



## **RWL Case-Study - Conservation research programme**

### **1. Country**

Hungary

### **2. Name of the programme**

Conservation research programme by Carl Rogers Foundation – Budapest Zoo & Botanical Garden

### **3. Age of the children involved?**

4 to 21 years old participants

### **4. Teaser/Short Introduction**



Today the modern zoos are not only fun attractions, but also give places for workshops and environmental education institutions to provide knowledge about wildlife and its' protection. The zoos are especially suitable places for students to get emotionally closer to the values of the natural world. (Closer to the animals also.) Here kids can use all of their senses and through this experience a new long term and interesting knowledge can be reached.

The foundation (which cooperates with the Budapest Zoo) is based on the practical application of psychologist Carl Rogers person-centered approach. Consequently, each student individual roads

approaching the acquisition of knowledge. One of the progress is the opportunity to leave the school framework, different environment can take the experience through direct contact with the source of their knowledge and skills. Instead of the usual framework more change in the learning environment makes participants more open for real life issues. Their curiosity can be released easily this way.

### **5. What is the frame?**

Be there! Touch it! Feel it!

In big cities pupils have no chance to get in touch with nature to experience it and get positive



feelings about it. Most of them meet with nature just in parks and on streets so it is a thin and fragile relationship. For these urban kids zoos are possible places to achieve the first positive experiences.

#### **6. What are the goals of the programme?**

The world's 600 million zoo visitors per year, which is a huge potential for strengthening the love of nature and increase of knowledge.

The aims of the programme:

- › increase responsibility and respect for nature and live animals;
- › to draw attention to the importance and values of biodiversity;
- › to show the importance of different habitats;
- › raising awareness;
- › to raise curiosity for the world around us;
- › learn from firsthand experiences;
- › use all the senses;
- › start planning and thinking on future;

Yet the most important asset – to achieve the objectives - there is always at hand: the living animal.

#### **7. What values are promoted in the programme?**

Through this project students learn to take care of biodiversity, understanding climate change, pollutions, land use changes, etc. effects on habitats and species.

According to the hand model:

- › Respect for nature and care for the state of our planet. Development of tolerance and empathy skills in relation to other living beings.
- › How to help protect habitats.
- › How to save species.

#### **8. Which competences are promoted that empower learners to shape a sustainable future?**

The aim of this educational programme lays on the basics of understanding. In the modern age young people and adults forgot to immerse in things. Therefore, the methods and tools used primarily for observation. This method assumes that, in the observation of all the senses of the observer operates.



The concentration of conscious learning through their own "skin" empirically increase the knowledge. The knowledge gained by „own skin“ will be easier part of internal motivational factors. This helps to achieve the ultimate goal of zoopedagogy which is the willing to act for nature for biodiversity and sustainability by the participant themselves.

Games and thought-provoking tasks are good ways to develop participants' communication skills, and the use of different forms of work can be also useful in self sufficient skill.

According to hand model:

- › useable firsthand knowledge;
- › developed emotional communication;
- › flexible thinking;
- › good problem solving skills;
- › creativity;
- › process approach;
- › ability to adapt to;
- › coping skills;
- › rational, constructive conflict management;
- › decision-making capacity;
- › sensitivity;
- › responsible behavior;
- › system thinking;
- › empathy skills;
- › scientific thinking;

#### **9. Which of the specific scientific concepts does the programme relate to?**

- › Cycles: cycles are everywhere in nature! Pupils can see/experience/learn the animals' reaction for seasonal cycles. They can also see the cycle of elements, see what happens with dead animals' body in 'house of death' (special building of the zoo). This zoo & botanical garden is a perfect place to show students the effects of manure on plants.
- › Energy Flow: food chains, energy pyramid, energy transport through the ecosystem. Pupils can feed animals in the zoo so they can experience the feeding needs of



animals. (Also which one takes place where in a food chain.)

- › Stability: through food chains pupils can learn about positive or negative feedbacks, dynamic balance and resilience.
- › Change: Students can learn about environmental changes effects on species, how they react, how they can adapt to changes.

(The programme can be related to all specific scientific concepts. It is depending on what the lecture and following occupation chosed to be its' topic.)

#### **10. Which ecological problems are involved, if any, and how?**

This programme focusing on biodiversity and all connecting ecological problems like climate change, water use, landuse changes, etc.

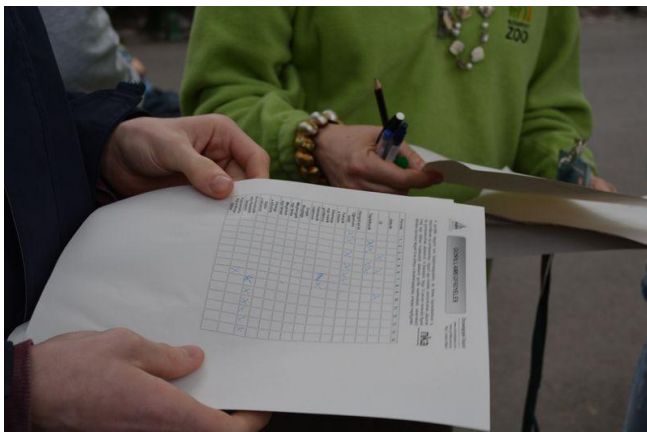
#### **11. Transferability: Which different areas of learning are included and how?**

Related to the learners themselves: in the role play game they have to decide how to protect a species. They have to find a common resault.

Related to the natural environment: shows the importance of natural environment.

Related to the non-natural environment: human activity and the effects of biodiversity loss are addressed in this.

#### **12. What educational strategies (learning models, methods, etc.) are used in the programme?**



The programme taking into account that the objectives can be divided into several parts. Each sub-program can be published in almost all age groups - taking into account the characteristics of the group to provide awareness-raising activities, which can trigger school hours in the general practice.

- Research and experience program (formal form of education)

The purpose of this program is that kids get closer to the biological phenomena that can be observed in practice.

This part related to the most TiereLive educational forms. As students can hold live animals in hand during observation and observe their properties. Then they can also learn about these live animals' role in the biosphere as well.



- Biological group leadership (formal form of education)

The participants in this programme - mostly - recognize the species in thematic order. This program is integral relating to the National Curriculum and higher education. Not only for participants in public education, but the preschoolers and college students too. University students also participate in these programs. This element of the program is also a teacher training course, which is offered as a half - day training programme.

- Educational programme (informal forms of education)

"Be There" program provides opportunities to get to know animals through animal carers. It is an easy way to get knowledge about animals' habitat and role in the biosphere.

Another option is a special zoo offer. After the opening hours participants can join as a group the nightlife of the animals. These guided "evening" tours aim to show to the curious visitor the isolated parts of the inner life.

- Other specific programs:

In addition specific programs and program packages are also planned and implemented in accordance with the candidate and their needs.

One of them is organized by the Rogers Person-Centred Education Foundation. It is an educational project for students participating in a multi-capable program based on each other. Students in small groups (10-15 people) could take part in sessions. The experiments presented here by them. Enough time has come for everyone, so everyone could be in direct contact with animals.

Another program is a complex profession, where participants can plan their own zoo and maintain it as part of a project, while they can build it on a plotting board. In this program they can measure the implementation of the project and determine the functions (maintenance, education, nature protection) and then also select their role in the zoo (marketing leader, animal caregiver, business manager, etc.). A job interview can help them to decide. They lay down the rules of the zoo also, and to plan how the species of animals and plants placed in.

### **13. How is the programme evaluated? How do you know the programme achieved its educational goals?**

Unfortunately, the programme is not linked to any feedback options, which could produce concrete numbers to show the reached educational goals. Thus, the programme has just a hint of personal feedbacks.

### **14. Describe the programme**

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roads approaching the acquisition of knowledge. One of the progress is the opportunity to leave the school framework, different environment can take the experience through direct contact with the source of their knowledge and skills. Instead of the usual framework more change in the learning environment makes participants more open for real life issues. Their curiosity can be released easily this way.

This experience and discovery based program takes at the Budapest Zoo and Botanical Garden occasionally two hours. First part is compiled by the Zoo and its' zoopedagogical stuff in a lecture&interactive session. Second part helps young people to set out on the basis of personal interest goals through zoo planning and "Be there programme" by accompanying teachers and students mentors.

This programme is well connected to various fields of science including biology, geography, physics, chemistry, mathematics, language, drawing, physical education, fine arts, modell-thinking, etc.

#### **15. Included resources / materials / tools.**

Printed matter, books, publications, teacher training, worksheets, topic pages, website:

<http://gorillazooona.hu/oktatasi-anyagok.html>

Budapest Zoo and Botanical Garden website: <http://www.zoobudapest.com/>

BASF PuppyLab: <http://www.zoobudapest.com/oktatas/basf-kolyoklabor>

Plan a visit to the zoo!: <http://www.zoobudapest.com/oktatas/tervezzunk-allatkerti-latogatast>

Thematic group tours: <http://www.zoobudapest.com/oktatas/csoportvezetese>

Educational events: <http://www.zoobudapest.com/oktatas/oktatasi-rendezyenyek>

For teachers: <http://www.zoobudapest.com/oktatas/pedagogusoknak>

#### **16. Photos or videos, logos**

