

PROYECTO  
ECOLÓGICO  
AZUERO



# Final Report of the Spider Monkey School Initiative 2017

Report written by: Gricel García

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## Introduction to the Spider Monkey School Initiative

The Spider Monkey School Initiative is a process in which the Azuero Earth Project transmits knowledge about the environment in a very easy, but different way to kids from different rural schools in the province of Los Santos, along the ecological corridor we aim to create to connect tropical dry forest. In 2017, 8 schools participated in the process, starting from the initial interviews, 2 more than in previous years.

This year, we worked in the following communities: Nuario, Vallerriquito, Los Asientos, Oria Arriba, Bayano, La Miel, Bajo Corral and Colán.

As in previous years, we could count on the help of volunteers who help to transmit knowledge but also learn themselves from the experiences they have during their working time.

## History and Context of the Spider Monkey School Initiative

The Azuero Earth Project [[www.proecoazuero.org](http://www.proecoazuero.org)] has dedicated itself to environmental education, reforestation and sustainable land management on the peninsula of Azuero. Since 2010, we have functioned as a Resource Center for the environment in Azuero; among our programs we have an environmental library in Pedasí, the youth group Pro Eco Pelaos, a School Initiative which has grown from a first collaboration with 4 schools to 8 schools in 2018, to discuss the importance of the spider monkey and its habitat, the dry tropical forest of Azuero, activities related to a sustainable management of farms, and collaborations with national and international academic institutions to foster scientific research in the peninsula. We have implemented the Spider Monkey School Initiative in schools in the rural area of Los Santos since 2010.

### Previous Impacts of the Spider Monkey School Initiative

Since the beginning of the School Initiative in 2010, we have worked with more than 700 kids, 100 volunteers and 25 teachers. In the first years of the initiative, the biology and importance of the spider monkey and other wild life, the ecology and importance of the dry forest in Azuero, and deforestation, including its causes and impacts on biodiversity, productivity of farms and on human populations were emphasized. In 2014, the initiative highlighted the importance of the link between reforestation, water sustainability and healthy basins. In 2015, the initiative covered issues of desertification and severe drought. In 2016, we implemented 6 activities related to environmental education in 6 schools to teach

about climate change and additionally, a small-scale reforestation project in the schools or in their surroundings.

## The School Initiative in 2017

In 2017, the Spider Monkey School Initiative worked with the following 8 rural schools: Bajo Corral, Nuario, Valleriquito, Oria Arriba, Los Asientos, La Miel, Colán, and Bayano.

This school initiative seeks to establish a “stairway of knowledge”, a process of continuously growing knowledge about the protection of the Spider Monkey and its habitat, and with the years more and more knowledge will be added. Moreover, the kids represent a multiplying agent, since what they learn in school will be transmitted to the adults of the communities, as their own children, grandchildren or other young family members are one of the few voices they will listen to. One of the main objectives of the program consists in promoting a critical analysis of environmental problems and environmental consciousness of the participants to transform these future land owners into protectors of the environment. Working with rural schools strategically amplifies our impact by educating kids who then communicate our environmental message to the whole community in e.g. family events where the students are the protagonists and explain themselves why it is necessary to protect the environment. This way, we indirectly create environmental consciousness among the parents and communities about the importance of reforestation to increase the habitat of wild life in the peninsula of Azuero.

## Acknowledgements 2017

The Azuero Earth Project thanks our donors LUSH Cosmetics and the Foundation Grantham for their generous support of this initiative. We also thank Mirela Music for translating this document from its original language Spanish to English. We want to give our special thanks to all teachers, students, volunteers and communities who have participated in this initiative throughout the years. Lastly, we thank Mr. Arturo Wong from Pedasí Food and Mrs. Viela Barahona from the refreshment stall Cristina Yamileth for their collaboration in the final event as well as in the implementation of the activities.

## Topic of the year: The Azuero Spider Monkey

This year, the Initiative took up its initial topics, given that six years have already passed since its beginnings and that the students who dealt with the first topics have already graduated. Taking into account that we work with primary schools with kids as young as 6 years old, in 2017 we decided to create a cycle which resumes with the materials used in 2010, where we talk about the Azuero spider monkey and its habitat.

While learning about the Azuero spider monkey and its habitat, we learn about the existing connection between forests and human beings, and the importance this connection has for our lives. Moreover, it affirms the need for the producers (both livestock and agriculture) to have plants and vegetation on their farms, and how this does not only benefit the farmers, but also the whole community.

### Objectives of the year 2017

1. Maintain our presence in eight strategic schools (Colán, Los Asientos, Nuario, Bajo Corral, Oria Arriba, Vallerriquito, La Miel and Bayano) within our priority corridor.
2. Establish a strategic link of interest and responsibility with the community to ensure the best conservation possible in the region of Azuero, supported by the communities where the Spider Monkey of Azuero is endemic.



**1. STUDENTS OF THE SCHOOL OF VALLERRIQUITO TOGETHER WITH VOLUNTEERS AND ASSISTANTS OF THE AZUERO EARTH PROJECT IN THE SPIDER MONKEY INITIATIVE OF AZUERO**

## Program of 2017

### Schools and Communities which participated in the Initiative 2017

<b>Community</b>	<b>Name of the school</b>	<b>Number of kids in School Activities</b>	<b>Support of Movie Nights</b>	<b>Voluntary participants</b>
<b>Nuario</b>	Alejandro González	15	29	9
<b>Los Asientos</b>	Pablo Ballesteros	41	23	5
<b>Vallerriquito</b>	C.E.B.G Jaime Alberto Alba	23	38	6
<b>Bayano</b>	Bayano	25	35	3
<b>Oria Arriba</b>	Oria Arriba	14	23	3
<b>La Miel</b>	La Miel	6	22	3
<b>Bajo Corral</b>	Bajo Corral	15	33	3
<b>Colán</b>	Colán	6	-	3
<b>Total of communities: 8</b>	Total of schools: 8	Total of kids who participated: 145	Total of participants: 203	Total of volunteers: 35

### Activities in 2017 in the Participating Schools:

The topic of the School Initiative of the year 2017 was the spider monkey of Azuero and its habitat, and how to ensure the best conservation possible in the communities of the region.

#### **Activity 1: Initiative “pre-Interviews”**

**Interviews with teachers-July, August and September. Every teacher has been interviewed to learn their opinion about the program and suggestions for the future, and to plan for the year 2017.**



2. STUDENTS AND ONE OF THE TEACHERS PARTICIPATING IN THE INITIATIVE

**Activity 2:** Visit to the schools for an Eco Fair or a discussion day with the kids about the spider monkey and its habitat.

Lecture 1 was an activity of approx. 4 hours, from 8 am until 12 or 1 pm, with the following schedule (modified under certain circumstances, depending on the distance and schedule convenient for the school):

8:00 am: Arrival to the school and reception.

8:15 am: Evaluation questions for the kids.

8:45 am: Presentation and talk about the topic of the Azuero Spider Monkey and its Habitat.

9:00 am: Formation of teams and start of the “eco-games”

9:15 am: Distribution of the kids, according to the group size, to different stations

11:45 am: Discussion about what has been learnt.

12:00 pm: Final toast and departure.

To introduce the kids to the “Eco-Games” and to the different stations such as the mural, there will be a textual briefing asking the kids to start relating to the topic which will be dealt with. Meanwhile, we will also try to familiarize them with basic concepts for the rest of the learning process.

The “eco-games” have been developed by the Azuero Earth Project and are handmade. Their purpose is to provide adequate tools for the kids to understand the concepts related with the Spider Monkey, its habitat and its conservation. Every game deals with one area of the conservation of the Spider Monkey and the importance of the connection between these topics and the life of human beings, where it is demonstrated that if we protect the spider monkey, at the same time we will protect people. The table below provides some details about the eco-games and the mural. For more detailed information about each game, please see Annex 1.

In addition, the students were given folders with information about the spider monkey and other monkeys in Azuero (See Annex 2).

Table of the three “eco-games” of the Lektion 1 and mural with descriptions and details:

<b>Name of the game</b>	<b>Topic and concepts</b>	<b>Objective</b>	<b>Tools</b>	<b>Reflection</b>
<b>1. “Monkey Twister”</b>	The trees which are important for the survival of the Azuero Spider Monkey	The kids learn about the different types of native trees and their importance for the region	Sheets with the names of the trees, which are put on the floor	We should not cut those trees, because not only do they serve as a source of food for the spider monkey, but they also produce fruits for us human beings.
<b>2. “Ecological web”</b>	The connection between the different animals and sources of food or survival in	To strengthen the awareness of the need to maintain the forests, where connections exist between each part	Sheets representing each point of the links of the chain in the	Emphasizing the importance of maintaining well-balanced forests and harmony between animals,

	the forest and the human being.	of the chain, well-balanced.	forests, which are hung up	sources of energy (water, pasture, etc.), and the human-being.
<b>3. "Tree game"</b>	The connection between the parts which form the forest and the animals which live in it.	The importance of animals or parts of the forest and the meaning of their removal, which would cause a rapid destruction of the habitat.	Sheets representing animals and the zones which form a large forest, which are put on the floor and hung up.	The more we neglect and cut or harm one of the parts and animals of the forest, the more difficult will it be to recover it.
<b>4. Mural</b>	The kids can choose an environmental topic guided by the group of volunteers and workers.	The kids develop a group idea to then work together.	Paintings, a basic idea and many hands to paint a wall inside the school.	If we achieve to develop positive environmental ideas every year, the kids will have a lot of time to see them and to reflect upon those topics.



3. STUDENTS PREPARING TO PLAY MONKEY TWISTER



4. ASSISTANTS OF THE SCHOOL INSTRUCT THE STUDENTS WHILE THEY PAINT THE MURAL



5. ONE OF THE MURALS IN THE SCHOOLS AIMING TO EMPHASIZE THE PRESENCE AND IMPORTANCE OF THE SPIDER MONKEY OF AZUERO



6. FINAL DISCUSSION WITH THE STUDENTS OF VALLERRIQUITO ABOUT WHAT THEY LEARNED IN THE ACTIVITY. PHOTO. C. MATT STIRN

### **Activity 3: Movie Night in the communities.**

#### **Objective of this activity:**

- To approach the communities where we work with the kids and which form an indispensable part of the work in the priority biological corridor.

In this event we reported the achievements of the initiative to the parents of the families and we encouraged a conversation about the environmental conservation in the community and the possibility to participate in reforestation processes in the future together with the Azuero Earth Project. Furthermore, we handed over a box with materials as resource for the teachers in the future.

In 2017, a documentary called “When the forests return” of the foundation *Albatros* was presented, which was partly filmed in Azuero and in some of the communities we visited. It is based on the great deforestation occurring in the area at the moment and the importance of preserving what is still there, of reforesting and of protecting the forests to ensure the regeneration of the area.

Both before and after the screening of the documentary, a small discussion with members of the community was encouraged which allowed for an exchange of different perspectives but moreover, it enabled us to reach more members of the community and in turn, to detect future producers interested in reforesting their farms.



**7. STUDENTS FILL OUT THE LIST OF ATTENDANCE OF THE MOVIE NIGHT**



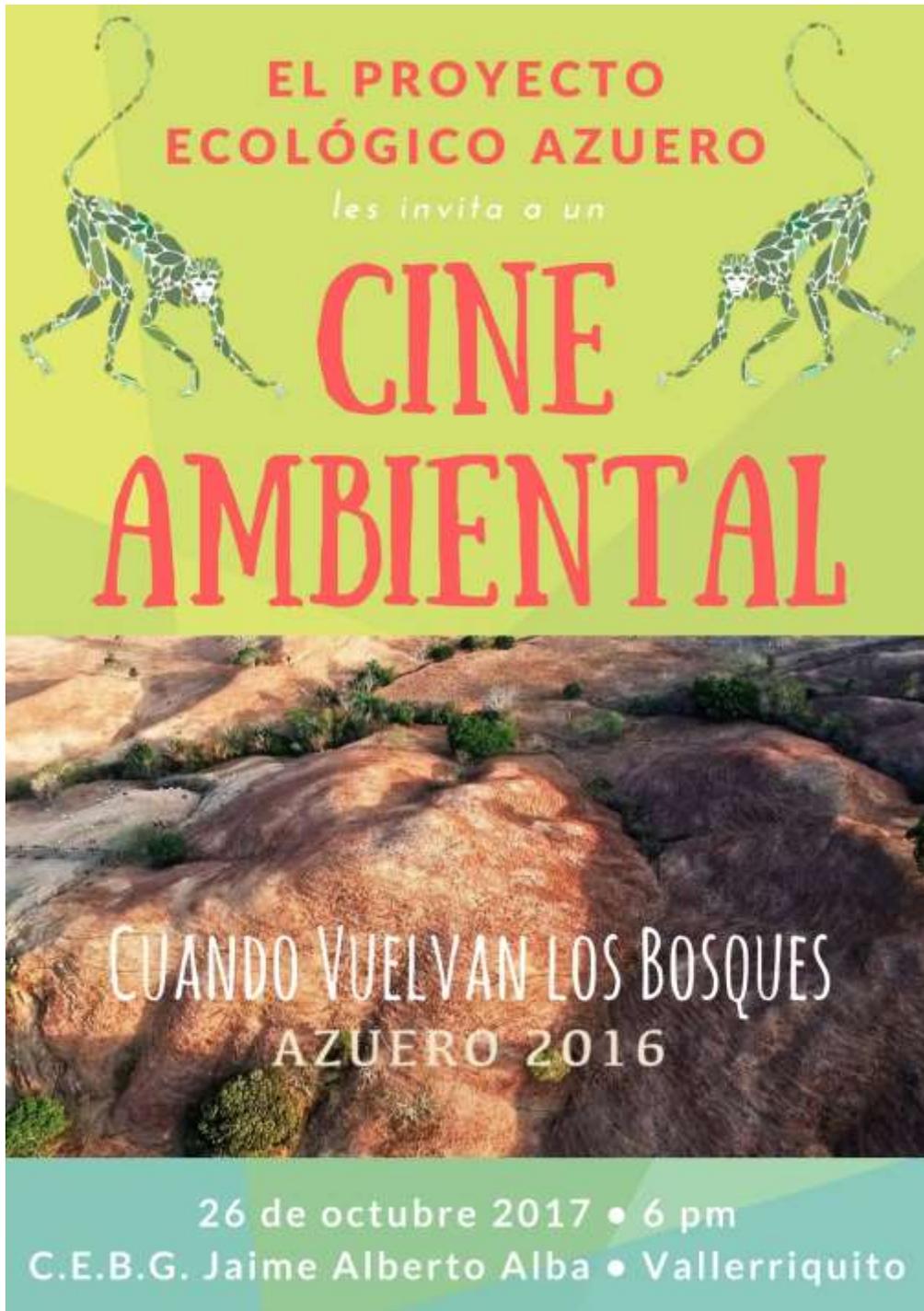
**8. THE FINAL TOAST WITH POPCORN AND CHICHA, A TYPICAL LOCAL BEVERAGE, WAS VERY POPULAR. BY THE END OF THE NIGHT, THE STUDENTS TAKE EXTRA BAGS OF POPCORN HOME. ALL OUR EVENTS ADOPT AN INTEGRAL APPROACH TO WASTE MANAGEMENT, REDUCING THE USE OF NON-BIODEGRADABLE PRODUCTS SUCH AS PLASTIC/FOAM AND REUSING PACKAGING SUCH AS THE CUPS WHICH CAN BE SEEN IN THE PHOTO.**



**9. PRESENTATION FOR THE PARENTS, FAMILIES AND MEMBERS OF THE COMMUNITY ABOUT THE ACTIVITIES CARRIED OUT WITH THE STUDENTS. PHOTO. C. MATT STIRN**



**10. MOVIE NIGHT IN VALLERRIQUITO, WHERE THE STUDENTS AND THE COMMUNITY ATTENDED THE SCREENING OF THE PANAMANIAN DOCUMENTARY "WHEN THE FORESTS RETURN" WHICH THE TOPIC OF DEFORESTATION IN AZUERO AND IN THE WHOLE COUNTRY. FOTO. C. MATT STIRN**



11. EXAMPLE OF AN AD INVITING THE COMMUNITY TO ASSIST THE EVENT

**Activity 4:** Final interviews and planning for the future with the teachers.

Examples of answers to the final interviews with schools participating in the program, compiled by Carolyn Balk. The names of the schools have been removed to preserve the anonymous character of the interview.

Question	School		
	1	2	3
<b>Have other organizations approached the school to conduct similar activities? Which ones?</b>	No	No	No
<b>How have the students reacted to the activity?</b>	They already knew about the animals so that it was not something new for them	Positive to the content, they gained a lot of knowledge.	They learnt a lot about the trees mentioned in the activities
<b>What did they like about the activity? What did they not like?</b>	They liked the games	They loved the painting because now they remember the parts which they painted	They had a lot of fun during the activities, they learned, and they motivated each other by working together
<b>What are your suggestions for the future?</b>	To continue with this activity	Not to divide the students in groups so they will not miss parts of the activities, and to do hikes in the nature.	The activity should be continued because one single activity will not have a lot of impact, but a continuous activity, like a course in school which conveys a conclusion will.
<b>¿Which of the games did the students mention the most after the activity?</b>	The Tree Game, they always talked about it the week after. Last week her son told her off when she was about to cut a tree, saying: "How can you cut a tree when they are for the animals?"	The game of the ecological web	The game of the ecological web, they enjoyed trying to recreate the circle of hands and arms and to untangle

<p><b>Have you used any of the games after the activity? Which ones? How often?</b></p>	<p>No</p>	<p>Yes, we have created variations. I have done competitions with the cards and materials provided, competitions to win a fruit. Every year in science class we talk about the fruits of the trees.</p>	<p>The kids play the game of the Ecological Web and Monkey Twister in recess</p>
<p><b>What have been the students' reactions towards the mural?</b></p>	<p>Nobody has touched it, and they play close to it. One day a supervisor came, and I overheard my students telling her about the preservation of the spider monkey.</p>	<p>Magnificent</p>	<p>No answer</p>
<p><b>What comments did they have after the activity? Did the students talk more about the spider monkey?</b></p>	<p>I feel that we should do more excursions in small groups raise awareness about the environment. Today, a lot of students just stay at home.</p>	<p>Most of the time the students talk about it when they are in the cafeteria (where the mural is), which is when they see the monkeys. It has impacted the community. There have been more comments when they see a spider monkey.</p>	<p>The youngest kids play and invent stories about the activity. They do not mention the specific names of the games, but they refer to them as the games of the spider monkey.</p>
<p><b>What do you think did the students learn from the initiative? Why?</b></p>	<p>The older students have made a lot of comment about the animals and that they are in danger of going extinct, and how they could help the environment. They have themselves started to complete tasks concerned with the environment.</p>	<p>They have learnt more about how to take care of the animals. She has heard them talk about that they should not throw stones at the monkeys.</p>	<p>The Tree Game have taught them not to cut the trees. Other games from past years have taught them to recycle.</p>

<b>Have you seen that your students share the information and the activity with the community?</b>	No answer	No answer	It is difficult to know because one day, they talk a lot about one game, but after the next day it is another game
<b>Do you have suggestions with regards to other schools which could participate in this initiative?</b>	In the district of Las Tablas – La Miel (already included), Bayano (already included)	No answer	La Miel (already included), Oria Arriba (already included), Oria de Bayano (they have wanted to participate in previous years, but it has not been possible logistically)
<b>How did the students manage the activity with the interviews?</b>	The students did it in class, and they revised it to make sure it was complete.	They did in the hall, and she explained it to the students. It was not difficult for them. The older students helped the younger ones.	It was a bit difficult to understand and to manage for the youngest students, but without problems.
<b>In your opinion, what are the biggest threats to the spider monkey of Azuero?</b>	No answer	Here, they hunt a lot the iguanas, bullets, they hunt the monkeys for fun, lack of food.	Human
<b>Other comments:</b>	In the future it would be useful to show videos, so they can see that we need the monkeys here.	No answer	The program should be extended and invite the kids with their parents, so they can multiply the activity at home. We have noticed that the parents do not come a lot to the meetings in school if their kids are not participating. The best time for the parents would be in the first hours of the school day., and it would be good to adapt the games for kids in kindergarten.

## Observations about the Impacts of the Spider Monkey School Initiative 2017

Here, we elaborate on some observations gathered by the coordinator of the program of the different schools to support the planning process for the initiative in the future.

In the school Los Asientos:

In general, the kids were most interested in the activity of the mural and the Tree Game, and they explained it was because they like painting but more importantly, they wanted to help create something beautiful for their school, and that the Tree Game was very active.

In the school Oria Arriba:

The kids showed great interest in the Tree Game and the Ecological Web but at the same time, they talked how much they liked the activity of the mural because of its format.

In the school Bayano:

The favorite game of the kids was Monkey Twister since the majority knew about the trees, but they did not know how important they were for the environment and above all, for the monkeys.

In the school Colán:

These kids stood out in that they talked a lot about not to contaminate and they all said that their favorite game was the Ecological Web. On top of that, they were the only group which managed to disentangle without any help because they worked as a team from the start.

In the school La Miel:

The main activity was the mural and the kids reported that it had been a lot of fun, but it should be noted that in this school, the kids who managed to learn the most about the trees of Monkey Twister were the youngest ones.

In the school Bajo Corral:

The game which they liked the most was Monkey Twister, and even though they only had very few days, they asked to play it three more times after the activity. Also, they enjoyed painting the mural for the class room and they asked to paint murals every year. After the activities, the students were able to name all 8 trees which the spider monkey feeds on.

In the school Vallerriquito:

The students of Valleriquito showed that they had acquired knowledge when after the activities, they gathered in a circle to each name one thing they had learned.

In the school Nuario:

The kids were very interested in Monkey Twister. The fact that one of the students in sixth grade still remembered Monkey Twister and was even able to lead the activity several times serves as evidence of the past impacts of the initiative. In this specific case, the game had had a profound impact so that the student continues playing it regularly with the materials which had been left in the school to maintain the familiarity with the game.

## CONCLUSION

In 2017, the cycle of the academic curriculum established by the Azuero Earth Project was reinitiated and therefore, it was a year with less activities compared to previous years but embracing the challenge to improve the information provided in 2010 and particularly, to maintain the academic level obtained during the years of 2010 to 2016. The kids demonstrated environmental knowledge but moreover, a great interest in conserving what they have at the moment, which would indicate the success of our work because each of the kids and their interest in preserving nature, in improving what currently exists and trying to have a truly productive area in the next years where they can produce without destroying their environment and on the contrary, work with the best techniques possible, taking into account the neighboring farms, strengthens the interests of the younger and even the elderly people in the rural communities in Los Santos.

Azuero is one of the most devastated areas of Panama but it is also one of the areas most interested in learning, which has been proven by the active participation and interest in each of the communities, both in the daytime activities and in the environmental movie nights.

## ANNEX 1: Instructions for the games used during the activities

### Instructions for the game of Monkey Twister

#### **Players:**

2+ people

#### **Objective of the game:**

Learn about the different tree species that are associated with the Azuero spider monkey, also called the “mono charro” of Azuero.

#### **Materials:**

- 32 sheets with the different tree species (4 of each specie) which are associated with the presence of the spider monkey (“charros”) in forest corridors– ceibo tree, jagua tree, caimito tree, jobo tree, medlar tree, nisperillo tree, strawberry tree, and olive tree. (File attached)
- Adhesive tape.

#### **Preparation:**

1. Attach adhesive tape to the back of each sheet.
2. Organize the sheets in lines and columns on the floor in the form of a square with approx. 0.5 ft between each sheet, swapping the sheets with different species so that sheets with the same species are not next to each other.

#### **Game:**

The players, which represent spider monkeys, start standing next to the sheets on the floor. One appointed speaker (teacher or supervisor) tells the story of the spider – “I am the spider monkey, and I live in the forest close to the gorge. One day I wake up with my *right hand* in the branch of a *ceibo tree*...” While telling the story, the speaker mentions hints about where to put the hands and feet on the sheets on the floor, “but after sleeping, I was very hungry so with my *left foot* I climbed a *jobo tree* to eat breakfast...” While the players become more and more entangled, the player, or monkey, which falls first loses, and the last player who finishes the game without falling wins.

## Instructions for the Tree Game

### Players:

4-9 people

### Objective of the game:

To understand the consequences of the destruction of the forest

### Materials:

- 18 sheets - 9 with wild animal species (white-tail deer, Central American agouti, lowland paca, green iguana, spider monkey (“charro”), armadillo, white-face monkey, gun-gún monkey, green guacamaya) and 9 with forest habitats (forest/mountain, secondary forest, coastal forest, plowed field, hedgerow, smaller wooded area, forest next to the highway, the national park Cerro Hoya, the area of La Tronosa) (File attached)
- A costume representing a local tree
- 9 chairs
- Adhesive tape

**Preparation:** (in this game, if the students will not have a Central Tree, the activity can be adapted to only playing the musical chairs game...the message will still be the same) ...or the tree costume can be exchanged for an image of a tree which one of the kids can represent in the middle of the circle.)

1. Choose a player to represent the tree.
2. This player may put on a tree costume or carry an image with any tree species. He or she will be the central image of the forest and will be standing up in the middle of the circle during the game. Note: The tree cannot be cut down nor used as refuge by the other players (smaller animals).
3. Arrange the chairs (one chair per player) into an inward-looking circle.
4. Attach a sheet with a forest habitat to each chair.
5. Hand one sheet with a wild animal to every player.

### Game:

Once the pictures with the different types of forests are attached to the chairs and each participant holds the picture of the animal they represent in their hands, we are ready to play. If you have ever played the

musical chairs game where the kids walk around the chairs and one person continuously removes one chair at a time to eliminate one player after another, this game will be easy for you to understand.

The speaker (who directs the game) gives a small introduction showing the kids the different types of forest which we can find in our environment, as well as the different types of animals which inhabit the forests. At the beginning of the game, each child chooses a chair, in this case a forest to live in. This forest will provide them a home, food, refuge from hunters, etc.

The speaker may begin the game saying:

“The sun rises and since it is a beautiful day, the animals come out of their homes and run around the forest to stroll around and find some food”.

“At sunset, all the animals look for a refuge to rest after a long day in the forest” (each child/animal must look for a chair to sit down on, the place they choose may be different in the beginning).

“The sun rises again, and the animals leave their homes, (the kids stand up and walk around), and while the animals are in the forest, they do not notice that there is a hunter in the forest looking for an animal to shoot”

At this point the speaker removes one of the chairs. “At sunset, the animals return to their homes” (the kids/animals run around to look for a refuge in the chairs, and now that one chair has been removed, one of the kids will be out of the game).

The game is repeated again and again until only one winner remains. Every time the speaker says that the sun rises, he or she should mention different factors which affect the forest and the animals, for example: clearing of trees, burning down forests, contamination of rivers, shooting of animals, etc. At the end of the game the kids should understand how these factors caused by human-beings can affect the habitats of the animals. They will develop ideas of how humans can conserve our forests and all the different species which inhabit them.

## Instructions for the game of the Ecological Web

### Players:

4-10 people

### Objective of the game:

To explore the relations, connections and interdependencies between the different elements of the environment of the communities of Los Santos.

### Materials:

- 10 sheets which represent aspects of the environment of the communities of Los Santos – the lowland paca, the tree, the deer, the iguana, pasture, the human being, livestock, the river, the armadillo, the spider monkey (“charro”), etc. (File attached)

### Preparation:

1. Distribute the sheets to the players, the players put the sheets so that they hang around their necks.
2. The players form a circle, standing approx. one foot (12 inches) away from each other.

### Game:

The speaker introduces the game, saying that “We all represent things or elements of the environment of the province of Los Santos...Who know someone who has pasture? Trees? Livestock? Who likes to swim in the river?”, pointing out the various sheets which the different players are wearing. “But we all depend on each other... for example:

“What do we human beings depend on?”, the kids would answer: the river (to drink water), livestock (food), etc.

“and what does livestock depend on?” Answer.: pasture, etc.

“and pasture?” Answer: the river;

“and the river?” Answer: the tree;

“and what do animals depend on?” Answer: the river, the tree, etc.

“So, we are all interconnected, we depend on each other although sometimes we might not suspect it, and now we are going to see how.”

All kids reach out with their hands towards the middle of the circle. On the count of three, all players grab the hands of two *different* persons on the *other side* of the circle. Every person needs to be holding the hands of two other people, and they are not allowed to be holding more than one hand of another person. By now, the players should be entangled and together they must find a way to disentangle without letting go their hands. Ways to disentangle include lifting their feet over or walking beneath the hands of other people and turning around.

Once the players are disentangled, the speaker explains that the ecological web of the forest is very similar to the circle they just made, and that although we do not see it, we are all interconnected, and when we remove one part of the web, we are not able to form a complete circle. We all need each other to survive.

ANNEX 2: Image of the folder provided during the activities



## LOS MONOS DE AZUERO

MÁS MONOS (CONSERVACIÓN)

Este es el proyecto de conservación de los monos de Azuero, un proyecto de conservación de la biodiversidad que se realiza en el Área de Conservación Regional de Azuero, en el Estado de Colima. El proyecto tiene como objetivo principal la conservación de los monos de Azuero, una especie de primate que se encuentra en peligro de extinción. El proyecto se realiza en colaboración con el gobierno del Estado de Colima y el gobierno federal de México.



MÁS MONOS (CONSERVACIÓN)

Este es el proyecto de conservación de los monos de Azuero, un proyecto de conservación de la biodiversidad que se realiza en el Área de Conservación Regional de Azuero, en el Estado de Colima. El proyecto tiene como objetivo principal la conservación de los monos de Azuero, una especie de primate que se encuentra en peligro de extinción. El proyecto se realiza en colaboración con el gobierno del Estado de Colima y el gobierno federal de México.



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## TE PRESENTO TU VECINO – EL MONO ARAÑA DE AZUERO

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