

SUMMARY

Mangroves and wetlands of Tuxpan (Veracruz, Mexico) were declared in 2006, as a natural area with high scientific, cultural, landscape and educational value, in Ramsar Site. It is regarded as the leading provider of environmental goods and services in the region. Unfortunately this international recognition has not been enough to reduce the anthropic pressure on these ecosystems.

The sustainable management of mangroves and wetlands of Tuxpan must be based on the participation of the local community, resource users and promoters of economic development of the area. But to get involved in conservation actions, Education and Communication are essential.

It is necessary, then, to start an environmental education work from preschool so as it is in early childhood education where the environment, is not only a huge potential for teacher training, but it is from this stage of development where you should start the infant on his ethical and moral formation.

This research was conducted with 300 infants of twelve preschools in five surrounding localities the Mangroves and Wetlands stands of Tuxpan in order to initiate educational and awareness-raising activities in children in relation to the conservation of these ecosystems.

The thesis focuses on two objectives, the first of which is to determine the perception of preschool children about their environment and the second, ascertain whether possible to change that perception through an educational intervention.

To know the concepts that children have on their environment and taking into account their ages drawing analysis was used. To do this, infants were asked to develop a drawing entitled "How is my environment?" The drawing analysis was done by a descriptive methodology of qualitative and quantitative nature (Barraza, 1999) considering the drawing as a means of nonverbal communication.

In a second phase of this research an educational intervention is implemented as an instrument of change in the perception of children on their local environment. The educational intervention is designed according to the context and aligned with the syllabus of Preschool Curriculum 2011, specifically to the education field of Exploration and Knowledge of the world, encouraging a reflexive attitude about the importance of proper use of natural resources. Of the intended activities, the one which stands out as a meaningful experience was the puppet theater; a story is told and through this the characters, theme and problematic issue are described, highlighting on geographical and socio-familiar features to the children.

Changes in environmental perception are evaluated by using a descriptive qualitative and quantitative methodology through the analysis of a post-drawing character. The results indicate that children showed changes in their perception of the environment by

integrating their biotic and social factors conception, they also showed a change in the representation and appreciation of local vegetation, ascertain significant changes in the sense of belonging to the region. They integrated to their design, elements and features provided by the content tackled through the story told with the puppet theater about the conception of local vegetation and fauna.

This paper concludes that it is necessary to undertake educational activities through the implementation of teaching situations theoretically grounded in the environment and in the community where the child lives to promote reflexive thinking in children. It is considered important to appreciate natural capital, in this case, the Mangroves and Wetlands of Tuxpan, strengthening this look as part of the significant knowledge about their environment. For this purpose it is intended to promote in infants the biodiversity, social and cultural valuation; the respect for all forms of life and the right to enjoy of a healthy environment.