

Progress Report October 2016
"Wild animals do not want to be pets"
Environmental awareness and education for not holding wild
animals as pets in Santa Cruz, Bolivia. phase II
18765-2
Yazmín Madeleine Tolosa Gómez

1. Coordination and planification.

Development of the educational circuit activities "Wild animals do not want to be pets in the city of Santa Cruz",⁴ Initial meetings were held to establish inter-agency working arrangements with the Department of Natural Resources, Department of Santa Cruz, Biology career of the Autonomous University Gabriel Rene Moreno and the Santa Cruz Municipal Zoo. As a result of these meetings, the project established an agreement between the institutions.

Development of the "Consciousness Classroom" in the meetings held, it was concluded that due to difficulties in the relationship and coordination between the departmental level of education and the SEDUCA (depending on the national government) this component ("Consciousness Classrooms") should be moved to the Municipality of El Torno, where de Department of Natural Resources has much more decision-making power.

An agreement between the municipality of El Torno and its District Department of Education, the Department of Natural Resources of the Government of Santa Cruz, career Biology U.A.G.R.M. and the Project Rufford 18765-2 was established



2. Development of training modules.

Development of training modules to students: A total of 53 students of the following careers: Biology, Environmental Science and Tourism received 6 training workshops in environmental conservation education, knowledge of biodiversity (including the 12 species we are mainly working with) and 12 workshops for the elaboration of puppets, support and performance materials.

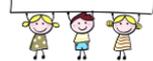


3. Support material development

In coordination meetings the development of support material for teachers was defined, this material will be validated and incorporated by the District Department of Education of the municipality of El Torno and will be subsequently incorporated into other municipalities ensuring the sustainability of the process initiated by the project, the Manual for teachers (consists of 60 pages), develops mainly three themes: The value of biodiversity of Bolivia, major threats to biodiversity and wild animals declared as natural heritage of the department of Santa Cruz. This manual has been developed according to the curriculum to be easily incorporated as cross-curricular.



5. Trabajando Juntos



5.1 Actividades para primaria

¿Quién es quién?

Descripción de la actividad: En esta actividad buscamos que los niños/niñas reconozcan las 10 especies declaradas como patrimonio natural del departamento y las dos especies de parabas únicas de Bolivia, para ello realizaremos lo siguiente:

- Con ayuda de la información brindada en la unidad para cada una de las especies explicamos a los niños/niñas sobre la importancia de las especies declaradas como patrimonio natural del departamento, socializamos y discutimos mediante lluvia de ideas las principales características de estos animales y realizamos un listado de las especies con ayuda de los niños/niñas.
- Dibujamos y pintamos las diferentes especies de animales y decoramos el salón con el trabajo realizado.

Juego: ¡Vuelan parabas vuelan!

Descripción del juego: A través de este juego queremos resaltar la importancia de las 2 especies endémicas de parabas: la Paraba Frente Roja y la Paraba Barba Azul (que sólo se encuentran en Bolivia) y una de las amenazas a la que ellas se enfrentan, como es su cacería para mascotas.

Cada niño/niña dibuja, colorea y recorta una Paraba Frente Roja o una Paraba Barba Azul, se les puede pegar trocitos de papel seda o trocitos de papeles pintados de azul o rojo que imiten las colas de las parabas. Pasar una cuerdecita por el centro para poder hacerla volar.

Módulo Conciencia

Algunas preguntas orientadoras

- ¿Sabe que es un animal doméstico y que es un animal silvestre?
- ¿Conoce algún animal silvestre? ¿Cuál?
- ¿Qué tipo de mascotas tienes en tu casa?
- Si es un animal silvestre (ejemplo loro, paraba, tucán, tortuga) preguntemos ¿cómo lo consiguió?
- Si tiene un animal silvestre preguntemos ¿sabe que tener animales silvestres como mascotas, afecta nuestros recursos naturales?
- Con los conceptos trabajados en clase sobre cómo afecta la tenencia de animales como mascotas a la biodiversidad (recursos naturales) explicamos e invitamos a nuestro entrevistado de manera amigable y respetuosa a no tener animales silvestres como mascotas.
- Una vez explicado el por qué no se deben adquirir animales silvestres como mascotas le preguntamos a nuestro entrevistado ¿qué podría hacer para ayudar a proteger o defender los animales silvestres?
- Cerramos la entrevista con "¿te gustaría contarme algo más?" o "¿me olvidé de preguntarte algo?"



The wild animals do not want to be pets: Sensitization and education to decrease the traffic and possession of wild animal as pets in Santa Cruz, Bolivia.

4. Training to the teachers in the thematic "Conciusness Calsrooms".

40 teachers representing 11 educational istitutionsof the Municipality of El Torno took part in the 8 hour workshop training, this training aimed to primary and high school teachers of the subject biology.



Implementation of the proposal "Conciusness Clasrooms": 30 hours of classroom-practice for the development of the different topics in the manual such as development of school fairs, field trips to get to know the biodiversity, visits to the Natural History Municipal Zoo Museum were established.



5. Start of the educational circuit

The Educational Circuit was developed in the municipality of El Torno with the participation of students who trained for the "Consciousness Classroom". The activity "Puppet Saturday at the Municipal Zoo" takes place with the assistance of over 1000 people (families, young children and adults) who participate in all activities of the educational circuit.



The wild animals do not want to be pets: Sensitization and education to decrease the traffic and possession of wild animal as pets in Santa Cruz, Bolivia.

3. Other advances

- Elaboration of the stage
- Elaboration of masks, puppets and suits of the threatened species
- Elaboration of the teachers manuals (content and design)
- PDF version of this manual (100 DVD copies available)
- Elaboration of T-shirts with the project logo for the involved professionals

