



President’s Message – Marianne Brooks

Summer has been a wonderful time for docents at the Zoo! We’ve had fun Special Events that Kathy has planned such as World Lion Day, Member's Nights, and the Grizzly Welcome Home celebration. And many thanks to the Outreach Team (Mac, Judy, Tami, and Amy) who are busy planning the fall tour and safari season—watch for opportunities to be available on SignUpGenius.

The grizzlies have returned to their beautifully renovated habitat and it's wonderful to see them settling in. If you haven't been to see the grizzly renovations, be sure to take a look. Additionally, we have welcomed three new raccoons into our zoo family, as well as “Cora,” the red panda, who is delighting visitors in her new habitat. These additions will provide us with even more engaging stories to share.

We value your insights from the end-of-year feedback survey and the Board is evaluating adjustments where possible to ensure our goals and the Zoo’s are closely aligned. One great suggestion was to bring the “Woodsy” back and we have listened! This fun event that the Social Team (Eileen and Debbie) are planning, will take place on September 14, giving us a chance to connect, enjoy each other’s company, and share experiences. An email invitation has already been sent out.

Lastly, if you have not yet explored the new slides on the Grizzly Tower, I highly recommend it—they're a hit with visitors and staff alike.

Thank you for your continued commitment to the Zoo!

Marianne

Zoo Vision Statement

Every Kid. Every Time. Goosebumps! Every kid, of any age, will have an experience for a lifetime with every visit.



Chico, the Emperor Tamarin, graciously accepted a rare audience with Susan Hoxie

DATES TO KNOW

Most meetings start at 9:30 a.m.

CECs at 9:30 a.m.

Education Committee at 10:30 a.m.

- Sep 4..... Board Meeting DRC
- Sep 11... Docent Meeting..... LML**
- Sep 14... Woodsy..... Ellie Solomon’s
- Sep 25... Education Committee DRC
- Oct 2 Board Meeting (Exec and Supplemental) SL
- Oct 12... Docent Meeting SL
- Oct 23... CEC SL
- Oct 26... CEC SL
- Oct 30... Education Committee DRC
- Nov 6.... Board Meeting DRC
- Nov 13.. Docent Meeting/Keeper Appreciation Lunch LML
- Nov 20.. CEC SL
- Nov 23.. CEC SL
- Nov 27.. Education Committee DRC

Key: DRC = Docent Resource Ctr, LML = Lodge at Moose Lake, SL = Safari Lodge

**** Mandatory Meeting. If unable to attend, contact the president or president-elect**

CECs and TRAINING

- Aug..... Fall Recall (see pp 8-18)
- Oct 23... Life Cycles Tour CEC SL
- Oct 26... Life Cycles Tour CEC SL

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WOODSY: Save the Date

When: Saturday, September 14 from 2:30—4:30.

Where: Ellie and Ron Solomon's home, 3203 Paseo Rd.

This is a potluck and fun social time for all! Bring a dish based on the first letter of your last name:

A-G..... Dessert

H-M..... Salad

N-Z..... Hors D'oeuvres or a Main Dish

Sign up by texting or emailing Debbie Might or Eileen Derry.

Eileen Derry and Debbie Might/Social Committee

September 11 Docent Meeting

Due to construction, the September 11 meeting will now be held at the Lodge at Moose Lake. Our speaker will be Chris Meech from the horticulture department. Please note that LAML is reserved by another group immediately after our meeting, so we must vacate the room by 11:30 am.

CEC Information

The 2024 Fall Recall is included in this Zooline beginning on page 8 and the topic is Interpretive Education. Section X in the Manual on Interpretive Education is being updated, so you will need to use the two handouts beginning on page 12 to find some of the answers. The vocabulary section answers can be found in the Docent Manual.

In an effort to be good conservationists and limit paper usage, use the attached answer sheet to complete your Fall Recall and email it to me at charcopolo@me.com.

If you want to print it out at home, there will be a box in the DRC to drop off your answers.

The Fall Recall deadline is Dec. 31, 2024.

Charlotte Greene, CEC Chairperson

AMP Update (Animals, Missions, Programs)

- 37 BFFs born at CMZ. Found success when they let females mate with multiple males. Will DNA test the kits
- Giraffe SSP recommendations are out, and our Wednesday will be leaving, but we will get 2 new female giraffes
- Grizzlies "Emmett" and "Digger" are back in their newly renovated habitat
- Emperor Tamarins "Dot" and "Chico" have been observed breeding
- Western Lowland Gorillas "Goma" and "Asha" have been observed breeding again

- Red River Hogs "Gus" and "Finn" have been observed breeding
- All trout euthanasia in July due to high water temperatures in the penguin exhibit
- Bennett's wallaby "Katt" has been doing sodium iodide treats every other week to help battle the bacteria that causes lumpy jaw. She continues to want to go out with the mob and eat normally but we do find her with a runny nose multiple times during the week
- Gorilla "Roxie" continues to do well and interacts normally with the troop
- Sumatran orangutans "Sumagu" and "Kera" and Bornean orangutans "Hadiyah" and "Ember" have had numerous "howdy" situations where they have been able to interact with one another through a 1x1 mesh. Sumagu and Ember have spent a lot of time with one another at the howdy and they have traded items, poked one another, and manipulated each other's hair
- African Spurred tortoise "Chobe" is in a new location. Keepers worked to secure up the Okapi yard for Chobe to be able to spend afternoons there after Bahati shifts inside. He has really enjoyed spending time there and guests enjoy learning about him and have asked specifically for him when visiting the zoo
- 3 new raccoons – "Benton", "Baldwin" and "Baker" are in their new home in the area between "Chewy" and Grizzlies



One of our three newest residents from Susan Hoxie

Fall Safari and Tour Reminders

It's Safari/Tour Season again and school reservations are pouring in! Here are some quick reminders to help everyone dive back in:

1. **SignUpGenius:** Be on the lookout for upcoming SignUpGenius Safari and Tour Alerts to sign up for these fantastic opportunities!
2. **Substitutions:** If you are unable to do a Safari or Tour you signed up for, you must find a substitute and provide your substitute with all relevant information to take your place. Then, notify the Safari or Tour Coordinator of the change.
3. **Specific Requests:** If there is a particular Safari or Tour you would like to do, but were unable to sign up for, you can always contact a docent who signed up for it and ask if they might let you do it instead. Then, notify the Safari or Tour coordinator of the agreed-upon change.
4. **Tour Chair:** If you have never signed up to be the Tour Chair and are feeling a bit uncertain about what it entails, go ahead and take the leap and sign up. Tami will be happy to help you from there. It's easy and kind of fun! Branch out and try it!
5. **Tour Sign-Ins:** When you arrive for your tour, the sign-in sheet will be in the last kiosk, just as it was last year. Sign in next to your name. There will be lettuce there for you to take with you on your tour.
6. **Check in with Tour Chair:** A friendly reminder to be sure to give your tour numbers to the tour chair before leaving the area. She/He needs them to complete their paperwork.
7. **Safari Kit Contents:** All Safari kits were recently inventoried and updated. However, please ensure the required materials are still in your assigned kit when you pick it up.
8. **Missing Items:** If Tour Checklist and/or Certification Sheets are missing from a kit, copies are in the tote bag on the shelf by the DRC door. If anything else is missing, please notify. Amy (contact info below).
9. **Safari Kit Service Hour Credit:** To receive the 1-hour additional service credit for picking up a Safari Kit, you must use the equipment sign-out sheet on the desk in the DRC to sign the kit out.
10. **Other Safari and Tour Service Hour Credits:** Two (2) service hours are given for each Safari or Tour. The exception is if the Safari is out of town (40 miles or further). For out-of-town Safaris, an extra two hours will be given for travel time.

Safari-related issues/concerns: Contact the Safari Coordinator *Amy Momber*, 719-332-4643

Tour-related issues/concerns: Contact the Tour Coordinator *Tami Dickens*, 719-330-9236

Articles and Information of Interest

- How a Cloned Ferret Inspired a DNA Bank for Endangered Species [Read Here](#)
- Scientists want to send endangered species' cells to the moon [Read Here](#)
- Ongoing release and tracking for Colorado Wolves” [Read Here](#)
- You Tube video about the effects of the release of Wolves at Yellowstone Park [Watch Here](#)
- 101 Facts about Racoons [Read Here](#)

CMZA Zooline Information

Please send all submissions for the **October** issue — information, articles, pictures, etc. — to cmza.zooline@yahoo.com.

The deadline is Sunday, September 22.

Thank you!

Joan Thorn, Editor



Chuckwalla, Nora, in the vacation tub in Paris for the Olympics from Jeanie Baratono



The Birthday Girl, from Susan Hoxie



Panya wasn't hungry, so her buddy Kay helped by eating the cake for her, from Susan Hoxie



What a stunning cake! from Susan Hoxie

Panya Celebrates her Seventh Birthday



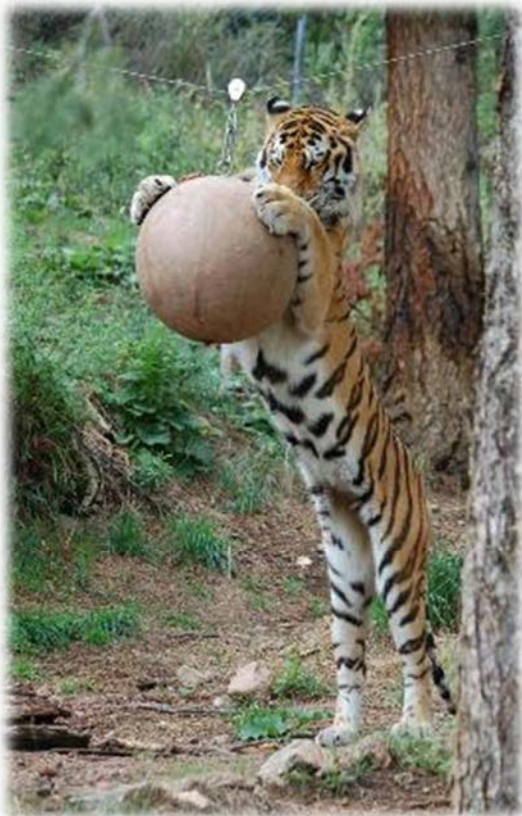
Kay even assisted the keepers by sweeping up the last crumbs...what a superstar! from Susan Hoxie



Chewy, living the good life! from Susan Hoxie



Olie and Kay from Susan Hoxie



Chewy always enjoys his enrichment, from S Hoxie



Cora, spectacularly stunning Red Panda from S. Hoxie



Little Foot, Radiant Red Tegu Lizard, from Susan Hoxie



Zambezi and Omo: He is getting so big! from S. Hoxie



Abuto in All His Majestic Splendor from Deborah Compton



Freda and Flora, three-banded female armadillos enjoying the day, from Deborah Compton



Digger is wondering where he left his treat! from D Compton



Sumatran orangutan Kera sitting in nest from D Compton



Pink-back Pelican perfecting its plumage from D Compton



This cattle egret will certainly attract a mate in this gorgeous plumage from Deborah Compton

Edinburgh Zoo Visit est. 1913

Mark Steinberg and Debbie Might recently returned from Scotland where they visited Edinburgh Zoo. They were invited by the zoo's education department to be their guests. They met with their education manager, Phill, who gave them a tour of their education center. They had a wonderful discussion regarding the similarities and differences between our zoos. Edinburgh Zoo is lush with many leafy trees and beautiful flowers and the exhibits are well done. Just like CMZ, they are very dedicated to conservation and education. They took CMZ pins for staff as a small gift and had a wonderful time visiting the Zoo.



FALL RECALL 2024

Name: _____

Fill In the Blanks (Answers on the Handout)

1. The chief aim of interpretation is not interpretation, but _____.
2. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be _____.
3. Information is not interpretation, but interpretation is _____ based upon information.
4. Interpretation is an art which combines many arts regardless of the materials used. Any art is to some degree _____.
5. Interpretation should aim to present a _____ rather than a part.
6. Interpretation for children should not be a _____ of the presentation to adults.

List Tilden's 5 Tips

1. _____
2. _____
3. _____
4. _____
5. _____

Using Positive Language

1. A guest is feeding the peafowl, your response:
 - A. Say, stop that right now.
 - B. Say, get away from the peafowl, it might peck you.
 - C. Say, thanks for trying to share with our peafowl, but they have a balanced diet provided by Scutes and also near the domestic goats.

- D. Say, that popcorn might make our birds sick.
2. A guest aggressively reaches for the biofact you are holding, your response:
- A. Jerk the biofact away from them.
 - B. Say, you can't touch this unless you don't grab.
 - C. Say, here is a good place to gently touch this biofact.
 - D. Put the biofact away since guests are aggressive.
3. A child is climbing on the rocks by BBY, your response:
- A. Say, get off those rocks before you hurt yourself.
 - B. Climb up and pull the child back to the path.
 - C. Say, there's a great play space and hill by Grizzly Grill where it's safe to climb.
 - D. Tell the adults to take better care of their children.

Vocabulary (Section X). Fill-In The Blank

1. Conservation

Wise use of living and non-living things. It may include _____.

2. Endangered

Faced with the _____ of extinction throughout all or a significant portion of its range.

3. Indicator Species

A species whose continued existence and well-being indicates the health of an _____. This usually is the first species to exhibit changes when the ecosystem is in trouble.

4. SSP

Species Survival Plan. Program designed to manage the _____ of captive* populations.

*The zoo no longer uses this term. It will be changed to "in human care."

5. Keystone Species

Species on which many other species rely for their own continued existence and whose loss could precipitate the _____ of an entire ecosystem.

Animal Names and Conservation (Contact me if you need a hint, the answers are NOT in the Manual).

1. Three of our hippos, Zambezi, Kasai, and Omo are named after:
 - A. Mountains in Africa because hippos love to climb.
 - B. Rivers in Africa because we are deeply concerned about water conservation.
 - C. Trees in Africa because hippos like to eat leaves.
 - D. Tour agencies in Africa because hippos like to chat with tourists.

2. Poa and Briza, our two young maras in BBY, are named after:
 - A. An Argentinian brother and sister singing duo.
 - B. Wild grasses that they eat in the wide open, arid grasslands of Argentina because we are concerned about habitat destruction.
 - C. Two famous Patagonian movie stars.
 - D. Types of rocks and stones in South America because maras like to throw things at predators.

3. Our red panda is named Cora because:
 - A. She eats only red CORAL.
 - B. We're deeply concerned about wildlife CORRIDORS and want to remind guests about these important conservation areas.
 - C. She was born the same year as the CORONATION of King Charles III.
 - D. She loves to play her little brass CORONET.

4. Our newest chickens are named after dinosaurs because:
 - A. Most kids can pronounce dinosaurs' names, and most docents cannot.

- B. Chickens are direct descendants of dinosaurs according to the fossil record.
- C. The favorite food of most dinosaurs was chicken nuggets.
- D. Most dinosaurs communicated by clucking.

Animal Name (Bonus Question)

- 5. We have two Emperor Tamarins Dot and Chico. Their species was named after a Royal European figure from the turn of the 20th Century. Who was it and why was the species named after him?

FALL RECALL HANDOUT-INTREPRETIVE EDUCATION

“Interpretation is an unusual form of communication in that it melds knowledge with feelings in order to touch the hearts and minds of people.”

By Joel Christensen, International Zoo Educators Association



Interpretation in zoos is a near-universal method for delivering education in zoos and has been shown to prompt learning and pro-conservation behavior change.

The following 6 Principles of Interpretation written by Freeman Tilden in 1957 give solid direction in learning and using interpretation during our docent work. The 5 Tips summarize the principles and are handy reminders.

Tilden's 6 Principles of Interpretation

1. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.
2. Information, as such, is not Interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.
3. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
4. The chief aim of Interpretation is not instruction, but provocation.
5. Interpretation should aim to present a whole rather than a part and must address itself to the whole man rather than any phase.

6. Interpretation addressed to children (say up to the age of twelve) should not be a dilution of the presentation to adults but should follow a fundamentally different approach. To be at its best it will require a separate program.

Tilden's 5 Tips

- Provoke
- Relate
- Reveal
- Address the Whole
- Message unity

POSITIVE Language Usage

Before you Say it, ask yourself

Are you asking them what you WANT them to do?

Consider these phrases:

Don't run	<change to>	Walking please
Don't touch that	<change to>	Feel free to touch here Be careful
Calm down	<change to>	Do you feel safe?
		Let's reset for a second

If you tell a kid what you don't want them to do, they often only hear the last word that you said. If you give them clear instructions on what you would like them to do, they are more likely to be successful

Does it sound like I am yelling right now?

Do you have a BIG booming voice? Or is it more quiet and soft? Either is great, but how you use that voice will be an amazing tool. Booming voices can sound harsh and scary, and soft voices can be easy to ignore. Find ways to appropriately connect with your group that keeps them engaged to the content and connected to you.

There is a distinct difference between being loud and yelling. We should never defer to yelling as that is when kids feel scared or unsafe. Stay calm, composed, and collected at all times.

Am I letting myself get frustrated?

A break does not always mean leaving the group, but it can mean taking the opportunity to step away when possible.

Maybe take a step back while the kids are feeding giraffe or are at a biofact cart. You can still observe, but stepping away, taking deep breaths, and resetting can be a great idea. If we let ourselves get frustrated, that is typically when the "don't do that", "I said stop", and the yelling comes out.

Take the tiny break to reset your mind, and return to the group.



INTERPRETIVE EDUCATION

QUICK TIPS



CHEYENNE
MOUNTAIN
ZOO

Effective interpretation is about relating and provoking.

From Freeman Tilden's *Principles of Interpretation*:

I. "Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile."

Example:



"Orangutans are thought to be as smart as a 5-7 year old human."



"Who here has a 5-7 year old at home? Well you would understand what it's like to be around one of our orangutans! Their intelligence rivals that of a second grader."

Making a personal, emotional connection is much more effective than sharing facts.

IV. "The chief aim of interpretation is **not** instruction, but provocation."

Example:



"Surprisingly, the closest relative to this Mountain Tapir is a rhinoceros."



"Can you take a guess at what animal is the closest living relative to this tapir? Hint: This animal also lives at CMZ!"

No one likes a lecture. Encourage a conversation between you and the guests. We want to create "light bulb" moments!

One last reminder:

Always consider your audience.

It's important that we cater to the *individual* with every interpretive experience- Everyone has different motivations for visiting the zoo! As a general rule of thumb, try to focus your interpretations on these themes when talking to children vs. adults:

Children

Curiosity ✓
Empathy ✓

Adults

Stewardship ✓
Novelty ✓

The goal of interpretation: Connect tangibles to intangibles

Tangibles =

What you can see, hear, smell, taste, or touch



Intangibles =

Universal concepts (ideas, emotions, sensations, etc.)

It's YOUR job, as an interpreter, to relate these physical items/animals to deeper ideas for zoo guests.

Example “Tangibles”

Example “Intangibles”

1.



Hunger

How could we relate this giraffe to something everyone knows- hunger?

Example:

- “Imagine a world where you are only allowed to eat salad for every meal... Do you think you’d need to eat a lot or a little to keep yourself full?” ... “A lot! That is the reality for a giraffe- they only eat leaves and twigs, so it’s important we provide them with tons of feeding opportunities.”

2.



Safety

How could we relate the hippo exhibit to the feeling of safety?

Example:

- “Do you smell that strong stink in this building? What do you think that’s from?” ... “Hippo poop is part of it! Hippos will use their tails to spray their poop in order to mark their territory. This is *one* of the ways they behave to feel safe. Just like you might build a fence around your home, hippos spray poop!”

