



Pencynor Wildlife Park Cub Scout Leader's Guide





Dear Cub Scout Leader

Conservation begins at home with the plants, animals and landscapes that surround us. However, the effects of man's activities on earth - pollution, habitat destruction/degradation and species extinction - are occurring globally on a scale unseen on earth since the death of the dinosaurs. In the fifteen or so seconds it has taken you to read this far, 25 acres (25 football pitches) of rainforest have been destroyed; already today, somewhere in the world, yet another species has slipped (or was it pushed?) into extinction - gone forever.

Global problems need global solutions. Many of the problems facing the poorer countries of the world have their roots in the misguided and mismanaged 'development programmes' of the industrial world and the actions of companies keen to supply us with cut-price commodities. We have to realise the part we have played, and are playing still, in the problems of the 'third world' and face up to the responsibility of being part of the solution. Yet, the problem remains: 'what is unknown is unloved'. Thus, enthusiasm for conservation of unknown plants, animals and ecosystems elsewhere in the world can only be expected to be, at best, lukewarm.

The World Conservation badge was designed with these problems in mind. The co-operation/sharing theme runs strongly through all the badge-work requirements, so much so that boys/girls are only allowed to work for the badge as part of a group and not as individuals. The badge seeks to emphasise the 'think global, act local' point by combining local environmental awareness/improvement projects with more global issues such as the problems of species extinction.

This pack is designed to help Cub Scout leaders and their helpers plan a programme around the requirements of the World Conservation badge. The pack contains work ideas, practical hints, useful names and addresses, etc. etc. It is important to remember that this is only the first draft of the pack. Further issues will follow as and when people send me details of what things have worked best/least well and of what extra things they have added.

Yours, in Scouting

Howie Watkins

Howie Watkins
Education Officer
Cub Scout Leader 2nd Neath (Catwg)





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Pencsycynor Wildlife Park.

Pencsycynor has an international reputation for the care and breeding of endangered species - principally parrots and primates. Like all good zoos, we are committed to furthering the ends of species conservation through the captive breeding of endangered species, formal and informal education and research.

'Habitat protection alone is not sufficient if the expressed goal of the World Conservation Strategy, the maintenance of biotic diversity, is to be achieved. Establishment of self-sustaining captive populations... will be needed to avoid the loss of many species, especially those at high risk... Captive breeding programmes need to be established before species are reduced to critically low numbers...'

- IUCN Policy Statement on Captive Breeding, 1987

Pencsycynor is involved in many international species-preservation initiatives, including programmes for seventeen Primate species; staff have national and international responsibility for three such taxa. Pencsycynor-born Golden Lion Tamarins have been released into their original Brazilian range; Round Island Skinks have returned to Mauritius to establish a population for possible reintroductions. Many other species must await the establishment of secure wild refuges.

Among several field-projects to have received Pencsycynor support, Proyecto Titi is currently our most urgent concern. This project works to understand the ecology of Colombian rainforest, and to persuade people of the value of the forest wildlife. Of particular interest is the Cotton-topped tamarin, a squirrel-sized monkey with a critically endangered wild population; a currently stable captive population is managed from Pencsycynor. Good conservation depends on thorough understanding. Research, by staff and visiting students, is continually being undertaken, addressing areas from behavioural profiles to the application of environment-enrichment techniques.

In addition to maintaining secure captive populations of threatened animals, good zoos work to increase knowledge about all species. Sharing knowledge of the animal world, and raising awareness of wildlife-conservation issues, is perhaps our most important, and difficult, task. The Pencsycynor Education Department was formed in 1976 to help this process. There has been a full time Education Officer since 1987.

*'In the end we will only conserve what we love,
We will only love what we know,
We will only know what we are taught.'*

- Baba Dioum.



World Conservation Badge.

Carry out these projects as a member of a group of Cub Scouts and not by yourself. This group could be your Pack. Six or other small group.

1. While you are working on this badge with your group:
 - a) Find some examples showing how man has damaged nature and other examples showing how man has improved nature.
 - b) Find examples of where the Country Code is being broken and the results of this.

← Contact Local Access

2. Take part as a group in two projects, such as:
 - a) Clearing a ditch, pond or stream.
 - b) Making, setting up and maintaining a bird feeder, bird table, bird nesting box or bird bath.
 - c) Cultivating and maintaining a garden and a compost heap.
 - d) Tidying up a piece of wasteland.
 - e) An anti-litter campaign.
 - f) Plant a tree or shrub.

Note: Other projects may be undertaken as agreed by the Cub Scout Leader.

3. Choose one from the following:
 - a) Make a display to inform others about an animal or plant which is in danger of extinction.
 - b) Organise a 'save it' campaign to encourage others to conserve energy e.g. home insulation, fuel efficient engines, etc.
 - c) Take part in or start a recycling scheme, e.g. bottles, cans, waste paper, etc.
 - d) Visit a forest, wood or camp site to take part in a project on tree conservation to discover whether any trees have been lost and, if so whether any have been replaced. With expert help, find out how trees can be cared for.

Exerpt from Cub Scout leader's handbook (page 279)

See 'Bright Ideas' section.

Find out about local projects already in progress by contacting B.T.C.V., your local wildlife trust etc. (see 'Ideas').

Contact the Keep Wales Tidy Campaign or your local council.

See 'Colombia, Colons & Cocaine!'

Contact the Energy Efficiency Office, Gas, Electricity and Water Companies.

Contact your local council, Friends of The Earth, WATCH...

Programme ideas follow



Starting Out - Using Penscynor.

A day at Penscynor wildlife park can provide a stimulating introduction to the World Conservation Badge, by looking at the problems of rainforest destruction/degradation and species extinction.

Pencynor provides an enclosed area in which Cubs can combine relatively informal indoor teaching sessions with trails, quizzes and observation activities outdoors (trails are only available to Packs who book as part of a specialist District activities day - for further details contact the Education Department at Pencynor). The teaching sessions use live animal examples and slides to give an overview of rainforest conditions, the adaptations of the animals that live there, the complex way these animals fit together within the ecosystem and the dire consequences of man's intervention.

Because of the wide range of material covered during the day, post-visit follow up work is essential to help the points sink home. The following pages list a variety of activities, some suitable for all ages and some for older Cubs. How you use these ideas with your Pack is, of course, completely up to you.

In addition, the Education Officer can be booked to provide a follow up session at your Pack H.Q. This session is designed to build on the work started at Pencynor and is best categorised as an 'alternative' slide-show. No charge is made for booking the Education Officer providing transport to and from the venue is arranged. If transport is not provided a charge with respect of expenses is made (as Pencynor vehicles are not always available this is often the return taxi fare so it is always advisable to twist the arm of one of the parents!).

Zoo Centre:

Importance of tropical plants and animals; Rainforests - what are they? What are they like? what sort of animals live there? (meet some!).

Zoo:

- Activity 1: What is it? What can it do? - adaption to environment.
- Activity 2: What are they doing? Why? - Observation of animal behaviour.
- Activity 3: Tour of woods, scavenger hunt & Acorn hunt.

Pack H.Q.

What have they learnt: conservation games.
Follow up visit to pack.
Production of conservation displays/advertisements.
All the really hard work (see bright ideas section)!



What can it do? What's it got?

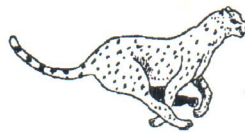
Name
Pack
Date



Flamingos can stand on one leg for hours. They even sleep like that!



How long can you stand on one leg?



How fast can you run?

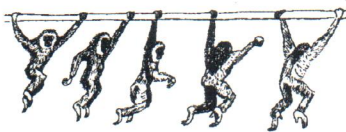


Cheetahs can reach 65 mph.

Horses - 40 mph.

Emus - 35 mph.

A wolf can keep up a steady trot for up to 45 miles a day!



Do you think you could swing like a gibbon?

Try walking along a line of benches like a monkey walking a branch.



Try jumping like a wallaby - hold your front paws properly!

Try to copy as many animals as possible as you tour the park.

You may have seen the animals at Penscynor before. But, have you ever really **looked** at them before?

Every animal has got something special to help it in the fight to stay alive - to find food and escape being eaten - these are its **adaptions**

As you are walking around Penscynor try to see what the animals can do that you can't and try to see what special adaptions it has.



Parrots beaks aren't just for chomping nuts!

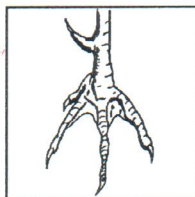
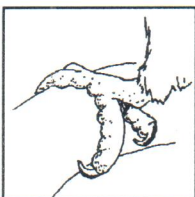
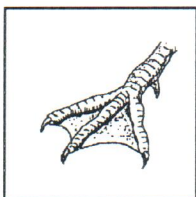
What else do they use them for?



What sort of bird has a sharp beak like this?

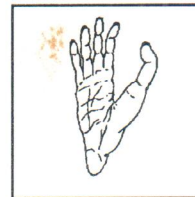


Whose feet are these?



What are they used for?

Whose feet are these?



Draw a human foot



What are they used for?

What can it do? What's it got?

Now you've got the hang of 'really looking', have a go at filling in these tables.

The first one has been done for you!

Animal : Spiny Stick Insect	
What can it do?	What's it got?
Eat plants	Strong jaws
	Strong claws to stop it falling
Hide on the ground	Camouflage colouring
Put off predators	Body covered in spines

Animal :	
What can it do?	What's it got?

Animal :	
What can it do?	What's it got?

Animal :	
What can it do?	What's it got?

What can it do? What's it got? *Leader's notes*

Objectives

To develop observation skills. To predict the lifestyle of an animal based on its observable anatomical adaptations. To develop an appreciation of the complexity and variety of bio-designs to be seen on Earth, and their relevance.

Key Concepts

Life is a battle. In any given habitat only those organisms most suited to the prevailing conditions (ability to survive extremes of climate, utilise potential food sources, escape predation and reproduce) will survive.

Over the course of time natural selection has fine tuned all life on earth for survival; rejecting bad designs and keeping the good ones for further refinement. Thus, animals and plants become adapted for a particular way of life.

If the prevailing conditions in a habitat are suddenly changed, through natural disaster, competition from a new - more efficient - organism or the activities of man, the animals and plants living in that habitat may not be able to adapt fast enough to escape extinction.

Directions

Give each Cub photocopies of the last two pages. At each enclosure stop, look, listen, then... DO!

No-one knows for sure why flamingos stand on one leg.

It could possibly be:

- To conserve heat (only one leg gets cold at a time).
- To allow one half of their brains to sleep at a time.
- To reduce strain on their hearts
- A combination of the above.
- None of the above.
- To reduce by 50% the chance of being knocked over by a speeding duck.
- To confuse Cub Scouts.

The only area suitable for running and kangaroo bouncing is the wide pathway by the wallabies. Make sure that the boys/girls crouch right down between each wallaby hop. When they all get exhausted (or fed up of falling over) look at the wallabies, and see what adaptations allow them to do it so effortlessly (ie long muscly tail for balancing and large strong legs). A red kangaroo can jump approximately 7m (3m high) in a single bound! (and not a lot of people know that.)

For Gibbons arm swinging will have to suffice I'm afraid.

The beaks are (from left to right): Parrot - for manipulating food/climbing, Bird of prey (eagle, Caracara etc.) - for tearing flesh.

The feet are (from left to right): Duck (or penguin) - swimming, Parrot - for manipulating food/climbing, peacock - for walking/defence (see the spikes!), donkey (horse etc.) - for walking/running, Gibbon - for climbing/swinging/manipulating food, man - for walking/running.

By now your group should have got into the habit of watching and mimicking the animals. They should also have got the hang of asking the questions What can it do? and What's it got? (or why's it special?) The next stage is to attempt to fill in the tables on the second sheet. Encourage the boys/girls to add drawings to the blank spaces on the sheet.

More observation ideas in the 'Activity Pack'



Penguin Watching

Pack

Date Time

Look at the Penguins.
Can you spot any of
the activities in the
pictures?



Penguins spend a lot of time preening (sorting out their feathers). This keeps the feathers working properly to keep the penguin warm and dry. Watch out for penguins preening in the water as well!



Preening



Cooling Off

Penguins are so good at keeping warm that they often overheat. They flap their wings and fluff their feathers to help cool down again. This looks just like the penguin is shivering.



Penguins spend a lot of time squabbling and fighting. However most of these fights come to nothing. Watch out for 'sword-fighting' with beaks.

Fighting



Male

Watch out for males displaying and calling (honking) to find a mate (girlfriend). You can also sometimes see pairs of penguins doing this together.



Pair

You may not see all of these activities - or behaviours - while you are watching.
Tick the ones you saw.

Tick the ones you saw.

Choose one penguin to watch. Watch your penguin for a total of 5-10 minutes. Every 30 seconds place a tick in the row which best describes what your penguin is doing at that moment. You may put down more than one tick for each period (e.g. a penguin preening in the water is swimming and preening)

[illegible]

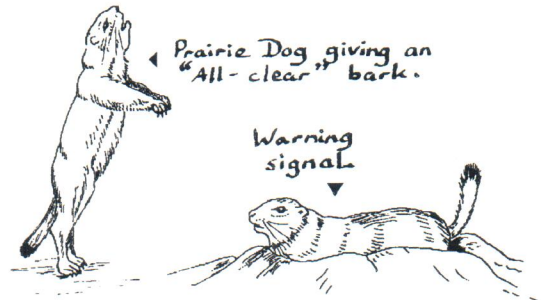
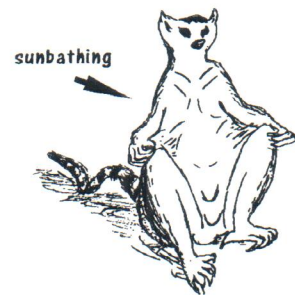
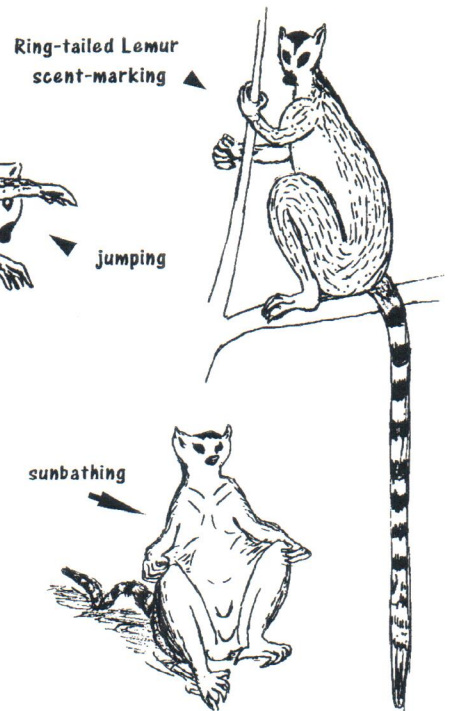
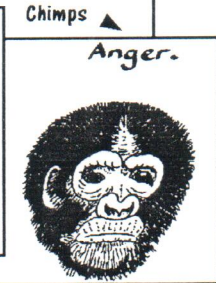
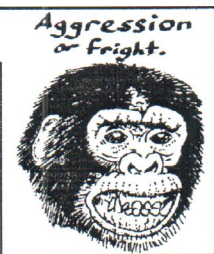
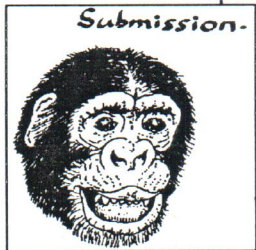
Other Animals.

Pack

Date Time

Now you've got the hang
penguins why not have a
go at watching some
other animals

Here are some behaviours
that you might see.



It's a bit harder this time
as there are less clues.

[illegible]

Penguin Watching *Leader's notes*

More Penguin Information in
▶ 'Penguin Facts'

There are between sixteen and eighteen species (depending on whom you listen to) of penguin in the world of which only two, the Emperor and Adelé penguins, actually live within the Antarctic circle. The other sixteen, including our Humboldt penguins, are found further north; along the west coasts of South America, South Africa, Australia and New Zealand. The smallest (and the most northerly) is the Galapagos penguin which lives right on the equator. The largest is the Emperor.

You can compare your height with that of an Emperor, Humboldt, Galapagos and (in silhouette) a now extinct Giant penguin at a special point on the penguin pool perimeter fence by the Zoo Centre!

Traditionally found along the Pacific coastline and islands of South America, from Valparaiso (Chile) north along the Peruvian coast, the Humboldt penguin is currently one of the world's most Endangered penguins. Penscynor youngsters, as part of the British breeding programme, have been sent to other British Zoos to form new colonies.

Like many of the sea-birds of Pacific South America, the Humboldt's penguin is threatened by; the continued overfishing the anchovy - it's main food (along with krill and squid); the destruction of nest sites by man to harvest guano for sale as fertiliser and the periodic failure of their food supply as El Nino, a warm current of water from California, sweeps further South than normal and forces the cold - food bearing - currents below their diving range.

Objectives

To observe penguin behaviour (*Animal Lover*). To predict the lifestyle of the animal based on the observations. To see a healthy, regularly breeding, captive population of a critically endangered animal species.

Key Concepts

An ethogram is a complete list of behaviours for an animal. This includes interactions, action patterns, postures, changes of colours and vocalisations. Ethologists base their work on repeated observations and measurements. Captive animals will not display all behaviours seen in the wild, for example you will only see our penguins hunt and eat when a keeper throws them fish! However, observations in captivity still add to our knowledge and are much easier to make. The ultimate goal of ethologists is to understand patterns of animal behaviour, something which can take years - a lifetime in many cases - of work, for any given animal.

Directions

Adult penguins
look like this.

Baby penguins
haven't got the
upside-down
horseshoe
shape on their
chest.



Give each cub a copy of the penguin watching worksheet. Have your group identify an adult and baby penguin. Get them to count the number of baby penguins in the main enclosure (ignore any babies in the separate nursery pool at the front left of the enclosure). Spend a little time looking for the behaviours shown in the drawings at the top of the activity sheet. Get your group to either tick the boxes or write the number of penguins exhibiting each behaviour when (if) they observe it. In a short time you won't see all the behaviours pictured. However, you will see some not mentioned, for example, swimming, walking, nest building, mating etc. Ask your group to suggest what extra things they could look for before proceeding to the next activity.



Penguin Watching. *Leader's notes*

Divide your group into pairs. Each pair should now pick a penguin and observe its behaviour for five or preferably ten minutes.

Call out every thirty seconds so your group can watch the penguins instead of their watches! They'll observe what the penguin is doing at exactly that point, then tick the behaviour, moving right across the observation sheet. There are two blank categories on the observation sheet for any extra behaviours your group think should be added.

Back at H.Q. (or at the park if you're mad for it!), have each boy/girl total all the check marks in each category. Then have them total all the totals. You can use the following formula to determine what percent of the time each animal spends in each category.

$$\frac{\text{ticks in a behaviour category}}{\text{total number of ticks}} \times 100 = \% \text{ time spent on behaviour}$$

Example: $\frac{5 \text{ ticks preening}}{30 \text{ ticks total}} \times 100 = 16\% \text{ time spent on preening}$

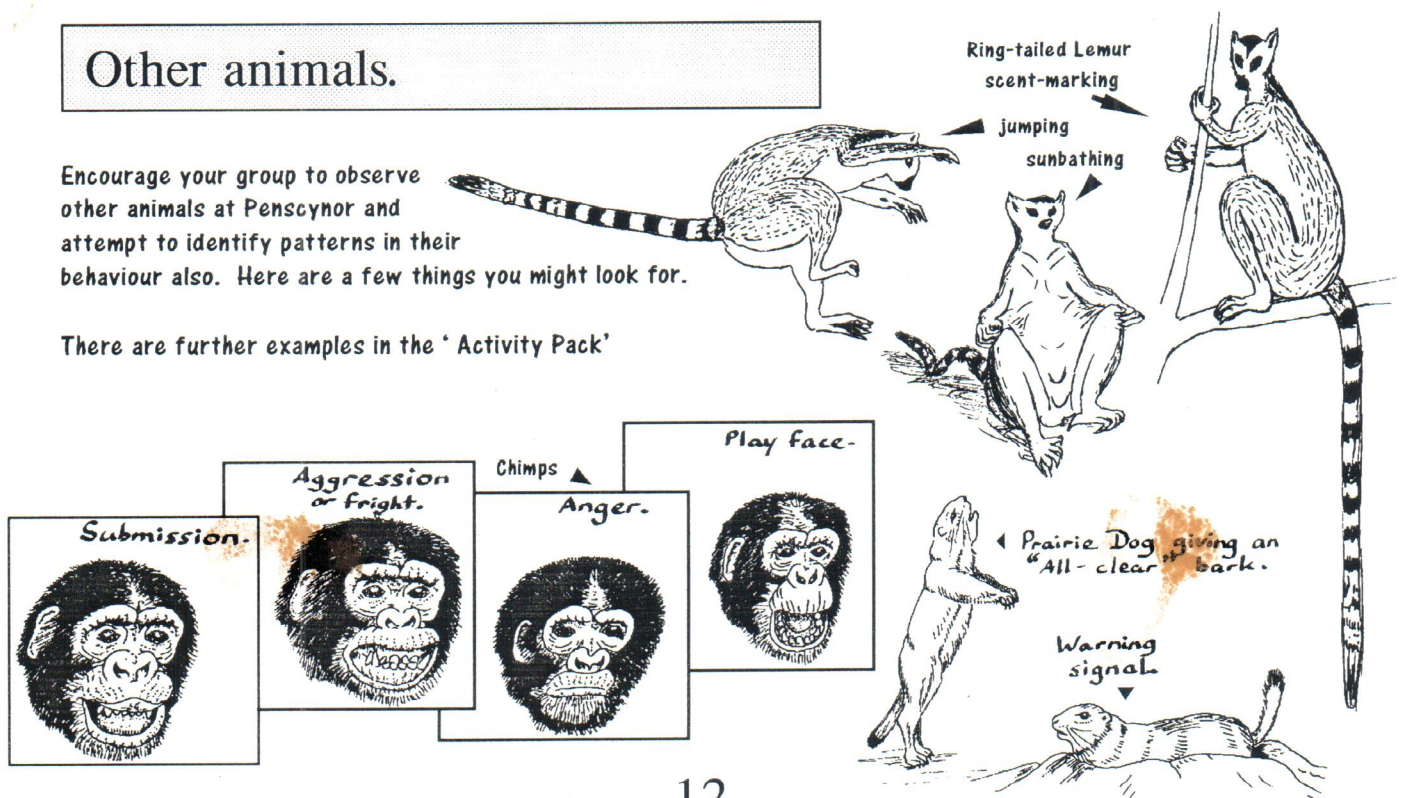
Try these questions with your group:

- Are the results the same for different penguins?
- Compare how much can we predict from a short vs. a long-term study?
- Do the results tell us whether the penguins behaviour differs throughout the day?
- Do you think that comparing results with other packs/school groups might give a fuller picture?
- Compare a penguin's day to your day? (perhaps with a drawing!)
- What factors (weather etc.) might change the penguins behaviour?

Other animals.

Encourage your group to observe other animals at Penscynor and attempt to identify patterns in their behaviour also. Here are a few things you might look for.

There are further examples in the 'Activity Pack'



Bright Ideas.

Leader's notes

Save The Animals Part One

Loosely based on an idea ripped off from the C.S.L. handbook (see page ?) this is essentially a relay race between sixes. Boys/Girls run to the questioner who asks a suitable wildlife question. A correct answer is rewarded by £2m (or less if you want to think up extra

questions?) for that sixes conservation effort. The game has a sense of urgency as it is run against the clock (try 5 minutes - or longer if they can take it!). Below is a list of animals/plants with their 'conservation cost'.

Fig Trees (£2m)	Two-Toed Sloths (£4m)	Termites (£1m)	Poison Arrow Frogs (£2m)
Lianas (£2m)	Pacas (£5m)	Troupials (£10m)	
Anacondas (£4m)	Margays (£10m)	Motmots (£10m)	Total (£50m)

True / False...

In elephant families the females are the bosses.	True
Tropical Rainforests are found in Scotland.	False
Most Parrots lay their eggs in termite mounds.	False
Chimpanzees have tails.	False
Tigers are only found in hot places.	False
The blue whale is the largest animal in the world.	True
The largest fish in the world is a type of shark.	True
9 out of 10 of the worlds plants and animals live in rainforests.	True
Hippos weigh 4 to 5 tons.	True
The Swan is the symbol for the WWF.	False
Every day at least one type of animal or plant becomes extinct.	True
Turtles are found in the Mediterranean.	True
Russia was the first to shut down all its whaling stations.	False
Centipedes have 100 legs.	False
Dinosaurs once lived on the Isle of Wight.	True
Elephants hunt for small furry animals.	False
Bats navigate using sound.	True
Some fish can make enough electricity to power a light bulb.	True
Tropical rainforests will only last for 30-45 years if nothing is done to save them.	True
The worlds oldest tree is thought to be around 4600 years old.	True

Get the boys/girls to think up some questions of their own. Why should we do all the work?

Name... (£2m for each item)

- 5 fish.
- 5 cats - jaguar, leopard, lion, panther, cheetah, domestic (pussy) cat, tiger, margay, ocelot, lynx, puma, etc...
- 5 snakes - cobra, grass snakes, adder, royal python, boa constrictor, rattle snake, coral snake, corn snake, garter snake, rat snake, sidewinder, black mamba, egg-eating snake, anaconda, etc...
- 5 dogs - hyena, wolf, fox, wild dog, +domestic dog breeds, etc...
- 3 things that can be easily recycled.
- 5 birds.
- 6 fruits.
- 4 vegetables.
- 4 animals that hiss.

Hard questions...

- How many types of elephant are there? (2)
- Where is the rattle snake's rattle? (on the end of its tail)
- How many types (species) of animals and plants are there in the world?
 - a) 10,000
 - b) 20 million
 - c) 80 million (right)
- What is Britain's only poisonous snake? (adder)
- Elephants are killed for their? (tusks)
- Rhinos are killed for their? (Horns)
- What is the worlds most dangerous animal? (man)
- How do you tell the difference between an African and Indian elephant? (Indian elephants have smaller tusks and ears. Also, Indian elephant's ears are shaped like India)

Bright Ideas.

Leader's notes

'Save The Animals' Part Two

It doesn't matter if the Cubs don't save all the animals and plants in part one. In fact, this part works better if they don't! The point is, all the animals and plants in the game are dependent on each other so, unless they are all saved the whole food-web falls apart anyway. Part two is designed to make this important point.

Divide the pack into twelve groups and give each group an animal or plant card and two pieces of string (Alternatively you could use a single ball of string). If you look at the cards you'll see that for each animal or plant there are lists of what other animals and plants need it and which it needs. The idea is to get each group

to connect themselves with something they need and something that needs them using the string to create a web. The group with the human being card doesn't get any string.

Once the web has been made (not an easy task!) get the human beings to decide on an animal or plant which they want to hunt (or chop down). The group they pick then has to drop their strings and sit down. Following that, any group that feels their string go slack has to drop theirs and sit down too. The examples are cunningly designed to ensure that whatever group sits down first the others soon follow.

The Next Step...

First of all, whatever your boys/girls decide to do next, there is lots of help available to help them (and you). Now is the time for them to decide whether they want to continue working towards the World Conservation Badge, or not, and get into suitable groups.

All activities so far have been suitable as counting towards a number of other activity badges; principally Animal Lover, but also Artist, communicator, Photographer, etc. Here are some further ideas that build on the notes on page six.

- 1a Examples of environmental degradation, unfortunately, abound. Your visit to Pencyrnor and Craig Gwladais should have given your boys/girls plenty to draw on. Set them to find out more about rainforest destruction, pollution, litter, energy waste, etc. (potential links with 3a/b/c/d).

Examples where nature has been improved? (This, I'm afraid can only be described as sloppy wording as it is foolish to attempt to 'improve' on nature. Here, I have taken it to mean 'repair environmental damage'). Suitable examples could be provided by the work of WWF or projects like Programme for Belize - which involve sponsoring/adopting areas of rainforest - the work of organisations like the B.T.C.V., Glamorgan Naturalist Trust or Local Access Project.

- 2b Wild bird feeders. The best food to give wild birds is fat (lard, bacon rind etc.), as it has more energy per gram than any other food source, closely followed by nuts such as peanuts. Bread, cake etc. are best avoided. Keeping a log of the birds visiting a feeder can count towards the Naturalist badge.

Bird boxes, like bird feeders, need careful consideration as the design and location of the box will need to be tailor made for a particular bird. The British Trust for Ornithology produce the definitive guide which is available from the Education Department at Pencyrnor. Please do not write directly to them.

- 2d What is the difference between 'a piece of wasteland' and a potentially valuable area of regenerating scrub land? Always ask advice before attempting any sort of clean-up other than straight forward litter clearance.

- 2f Planting a tree is often considered to be a good activity for Cub Scouts. However, as you will have seen at Craig Gwladais the wrong tree in the wrong place can do more harm than good. One of the purposes of the World Conservation badge is show that there is no 'quick fix' to environmental problems - planting a tree from the local nursery goes against this totally. How about searching for seeds from trees in the area around your H.Q. and planting those. The seedling should then be about 2 feet high by the time they go to Ventures!



Bright Ideas.

Leader's notes

Don't Panic!
Help is at hand...

Litter • Refuse • Recycling • Composting •

Suzanne Waldron
Environmental Liaison Officer
Civic Centre, Neath SA11 3QZ
(0639) 641121 ext. 303



Keep Wales Tidy Campaign
Unit 8A, Cambrian estate, Coedcae Lane,
Pontyclun, Mid Glam, CF7 9EW
(0443) 228032

• Practical Conservation • Community Action •

Glamorgan Wildlife Trust
Fountain Road, Glamorgan Tandu,
Bridgend CF32 0EH
(0656) 724100



British Trust for Conservation Volunteers
Publications list and details on how your
Pack or Group can join from:
36 St. Mary's Street, Wallingford,
Oxfordshire OX10 0BR



Neath Local Access Project : further
details follow.



It pays to be Energy Friendly.

Energy Efficiency Office

DEPARTMENT OF ENERGY

A selection of free booklets and colourful posters can
be ordered to help with 'save energy' campaigns: write
out by enclosing a stamped self addressed A4 envelope
with any requests for information,
Blackhorse Rd., London, SE99 6TT

A large number of leaflets are also available from gas
and electricity shops and Welsh Water.

• Don't Forget •

Friends of The Earth :
377 City Road, London EC1V 1NA
Enclose an S.A.E. and request the current
publications list and campaign information.

Greenpeace :
30/31 Islington Green, London N1 8XE
Write for details of current campaigns.

RSNC :
The Wildlife Trusts Partnership
The Green, Witham Park, Lincoln
Write for details of local wildlife
trusts, information on WATCH and
current campaigns.



RSPCA :
Causeway, Horsham, Sussex RH12 1HG
Booklets on wildlife and animal care.
Free price list available.

RSPB :
The Lodge, Sandy, Beds. SG19 2DL
Information on birds/conservation.
Write for current campaigns information.



WWF :
Customer services / Education services
Panda House, Weyside Park, Godalming,
Surrey GU7 1XR
Huge education resource section.
Send for details of current campaigns,
group membership and education
resources catalogue.



WWT :
Slimbridge, Gloucs. FL2 7BT
Organised and developed ecological
programmes and projects with schools
Produces lively materials available
by post.
Send for current list.



Local contact :
Alison Jenkins (Education Officer)
Penclacwydd, Llumhendy, Llanelli, Dyfed
(0554) 741087

Notes :

The majority of the organisations listed in this section
are of a charitable/voluntary nature. Please help them
out by enclosing a stamped self addressed A4 envelope
with any requests for information.

If you are asking the boys/girls to write their own
letters please ensure that only one per pack is sent.

Due to limitations of space this list is far from
comprehensive. A more comprehensive list of
organisations concerned with environmental education
and a list of local contacts is available, on request from
the Education Department here at Pencynor.





Introducing Neath Local Access Project.

There is a basic desire in the British population to enjoy the countryside. Informal recreation in the countryside is by far our most popular leisure activity outside the home, and demand for access to attractive country areas is increasing at a time of growing environmental awareness.

Here in West Glamorgan we are fortunate enough to have attractive and varied areas of countryside within easy reach of everybody, but problems such as litter, blocked paths and a lack of knowledge about our rights and responsibilities can sometimes hinder our appreciation and enjoyment of these valuable community resources.

The **Neath Local Access Project** has been established to work to improve the quality of access to the countryside for the benefit of all - farmers, landowners and local authorities as well as those using the countryside for pleasure.

The **Neath Local Access Project** was established in 1986 and continues with the support of West Glamorgan County Council, Neath Borough Council, community councils and the private sector as well as the Countryside Council For Wales. The project employs a Project Officer and an Education Officer based in central Neath.

How can the projects help your youth group?

Education: The Education Officer promotes Countryside Awareness among school and youth groups.

Grants: Grants are available for projects to improve access to the countryside.

Information Advice and Support: We are available to give talks to groups and offer specialist advice on access matters, useful contacts and sources of further information.

Practical Work The Access Projects promote practical projects to improve access for the benefit of all.

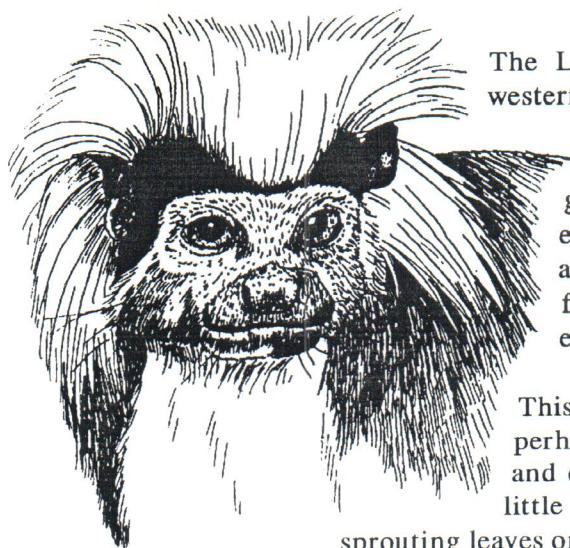
Community Action Local involvement is often the key to developing and maintaining improvements in countryside access, and the access project will support local initiatives by local amenity societies, community councils and other groups.

For further information on how we can help your group contact:

Hazel Penberthy (Education Officer) or Leighton Davies (Project Officer)
Neath Local Access Project, 40 Victoria Gardens, Neath. SA11 3BH
(0639) 631926



Colombia, Colons and Cocaine



The Latin American country of Colombia occupies the north-western corner of the South American sub-continent, where the Andes mountains meet the Caribbean Sea. Its rapidly growing population is, by our standards, poor and the government is committed to the growth of agriculture at the expense of natural forest cover. The most densely populated area is the north-west corner, where only 5% of the original forest remains; this area is the home of one of the world's most endangered monkeys, the Cotton-topped tamarin.

This tiny, squirrel sized, monkey lives in small family groups of perhaps a dozen animals - mum, several sets of twin youngsters and dad, (or possibly two dads, the wild habits of the animal are little known). Food consists of fruit, vines, insects, newly sprouting leaves or buds and, occasionally, small animals; a family group holds a territory which offers a year round food supply.

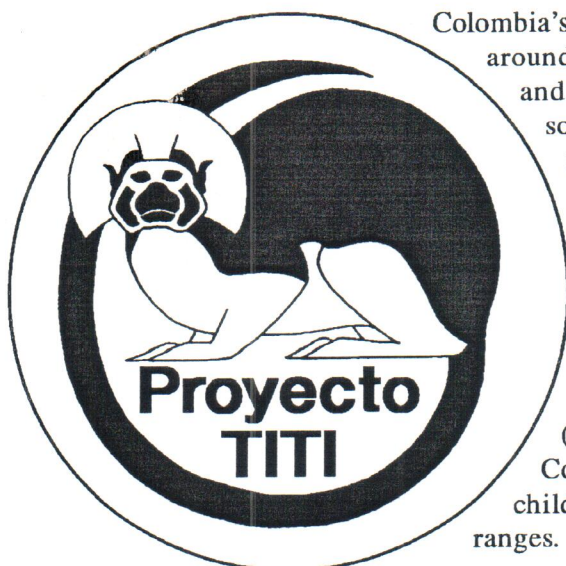
Unfortunately for the Cotton-top, medical researchers have long known this animal as the only primate, other than man, which, seemingly spontaneously, develops cancer of the colon and demand from western lab. workers has been a significant factor in the decline of wild numbers. It is estimated that between 1960-75 as many as 40,000 Cotton-tops were exported from Colombia for various biomedical programmes. This export trade was declared illegal by the Colombian government in 1974.

This pressure, on an animal with a naturally small range, together with massive habitat loss has inevitably resulted in near extinction.

Conservationists working to help the wild population face an unusual difficulty in their attempts to establish the most basic data on the animal's numbers and ecology (most recent estimates of the wild population range from 300 to 1000 individuals). Because of its proximity to the Caribbean islands, with their easy links to Florida, and its inaccessible, mountainous interior, Colombia has developed a huge international trade in drugs, particularly cocaine. Foreign researchers are unwelcome in remote areas, and have been known to disappear; consequently, western funding agencies have been less than eager to become involved in the field work necessary for the establishing of viable protected areas.

There is hope, however, that the species will survive. The success of the international breeding programme, which is jointly managed by Penscynor Wildlife Park and Oak Ridge University (USA), has resulted in a captive population of over 3000 individuals. Unfortunately, reintroduction is not, at this stage, a possibility as all the remaining areas of forest capable of supporting Cotton-tops are already inhabited. Ensuring that there was a stable captive population had to be our first priority. However, now that this has been achieved we must now concentrate on the plight of the wild animals.





Colombia's remaining rainforest is still disappearing at a rate of around 5% a year. If the Cotton-top and all the other animals and plants that share it's habitat are to survive we must do something about this destruction. In the long term we must find ways of reconciling the needs of the Colombian people with what the forest can sustainably provide. This will need commitment from both the Colombian and our own government; something that will not occur overnight. The first step is education.

Proyecto Titi was set up by the University of Wisconsin-Madison (USA) and Roger Williams Park Zoo (USA). The project aimed to raise awareness of the Cotton-top's plight and the value of the rainforest amongst children and adults in the areas of Colombia where it still ranges.

Now that the foundations of Proyecto Titi have been laid the time is right to link the project with conservation education programmes in North America and Europe. We are raising money at Penscynor in support of the Colombian Project, with over £2,500 raised so far this year from donations in the 'Zoo Centre', face painting etc. This money is being used to produce fund-raising t-shirts and posters and educational posters etc. for use in Colombian and European schools.

The Next Step.

The next step depends on you and your pack. This is a project in it's infancy. It needs support if it is going to succeed. By coming to Penscynor you have already helped Penscynor and added to the money so far raised for Colombia. However, we will never have too much money and every bit extra helps.

Could your Pack or Group help by fund raising, or producing displays about Colombia and Cotton-topped Tamarins for show to the local community or for use in the Zoo Centre here at Penscynor?

Would your Pack or Group be interested in joining the 'Pen-pal link-up' scheme to find out more about Scouting in Colombia and South America generally?

If the answer is yes to either, or both, of these questions further details are available from the Education Department at Penscynor. To make life easier please do not contact Baden-Powell House directly as they have already sent all the relevant Link-up information to us.

The End.

Or is it the beginning?



