everyday life to help your local wildlife and stay involved through service projects or fundraising to help international wildlife. In this conservation passport you will find important information about the cheetah and its race for survival.

## What is Conservation?

Conservation is taking care of the environment in which we live. This means using resources wisely so some of it is left for others or for our own future use.

In order to ensure a successful future we need to be responsible custodians of nature. The way land and animals are managed determines the future of all ecosystems. The balance of nature is tipped through poor land, livestock or wildlife management practices. Financial losses occur when the land cannot support productivity.

## Why December 4th?

It is the birthday of Khayam, a cheetah Dr. Laurie Marker raised from a cub at Wildlife Safari, in Oregon. Khayam was trained for the first research project in rewilding and inspired her first trip to Namibia in 1977.

Dr. Marker took Khayam to Africa to see if she could be taught to hunt in the wild. Through trial and error, Dr. Marker was successful in her efforts, and she eventually brought Khayam back to the US. It was during this time that Dr. Marker found out about how cheetahs were being exterminated by Namibian farmers who viewed them as vermin, and she vowed to do something about it. So Dr. Marker became the cheetah's champion because of Khayam, and chose this animal's birthday as a day to promote cheetah conservation in honor of her memory.



*Once you complete a station, place a check mark on the Passport Stamp.*



## CHEETAH

Acinonyx jubatus

Weight: 75 – 120 pounds  
 Height: 70 – 85 cm  
 Body Length: 110 – 140 cm  
 Tail Length: 65 – 80 cm  
 Wild Life Span: ~ 12 Years

Range: Sub-Saharan Africa with a small population in Iran

Habitat: Open bushveld, grassland savannas

Diet: Carnivore, eating small antelope and other small mammals and birds such as guinea fowl

Namibia Population: approximately 3,000 World Population: less than 10,000

**Namibian Protected Species/ Status: Vulnerable**

The cheetah is the world's fastest land animal and Africa's most endangered big cat with only 10,000 left in the wild. Uniquely adapted for speed, the cheetah is capable of reaching speeds up to 70 miles per hour in just over 3 seconds, and at top speed their stride is 7 yards long. Cheetahs are carnivores and prefer to prey on small antelope species such as steenbok, duiker, springbok, and the calves of larger antelope like oryx, red hartebeest and kudu.



1. Oryx

2. Kudu

3. Duiker

4. Steenbok

5. Springbok

Match the letter with the number to identify the species.

A 4, B 5, C 3, D 1, E 2

Namibia is proudly known as the 'cheetah capital of the world' because it is home to a 1/3 of the world's population. Most of Namibia's wild cheetahs live on livestock farmland where they are safe from the threat of larger predators such as lions and spotted hyena. CCF works with farmers in Namibia to help keep their livestock such as sheep & goats safe from predators living on their land so we can live in harmony with wildlife and support a healthy ecosystem.

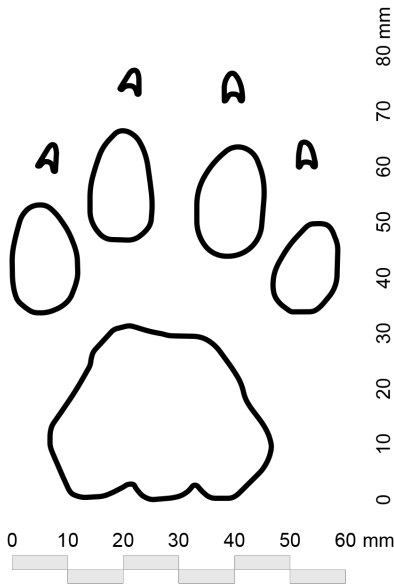




## Cheetah Facts

### Spotted Skin

The cheetah's fur is covered in solid black spots, and so is their skin! The black fur actually grows out of the black spots on their skin. Adult cheetahs are easily distinguished from other cats by their solid black spots. The color and spots are a form of camouflage which helps cheetahs hunt prey and hide from other predators. Until about three months of age cheetah cubs have a thick silvery-grey mantle down their back. The mantle helps camouflage the cubs by imitating the look of an aggressive animal called a honey badger. This mimicry may help deter predators such as lions, hyenas, and eagles from attempting to kill them.



### Track Fact

Cheetahs are the only cat species to leave nail marks as they walk. Cheetah's foot pads are hard and less rounded than the other cats. The pads function like tire treads providing them with increased traction in fast, sharp turns. The short blunt claws which are considered semi-retractable are closer to that of a dog than of other cats. The claws work like the cleats of a track shoe to grip the ground for traction when running to help increase speed.

### Tear Marks

Distinctive black tear stripes run from the eyes to the mouth. The stripes are thought to protect the eyes from the sun's glare. It is believed that they have the same function as a rifle scope, helping cheetahs focus on their prey.



### Tail

The cheetah's long muscular tail works like a rudder, stabilizing, and acting as a counter balance to its body weight. This allows sudden sharp turns during high speed chases. The tail is also thought to be a signaling device, helping young cubs follow their mothers in tall grass. The tip of the tail varies in color from white to black among individuals.



## Lesson 1 - Cheetahs

Built for Speed Instructions

Materials Needed:

Measuring tape, chalk, masking tape, and stop watch. We recommend that water is available by this station, as participants may get thirsty.

Before children arrive:

Mark out with chalk or tape 30 yards, 7 yards, a long jump area, and tape or chalk line for the balancing portion.

Have children run one sprint and measure their time. They then will calculate their mph and compare this to a cheetah. Then have children run again at the 30 yard mark once with two legs and once on feet and hands (four legs). Measure this time in seconds. Next count quantity of strides for each child using the 7 yard mark (A stride is one cycle of sequential footsteps, that is, 2 steps for a human and 4 steps for a cheetah) Finally have each child balance walking heel to toe on a curb or on a drawn line. Ask them to note what body parts they are using to aid in balancing themselves.

Background – Adaptations

As the fastest animal on land, with a maximum speed of 110 - 120 km per hour, the cheetah can accelerate from 0-80km in 3 seconds. Their top speed can only be maintained for between 400-500 meters resulting in a short burst of speed (20-30s). They then need to rest for about 30 min. Running is a cheetah's main form of defense, its speed allows it to hunt and escape from danger. Over generations the cheetah has evolved many adaptations to facilitate a specialization for speed. Speed consists of the distance one covers in a certain time; therefore by increasing the distance covered one can increase one's speed.

The cheetah is aerodynamic (stream-lined) for decreased resistance while running. The leg bones are longer in comparison to the other cats and they run on their toes, giving them a longer stride. The cheetah also has a very flexible backbone, which allows it to stretch its body out further. The cheetah's shoulder blades are not connected to the collarbone, thus allowing the shoulders to move freely and help increase the length of the forelegs while running. The hip bones pivot in their sockets, allowing for greater length of the hind legs while running. All these adaptations result in a stride of 8 m at full speed. The lightened skeleton and reduced muscles mass aid the cheetah in running faster by decreasing the weight carried (the larger you are the slower you are). The long tail helps the cheetah to balance and helps the cheetah make sharp turns when running, stabilizes the body and acts as a rudder. A cheetah's foot shows several modifications, allowing for greater grip while running. The pads on the base of the foot bear longitudinal ridges, the function of which is equivalent to tire-treads. The cheetah has semiretractable claws, which serve

a function similar to cleats on a track/soccer shoe. It takes a lot of energy to sustain the top speed of a cheetah, and therefore the cheetah has several adaptations to allow more effective delivery of oxygen to the muscles. In comparison to the other large cats, the cheetah's heart, lungs, nostrils and sinuses are enlarged to increase oxygen supply to the muscles.

## Lesson 2 - People

### Story Stones Activity

For International Cheetah Day have learners make story stones and use them to orally tell stories about Cheetahs in a group circle. If you orally tell stories please have someone to write them down to share with the Cheetah Conservation Fund (CCF) about your day's activities, we would love to hear them!

Story telling, folk tales, and myths serve as a means of handing down traditions and customs from one generation to the next in Africa. For several generations, the people of Africa have traditionally passed down knowledge and customs by word of mouth. Often, after a hard day's work, the adults would gather the children together, around a fire and tell stories. Usually the stories are meant to prepare young people for life, and so often taught a lesson or moral.

In the African folk tales, the stories reflect the culture where many types of animals live side by side with people. For better understanding of animals and natural phenomenon, the animals and the natural world were often given human attributes, so it is not uncommon to find animals talking, singing or demonstrating other human characteristics such as values and emotions.

### Materials Needed:

Flat rocks

Rock cleaning station, water, soap, and towels

Drawing material: sharpies permanent markers or acrylic paint

Area or space to story tell

### Making Story Stones:

Have learners make story stones with cleaned flat rocks. Learners can choose their rock and be in charge of cleaning it first. Then have learners use colored sharpie permanent markers or acrylic paint to make pictures on the rocks. They do not need to paint their whole story idea on 1 rock.

## Lesson 3 - Dogs

Farmers & Cheetahs - Can They Live Together?

Interactive Story Role-Play and Discussion

Appropriate for all ages, but can focus on older learners: grades 6 to 10 for role-play & discussion

Materials Needed:

Boots' Story

Discussion questions & fact sheets on "a place for predators" and 'cheetahs and farmers' Worksheet – Farm Management and Planning for Predators.

Included below are some of the animals mentioned in the story:

Anatolian Shepherd dog, boer goat, cheetah, African leopard, black-backed jackal, warthog, gemsbok, greater kudu, hartebeest, springbok, and yellow hornbill birds. Photos of the other animals can be found earlier in this booklet.



Lesson Activities:

Activity 1: Gather learners to hear the *Boots' Story: Guarding Goats and Saving Wildlife in Namibia*, read a-loud.

Activity 2: Farmers & Cheetahs: Can They Live Together? Anatolian Shepherd role-play/drama

Activity 3: Hold a discussion group using questions below

Activity 4: Worksheet – Farm Management and Planning for Predators. The worksheet gives learners a better sense of Namibia and the role of the livestock guarding dogs and how they work to save the wild cheetah.



## **BOOTS' STORY - Guarding Goats and Saving Wildlife in Namibia**

Boots cried as Marie carried him away. He was afraid and no longer saw his brothers and sisters, nor did he see the little goats. Marie put him onto the seat in an old truck. "It's okay, Boots," said Marie. "You'll like it at the DeKlerc farm." The Anatolian Shepherd dog had an important job to do; he had to protect the goat herd from jackals, cheetahs and other predators. Marie drove away from the Cheetah Conservation Fund's farm in Namibia, near the town of Otjiwarongo. Boots put his head out the window and looked back, he did not see his farm anymore.

### **A NEW HOME FOR BOOTS**

Betty eagerly watched the road, wanting to see the new puppy. A truck pulled up to the farmhouse. "They are here," shouted Betty. "Do not get too excited, Betty," said her father. "This dog is not going to be a pet. He is going to guard the goats out in the bush." Marie stepped out of the truck; she was holding nine-week-old Boots in her arms. Betty ran up to Marie and Boots jumped into Betty's arms. He had cream-colored fur covering his body with black fur around his eyes and nose. Boots stuck out his tongue and licked Betty's face and Betty, Marie and Betty's father all laughed. "He knows he is at his new home," said Marie.

### **BOOTS AND THE KIDS**

Boots was put in a barn stall with the little kid goats. Betty and her father watched him as he sniffed and licked the kids. This was more like home. He liked goats, they were part of his family and soon he fell asleep. "Tomorrow Boots will meet the rest of the herd," said Betty's father. "Then he will stay in the pen with the kid goats for a while." The next morning, Betty watched Boots meet the big goats. His ears were flat against his head and his tail was down. He touched noses with each goat and he even licked some of them. "Don't take him out of the pen to play with him," said Betty's father. "The goats need to be his family."

### **BOOTS' NEW FAMILY**

A few weeks passed and every morning before school, Betty sat outside the pen. Boots came to say hello to Betty, but then he went back to his small herd. He ate with the goats. He played with the goats. He slept with the goats. They were his family. "Now, he's ready to go out with John and the big herd," said Betty's father.

### **WATCHING OUT FOR WILDLIFE**

One day, Boots saw a strange dog in the bush. He stood up and barked loudly. It was a black-backed jackal. John picked up a stick and yelled, "Go away!" He shook the stick at the jackal and it ran into the bush. "Good job, Boots" said John as he patted him on the head. Boots saw other wild animals out in the dry thornbush savannah. There were kudu and



gemsbok, hartebeest and springbok and lots of warthogs. These animals ate grasses and leaves from the bushes and they never tried to attack his goat family. One day, Boots and John saw a large, spotted cat. Boots stood up and barked. It didn't leave. Boots moved toward it and barked again. The cheetah looked at him and it turned away and trotted into the bush.

### BOOTS ON HIS OWN

A few months passed and Boots was a big, one-year-old shepherd dog. He went out alone with his goats now. Every morning, Betty saw Boots at the pen. Every afternoon, Betty saw Boots bring the goats into the pens for the night. Boots was always friendly and working hard. He had to guard his goat family. On the weekend, Betty looked at birds through her binoculars. There were many beautiful birds. She watched swallows and shrikes, mousebirds and hornbills. She walked far away from the farmhouse. Betty looked around. "Where was she?" It was going to get dark soon and she was afraid. Leopards, brown hyenas and caracals lived on the savannah farmland.

### BOOTS SAVES THE DAY

Betty heard noises and hid behind a bush. It was Boots and the goats so Betty stood up. Boots ran over to her and touched his nose to her hand, he was telling her to follow him. Betty walked with Boots and the goats. The shepherd dog was taking her home along with his goats. Suddenly Boots stopped walking. He barked loudly as Betty saw a dark shadow creep up to the herd. The goats bleated and were frightened. Boots moved toward the shadow and gave two more deep barks. Betty held her breath. The leopard stopped. He stared at the big dog and the girl, and then he crept away into the bush. Betty let out her breath. The sun went down behind the blackthorn acacias as Betty and the goats started to walk again toward home. They were all safe—thanks to Boots! Betty told her father what had happened, he told her not to go so far from the farmhouse EVER again. Then he hugged and hugged her. "Getting that shepherd dog was the best thing we ever did for our farm," said Betty's father.



## Farmers & Cheetahs: Can They Live Together?

### OBJECTIVE:

Learners will discuss the cheetah's threats to survival and come up with possible solutions to the cheetah's decrease in population.

### Learning Outcomes

This role-play lesson is designed to begin the discussion on possible solutions to the cheetah's decrease in population. It also allows learners to discuss how cheetahs and farmers can live together.

### Teaching the Lesson

Understand the role-play and review fact sheets on "a place for predators" and "cheetahs and farmers" to assist with the activity and discussion.

### **Activity 2: Farmers & Cheetahs: Can They Live Together? Anatolian Shepherd role-play/drama.**

Ask for 10 volunteers from the class: 1 'farmer' (male learner), 1 'cheetah' (female learner to play female cheetah), 1 'Anatolian Shepherd' (larger learner than 'cheetah') and about 6 'sheep' (any of learners can be called up for this) and 1 'springbok.'

Call the 6 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 learner or a cut-out), 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 backs away from the herd. As the educator, you then ask her if she was frightened,

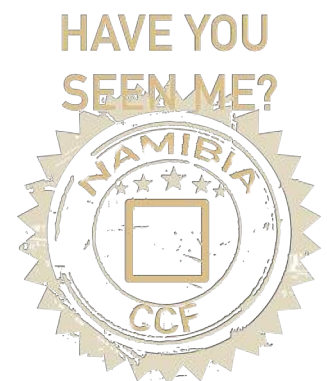
and would she approach the herd again and fight the dog or go away looking for prey without the dog guarding it. Then call up the farmer and ask him if he had a good lunch and while he was away did he lose any of his sheep. Have him recount them out aloud. Was he happy with the dog, and if he had lost no sheep would he then go out and shoot the cheetah?

### Activity 3: DISCUSSION

Lead this role-play into a discussion on how the Cheetah Conservation Fund (CCF) uses the Anatolian Shepherd dogs as a protection for the smallstock sheep and goats, as well as 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 Africa, using the fact sheets on ‘a place for predators’ and ‘cheetahs and farmers’ to stimulate ideas if necessary.

#### DISCUSSION QUESTIONS ABOUT BOOTS’S STORY

1. Why was Boots “not a pet”? What job did he have to do?
2. What did Boots do when he was with his herd of goats and he saw predators like jackals and cheetahs out in the thornbush savanna?
3. Why was this a good behavior?
4. What happened one day when Betty was watching birds using her binoculars?
5. How did Boots save the day?
6. Read the title of the story again. How does Boots save wildlife?
7. If there wasn’t a dog like Boots to guard the goat herd, what might happen to the goats? What would the farmer do to the jackals, cheetahs and leopards?



### Activity 4: Worksheet – Farm Management and Planning for Predators

Instructions: You are a member of the Cheetah Conservation Fund (CCF) team. Find the best management technique(s) that you might use to reduce cheetah/human conflicts. Write the correct numbers of the management techniques you would recommend next to the management problems. There may be more than one correct number for each problem.

#### Farm Management Problems

- \_\_\_\_\_ A. Carnivores have access to domestic livestock during calving time.
- \_\_\_\_\_ B. Drought has caused the death of a large amount of wildlife on your farm and cheetahs have begun to attack small stock for food.
- \_\_\_\_\_ C. Cheetahs are killing young hartebeest in your game farm. They have managed to get through the game fence by crawling through warthog holes in the fence.
- \_\_\_\_\_ D. Heifers continue to lose a large number of calves to predators each year.
- \_\_\_\_\_ E. Cows giving birth in camps (where cheetah tracks are seen) that have play-trees, lose more young calves than those in camps closer to the homestead that have only acacia trees.
- \_\_\_\_\_ F. Over-hunting of wildlife on a farm to provide more grazing area for cattle has caused predators in the area to hunt livestock.

#### Farm Management Techniques

1. Electrify fence and barb the lower wires to prevent warthogs from digging holes.
2. Reduce calf losses by moving calving herds out of the areas where play-trees are located.
3. Bring cows closer to the homestead during calving times.
4. Keep a few older cows with heifers, because many losses of calves in herds occur because the heifers are inexperienced and vulnerable.
5. Keep a larger concentration of livestock in camps during calving to help protect the calves.
6. Keep a few cows or oxen with horns together with the calving herd.



7. Place a few female donkeys with calving herds, as donkeys are aggressive toward intruders and chase away cheetahs.
8. Rotate livestock more rapidly through camps.
9. Promote more aggressive breeds of cattle such as the Brahman and Afrikaner.
10. Employ herders and large breeds of livestock guard dogs with small stock.
11. Promote wildlife re-population on farms, because farms with larger wildlife populations experience fewer predator problems.

### **Answer Key for Worksheet – Farm Management and Planning for Predators**

- 2, 3, 5, 6, 7** A. Carnivores have access to domestic livestock during calving time.
- 10** B. Drought has caused the death of a large amount of wildlife on your farm and cheetahs have begun to attack small stock for food.
- 1** C. Cheetahs are killing young hartebeest in your game farm. They have managed to get through the game fence by crawling through warthog holes in the fence.
- 2, 4, 5, 6, 7** D. Heifers continue to lose a large number of calves to predators each year.
- 2** E. Cows giving birth in camps (where cheetah tracks are seen) that have play-trees lose more young calves than those in camps closer to the homestead that have only acacia trees.
- 11** F. Over-hunting of wildlife on a farm to provide more grazing area for cattle has caused predators in the area to hunt livestock.

## Lesson 4 - Survival

### Cheetah Survival Game Instructions

Play this game to explore some of the hazards cheetahs encounter in their wild life. A series of numbered station cards are placed in this area. Begin by collecting 2 cheetah cards and then roll one of the dice to find out which station you will begin your cheetah journey at (roll a 1, 2, 3, or 4).

Then, follow these steps.

1. To start your journey, roll the die and begin on the card with the number you roll, only 1 through 4. If you roll a 5 or 6, just roll again.
2. Follow the instructions on each station card. When conditions are favorable, the card will tell you to move ahead. When you encounter a hazard, you may be delayed or have to go back. If you are told you have lost a cheetah card please give the card back to the instructor. If you gain a cheetah card ask the instructor for your additional cheetah card.
3. REMEMBER! Not all cheetahs live a long life. Some will live, and some will die. Fill out the chart at the end of the journey.
4. Return all cheetah cards at the end of your journey.

#### Materials Needed:

Ribbon for "radio collars", measured out 8 yard jump, step (a rock, log, step stool, etc.), dice, printed game stations (1-21 on the following pages) and cheetah cards (pages 18-19)

#### Cheetah Survival Game Follow-up Questions

1. Did you complete the Cheetah Survival Game? Yes or No
2. Did you survive?  
If so, with how many cheetah cards?
3. Did your cheetah face similar survival problems as wild animals in your area?



## Station 1

Roll the dice to find out if you are able to find mate and start family.

Roll an odd number- you are able to mate.

Gain 3 cheetah cards

Roll an even number- You do not mate.

Then move to Station 3.

## Station 2

Oh No! Electrified fence cuts off cheetah range.

You get too close and get a shock! Jump 2 times in shock. Lose 1 cheetah card and move ahead 1 station.

## Station 3

Climb onto your favorite play tree to look for prey and potential predators  
Step on and off the "play tree" 4 times.  
Move ahead 2 stations.

## Station 4

Disease Strikes!  
Roll the dice to find out your fate...  
Roll an odd number-Cheetahs with strong immune system survive. Sit down, hold your stomach and groan 10 times. Then move forward 2 stations.  
Roll an even number- Cheetahs with weak immune system die. Lose 1 cheetah card and move back 2 stations.

## Station 5

Good hunting! Keep the springbok? Roll to find out...  
Roll an odd number-Eat the springbok. Rub your tummy 4 times then move forward 1 station.  
Roll an even number-Lose the springbok to larger predators like lions or leopard. Move back 1 stations.

## Station 6

Farmer Pieterhans protects cheetahs to attract tourists.  
Cheetahs Welcome!  
Turn in slow circle 2 times and move forward 1 station.

## Station 7

Cubs start to hunt with mother.

Roll the dice to see how well the cubs do...

Roll an odd number- Cubs learn the strangle hold. Gain 1 cheetah card and move forward 2 stations.

Roll an even number- The cubs let the prey escape and the cubs go hungry. Move forward 1 station.

## Station 9

Lion attacks cubs eating prey!

Roll the dice to find out the cubs fate...

Roll an odd number- Cubs escape and survive. Run ahead 2 stations.

Roll an even number- A cub is wounded and dies. Lose 1 cheetah card and hop on 1 leg to next station.

## Station 11

Radio Collared for research!

You get a medical check-up by vet and scientists. They remove some pesky and dangerous ticks from your skin.

Put a ribbon around your neck and wear for the remainder of the game.

Roll the dice and move forward the number of stations you roll.

## Station 8

Long dry season.

Many prey migrate to find water.

Your weakest cub dies. Lose 1 cheetah card and lay on the ground and slowly drag yourself forward 1 station.

## Station 10

See an injured warthog calf and make chase. Mother warthog comes to defend her calf and injures you.

Pretend to lick wound on hand for 30 counts and move forward 1 station.

## Station 12

Farmer Heinz shoots at a cheetah.

He hits his mark. Lose 1 cheetah card. Dramatically die and fall to the ground, count to 30 before getting up. Move ahead 1 station.



## Station 13

Cheetah Trap

Roll the dice to escape...

Roll an odd number-You must crawl on your hands and knees in a circle 10 times and then move forward 1 station.

Roll an even number- Sneak forward 2 stations.

## Station 14

3 healthy cubs are born! Do they survive? Roll the dice...

Roll an odd number- Mother successfully raises cubs. Gain 3 cheetah cards  
Move forward 2 stations.

Roll an even number- Mother is killed and cubs starve. Lose 2 cheetah cards  
Move back 2 stations.

## Station 15

Times are tough and you see goats that look like easy food. But a large dog comes out of nowhere barking loudly and growling.

You get scared and stay away!  
Run back 1 station.

## Station 16

Rainy season has arrived and there are lots of antelope young to eat. Enjoy the feast while it lasts.

Do a rain dance, then move forward 1 station.

## Station 17

Shot at by farmer Hunzetch at playtree!

You are lucky this time and escape without being shot.

Hiss and move forward 1 station.

## Station 18

You try to chase down a duiker but it gets away. You are too tired to hunt again today. Try again tomorrow.

Try the long jump to see if you can make 8 meters in just 1 jump like a cheetah.  
Then move forward 1 station.

## Station 19

A Hyena finds the litter!  
Some of the cubs are able to escape. Lose 1 cheetah card.  
Make cheetah squeak noises to find your siblings then sneak forward 1 station.

## Station 20

Good hunting! Keep the duiker?  
Roll to find out...  
Roll an odd number-Eat the duiker. Rub your tummy 4 times then move forward 1 station.  
Roll an even number-Lose the duiker to larger predators like lions or leopard.  
Move back 2 stations.

## Station 21

A territorial fight between males.  
Roll the dice to find out your fate...  
Roll an odd number-You win! Mate and produce offspring. Gain 2 cheetah cards. Punch the air above you 6 times and move to finish!  
Roll an even number-You lose. Limp back 2 stations.

## Finish!

You win the Cheetah Survival Game!  
You have successfully raised your cubs and survived through many many challenging situations.  
You are the future for your species!





## Cheetah Survival Game Chart

**I survived** the Cheetah Survival Game with  
this # of Cheetah Cards.

I did not survive

<b>I survived</b> the Cheetah Survival Game with this # of Cheetah Cards.	I did not survive



## Solve a Mystery...

Use your detective skills to solve the following mystery.

### The Mystery...

Jill, an American tourist, is enjoying a wildlife safari in Namibia. She knows that habitat loss and destruction are the major reasons that many species are endangered. She is surprised to see Cheetah Conservation Fund employees cutting down the bush. Why are they destroying the bush habitat?

### Clue #1

The mission of the Cheetah Conservation Fund is to learn and teach about the cheetah and its *ecosystem*, and to *conserve the cheetah*.



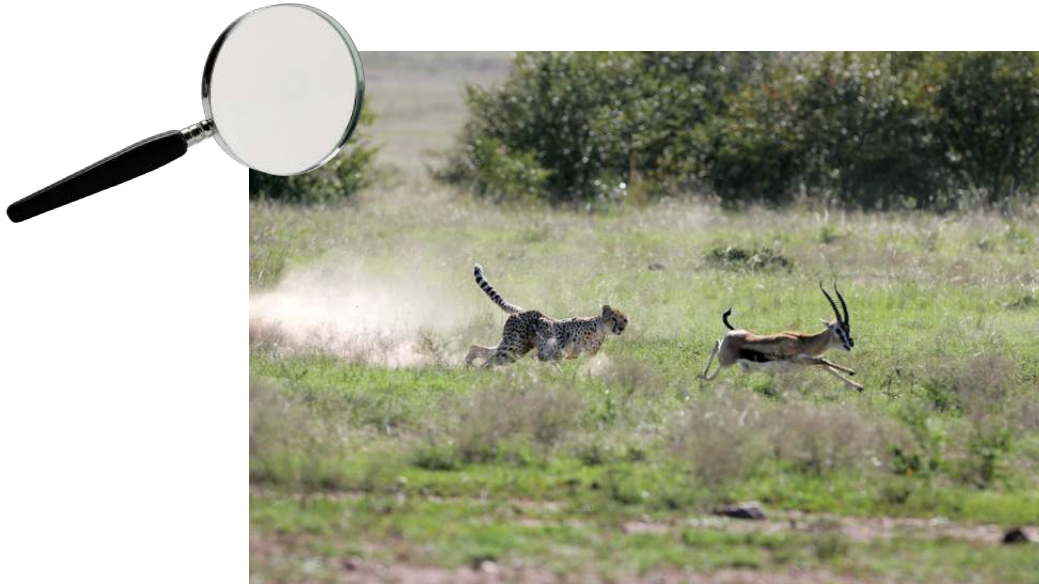
### Clue #2

Elephants and rhinos, which browse on bush and keep it from growing out of control, *no longer range over most of Namibia's land*.



Clue #3

*A healthy grassland ecosystem supports populations of wild prey, which in turn benefits predators, such as the cheetah and people.*



### Mystery Solved!

Bush is an important part of the savanna habitat. However, under natural conditions, it is scattered throughout the grasslands. Historically, elephant and rhinos that would feed on the bush and natural fires kept the bush from growing out of control. Today most elephants and rhinos are restricted to parks and reserves and fires are prevented, leaving the bush on farmlands to flourish. As the bush takes over, it pushes out the grasses, especially in areas that have been overgrazed. With less grass available, populations of wild herbivores such as oryx and hartebeest have declined. The bush also gets in the way when a cheetah tries to chase down prey and the thorns can cause eye injuries. Less wild prey and worse hunting conditions increases the chance that a predator such as a cheetah will turn to hunting livestock to survive. This increases conflict between farmers and cheetahs.

The Cheetah Conservation Fund works with farmers to find ways that they can live in harmony with the cheetah. One of the goals is to return the savanna habitat back to a more natural state by reducing the amount of bush. Bushblock is a conservation project that harvests bush and manufactures eco-friendly fuel logs sold for heating and braai. Restoring the original habitat will make life better for the farmer and the cheetah, as well as other native wildlife.



## Did you Know?

One of the greatest threats to the cheetah and other predators in the wild is human-wildlife conflict. Over 90 % of cheetahs live outside protected areas, meaning that they live alongside human communities. Most of these are commercial and communal farming communities raising cows, sheep, and goats.

## CCF Human-Wildlife Conflict Management Programs:

### Livestock Guarding Dog Program:

CCF's renowned Livestock Guarding Dog Programme has been very effective at reducing predation and thereby reducing the need for farmers to trap or shoot cheetahs. CCF breeds Anatolian Shepherd and Kangal dogs that for thousands of years have guarded smallstock against predators in Turkey. The dogs are placed with livestock farmers as puppies to bond with the herd and use their loud bark to scare away potential predators.



### Future Farmers of Africa:

CCF operates a Model Farm that raises cattle, goats, and sheep and researches predator-friendly farming methods, including herd and veld management, livestock and wildlife management and other techniques. The Model Farm is an educational center for Namibian farmers to learn and CCF leads by example. Through training courses, education materials, trade shows, and other opportunities, CCF has reached thousands of farmers. CCF's programs are also used in other cheetah range areas of Africa.

Farmers as conservationists: Namibian farmers practice diverse farming activities that form part of the ecosystem. It is farmers, hunters, and game managers who will conserve Namibia's precious ecosystem for future generations to enjoy. There is no single solution to predator conflicts. Effective predator control and overall farm management requires a variety of integrated management strategies.

### Livelihood Development:

CCF promotes humans living in cheetah country through livelihood development. The Dancing Goat Creamery produces and sells dairy products made from CCF's goat milk, demonstrating to small livestock farmers a viable source of supplemental income that can make their farms more prosperous.





C N L D V U I I F U K C J S T V D L B C A F F I  
E H E S E E H C T A O G G N I C N A D D A N C N  
N L E F R U Z P K P R U U S E E M T S S D K C T  
C A M E R A T R A P S M I Y X B I K T C W X T E  
X G I A T A L C C R V T E M H Q O E R L Z K I R  
V E L R C A B L D H O U M R T S S M H Z M E S N  
R N S Y A I H L O R E T K D T T O P T O W S I A  
R E R O C N L C C C H E V O L R F M G H E B V T  
H T E F H P I E O I G M T A L L A N J S M R G I  
E I M R W W N R V N H N N A O B O I A O Z L F O  
N C R G A T G M E S S D I B H R H E N G J O H N  
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M L F E G B H Q O A E J R W C E U Z U W N C T L  
I A N G X N Y K M P L V I V R A T B S B V G E C  
B B A I H O C M I J J J T H A L R X S G Y C E H  
I Q I E C M A V M Y T A A I X T G T O M H L H E  
A Y B C P L H D P O A T L Q G O I N L E W C C E  
N X I D R L A U R I E M A R K E R O W H O P A T  
C Y M X S H A T E E H C D L I W U B N B Q D T A  
R L A Z I Q K D H A J E H M U X A I W F D M E H  
A W N R W D P C Q M Y M G L B A O D N P U Q E D  
F M R A F L E D O M B K H U K X F F H Z S N M A  
T Q P S O E B K S K G F J A N A R T F Q E Q D Y  
S X B P F T F A R J M Y R C F L S X K A Q H U M

**Find these words in the search above to learn more about  
Cheetah Conservation Fund.**

- |                           |                           |
|---------------------------|---------------------------|
| OTJIWARONGO               | GENETICS LAB              |
| CHEETAH CONSERVATION FUND | MEET A CHEETAH            |
| DR LAURIE MARKER          | MODEL FARM                |
| CAMERA TRAPS              | NAIMIBIAN CRAFTS          |
| BUSHBLOK                  | NAMIBIAN FARMERS          |
| CHEETAH CUBS              | TRACKING COLLARS          |
| CHEWBAAKA                 | VETERINARIAN              |
| CHEETAH RELEASES          | VISIT CCF                 |
| DANCING GOAT CHEESE       | WILD CHEETAHS             |
| FARMER TRAINING           | VISITOR CENTRE            |
| FASTEST LAND MAMMAL       | INTERNATIONAL CHEETAH DAY |





# Answer Key

C N L D V U I I F U K C J S T V D L B C A F F I  
 E H E S E E H C T A O G G N I C N A D D A N C N  
 N L E F R U Z P K P R U U S E E M T S S D K C T  
 C A M E R A T R A P S M I Y X B I K T C W X T E  
 X G I A T A L C C R V T E M H Q O E R L Z K I R  
 V E L R C A B L D H O U M R T S S M H Z M E S N  
 R N S Y A I H L O R E T K D T T O P T O W S I A  
 R E R O C N L C C C H E V O L R F M G H E B V T  
 H T E F H P I E O I G M T A L L A N J S M R G I  
 E I M R W W N R V N H N N A O B O I A O Z L F O  
 N C R G A T G M E S S D I B H R H E N G J O H N  
 A S A L R N Q W J T M E L K A C L S V I S V A A  
 M L F E G B H Q O A E J R W C E U Z U W N C T L  
 I A N G X N Y K M P L V I V R A T B S B V G E C  
 B B A I H O C M I J J J T H A L R X S G Y C E H  
 I Q I E C M A V M Y T A A I X T G T O M H L H E  
 A Y B C P L H D P O A T L Q G O I N L E W C C E  
 N X I D R L A U R I E M A R K E R O W H O P A T  
 C Y M X S H A T E E H C D L I W U B N B Q D T A  
 R L A Z I Q K D H A J E H M U X A I W F D M E H  
 A W N R W D P C Q M Y M G L B A O D N P U Q E D  
 F M R A F L E D O M B K H U K X F F H Z S N M A  
 T Q P S O E B K S K G F J A N A R T F Q E Q D Y  
 S X B P F T F A R J M Y R C F L S X K A Q H U M

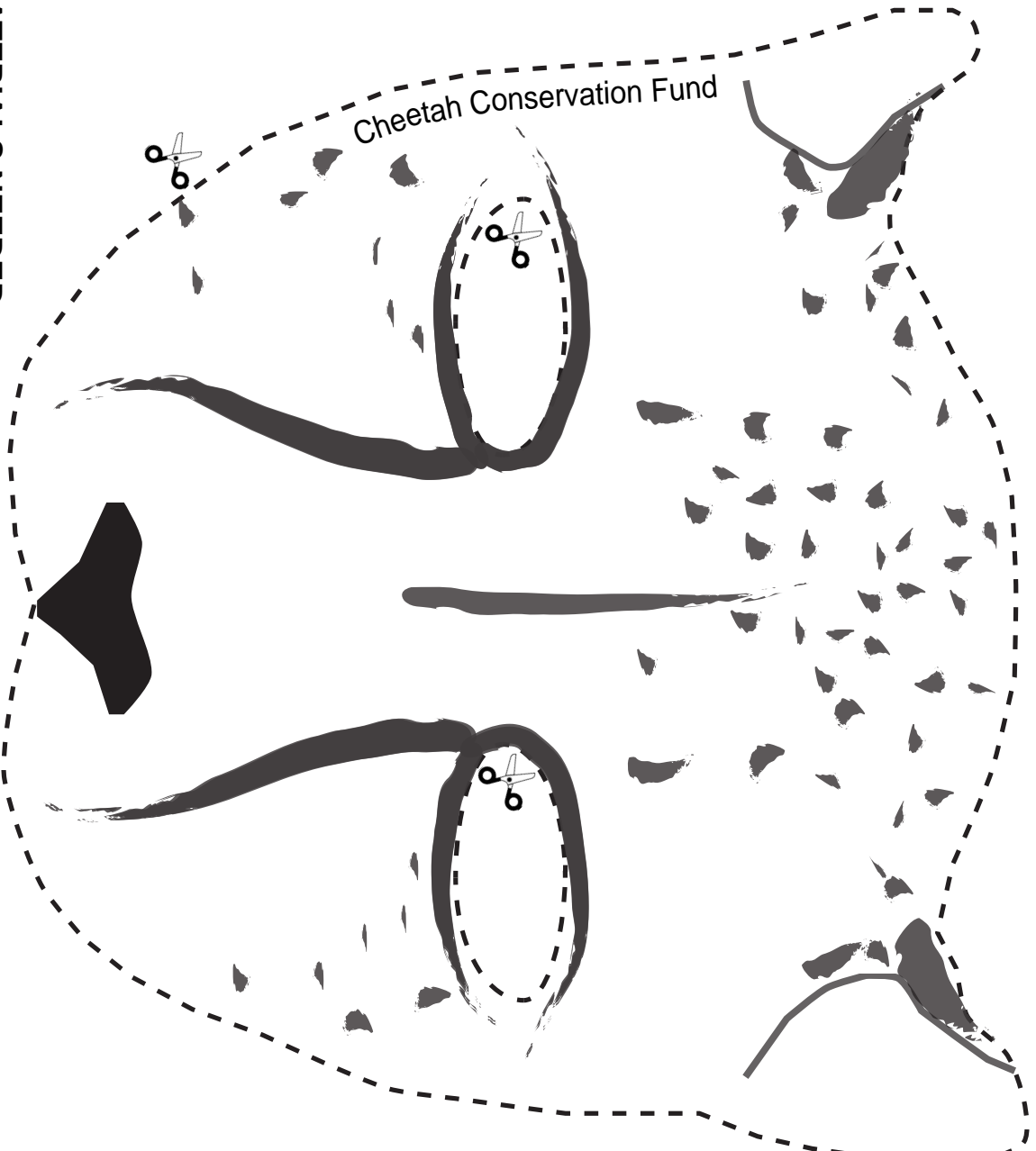
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# Cheetah Mask Template



## MATERIALS NEEDED:

- Cheetah mask template
- Card stock or heavy weight printer paper
- Crayons, markers, glitter, paint, or anything else to color your cheetah face
- Scissors
- Glue
- Popsicle stick

## INSTRUCTIONS

-  Print the Cheetah Mask Template onto card stock or heavy paper
  -  Decorate your cheetah mask
  -  Cut along the dotted lines
  -  Glue a popsicle stick to the back of your cheetah mask. This is how you will hold the mask up to your face.
  -  Take a picture of your cheetah mask and send it to CCF. Email: [info@cheetah.org](mailto:info@cheetah.org) Mail: P.O. Box 2496 Alexandria, VA 22301
- Be sure to include your name and age and your cheetah mask will be featured on our website gallery. We will post our gallery at [www.cheetah.org](http://www.cheetah.org).

THIS CERTIFICATE OF CHEETAH ACHIEVEMENT  
RECOGNIZES:

\_\_\_\_\_ Name

FOR PARTICIPATING IN INTERNATIONAL CHEETAH DAY  
ACTIVITIES AT \_\_\_\_\_ ON \_\_\_\_\_  
Zoo or School where event took place  
AND FOR OVERALL EXCELLENCE IN  
\_\_\_\_\_ Date  
ALL THINGS CHEETAH!

*Laurie Marker*

Dr. Laurie Marker  
Founder & Executive Director - CCF





Photos by CCF staff and volunteers as well as Suzi Eszterhas and Andrew Harrington