

# European Zoo Educators Conference 2017

13 – 16 March 2017

Hosted by Paris Zoo, France



## DIVERSE TOOLS TO ENGAGE AUDIENCES WITH NATURE How creative design sparks conservation education diversity in EAZA zoos and aquariums

### PROGRAMME

#### MONDAY 13 MARCH

- 0915** EAZA Academy Seminar: 'Working with Conservation Storytelling for Zoo Educators" at Paris zoo
- 1730** Conference Registration Opens
- 1800** Icebreaker at Paris zoo

#### TUESDAY 14 MARCH

- 0830** Registration and Welcome coffee at the Aquarium Tropical de la Porte Dorée
- 0900** Opening Session
- Welcome to Paris by Bruno David, President, National Museum of Natural History
  - Welcome by Dominique Duché, Director, Aquarium Tropical de la Porte Dorée
  - Welcome from the hosting committee : PZP, CFPZ and AFdPZ
  - Welcome from EAZA and introduction to conference themes by Myfanwy Griffith, EAZA Executive Director
- 1000** EAZA Education Committee Update - Sarah Thomas (Chair) and Committee members
- 1020** **Keynote speaker of the conference: Susan Clayton**  
Professor of psychology and and Chair of Environmental Studies at the College of Wooster. Her research focuses on the human relationship with the natural world, how it is socially constructed, and how it can be utilized to promote environmental concern.
- 1100** Coffee break

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1130

## [1. Arts and Culture programmes in EAZA Zoos and Aquariums](#)

The Arts and Culture can play a key role in communicating messages about Biodiversity and Conservation. This session highlights how inspiration can be drawn from the visual arts, literature, poetry, history, creative writing use of in zoo education programmes that showcase the interface between Art and Science.

Keynote speaker: Christiane Herth. member of InSEA (International society for education through Art), professor at Sorbonne University - Paris. Her approaches are situated at the crossroads of the sociology of education, the sciences of education and the didactics of the discipline and cultural studies.

- **Art'Sci –Engaging Hearts, Minds and Hands** – Antonieta Costa, Jardim Zoologico de Lisboa
- **Grey Cube Galleries in Helsinki Zoo - inspiration and awareness raising through art** – Marjo Priha, Helsinki Zoo
- **Interactive theatrical programs in the Moscow Zoo as a form of environmental education** – Anastasia Kadetova/Tatiana Voronina, Moscow Zoo
- **Raising ocean literacy through creative writing and drawing** – Teresa Pina, Oceanário de Lisboa
- **Evaluating an environmental education programme in Nigeria using children's drawings** – Louise Francis, Paignton Zoo Environmental Park

1300

*Lunch at Paris zoo*

1430

## [2. Conservation Storytelling](#)

This theme is focused on how the principles of storytelling can be used to deliver key conservation messages to different types of zoo audience. How do you adapt educational actions with the targeted public and the discussed topic? This session highlights different ways of effective storytelling in different situations, for different audiences and also ways to evaluate the intended learning outcomes.

Invited speaker: [Marie Whitead](#), conservation educator. She has been conducting nature discovery workshops for all audiences, exploring how the sensitive approach makes possible to bring emotions to the public, stories, tales, are excellent tools to make it happen.

- **Animal Presentations at the Zoo of Zürich** – Nina Kunz, Zoo Zürich
- **Once upon a time... The Zoo's storyteller!** – Daniele Rizzelli, Zoomarine Italia S.p.A.
- **Marine Plasticology - a new science that will change the world** – Patricia Filipe, Oceanário de Lisboa

Special Guest speaker: [Colomba de la Panouse](#), Parc Zoologique de Thoiry, Chair EAZA Communication Committee.

1600

*Coffee break*

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## 1615 [3. Groups with additional needs at the zoo](#)

There are many people (both children and adult) who visit our zoos that have special education needs and disabilities. This session highlights programmes that focus on innovative multiple sensory programmes, those that focus on improving mental health and well-being and ways of making EAZA zoos and aquariums more inclusive places to visit and take part in conservation education programmes.

- **Zoo Programming and Accessibility and Design for people with disabilities** – Mark Trieglaff, Accessibility Consultation and Training Services
- **Zoo by touch: programs for people with disabilities and health problems** - Anastasia Kadetova/Tatiana Voronina, Moscow Zoo
- **Volunteers, Wellbeing and Conservation Education** – Nicola Buckley, Chester Zoo
- **Programs for migrants and refugees in Frankfurt Zoo- a social engagement** – Martina Weiser, Zoo Frankfurt
- **Reflective Practice: A strategy for educators to develop and deliver quality programs** – Cathriona Hickey, ZSL Whipsnade Zoo

## 1730 End of conference day 1 and Optional tour in Paris– Cruise on the Seine river

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WEDNESDAY 15 MARCH

0830 *Welcome coffee at the Aquarium Tropical de la Porte Dorée*

## 0900 [4. Taking Conservation Education out of the zoo and aquarium](#)

How to reach people that don't come in the zoo especially young adults? This session highlights programs involving teenagers, young adults and other hard to reach groups through examples of conservation education activities that are delivered outside the zoo grounds (in schools, public events, festivals, urban spaces and other natural environments) and what are the advantages and disadvantages of this "out the zoo" approach.

Invited speaker: Myriam Baran. Eco-ethologist, author, presenter of television documentaries.

- **ZOO on the road - An (un)expected journey** – Tiago Carrilho, Jardim Zoologico de Lisboa
- **Tools for engaging audiences with the illegal wildlife trade** – Charlotte Smith, Chester Zoo
- **How to combine conservation and educational projects within the Falconry Academy** – Fanny Blais, Académie de Fauconnerie – Grand Parc du Puy du Fou
- **The town mouse and the country mouse: Sensibilization to urban and rural wild fauna** – David di Paolo, Parc Zoologique et Botanique de Mulhouse
- **An integrated approach to local biodiversity engagement across our Zoos and communities** – Amy Cox, RZSS and Charlotte Smith, Chester Zoo
- **Emotions, interests and feelings in zoo visitors and non-zoo visitors towards animals around Europe** - Natalia Álvarez Montes, Tanja Ruch and Paul W. Dierkes, Goethe University Frankfurt - Opel-Zoo Kronberg
- **What if pink is for the boys and blue is for the girls? How stereotyping may help Conservation messaging** - João Neves, ZooMarine

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**1100**      *Coffee break*

**1130**      **Paris Zoo tour**

- Welcome by Sophie Ferreira le Morvan, Director, Paris zoo

**1330**      **Lunch at Paris zoo**

**14:30**      [Workshops \(max 30 people each\) at the zoo](#)

- **Special Young Children** – Estelle Barbeau, Zoodyssée
- **Innovative and collaborative teaching in the Zoo - A practical approach to environmental education using Technology** – Tiago Carrilho, Jardim Zoologico de Lisboa
- **Use of animal dissection as an educational tool** – Charlotte Coales, ZSL London Zoo; Nina Collatz Christensen, Odense Zoo; Bengt Holst, Copenhagen Zoo
- **Education and Entertainment** – Guillaume Picard, Le Pal
- **SEND: A Practitioner's Toolkit** – Hannah Pritchard, ZSL
- **An Introduction to Education Strategy Development** – Sarah Thomas, ZSL, Chair EAZA Education Committee

**Workshop time includes a coffee break from 16:00-16:30**

**1730**      **End of day 2**

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THURSDAY 16 MARCH

**0830**      *Welcome coffee at the Aquarium Tropical de la Porte Dorée*

**0900**      Presentation of the results from the workshops

**0930**      [5. Promoting Biological literacy](#)

This theme focuses on more education programmes that are linked to school curricula and aim to raising awareness, knowledge and understanding of animals and the natural world. This session highlights pedagogical approaches to teaching concepts of science for conservation, new biological literacy evaluation techniques and ways of developing and professional practice within zoos and aquariums.

Key speaker : Guillaume Lecointre (30 min) Zoologist, systematic researcher, he works also on how Systematics and Evolution are taught.

Invited speaker : David MICHEL director of AMCSTI (French organisation of scientific, technical and industrial cultures, member of ECSITE)

- **Teach me Tiger - Applying a full curriculum in biology within a zoo setting** – Jenny Loberg, Nordens Ark
- **Connecting teenagers with nature – the Zoo Environment Behavioural Research Award (ZEBRA)** – Blair Cockburn, RZSS
- **Together we will learn to explore, enjoy and preserve our harmony with the sea** – Ruta Ziliene and Simona Mikalkeviciute, Lithuanian Sea Museum
- **The impact of education at the Bear Forest in Ouwehands Zoo** – Imke Putman, Ouwehands Dierenpark

**1115**      *Coffee break*

**1130**      [6. Local Biodiversity](#)

Linked to the EAZA campaign "Let it Grow", this theme focuses on conservation education programmes that involve local biodiversity. This session highlights activities, resources, trails and errors, partnerships and evaluation methods that zoos have been used around local biodiversity and / or the Let it Grow campaign

Invited speaker: Yvan Tariel, French coordinator of International Vultures Awareness Day, responsible for Birds of Prey Mission at the "Ligue pour la Protection des Oiseaux"

- **Biodiversity in Our Hands** – Sabina Kaszak, Gdansk Zoo
- **Let it Grow: BioBlitz in GaiaZOO** – Hanneke de Boer, GaiaZOO
- **SunChild Eco Clubs: Conservation Education, New Media and Technologies** – Eva Martirosyan, Foundation for the Preservation of Wildlife and Cultural Assets
- **Raising awareness to protect local biodiversity: the example of "Weekend della Scienza al PNV"** – Katia Dell'Aira, Parco Natura Viva, Garda Zoological Park
- **How to federate a community of educators around an awareness campaign?** - Fanny Blais, Sabine Ketelers, Guillaume Romano, Guillaume Ourry; AfdPZ Education Committee
- **Bioexplorers – a new approach to education in Wroclaw ZOO** - Katarzyna Walowska, Wroclaw Zoo

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1315 *Lunch at Paris zoo*

1445 **7. Open Space**

This session will follow the guiding principles of Open Space Technology, and give delegates the chance to start discussions about education-related topics that are important to them. Everyone will have the opportunity to suggest topics during the first days of the conference.

1600 *Coffee break*

1620 **8. EAZA Conservation Campaigns**

EAZA's vision is "To be the most dynamic, innovative and effective zoo and aquarium membership organisation in Europe and the Middle East." The successful campaigns EAZA has run for the last decade are a testament to both the input from the EAZA Executive Office and the relentless hard work from many EAZA member institutions. This session will give an update from the current Let it Grow campaign and introduce the next campaign Silent Forest -Asian Songbird Crisis.

Daniëlle de Jong, EAZA Biodiversity Communication Coordinator; Amy Cox, RZSS, EAZA Let it Grow Campaign Education Champion: **Update on the Let it Grow campaign**

Myfanwy Griffith, EAZA Executive director; Lucia Schroeder, Cologne Zoo, EAZA Silent Forest Campaign Education Champion: **Introduction to the Silent Forest – Asian Songbird Crisis campaign**

1730 **Official closure of EZE 2017**

2000 **Farewell dinner and dancing at Le Viaduc – Restaurant**

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**Key elements about Art and Culture and their use in zoo education**, Christiane Herth, ESPE de Paris- Sorbonne Université

Scientists and artists share some common aims: give us knowledge, deepen and enrich our experience of the world. As a matter of fact the artist is, in his own way, a kind of researcher who uses specific methods and tools. Art also looks at objects and subjects through the lenses of perception and subjectivity. Dewey describes the artistic process as an experience that affects and entirely engage the individual.

This presentation shall rely on a selection of artworks and creative process in order to pinpoint their variety and give an idea of the potential of these approaches when it comes to connecting people to nature and to promoting pro-wildlife behaviours.

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**Art'Sci –Engaging Hearts, Minds and Hands** – Antonieta Costa, Jardim Zoologico de Lisboa

Science through art can originate new processes of representation to understand the world and its scientific interpretation. To identify the role of science as a starting element to generate visual language of objects, reading different visual messages critically, acting as a new caller messages, living and experiencing the scientific spirit is necessary to find common views between Art and Science.

Bridges between art teachers and zoo educators can be built to conceive new pedagogical-didactic strategies to the effectiveness of conservation education programs that involve the mind (minds-on) as much as the hands (hands-on) and allow for reflection of the accomplished practice, about what is learned and also involve the students in activities that raise emotional awareness (hearts-on) in order to changing hearts, minds and ultimately behaviours. In the last five years Lisbon Zoo educational department has a partnership with the Portuguese Art Teachers Association involving schools in Portugal, Brazil and East Timor with very good results in terms of fostering positive conservation actions. This session will give details of these pedagogical-didactic strategies and presents some examples and evaluation methods employed.

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**Grey Cube Galleries in Helsinki Zoo - inspiration and awareness raising through art** – Marjo Priha, Helsinki Zoo

In my presentation I will represent a very fascinating and large scale art project Grey Cube Galleries which took place in Helsinki zoo during the years 2014-2016. Grey Cube Galleries were established by the Union for Rural Education and Culture, as part of the project Sense of Place in collaboration with the Helsinki Zoo. Finally the Sense of Place project was documented as a book!

In this project Art invaded three 100 year old and empty bear castles that have Cultural Heritage significance. These stone castles were adopted to serve as places for performance and site-specific art, representations on different life forms, biodiversity of organisms and diverse forms of existence.

The GCG programme included exhibitions, festival performances, interactive workshops and artists-in-residence too. The main theme varied every year and it was planned in cooperation with the Zoo in order to connect the performances to ongoing conservation issues and campaigns. Under the open sky, in the urban nature, these

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artistic experiments were of course risky and very challenging to artists and curators as well as to viewers. How did the visitors react to this kind of art, what kind of exhibitions were most interesting and what kind of discussions did we participate in? Can art enhance education? Can it make difficult issues feel more understandable? Does art in this context offer merely entertainment and inspiration or answers and questions or even something else?

<https://www.facebook.com/greycubegalleriat/?fref=ts>

<https://www.instagram.com/greycubegalleriat/>

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**Interactive theatrical programs in the Moscow Zoo as a form of environmental education** – Elena Migunova, Anastasia Kadetova, Tatiana Voronina, Moscow Zoo

We organize interactive programs that include theatre performances, quests and animal shows.

The programmes are developed due to cooperation of biologists and the artists of zoo theatre “Tik-Tak”. The result of this symbiosis are stories containing real facts of wild nature and anthropogenic influence on it combined with fairy-tale elements.

It affords to talk about many aspects of local and global biodiversity, to focus on its vulnerability and conservation problems, to emphasize the role of zoos in studying and conservation species, to show some biological, ecological and zoogeographical peculiarities. All these serious problems that may look so difficult and boring we make easy for comprehension. Taking part in the programs and searching for answers enables the participants (kids and parents) learn something useful and its form makes it unforgettable.

E. g., «The Return of Frog the Traveller» tells about Moscow region’s ecosystems, frogs’ world diversity and the trouble of invasive species. «Day and Night in the Zoo» is an adventure game about animals that are usually regarded as frightening or sinister and are followed by a bunch of prejudices. The participants are to separate real facts from fables and then can even touch some of those «horrible» animals.

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**Raising ocean literacy through creative writing and drawing** – Teresa Pina, Oceanário de Lisboa

Finding the right way to communicate complex messages about the ocean, with young audiences (from 3 to 10 years old) is difficult and requires special skills to “talk the same language”. Engaging with this public is of utmost importance, regarding the need to change behaviours towards a sustainable future for the ocean. Oceanário de Lisboa invited well-known children’s illustrator, André Letria, and writer, Ricardo Henriques, to create an original book to guide the students throughout the exhibition, in field trips chaperoned by marine educators. The book presents the different aquarium habitats and species, telling their story and curiosities, using childlike drawings and language. It also challenges students to observe nature in a different perspective (for example using comparisons with nowadays well-known personalities and historical figures) and to solve several practical activities. Furthermore, these contents were also used to develop a guide for families with children and a set of exhibition labels. This original and innovative approach added value to the visit, creating a higher emotional engagement, making the interpretation easier and the experience funnier and more attractive. With this kind of educational tools we aim to inspire youngsters towards marine conservation and improve their ocean literacy.

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**Evaluating an environmental education programme in Nigeria using children’s drawings** – Louise Francis, Andrew Bowkett, Paignton Zoo Environmental Park and Whitley Wildlife Conservation Trust

Paignton Zoo and the Whitley Wildlife Conservation Trust have been supporting a weekly environmental education programme for seven schools in the Omo rainforest, south-west Nigeria, since 1993. Since the programme began, there has been no formal evaluation of the impact on children’s learning. We wanted to evaluate what the children knew about their rainforest environment and investigate how effective the current curriculum and methods of delivery were.

A variety of studies have analysed children’s drawings to assess impact of environmental education on learning outcomes but little research has been done using this method to evaluate where English is a second language.

In 2014 and 2016 we undertook rapid assessments based on children’s annotated drawings after being asked “what will we see in the forest?”. The effect of school, age and gender were tested.

While the programme is highly valued by teachers and community members, the educational impacts differed between schools and the effect on conservation relevant behaviours was difficult to measure.

The results of this assessment will inform practice; helping to shape the curriculum and improve methods of delivery and also provide evidence of the degree to which the programme has a positive impact on children’s knowledge about their environment.

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## 2. Conservation Storytelling

This theme is focused on how the principles of storytelling can be used to deliver key conservation messages to different types of zoo audience. How do you adapt educational actions with the targeted public and the discussed topic? This session highlights different ways of effective storytelling in different situations, for different audiences and also ways to evaluate the intended learning outcomes.

**Animal Presentations at the Zoo of Zürich** – Nina Kunz, Zoo Zürich

I would like to present how we do animal presentations at the Zoo of Zürich. With this kind of presentation we try to raise our visitors awareness for conservation. The presentations usually take place in or in front of the enclosures where the animals live and are based on a conservation storyline in which the animals will demonstrate behaviours that could be seen in their wild counterparts. We do this with help of natural enrichments, feedings or animal trainings. We have a team of 8 animal keepers who do the presentations and we present all sorts of animals from the insects to the elephants.

I would like to discuss with the conference attendees what kind of experience do they make regarding conservation storytelling because I do the experience that it is not so easy to inspire visitors for conservation.

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**Once upon a time... The Zoo's storyteller!** – Daniele Rizzelli, Serena Natalucci, Simona Fraterno, Andrea Alia, Zoomarine Italia S.p.A.

The storytelling is one of the most important technique used at Zoomarine while conducting activities with kindergarten children. The topics covered are various and comprehend the discovery and use of our own senses, the colours of the natural world, the marine litter problem and the relationship between prey and predator,

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everything explained with a simple tale. All the tales used for this activity are thought and written by the educators of the department.

Storytelling is not just “telling a story”, is living the tale you are telling, is sharing feelings and sensations, is involving kids in what you are living telling that story! For this the techniques used are several:

- The ancient Japanese Kamishibai: the tale is spoken while images are changing into a small wooden or paper theatre.
- The simple tale, with an educator speaking to a group of kids.
- The drama, in which the educator transform him/herself into one of the character of the tale.

Between the three, the simple tale, was the most difficult to work with probably because children have nothing but the tale to concentrate on while with the other two they have images or the character himself in front of them. Nevertheless, it is the technique that has yielded the best results with kids who have imagined beautiful and colourful things!

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**Marine Plasticology - a new science that will change the world** – Patricia Filipe, Teresa Pina, Diogo Geraldos, Oceanário de Lisboa

Plastic is a durable and versatile material, with a huge variety of uses, contributing in many domains to human welfare. However, due to its uncontrolled use, 8 million tonnes of plastic reach the ocean each year. In order to raise awareness about this problem, the Oceanário de Lisboa designed a unique outreach educational programme, for students from 6 to 12 years old. Chaperoned by marine educators the programme was implemented in schools of Lisboa and Oporto in 2016. Each class participates in a 2-hour hands-on programme that addresses the impacts of plastic, identifies solutions and promotes intention of behaviour change. Teachers are challenged to implement a post programme four-week self-guided activity supported by a manual which guides them through four main themes: disposables, micro plastic, over packing and plastic littering related to social behaviours. The manual provides tools to raise awareness of the school community to refuse, reduce, reuse and recycle plastic. The program accelerates the urgent education that school, families and communities must undergo to mitigate the negative impact of the waste that will never disappear. With the goal of reaching 25.000 students per year, this program will be a beacon in the environmental education for a blue generation.

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## 3. Groups with additional needs at the zoo

There are many people (both children and adult) who visit our zoos that have special education needs and disabilities. This session highlights programmes that focus on innovative multiple sensory programmes, those that focus on improving mental health and well-being and ways of making EAZA zoos and aquariums more inclusive places to visit and take part in conservation education programmes.

### **Zoo Programming and Accessibility and Design for people with disabilities** – Mark Trieglaff, Accessibility Consultation and Training Services

Having served 18 years as the Access Coordinator for People with Disabilities at Brookfield Zoo (outside of Chicago), Mark worked on programs for people with disabilities. The programs took 3 main forms,

- Formal
- Independent
- Outreach

The Formal programs were organized educational programs. These educational programs were adapted through the educational department or a session in the Children Zoo provided a multi-sensory approach to a class or group. The programs used lecture, animal artifact as well as live animals.

The Independent programs provided information about the park, presentation schedules, location of accessibility features and recommendations for a plan a visit depending on the abilities and of the individuals with disabilities in their classroom or group.

The Outreach program served people with disabilities that could not be able to visit the zoo because of their illness and/or disability. Typically this served older individuals at nursing homes or assisted living centres but also hospitals, prison units and AIDS hospice centres. The program followed a similar design to the Formal program at the Children Zoo but with fewer artifacts and less animals because of the limited space for transporting.

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### **Zoo by touch: programs for people with disabilities and health problems** - Elena Migunova, Anastasia Kadetova, Tatiana Voronina, Moscow Zoo

Moscow Zoo is a territory open for everyone. We run several programs for people with disabilities and health problems.

Every year several groups of blind people come to the zoo for special “ Zoo by touch” programs.

“Day in the Zoo” program is intended for children with special needs (e. g. mentally retarded) and includes a zoo tour, interactive theater performance, workshops etc.

Since 2015 a group of families with kids with severe disabilities comes to the zoo on the regular basis, twice a week for 3-hour long programs. The programs are prepared together with specialists of the Moscow Center of Curative Pedagogic. It involves several different activities not only for special kids, but also for their parents and siblings. Mandatory part of every session is personal acquaintance with specially trained animals from the outreach group (toads, tortoises, non-poisonous snakes, rabbits, chinchillas, rats etc). Even though childrens’ diseases don’t presuppose any progress or improvement, parents and pedagogues witness that kid’s – as well as their parents’ – emotional condition improves noticeably.

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Things made at the workshops are sold at the charity bazaars at the, to change the society perceptions of the potential of people with mental, physical and intellectual development.

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## **Volunteers, Wellbeing and Conservation Education** – Nicola Buckley, Andrew Moss, Chester Zoo

Not only are our volunteers a passionate force for additional public engagement, research has demonstrated a range of individual benefits to the volunteer, highlighting a mutually beneficial relationship between the volunteers and 'the zoo'. The volunteers increase our capacity to tell conservation stories and to inspire our visitors; in return they become learners themselves. Ongoing training and opportunities to learn and develop new skills have become an integral part of the volunteer programme at Chester Zoo. In addition to this, our research, based on the NCVO Volunteer Impact Toolkit, has uncovered unintended but welcome benefits to individual's well-being, self-confidence and passion for conservation. We will present the key findings of the review, in particular the individual benefits to the volunteers. Learning, whether it is trying something new or learning new skills, has been shown to play an important role in health and wellbeing and this appears evident in the experience of our volunteers. Zoo volunteer programmes offer an opportunity to broaden learning objectives, go beyond the traditional audiences and have a positive impact on people's lives.

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## **Programs for migrants and refugees in Frankfurt Zoo- a social engagement** – Martina Weiser, Zoo Frankfurt

Migration is one of the most important and most urgent challenges of these times.

The world and also our societies are changing, the question is, how...

Frankfurt Zoo took part in a cooperation of 4 different educational institutes of the city of Frankfurt to create a program for women with migration background. Our target groups had been participants of literacy programs, German language courses and integration courses.

The aim of this project was to open the zoo and other institutes like the botanical garden and the natural history museum for parts of our society such as people with an immigrant background. These people who are often unlikely to visit these institutes.

The aim of the project was to give people the confidence to cross hurdles, to destroy prejudices, to improve German language skills and to come together in a new context.

We also started programs for refugees, a very exciting, impressive and from my point of view a social necessity.

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## **Reflective Practice: A strategy for educators to develop and deliver quality programs** – Cathriona Hickey, ZSL Whipsnade Zoo

The Discovery & Learning Department at ZSL ensures the quality of its learning programme. This strategic framework has key strands that make up the standards for quality and excellence: the Principles for Excellence, Development Process and Model of Reflective Practice.

This presentation focuses on the Model of Reflective Practice - an exercise where staff constructively critiques the delivery of an activity. Staff undertake self-reflections plus observe and give feedback to their colleagues while also undergoing supported observations by D&L Management.

The observations focus on different strands of practice:

- The Activity - the planned sequence of tasks, activities or other structured learning experience
- Delivery Staff - individual's knowledge, mood, attitudes and preparation for the delivery

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- Resource Management - setup, delivery and use of resources during a given activity
- Engagement Strategies - the strategies used *in situ* to cognitively engage learners so they are focused, supported and challenged
- Behaviour Management - the management of behaviour of individuals in the group in a specific activity
- Time Management - how the staff member manages their time before and during the session

This model has relevance and is applicable across zoos/ aquariums for those who want to support the professional development of delivery staff.

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## 4. Taking Conservation Education out of the zoo and aquarium

How to reach people that don't come in the zoo especially young adults? This session highlights programs involving teenagers, young adults and other hard to reach groups through examples of conservation education activities that are delivered outside the zoo grounds (in schools, public events, festivals, urban spaces and other natural environments) and what are the advantages and disadvantages of this "out the zoo" approach.

### **ZOO on the road - An (un)expected journey** – Tiago Carrilho, Jardim Zoologico de Lisboa

Nowadays, Zoos can have a very significant role by building emotional bridges with biodiversity and acting as a source of inspiration. Taking the conservation message out of the zoo can be very effective in the behaviour change of communities. For example, teachers find it difficult to talk about conservation in the classroom but if a zoo educator goes to the school with a good and dynamic activity about this issue, this can be a much more effective approach to guarantee the commitment with biodiversity conservation.

In the last years, our educational team had participated in several activities trying to reach all the community, engaging them with the role of EAZA zoos in the 21th century and raising awareness to take actions. Currently, with the improvement of communication technologies Lisbon Zoo is connected worldwide via Skype-in-the-classroom program. In this talk I will show the results of our experience demonstrating the advantages of Education beyond zoo walls.

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### **Tools for engaging audiences with the illegal wildlife trade** – Charlotte Smith, Chester Zoo

Chester Zoo has been engaging the public with issues surrounding illegal wildlife trade for many years. In 2016, we became the lead European partner for Wildlife Witness, a mobile phone application developed with Taranga Zoo and TRAFFIC. The app is now being promoted globally through these partner organisations and by San Diego Zoo Global who are the lead American partner. The app is the first global community action smartphone app in the fight against illegal wildlife trade. It allows tourists and locals in South East Asia to easily report wildlife trade by taking a photo, pinning the exact location of an incident and sending these important details to TRAFFIC, the wildlife trade monitoring network, who are then able to follow up. We'll show how the app works, how EAZA educators can get involved in the Wildlife Witness campaign and share a toolkit of resources and approaches for engaging European zoo visitors and communities with the illegal wildlife trade.

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**How to combine conservation and educational projects within the Falconry Academy** – Ludwig Deur, Fanny Blais, Académie de Fauconnerie – Grand Parc du Puy du Fou

The “Grand Parc du Puy du Fou” shelters every year a large wild barn swallow population during the summer season. This migratory species makes its home in the park during its breeding season. The barn swallow especially likes to nest in open spaces, along the wooden beams, such as our sanitary blocks and restaurants.

Its coming is a very good thing for local biodiversity, but cohabitation with visitors can sometimes be difficult. Indeed, the swallows quickly dirty the common spaces and their babies occupy quickly all the space!

The teenagers of the Académie Junior Nature Fauconnerie worked on this issue during several animations (knowledge of the bird, meeting with the local associations for the protection of nature called C.P.I.E, to find solutions, creation of adapted layout allowing a better cohabitation).

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**The town mouse and the country mouse: Sensibilization to urban and rural wild fauna** – David di Paolo, Parc Zoologique et Botanique de Mulhouse

Children need to be connected with local nature if we want them to be environmentally friendly as adult. I present here an educational project by Mulhouse Zoo with the Natural Park of the Vosges mountains (France) for two secondary classrooms, one from the town, the other from the country. The aim is to rise awareness and respect of nature among students in order to give them the desire to spend time in the wild. The encounter between the two classes will be useful to highlight different conceptions of nature and, hopefully, to encourage to more respectful attitudes. The project allows the Natural Park and the Mulhouse Zoo to share different methodological approaches and to lead the project in a complementary way.

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**An integrated approach to local biodiversity engagement across our Zoos and communities** – Amy Cox, RZSS and Charlotte Smith, Chester Zoo

Many zoos are involved in global conservation, however, engaging people at a local level, to support local biodiversity, is equally important. It is where our audience can make a real impact and take action. Some types of engagement can have more of an impact than others and this is certainly true when highlighting native wildlife. So, what works and what doesn't? The Wildlife Connections campaign from Chester Zoo and Wild about Scotland from RZSS both focus on native species, but both organisations are better known for their work with exotics. We have adopted a layered approach to our engagement spanning formal/informal education at our parks, our outreach programmes, social media and a digital platform. These campaigns also included big events, training for group leaders and outreach to community events and centres, using the arts, youth groups, BioBlitz and surveying activities and even getting celebrity endorsement. Messaging about native species is mirrored in interpretation including a 'Wild about Scotland Garden' at Edinburgh Zoo and the Nature Reserve and Wildlife Garden at Chester Zoo, where visitors can see interventions in action. A take home local biodiversity guide literally places messages in the hands of our audience. The timings of our programmes also tie in with BIAZA and EAZA initiatives including 'Grab that Gap' and 'Let it Grow'.

Find out what worked, what didn't and what we all learned working separately and together.

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**Emotions, interests and feelings in zoo visitors and non-zoo visitors towards animals around Europe** - Natalia Álvarez Montes, Tanja Ruch and Paul W. Dierkes, Goethe University Frankfurt - Opel-Zoo Kronberg

Although a number of studies have examined the human-animal relations, no revision has considered how zoos can affect to this interactions and attitudes toward animals. The aim of the current study is to present the results of a human dimension research completed in different zoos in Europa about outlooks concerning animals. We examine beliefs, feelings and emotions of people toward animals in general, dividing this group in three subgroups: domestic, zoo and wild animals.

We have examined these attitudes among three people groups, namely the no-zoogoers (n=465), and the zoogoers (mid-goers, zoo visits between 1 and 2 per year, n=997) and the frequent zoo visitors (three or more visits per year, n=538). Internal consistency of the scales was satisfactory (> 0.8).

Comparisons between these three samples indicated that those within the zoo community have more interest, presents more positive feelings toward animals and have more desire to help and care species. Thus, zoos have the potential to positive influence their visitors in relation to conservation and animal issues.

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**What if pink is for the boys and blue is for the girls? How stereotyping may help Conservation messaging** - João Neves, ZooMarine

Stereotyping stem from two phenomena common to all humans: the basic survival need to identify 'friends or foes' and the ubiquity of hierarchical status differences and competition for resources. So people like, want and need to categorize the social and physical world into little groups (stereotypes) for mainly three very important psychological reasons: cognitive efficiency, understanding and predicting the social world and, last but not least, to form in-groups, in which we identify ourselves and feel comfortable in.

Although stereotype studies have focused mainly on people looking at people, we opted for exploring animals' social representation and stereotypes from adults' perspective (zoo visitors and college students). Could they assume human-like characteristics (e.g., personality traits and human emotions) and can this knowledge help us better protect these animals? Respondents expressed their ideas and thoughts toward four different groups of animals: crocodiles, dolphins, sharks and turtles. Results give rise to a number of different communication strategies when considering Conservation messaging.

Back in the early XX century, colour of gender stereotyping was the exact opposite of what we recognise today. So if social norms can change, so can we hope to change how the world integrates our Conservation efforts and goals.

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## Workshop Sessions

**Special Young Children** – Estelle Barbeau, Zoodyssée

**The discovery and knowledge of its environment is a necessary component in the construction of the child.**

Each of us witnessed the wonder of the younger ones facing an insect, a flower or even the slightest brown found on the way. Sensitizing the very young to Biodiversity should therefore not be too difficult if we take into account all the enthusiasm and curiosity that nature raises. Nevertheless, early childhood education programs do not focus on this area and very few of our zoological parks are directly aimed at this audience. Contemporary studies \* show that many things happen at the behavioral level before the child's 6th birthday and that will require will and perseverance to act afterwards. So what can we offer to little ones? To question, to question oneself, to give to understand, to build together a common knowledge, to share our experiences, will be the object of this workshop.

### Objectives of the workshop

Discuss the value of developing awareness-raising actions on Biodiversity for early childhood (under 6 years)  
Approach the issues of awareness from an early age.

Explore the different pedagogical approaches according to the stages of development and the capacities of young children

Exchange resources and techniques to expand our professional practice.

Share tools and possible avenues of activity with this age group.

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**Innovative and collaborative teaching in the Zoo - A practical approach to environmental education using Technology** – Tiago Carrilho, Jardim Zoológico de Lisboa

Education is one of the most important missions of zoos nowadays and it's crucial to biodiversity conservation. By the other hand, Information and Communication Technology (ICT) are evolving rapidly and users are increasing every day. To improve education and training, most organizations and educational institutions have been investing in ICT, promoting better learning opportunities. The combination between technology and educational programmes at zoos reveals to be an important strategy to engage people and to change the way they see the world around them.

In our Workshop we will demonstrate a new educational methodology based on collaborative work. We will introduce the educational method, present the advantages and disadvantages, how it must be applied and how the students receive this kind of new learning environment.

Then it will be explored a more practical approach by using a non-present communication tool where we going to see a live lesson given by a zoo educator in the Lisbon Zoo.

After this we will learn and discuss advantages and disadvantages to combine technology with zoo education and analyse some situations where can be ICT to teach more effectively.

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**Use of animal dissection as an educational tool** – Charlotte Coales, ZSL London Zoo; Nina Collatz Christensen, Odense Zoo; Bengt Holst, Copenhagen Zoo

In recent years, a number of zoos across Europe have carried out animal dissections in front of a public audience. With a range of reactions, from shock to endorsement, is this a meaningful and authentic experience that we should encourage in zoos? And if so, what is the best approach to take?



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This workshop aims to address and discuss the merits of animal dissections as a tool for the engagement and education of zoo visitors. With case studies from three different zoos (ZSL London Zoo, Copenhagen Zoo and Odense Zoo) we will showcase the variety of events that have been carried out to date. We will identify the similarities and differences between these events and discuss lessons learnt.

Through group discussions we will identify the opportunities and barriers for other zoos to carry out similar events, finding solutions to the controversial nature of these events and a way to ensure the context and framing creates a successful learning environment and positive support from the public.

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## **Education and Entertainment** – Guillaume Picard, Le Pal

How to combine education and amusement.

Today education, especially environmental education is often experienced by the general public as something boring, unpleasant or tedious.

The role of educators is to do everything possible so that people understand our messages and act accordingly in their daily lives.

According to this idea, the main goal is to involve the public, to make them laugh or simply to entertain them. In any case, we have to make sure that the message passes well and that it is not off-putting!

What are your concepts or ideas for achieving this?

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## **SEND: A Practitioner's Toolkit** – Hannah Pritchard, ZSL

Zoos and aquaria are ideally placed to provide an immersive and inspirational learning experience for people with varying learning styles and abilities. Evaluation at ZSL has demonstrated that engagement with the natural world in a supported learning environment can be of great benefit to people with a wide range of special educational needs and disabilities, including those with visual impairments, hearing impairments, physical disabilities, and autistic spectrum conditions.

During this workshop, participants will:

- Explore the diverse range of special educational needs and disabilities amongst our audiences
- Receive practical advice on how to audit and adapt existing education programmes to best suit the varying needs of learners within mainstream school groups
- Investigate a range of resources and activities specifically designed for SEND groups and students
- Review examples of inclusive events, public talks and family activities at ZSL sites which support the needs of SEND visitors

Participants will be invited to showcase and discuss examples of their own resources and activities to share best practice with colleagues.

This workshop is suitable for educators and presenters who work with school groups, family audiences and the wider general public.

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**An Introduction to Education Strategy Development** – Sarah Thomas, ZSL, Chair EAZA Education Committee

According to EAZA Conservation Education Standard 2 - The zoo must have a written conservation education plan. This plan must outline the zoo's conservation education activities, how they apply to different types of audiences and the strategic thinking behind the plan's design.

EAZA understands that the conservation education plan will have different formats (e.g within a strategy, policy, plan document) depending on the individual zoo. We have used the word 'plan' meaning any strategic document that contains plans for the zoo's conservation education activities. However formatted; the plan must clearly demonstrate the zoo's key strategic areas for conservation education, an outline and justification of planned activities and programmes, and an evaluation framework for these programmes.

This interactive workshop will guide participants through the process of thinking strategically about their education programmes and what factors need to be considered in making a conservation education plan.

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## 5. Promoting Biological literacy

This theme focuses on more education programmes that are linked to school curricula and aim to raising awareness, knowledge and understanding of animals and the natural world. This session highlights pedagogical approaches to teaching concepts of science for conservation, new biological literacy evaluation techniques and ways of developing and professional practice within zoos and aquariums.

**Teach me Tiger - Applying a full curriculum in biology within a zoo setting** – Jenny Loberg, Eva Andersson, Nordens Ark

For a decade, we have collaborated with an upper secondary school around education in conservation biology. The students apply for the scientific program that is connected to Nordens Ark. During their three years scientific program, we have the full responsibility for their conservation biology zoology and ethology courses. The students conduct their studies within these courses, at Nordens Ark with our staff, and we use the animals and eco-park to enhance the learning within these subjects. This has led to very motivated students that can apply their theoretical knowledge in practice. In their last year we also travel to Scotland with the students and visit both Edinburgh zoo and Highland Wildlife Park. During the presentation we will describe the curriculum and activities that we work with to fulfil the requirements of the Swedish National Agency for Education.

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**Connecting teenagers with nature – the Zoo Environment Behavioural Research Award (ZEBRA)** – Blair Cockburn, RZSS

The Royal Zoological Society of Scotland (RZSS) would look to showcase our brand new ZEBRA programme as a potential model for other educational programmes, whereby 16-18 year old students can work towards their "Zoo Environment Behavioural Research Award". This course has been designed to promote scientific literacy in the 30 students who enrol each year by allowing the students to carry our self-led behavioural research studies on site at Edinburgh Zoo. Simultaneously, the students, who attend this course in their own free time, also engage actively in the role of modern zoos in conservation and gives them an insight into the tools that are used such as ZIMS.

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This course is funded by a grant from the local city council which enables us to offer the places free of charge, this means that those who can take part are from varied backgrounds and 'social classes'.

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**Together we will learn to explore, enjoy and preserve our harmony with the sea** – Ruta Ziliene, Simona Mikalkeviciute, Joana Cesnaite, Lithuanian Sea Museum

The Lithuanian Sea Museum (LSM) located in Klaipėda, Smiltynė on the Baltic Sea coast is one of the most impressive museums in Lithuania with Exhibition of Marine fauna, seabirds and mammals as well as the Exhibition of History and Navigation. The LSM is worth a visit not only for its impressive exhibitions and marine mammal performances but for educational purposes, too, as the museum personnel has introduced 27 different education programs about the mysteries of the marine world. More than 20.000 schoolchildren take part in these programs not only by visiting the museum themselves, but by welcoming historians and educators at their schools.

Last summer we opened our new outdoor lagoon "Saulės įlanka" (en: Bay of the Sun), which we used for an introduction of two new, experience-based educational programs "Boniface's Vacation at the Bay of the Sun". In these programs, an educator dressed up as a terrestrial animal, a lion, explores the world of marine mammals with assistance from the biologists and attending children. To ensure maximum accessibility of our education, we have designed educational programs for blind and handicapped children who can explore by listening, touching and smelling the marine environment. Therefore, the slogan of the museum is "Together we will learn to explore, enjoy and preserve our harmony with the sea".

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**The impact of education at the Bear Forest in Ouwehands Zoo** – Imke Putman, Ouwehands Zoo Rhenen

Ouwehands Zoo Rhenen (the Netherlands) conducted a visitor study using a pre and post questionnaire to evaluate the impact of education at the 'Bear Forest' enclosure. The zoo was wondering which of three educational aspects (a thematic village, a maze or a standard information sign) was the most effective in the short term.

A presentation about brown bear pin-back buttons, tiny numbers and lots of answers.

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## 6. Local Biodiversity

Linked to the EAZA campaign “Let it Grow”, this theme focuses on conservation education programmes that involve local biodiversity. This session highlights activities, resources, trails and errors, partnerships and evaluation methods that zoos have been used around local biodiversity and / or the Let it Grow campaign

**Biodiversity in Our Hands** – Sabina Kaszak ([sabinakaszak@zoo.gda.pl](mailto:sabinakaszak@zoo.gda.pl)), Gdansk Zoo

“Project Birdfeeder” is a research project that takes place in Poland for several years. Ornithologists feed birds during winter and, according to methodology common for all the feeding places, they catch and ring birds. Apart from their scientific work ringers are also obliged to educate people about birds, their behaviour and migrations. That is why such places usually gather observers interested in birds and nature in general. Ornithological project appeared to be really interesting for unprofessionals. Direct contact with wild animals have great impact on people at any age which makes it easier to explain importance of conservation to wide audience.

Gdansk Zoo also takes part in the project. We are proud to have the biggest amount of species and birds with foreign rings visiting our feeding place in our country.

We focus on education about local biodiversity. We familiarize around 300 our visitors every year with common bird species wintering in Gdansk. Not only can visitors learn characteristics of birds’ species but also how to help them survive winter and encourage them to breed in our surrounding. Our success is that two of our regular volunteers managed to pass an exam in Ornithological Station and became official bird ringers.

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**Let it Grow: BioBlitz in GaiaZOO** – Hanneke de Boer, GaiaZOO

Within the framework of the Let it Grow campaign, in 2016, GaiaZOO organised a BioBlitz, which involved a dozen of nature organisations, many external experts and volunteers of GaiaZOO. Altogether, the experts monitored all different kinds of living organisms in GaiaZOO. Above that, they organised many activities to involve the visitors in local nature and biodiversity. Both external experts and all different layers of GaiaZOO staff/personnel were very enthusiastic about the BioBlitz-activities. Besides, there was many media output on the BioBlitz.

The aim of this presentation is to share our enthusiasm about organising a BioBlitz, hoping to stimulate other zoos to follow this example in order to reach out to our visitors about the beauty and importance of local biodiversity.

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**SunChild Eco Clubs: Conservation Education, New Media and Technologies** – Eva Martirosyan, Foundation for the Preservation of Wildlife and Cultural Assets

FPWC established the SunChild Eco-club Network throughout Armenia in 2006 with the mission to bring up a new generation of responsible citizens empowered to perceive environmental issues and find ways to solve them. Since 2006 approximately 2000 youths have taken environmental education courses in the SunChild Eco-Clubs in all the regions of Armenia.

By exploring the nature and investigating environmental problems through the lenses of video/photo cameras, the “sunchildren” get sensitized to the world around them and capable to take over the responsibility for nature protection.

The SunChild Eco-club network is designed to educate environmentally aware and critically thinking young generation of citizens. Altogether, the SunChild Eco-clubs serve as a tool to raise the young participants’ awareness for their environmental rights and their ability to advocate for these rights in their communities.

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Moreover, the project allows the children to make their voice heard internationally. The [short documentaries](#) authored by children participated in a number of international environmental film festivals, to be awarded prominent prizes.

The children are basically becoming conservationist ambassadors to their families and communities, raising awareness and changing attitudes just by genuinely sharing their first-hand experience received from the SunChild Eco-Clubs curriculum.

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**Raising awareness to protect local biodiversity: the example of "Weekend della Scienza al PNV"** – Katia Dell’Aira, Marta Tezza, Parco Natura Viva, Garda Zoological Park

One of the aims of Parco Natura Viva is the engagement of young people to be a little bit more aware of their surrounding. It is strictly necessary to create an environmentalist culture in the new generation living in the cities. We would like they will be able to wonder, discover, learn and go through this multidisciplinary experience. Because of this mindset and according to the governative regulations, Parco Natura Viva has been involved in the implementation of some agreements with some secondary schools. Students can come to our zoo and they can stay there for a period of two weeks or more. At the beginning, they follow some lessons about biology of the animals housed in the park and their management. During this period they can understand the different professional figures working in our zoo. This allow them to realize that the organization of the activities is multifaceted and the different approach of an educator, a researcher or a vet to the same subject. They’re involved in the organization of didactic activities in order to engage visitors, in the preparation of the enrichments, and in other different works depending on the season (summer camp or winter job). At the end of their internship, students can better understand how a zoo works, changing their way of thinking about it. They feel more close to themes in which we strongly believe, and they become aware they can make the difference.

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**How to federate a community of educators around an awareness campaign?** - Fanny Blais, Sabine Ketelers, Guillaume Romano, Guillaume Ourry; AfdPZ Education Committee

Together everyone achieves more (TEAM), this sentence could be the leitmotiv of every campaign strategy.

- 1-Find the good theme
- 2-Write a story
- 3-ACTION !!!
- 4-Evaluation

The success of this 4 steps is closely related to a good communication.

What kind of communication tools could be used to ensure a great campaign?

We will analyse the action for the «pole to pole campaign» implemented by the French education commission as an example.

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**Bioexplorers – a new approach to education in Wroclaw ZOO** - Anna Mielnikiewicz, Katarzyna Walowska, Wroclaw Zoo

Wroclaw ZOO and Association of Municipalities and Districts of Wroclaw Agglomeration launched a project named „Bioexplorers – ecological workshops for Wroclaw Agglomeration’s children”. The goal was the development of environmental attitudes in children from not only the city of Wroclaw, but also surrounding municipalities. The project financed the entrance to the zoo, workshops and educational materials. Issues raised in the project corresponded to the theme of the “Let It Grow” Campaign. Around 5 000 students aged 9-12 took part in workshops. Total value of the project: 147 000 PLN (33 290.31 EUR). The project was funded by the county fund for environmental protection and water management in Wroclaw.

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