

Station 1 – Mountain Lion Exhibit Gallery, Pt. 1 - (20 min.)

Characteristics of mountain Lions:

Location: Inside gallery- front and middle sections.

If students come with written questions check to see if any apply here.

Using exhibit wall posters lead learners to find out these key points.

Section One:

- 1) Where cougars live, local, wide range. Caves.....
- 2) How they hunt, what they eat, when they hunt.
- 3) Physical adaptations for hunting, paws, feet, eyes legs, coat color.
- 4) Solitary life style,
- 5) Use flashlight to highlight skull in corner, showing olfactory scent holes in mouth.
- 6) Two kittens a year
- 7) Use chart of Big game to show Mt. Lion prey. Open question bear”

Show example board of jumping.

Section Two:

- 1) Prey to male mountain lion until 18 mos., live 10-12 years
- 2) Range and evolutionary information.
 - a. Saber tooth tiger

Station 2 - Mountain Lion Exhibit Gallery, Pt. 2 - (20 min.)

Mountain Lions and human interaction

Location: Inside gallery- Middle and last sections.

If students come with a written question check to see if any apply here.

For younger students this is a good time to read the story, How the Bob Cat Brought Fire,

Focus on the Arts: storytelling, making of objects, why Mt Lions were important to the Native American.

Using wall posters and exhibit material to lead older students to find out these key points:

•I. Awe and Respect by Native Americans, as a superior hunter. [view puma with deer and view jumping wall]

Quiver of hide

Show how art objects reflects Mt. Lion

Costume to wear in ceremony, bring luck as a hunter– “emulate is to honor”

Storytelling – cougar gives us fire

Use art forms [six ways cougar expressed in art – then stand by your favorite piece] and let students roam to pick favorite items. 2 minutes max. “now go stand by your favorite”

II. European contact, era of bounty hunting.

- 1) Different life style: Ranchers and farmers raising cattle, sheep
- 2) Disrupted natural balance of elk herds and deer
- 3) Wipe out vegetation Elk and deer eating vegetation and water gets muddy
- 4) Theodore Roosevelt; conservation and established the Grand Canyon – hunting trips

III. Current efforts to find balance.

- 1) Need to learn more about animals by use of radio collar
- 2) Listen to the different sounds of MT. Lion explain the different meanings.
Collar! research to find balance between human and Mt. Lion living in the same community.

Station 3 – Babbit Reading Room - (20 min.)

Mountain Lion Safety

Location: Babbit Reading Room

If students come with a written question check to see if any apply here.

Human and cougar contact; How to keep yourself safe. Share that they are shy, reclusive, rarely seen predators and are great hunters.

Show video, using stops to talk about certain safety issues.

- 1) Be Safe. We humans are not normal prey”. What is the wrong place to be – 1) sunrise or sunset 2) by yourself on a trail [show newspaper articles] and 3) look for sign of behavior [notes can be seen on Big cards back of posters]
- 2) Paw Prints: Show paw prints, compare dog canine [with claws] to Mountain lion [with claws]. **Tracks**
- 3) Pelt: Show Pelt: fur on bottom of foot for stealthy hunting, retractable claws and size of paws [Pass around]
- 4) Scat: Show samples of scat, refer to “marking”. Compare mountain lion [bones] and coyote [fur and herbs]. Strong urine odor and tree scratches, “cache, with fur piles nearby. Scratches on trees.

OPT: If time allows have students volunteer to act out a trait and have other students guess which it is.

Station 4 – Branniger Chase Hall (20 min.)

Location: Hall Way/Branniger Chase

Background information:

Activities

If students come with a written question check to see if any apply here.

I. Jumping like a Mt Lion (tiles on floor, string)

NOTE: blue tape indicates how far each animal can jump (cat, ??, elk, deer, mountain lion). What is the prey of each?

Kids line up with long blue line in one long line; wait for signal to “jump”

Try again, then do running jump

II. Jumping like a Mt Lion (height on walls): **NOTE:** Mountain Lions can jump as high as 20 ft.

Kids divide into three lines

First kid in each line walks to wall, then jumps when docent says “jump”, rest in line determine how high

Each jumps twice

III. Gather around table to view skulls, etc.

Cool adaptations, talk seriously:

*Mountain lion skull: what do you notice about its eye sockets

*Sense of smell: all sniff; roof of mouth has holes to increase sense of smell 14 times;

PASS around to kids, if desire to touch

*Havelina eyes on side of head – grazer, watch to see who is coming (horse, cow)

*Predators vs. Prey – Predators in front and side (like teacher or mom)

IV. Field of Vision See instructions

Get three (3) kids to volunteer (four roles)

*one stands in center

*middle “animal” watches leader

*two back to back in front to walk slowly and stop

*switch: center to leader, leader to walker

V. Utilize the skulls to show eye placement, olfactory scent holes in mouth.

Use models to show huge paws and note hind leg structure for leaping?

If time permits, ask student to pick which characteristic they would prefer to have.

VI. OPT: Walk like a Mt. Lion, casual walk, back feet in front feet print. Have students try it.