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**Analysis and Translation of Some Documents from Spanish into  
English for Enfoque a la Familia Costa Rica and from English into  
Spanish for Kids Saving the Rainforest**

**Thesis Submitted to Obtain the Bachelor in English**

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## **Dedication**

First of all, I want to thank and dedicate this work to my mom and dad, for always being there for me and being my main support. To my close friends, for also showing me their support and love. As well as to my beloved pets, who in a different way, were also supportive and important to me in this process. Last but not least, to God, for always helping me whenever I needed it. I could not think of better any other support than you all.

### **Abstract**

This research proposes to analyze and discover the effects that arise from the application of a translation method and seven translation procedures in the translation process of two documents. One is translated from Spanish into English and the other from English into Spanish. The seven translation procedures correspond to transposition, modulation, omission, literal translation, explicitation, amplification, and punctuation changes. The translation methods considered in this research are semantic and communicative translation. For the proper analysis, books by authors who refer especially to translation are taken into account, thus, each of these concepts are explained in more depth. The present work is in charge of the student Nicole Carmona Mora. In addition, for this research, the qualitative method is used because the sample of study will be two translations, and observation and analysis are essential to obtain the results. In both translations, all the translation procedures were used. Where the most used are modulation, transposition, and literal translation. From these results it can be seen how important are these procedure for a translator since they help to achieve greater security of the message together with its naturalness.

## Resumen

Esta investigación propone analizar y descubrir los efectos que surgen a partir de la aplicación de un método de traducción y siete procedimientos de traducción a dos textos. Uno se traduce del español al inglés y el otro del inglés al español. Los siete procedimientos de traducción corresponden a modulación, transposición, omisión, traducción literal, explicitación, amplificación y los cambios de puntuación. Los métodos de traducción a considerar son la traducción semántica y comunicativa. Para un mejor análisis se toman en cuenta libros de autores que se refieren especialmente a la traducción, por lo que se profundiza en cada uno de estos conceptos mas adelante. El presente trabajo está a cargo de la estudiante Nicole Carmona Mora. Además, para esta investigación se utiliza el método de investigación cualitativa, ya que el objeto de estudio serán dos traducciones en las cuales se utiliza la observación y el análisis para obtener los resultados. En ambas traducciones se utilizaron todos los procedimientos antes mencionados. Sin embargo, la modulación, transposición y la traducción literal son de los más utilizados en ambos. Mediante estos resultados y efectos se entiende la importancia que tienen los procedimientos de traducción; ya que ayudan a dar una traducción de calidad junto con su naturalidad.

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## **Chapter I**

### **Introductory Framework**

In general, globalization has given translation more prominence due to its role in transferring knowledge and communication through technologies. People are communicating more than ever. Translation enables communication, passing knowledge, ideas, and new information to a wider audience. Many institutions, organizations, foundations, and private and public companies need translation to communicate globally. Translation involves important analysis procedures with which translators can do their job more professionally and precisely. Hence, it is important to know and understand these procedures to accurately translate documents. In this chapter, the researcher will discuss the following: problem statement of the research, general and specific objectives for the investigation, justification of the study, antecedents regarding translation, and the scope of this research.

#### **1.1.Problem Statement**

When a document is translated, it is expected to express the message in the same way as the source text to its audience. However, as in any other area of product creation, difficulties arise. When translating a text, translators face a series of challenges that may affect future readers as well. Multiple variations may arise in the target text due to cultural context and linguistic differences between languages. In addition, translation varies according to the type of text. For example, translating a legal document is different from translating an administrative one. For these reasons, translation methods and processes help the translator in his/her accuracy and learning of new terminology to generate the expected final product.

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This research will analyze two documents from different non-profit organizations. The main focus will be on the effects resulting from the application of some processes of translation, such as transposition, modulation, omission, literal translation, amplification, explicitation, and punctuation changes, explained later in this paper. Organizations, especially non-profit, are motivated to help and expand further to make information available to speakers of other languages. This is why, translation is a very important service for them. The Translation Company (2022) points out many ways in which non-profit organizations may require translation services. For example, if the organization is outside national borders, they would need them in the language of non-native speakers when creating projects. As well as educational materials, letters, and website information, among others. So, accuracy is pivotal to successfully and properly translating a text, and the effects that are likely to be faced must be supported by existing processes and methods in translation. Otherwise, the consequences will be significant for the organization and the readers due to the lack of accurate and effective communication of the message.

Considering the above, the objective of this study is to explore the effects that may arise from the process of translating “Reconectando con mi Adolescente” from Spanish to English for the organization Enfoque a la Familia Costa Rica and Volunteer Program Information from English to Spanish for Kids Saving the Rainforest. Likewise, this study is also intended to understand the concepts of the processes and methods to be used. Accordingly, the following research question arises: What is the effect of the procedure and methods used to translate the documents Reconectando con mi Adolescente from Spanish into English for Enfoque a la Familia Costa Rica Organization and Volunteer Program Information from English into Spanish for Kids Saving the Rainforest Organization?

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### **1.2.Objectives of the Investigation**

In general terms, every plan or project needs an objective to guide it accurately for accomplishing it. So, an objective is about the goal. “something that you plan to do or achieve” (Cambridge Dictionary, 2022). Thus, it also has a purpose that involves the person diving into something of interest. When leading a research project, it is essential to have clear objectives that can lead the investigation process. These objectives aim to know more, discover, or solve a problem, and they tell how it is going to be done. So, as the researcher realizes what is the project about and what is required, the objectives come to state how this will be done. According to the Guide for Thesis and Dissertations (2021), in the section Aims and Objectives, the function of the objectives of the investigation are as follows:

They divide your research aim into several smaller parts, each of which represents a key section of your research project. As a result, almost all research objectives take the form of a numbered list, with each item usually receiving its own chapter in a dissertation or thesis.

#### **1.2.1. General Objectives**

To analyze the effect of procedures and method used to translate the documents  
Reconnectando con mi Adolescente from Spanish into English for Enfoque a la Familia Costa Rica Organization and Volunteer Program Information from English into Spanish for Kids Saving the Rainforest Organization.

#### **1.2.2. Specific Objectives**

- To translate the documents Reconnectando con mi Adolescente from Spanish into English for Enfoque a la Familia Costa Rica Organization and Volunteer Program Information from English to Spanish for Kids Saving the Rainforest Organization.

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- To apply various translation techniques to the documents in order to achieve communicative texts.
- To evaluate the effect of the translation techniques applied on the documents.
- To create a glossary with the most relevant terminology found in both texts.

### **1.3. Justification of the Study**

Translation is known as the transmission of the message contained in a text from the source language to the target language. Its purpose is to convey the same message in the target language. With no understanding and transmission of the meaning, the expected equivalence in the text cannot be generated. When translating, the combination of many linguistic elements constructs the meaning. These elements are represented in the translator's intention, the information conveyed in the text, and the effects of these on the target readers or audience.

Therefore, some factors that affect the meaning of the translation are the content, the author (or where the document comes from), the reader, the communication system such as grammatical structure, and the use of linguistic elements. For example, elements like tone, style, etc. There are cultural elements to consider, such as those expectations that a certain group of speakers will easily understand. This includes the purpose of the text, e.g., who the author is, the organization, the readers, and what the communicative expectations are to be achieved. In other words, the functions of the language of the text must also be part of an analysis. The text may have a vocative, informative or expressive intention to explore.

Translation depends on a process that allows a translator to recognize all these elements and translate a text coherently, accurately, naturally, and reliably. Within this process, a series of characteristics such as styles, scales, tone, etc; are taken into account as well as the different

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translation methods, procedures, and glossaries with relevant vocabulary and terminology present in the text. This effort in the analysis is important in order to translate the message in the best way for the future readers of the target language.

Currently, the visit of non-native Spanish speakers has increased in Costa Rica. Then, in order to be able to present more updated documents and pertinent information accessible to non-native speakers in Costa Rica, translation has become more necessary in the country. So, translation has a great impact on non-profit organizations as well. In this sector, multiculturalism and multilingualism are essential. The ways in which a translator chooses to communicate the message and reach everyone in this organization have a direct impact on the results he or she can expect to have, socially or economically.

In this sector, many communities from different countries can join the cause of public aid through organizations that are established in the country. The translation service is essential in these situations for those interested to find information about the organization, volunteering, courses, finding help, and helping those who are in need. Non-Profit organizations require frequent distribution of information in order to make themselves known and share their mission in society. This information can be made available on the website and also in printed documents in the languages required for its future readers.

Translation service is crucial for non-profit organizations because it creates a positive impact on them. In a non-profit community, it is important that everyone feels understood and comfortable. Another reason why translation matters in non-profit organizations is because they can explain why their cause matters to many people and anyone who is interested will be more likely to want to contribute and be a part of it because of that accessible information. It also

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opens up a great possibility for more donations. It all comes down to generating a better community with accessible and understandable information for every participant.

This research aims to understand and show the results and effects that arise from the text analysis and the use of different translation procedures for two documents belonging to different non-profit organizations. Therefore, in the following pages, the different processes and methods that address these difficulties and help create a natural translation will be described. One of the organizations that will benefit from an English translation will be Enfoque a la Familia Costa Rica, with a document about a course for parents to have a better relationship with their teenagers. The second organization that will benefit will be Kids Saving the Rainforest with the translation of a document into Spanish about the registration and information of a volunteer program. In this way, people interested in being part of their cause and who are Spanish speakers will have access to it. This work may be helpful for students at the Universidad Internacional de las Americas in future research they undertake.

### **1.4. Antecedents**

Translation has existed for centuries and today is involved more, than ever. It has allowed people around the world to interact with each other despite language differences, it allows sharing different types of information, many cultural exchanges, and other positive aspects for the society around the world. However, very little is known about its roots. That is why, it is important to know its etymological root as it adds more meaning and understanding. According to (Jeewa, 2021) the etymological origin of translation is:

The English word translation comes from the Latin “translatio”. “Trans” translates as “across”, while “ferre” means to “to carry or “to bring”, “latio” derives from “latus”, the

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past participle of “ferre”. Taking these meanings together, our contemporary definition for translation is “carrying across”, or “bringing across”.

With its etymological meaning being clear, it is possible to make a connection and see that translators are not only in charge of carrying the meaning around but also to deliver or bring the content to their audience, modifying and adapting it in the best possible way. On the other hand, at some point in antiquity, translation started to be recognized as an important tool for communication. It is said that translation was done in the Mesopotamian Era, where Gilgamesh (Sumerian poem) was translated into the Asian language (Language Network, 2021). Many of the translations that were generated in antiquity were born out of religion and art, creating the need to expand their spiritual ideas around the world or in the area where they were located. It is said that the first known significant translation was of the Hebrew Bible, dated back to the 3rd century (Language Network, 2021). According to Language Network (2021), among the first well-known religious translations was the translation of the Old Testament Bible from Hebrew into Greek in the third century BC. This translation became the basis of future bible translations that came in multiple languages around the world. By this time, the demand for translations was increasing as the belief in this and other religions became more and more widespread. This situation makes translation more relevant. That is why, today the Bible is very known for its early history in translation.

In these modern translation times, increasingly studies and theories have been carried out, reaching their effectiveness to communicate the necessary message between different speaking cultures. This has led to the naming of many of the processes that were developed over time when translating. Numerous theories and procedures that have given the translator a hand in the process are known today as well as the attention to the effects that can arise from those

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processes. In this way, university students have also carried out research that has helped to observe the possible difficulties that may arise when translating. For example, linguistic difficulties, ambiguity in the text, lack of terminological knowledge, and absence of comprehension of the entire message.

Quispe (2010) conducted her research on the translation of legislative documents in La Paz, Bolivia. Quispe conducted this research in order to translate legislative documents from Spanish into English for a governmental institution called La Vicepresidencia de la República. This institution tries to provide pertinent information not only to Bolivian citizens but also to native-English speakers. Hence, Quispe was interested in providing translation services to this institution. For the realization of her project, Quispe followed the translation process, described the relevant translation methods, and created a glossary with important legal terminology. At the end of her work, Quispe achieved the translation of the three documents expected. Quispe concluded that the objectives were achieved using literal translation methods, modified literal translation methods, and some translation procedures, such as transposition and modulation. She managed to produce a glossary of legal terminology of 250 words in alphabetical order. She noticed that her work had effects of linguistic difficulties, such as a lack of knowledge of legal terminology, equivalence between terms, redundancies, ambiguities, and drafting errors. Finally, she clarified that all the theory was applied in the research. That is to say, the analysis process she applied was based on the concepts described in her theoretical framework.

Torres (2020) conducted her research based on the analysis of the translation of legal documents from the Civil Registry in Lima, Peru. The student undertook the analysis and the procedures that were carried out to make such translations to evaluate their accuracy and which procedures were the most recurrent in this type of document. The tools she used to achieve this

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was a checklist with the translation techniques to identify them in the different documents. In addition, her main tool was observation and an analysis matrix. At the end of the research, she concluded that the legal translation, of the Civil Registry documents she analyzed, used literal translation, tracing, adaptation, borrowing, linguistic enlargement, and elision in a recurrent manner, achieving the discursive semantic level of the original text. Finally, she evidenced through her study that these are the most commonly used translation techniques in the field of law and that they help translators to effectively translate a legal text.

Echavarría (2016) conducted research to translate some documents by applying the corresponding translation analysis process, translation procedures, and translation method. In this way, it would show the effects that could be obtained by applying the corresponding procedures and methods. This research was conducted in Costa Rica and the documents were translated for the Apartotel Don Francisco. Furthermore, in order to achieve what was proposed, she followed the translation procedures and methods described in the theoretical framework. Echavarría concludes with the importance of reading the document until it is understood; since without this step, it becomes more difficult to start analyzing the text and important linguistic aspects. It also indicates the importance of the translator doing extra research on the margin to find adequate wording. In addition to this, Echavarría analyzed that the most accurate translation for these texts was the communicative translation as it allowed her to create a more natural target text. In terms of techniques, transposition was the best as it allowed the meaning to remain true meaning, even if it was changed to the target language. However, in other parts of the text it was necessary to use several techniques to accomplish meaning. Lastly, the creation of the glossary was a very important tool that allowed further research on the subject matter of the documents and to gain terminology that would help create a more natural translation.

### **1.5.Scope**

This research aims to observe and analyze the effects that will arise from the translation of the two documents contemplated in this research, considering all the necessary aspects to achieve a natural, faithful, and accurate translation. The points to be investigated and studied will be the processes, translation methods, and a glossary. At the end of the research, it is expected to obtain the effects by applying the translation procedures.

In this research it is expected to obtain:

1. The relevant text style for each document.
2. Determine the stylistic scale for each document.
3. The function of the texts.
4. The correct use of the translation method for each document.
5. Analyze and apply the most pertinent translation processes for the texts.
6. The correct use of punctuation to help with semantic meaning.
7. The generation of a glossary.
8. Presentation of the difficulties that could be experienced in the translation of the documents.

## Chapter II

### Theoretical Framework

#### Introduction

The theoretical framework is paramount to the research because it is where the explanation and description of how pertinent elements and concepts of the study work are described or explained. All these concepts attempt to understand the topic better. It clarifies concepts and the identification of logical choices for the purpose of the research. So, it is a guide for the study and it helps construct the theory as a result of the research findings. These are relevant for the researcher and the reader, since they provide theories, processes, and methods that lead the research. This chapter deals with concepts of text analysis, translation methods, translation procedures, and glossaries. These concepts will give guidance to make sense of the methods that will help to answer the research question of this study.

Translation has had many ways of being defined over the years by different professionals in the field. In order to have a more accurate understanding of what translation implies, it is relevant to analyze what some authors state about the subject. For example, Orellana (1990) explains, in her book "La Traducción del Inglés al Castellano", that translation is not the transcription of words from one language to another. Rather, what is important is to capture the ideas and express them coherently and accurately. This is because word-for-word transcription from one language to another does not allow for naturalness in the target language. Therefore, the message can be affected as well as communication. Translation, on the other hand, aims to convey the same message from one language to another, without losing the idea, message, and accurate way of communication.

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House (2016) defines translation as text processing and text reproduction resulting in the target text. However, what represents much more to translation is the search for equivalence of the source text to the target language. According to House (2016) there is currently another trend in the definition of translation. This is translation as a cognitive process. This has generated much more interest in what goes on in the translators' minds when generating a translation, as it currently requires the availability of modern technologies to keep improving the methods and the translation process in general. After all, cognition is a process of acquiring and gaining new knowledge and understanding about something specific, so it is quite accurate to the translation process.

To further understand the objective of this research, it is necessary to address the definition of several concepts that are directly related to the procedures and methods that will be used in this research. There are multiple definitions for translation and its processes, but for the purposes of this research, the following concepts will be focused on in this chapter: text analysis, text styles, stylistic scales, text function, translation methods, translation procedures, and some relevant information about glossaries.

### **2.1. Text Analysis**

In the first stage of the translation process, the translator must first read the source text to get a clear idea of its content and purpose. This is the only way for the translator to ensure that he/she has a correct and complete understanding of the text he/she is going to work with. This process is called text analysis. According to (Newmark, 1988) text analysis purposes are:

You begin the job by reading the original for two purposes: first, to understand what it is about; second, to analyze it from a translator's point of view, which is not the same as a linguist's or a literary critic's. You have to determine its intention and the way it is

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written for the purpose of selecting a suitable translation method and identifying particular and recurrent problems.

Text analysis is an essential habit to take into account when translating. It is in this process of analyzing the meaning and message of the text. In fact, this can include a much deeper semantic analysis. It is through semantics that the intended meaning of the phrase or sentence in the source language is acquired.

Semantics deals with the meaning or with that union of signs and words that seek to give sense. As well as the language used to convey it. So, this first process of translation involves much more specific attention to the source text in order to find an effective equivalence in the target text. For example, there are words in Spanish that can have two or many more meanings than in English or vice versa. One example which illustrates this is the word “condimentar” in Spanish, which means adding spices and seasonings to food to make it much tastier. “sazonar (ll dar sazón).” (Real Academia Española, n.d.). From this example, it can be seen that this word relies only on one meaning. Therefore, anyone who knows the language can understand what is happening or being said without having context.

The English translation for this word will be “season”. The problem here is that this word has more than one semantic meaning in English so it is the context the one who can give the proper meaning to understand it. It can be adding flavor to the food, the seasons of the year, or just a period of time that indicates a particular circumstance, a natural occasion, or a particular activity. In this way, the context and the entire sentence structure provide the true meaning and function of that word, helping the translator to be more accurate in meaning.

It is vital that the translator takes the necessary time to analyze the source text in a general and specific way, looking for the most appropriate equivalent according to the meaning

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and function. In addition, it is important to take the time to research and investigate the different usages and meanings in order to correctly carry out this process. Robinson (2003) explained six analytical principles that are important to learn and be taught. He explained that those principles do not come naturally to mind and must be taken into account because it is through them that the accuracy and improvement of the translation are maintained.

One of the principles to be considered when analyzing a text, according to a study by Robinson (2003), is not to assume that the source text is perfectly understood. This is because there will always be something to delve deeper into, since the target and source language may have many syntactic and other variations that will require the translator's analysis time. Robinson (2003) also assured that it is of utmost importance not to assume that your understanding of the text is sufficiently detailed to allow you to translate it adequately. There will always be details that need to be perfected before or after translating.

As reiterated above, Robinson (2003) stated that the translator must analyze the type of text, genre, register, rhetorical function, etc.; very carefully. In this way, the translator will be more confident in the decisions to be made when translating and will also be open to making the necessary adjustments to achieve the best possible translation and to harmonize the meaning of the source text with the target text.

Along the same lines, Robinson (2003) explained the relevance of analyzing the syntax and semantics of the source text to know very well what it says, what it does not say, and what the text is implying. This is accompanied by an analysis of the syntactic, semantic, and pragmatic relationship between the target text and the source text, especially that which appears in the source text. In this way, the translator will be able to make better translation decisions. According to Robinson (2003) with this analysis, it will be more visible what a language is

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capable or incapable of doing or saying, and the pertinent adjustments that must be made to still manage to share the message of the source text.

### **2.1.1. Text Styles**

Translation process consists of constant decision-making in a skillful way. Considering broad aspects, one of these is the different text styles. If the translator recognizes the correct text style, a successful translation can be done and the correct translation strategy is chosen. Every text has a communicative action built out in a specific semantic structure. So, this satisfies a specific function for a general understanding and reception of the message.

Regarding the importance of the text, Munday (2010) explained text styles in his book about Kathrina Reiss's work from the 1970s. Munday (2010) explained that at that time Reiss was mainly centered on the concept of equivalence. In this work, Reiss considered that it is the text that manages to give a sense of communication. It is in the text that equivalence should be sought. She alludes to the systematization of the evaluation of translations. Therefore, it can be understood that all the functions, including that of the text itself, are linked to give general meaning. From this, theories emerge defining different types of texts. In this way, when the translator correctly establishes the type of text, he/she can work according to his/her objective of meaning.

There are some varieties related to the performer's characteristics. Those characteristics are part of the translation process and affect the analysis of the whole text too. Everything can vary depending on the performer's dialect, idiolect, register, social dialect, and style. Catford (1965) defined style as a connection to the performer's relation with his/her variety in number and nature that decides to address. For example, it can be colloquial, formal, intimate, etc. Thus, the text insights are clearer if the translator analyzes how the performer is expressing his/her

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ideas and that is how the identity of the performer can become important for the translation purposes if the idiolectal feature, which is the way in which a person's use of a language varies, is very particular.

Each text style has variations that characterize it. After the text analysis process, those variations help define the text's style and, therefore, its function. So, within the translation process, there is the analysis of the purpose of the source document, so the translator can aim for that purpose of the message in the target version of the document. Newmark (1988) pointed out that according to Nida four types of text can be distinguished. Among these are literary and non-literary texts. According to Newmark (1988), the text styles are as follows:

- (1) Narrative: a dynamic sequence of events, where the emphasis is on the verbs or, for English, 'dummy' or 'empty' verbs plus verb-nouns or phrasal verbs ('He made a sudden appearance', 'He burst in').

To understand better what a narrative text is, some concepts mentioned will be described. First of all, a "dummy" or "empty" verb is one that has no meaning by itself, but they take the meaning from the nouns present in a sentence. According to LanGeek (n.d.), a dummy verb is also called a delexical verb, and they are called that way because the significant part of the meaning is put into the noun and not into the verb. Some of them are: make, take, have, give, go, and do. For example, in the sentence: "Jessica took a breath = Jessica breathed" (LanGeek, n.d.). The dummy verb there is "took". Second, a verb-noun is a noun derived from a verb, but without the verb properties. They generally add a suffix at the end. For example, "to appear", into "appearance", "to attack", into "attack", or "to build", into "building". They became names and not actions as a verb.

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(2) Description, which is static, with emphasis on linking verbs, adjectives, and adjectival nouns. This is because it explains and describes what something is like, what it does, where it is, and so on. Its main focus is to give the readers a clearer visual and mental idea of the topic.

(3) Discussion, a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity ('consider', 'argue', etc.), logical argument, and connectives.

(4) Dialogue, with emphasis on colloquialisms and phaticisms. Colloquialisms are a casual or informal communication style. This style of speech does not usually use technical terminology and the variety of dialects can be represented easily. One example of colloquialism is: "'Chicken out' is a colloquialism for 'to lose one's nerve.'" (Merriam-Webster Dictionary, n.d.).

Phaticisms are commonly relevant in discussion texts or speeches because they are the ones that help to add more emphasis, detail, and impact to the message expressed, giving it a social function. An example of phatic is: "Waving hello is non-verbal phatic communication and saying 'How's it going?' is verbal." (British Council, 2012). Thus, it is about verbal sharing socialization.

### **2.1.2 Stylistic Scales**

Stylistic scales are those variations of dialect which define with their vocabulary and style the audience of the text. Its style goes accordingly to the topic, function, and register it has.

Stylistic scales are about content and style. When it comes to translating, analyzing the stylistic scale of the text is one of the main processes to take into account. It is where the translator can identify the type of readers the text would be addressed to, as well as the vocabulary that will be needed to reach the same as in the source text when making the translation. This aspect helps achieve its effectiveness.

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The text register can also be reflected due to cultural influence. This makes it even more crucial to evaluate the source text and create a more effective translation. Hatim & Munday (2004) mentioned some factors that vary the language used in the source text. In addition, those factors help to understand more about the audience and the appropriate vocabulary. According to Hatim and Munday (2004) one of these factors is:

The second dimension of variation relates not so much to the user as to the use of language. Essentially, use-related varieties (registers) have to do with such factors as the occupation of the speaker (e.g., lawyer, journalist) and whether the occasion of use is formal or informal.

Stylistic scales are also one of the most important processes in translation analysis. Robinson (2003) talked about the meaning of words. He talks about what the meaning of words is really in the context in which someone is speaking or writing them for a specific audience. For example, in an everyday text, the meaning of words arises from the needs, expectations, and experiences of those people. Therefore, the most reliable way to learn the meaning of a word is through the context and this also suggests the scale of tonality that is used.

As explained above, this part of the analysis provides translators with much more knowledge about the vocabulary used and to be used in the target text document. It also shows the type of readers to whom it is addressed. Additionally, Newmark (1988) suggested three types of scales, which are: formality, generality or difficulty, and emotional tone.

### *2.1.2.1 Scale of Formality*

Newmark (1988) suggested some examples for the scale of formality, which are: Officialise, Official, Formal, Neutral, Informal, Colloquial, Slang, and Taboo. The characteristic of this scale is the length of the diction of the words. Therefore, texts with a scale

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of formality have more complexity in their vocabulary. They are mostly words selected very conscientiously to achieve clearness, effectiveness, or precision in speech or writing.

Texts that have an officialised formality are the ones that contain a serious context and complex language, such as governmental documents. It uses more elaborated vocabulary. An example of an officialised formality, by Newmark (1988), is: “The consumption of any nutriment whatsoever is categorically prohibited in this establishment.” Official formality is similar to the previous one, but it has more emphasis on informing the readers. An example by Newmark (1988), is: “The consumption of nutriment is prohibited.” The formal level of formality normally uses a few complex languages. An example of formal level, by Newmark (1988) is: “You are requested not to consume food in this establishment.” A neutral level of formality uses a familiar language, so every person can understand it. An example of a neutral level, by Newmark (1988) is: “Eating is not allowed here.” Informal contains a low level of educational use of language, and it does not use colloquialisms. An example of informal level, by Newmark (1988) is: “Please don’t eat here.” The colloquial level of formality is similar to the informal one, but it does have colloquialisms. An example of colloquial level, by Newmark (1988) is: “You can’t feed your face here.” The slang level of formality is also informal. It is a dialect directed to a specific society that uses that type of language. So, it is not of knowledge to everyone. An example of slang, by Newmark (1988) is: “Lay off the nosh.” Finally, the taboo level of formality is a very informal one that many people may understand, but it is not appropriate to use in every context because it could be disrespectful to some cultures or groups of people. An example of taboo, by Newmark, is: “Lay off the fucking nosh.”

### *2.1.2.2 Scale of Generality or Difficulty*

Newmark (1988) suggested some examples for the scale of generality or difficulty, which are: Simple, Popular, Neutral, Educated, Technical, and Opaquely Technical. The characteristics of this scale are the level of difficulty to understand the vocabulary in basic situations. The context and situation in which the text is based determine how difficult or general the vocabulary could be. So, texts can have difficult words that are not known or used by the general public daily. For example, the word "coyuntura" in Spanish.

Simple complexity refers to a text with low difficulty in the use of terminologies. An example by Newmark (1988) is: "The floor of the sea is covered with rows of big mountains and deep pits." Popular complexity can be seen in texts that contain vocabulary of present-day life. An example by Newmark is: "The floor of the oceans is covered with great mountain chains and deep trenches." Neutral complexity has a not-too-complex or too-simple use of language. An example by Newmark is: "A graveyard of animal and plant remains lies buried in the earth's crust." Educated complexity is a text that only uses vocabulary that only people educated in that field will understand once they read it. An example by Newmark is: "The latest step in vertebrate evolution was the tool-making man." Technical complexity is text containing concepts that not everybody will know. An example by Newmark is: "Critical path analysis is an operational research technique used in management." Opaquely Technical complexity is a text that only an expert in the field can comprehend. An example by Newmark is: "Neuraminic acid in the form of its alkali-stable methoxy derivative was first isolated by Klenk from gangliosides."

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### *2.1.2.3 Scale of Emotional Tone*

Newmark (1988) suggested some examples of emotional tone, intense, warm, and factual. The characteristic of this scale is the use of some intensifiers. The tone could be figurative language, which adds more color to the text or speech. Some texts that seek to persuade readers or audiences using a figurative scale are persuasive. These are usually more emotional and contain words that add more hooking to the audience.

The intense tone has an emphasis on intensifiers, this normally helps to persuade more on the message. An example by Newmark (1988) is: “‘Absolutely wonderful. . . ideally dark bass . . . enormously successful. . . superbly controlled’”. A warm tone gives the message with the usage of gentle vocabulary. An example by Newmark is: “‘Gentle, soft, heart-warming melodies’”. Finally, a factual tone uses vocabulary to describe the veracity of the topic in a gentle way. An example by Newmark is: “‘Significant, exceptionally well judged, personable, presentable, considerable’”.

### **2.1.3 Text Function**

Language functions play an important role in the analysis process. They give rise to different forms and express ideas to communicate. In addition, it shows the idea more precisely and helps it to be understood in the setting. This part shows an idea or brushstroke of what the text is going to deal with, as well as what the author wants to convey with the content. This is why, it is important for the translator to analyze the function of the text properly and to stick to that same intention. “But, for this to be possible, meaning has to be understood not only in terms of what the ST contains, but also and equally significantly, in terms of such factors as communicative purpose, target audience and purpose of translation” (Hatim & Munday, 2004). These authors explained in what terms the meaning should be understood to accomplish that

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meaning, and as it can be seen, the communicative purpose is an important part of it. When it comes to communicative purposes, the translator must analyze the text function.

Hurtado (2001) presented three text functions according to Koller's text typology (1979). The first are texts with a predominance of the representational function, then texts that participate in the representational and expressive function, and finally, texts with a predominance of the appellative function. Thus, it can be observed that despite the different approaches and names of text functions, most of them point to the same classification. Newmark (1988) mentioned Bühler's functional theory of language where three main functions of language are explained: expressive, informative, and finally vocative.

### *2.1.3.1 Informative*

Newmark (1988) stated that informative texts' functions express facts, reality, theories, and reported ideas. Those documents often have a standard format. Examples and characteristics of these language functions are a technical report, agenda of a meeting, etc. When translating an informative text, it is important to take into account naturalness to understand the information. This is because, in the end, the objective of an informative text is to transmit a specific topic to the readers.

Newmark (1988) also mentioned that there are four scales of linguistic varieties within informative texts. First, a formal and technical style for academic works. Secondly, he talks about a neutral or informal style. This contains defined technical terms from textbooks. Third, an informal and warm style for scientific or artistic popularization books. Finally, a familiar and non-technical style for popular journalism. In this way, the functions, purposes, and varieties of the text can be differentiated in a more specific way.

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**2.1.3.2 Expressive**

The expressive function communicates the author's feelings and his/her thinking in writing or speaking. Newmark (1988) stated that expressive text functions represent the author's mind. This means that the author's opinions and ideas are reflected in the text. Examples and characteristics of these are autobiographies, imaginative literature, and essays, among others. In addition, Newmark (1988) stated three characteristics of the expressive function.

The first is serious imaginative literature, which includes poetry, lyric poetry, short stories, and novels. Then there are authoritative statements, which are reliable texts. Examples are political speeches, documents, statutes, legal documents, and scientific and philosophical works. Finally, autobiography. These are essays and personal correspondence. The three of them are going to be discussed here in more detail. According to Newmark (1988), the three characteristics of expressive function are:

1. Serious imaginative literature: Of the four principal types -lyrical poetry, short stories, novels, plays - lyrical poetry is the most intimate expression, while plays are more evidently addressed to a large audience, which, in the translation, is entitled to some assistance with cultural expressions.

2. Authoritative statements: These are texts of any nature which derive their authority from the high status or the reliability and linguistic competence of their authors. Such texts have the personal "stamp" of their authors, although they are denotative, not connotative. Typical authoritative statements are political speeches, documents, etc., by ministers or party leaders; statutes and legal documents; scientific, philosophical, and "academic" works written by acknowledged authorities.

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3.     Autobiography, essays, personal correspondence: These are expressive when they are personal effusions when the readers are from a remote background.

Munday (2016) discussed Reiss' linking of all textual functions to adapt them according to the communicative situation in which they are used. In the case of the expressive function, he described that its linguistic dimension is aesthetic, the focus of the text is on form, the target text must convey those aesthetics, and the method of translation, trying to adopt the perspective of the author of the source language. So, all these characteristics allow us to analyze more precisely the expressive function contained in the text and therefore, the way to adapt to the idea and meaning present in it.

### ***2.1.3.3 Vocative***

Newmark (1988) stated that the heart of vocative text functions is a call to action. This means that the author's feelings and thinking are reflected in the text to call specifically for a change or act. Examples and characteristics of vocative text are publicity, propaganda, persuasive writing, etc. Vocative texts usually use second-person pronouns, so that the reader gets more engaged with the message given. Newmark (1988) mentioned that there are also 2 vocative texts. First of all, the vocative text uses some infinitives, imperatives, subjunctives, indicatives, impersonal forms, passives, etc. All these elements play more with the meaning and intention of the vocative text when given the message. The second factor is that this text font has to be written in a way that is easily understandable for the reader. Its objective is that the message is understood and that it manages to make an impact on the reader.

### **2.1.4 Translation Methods**

Translation, as has already been emphasized in previous pages, aims to communicate of the same message in the source text into the target text. Hence, fidelity and faithfulness to the

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source and target text are vital when translating. Translation methods are a guide for the translator to achieve a better translation of the target text. Just like the functions of a text, translation methods have their differences that help to give a clearer focus to the translator. Each method has its system for the translation process.

Generally, after the analysis of the function of the text is done, the method that best fits the text is analyzed. According to Aranda (2007), some types may fit into many categories, but in others, there are very important differences. For example, between expressive and informative texts. The same happens for two of the methods to be discussed in this paper. According to Aranda (2007) there are some differentiations in text typologies:

There are many text typologies and while some can fit into more than one category, studies such as those by Reiss (1989, 2000) or Newmark (1982) agreed on the differentiation between expressive texts (poems, novels, plays), in which aesthetics is the most salient feature, and informative texts (newspapers, directions, technical and scientific literature), where the accuracy of the information is more relevant (informative texts are supposedly easier to translate once the lexicon is mastered.)

Apart from this, there are thirteen different translation methods described by Newmark (1988, pp. 45-47) that allow the translator to be guided by the context of the text, the author, and other important aspects to be considered. For this research, two of them will be described.

### ***2.1.4.1 Semantic translation***

Newmark's (1988) semantic translation takes into account the naturalness of the source text, compromising much more with the meaning in cases that may affect the intended meaning of the target text. It allows the translator more intuitive flexibility without losing fidelity to the source text. This method focuses more on the author and semantics when translating.

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### ***2.1.4.2 Communicative translation***

Newmark (1988) explained the importance of the communicative translation method from generating a translation that is understandable to the future reader. It seeks to create a translation that takes into account the context of meaning to support reading and understanding in the target text as well. So, this method focuses much more on the reader or public mostly. Eugene (1964) explains the communicative context, where the meaning cannot be properly analyzed without the situations of the original, including what would be the place, the audience, the author, and the intention. In addition, he mentioned that when analyzing these factors, one must have some knowledge about the author to communicate his message, the way he develops his message, factual information about the message, as well as some more background knowledge, and finally the circumstances in which the message provoked this particular communication. Therefore, knowledge of these characteristics becomes very important in general, but much more so when using communicative translation.

## **2.2 Translation Procedures**

While existing translation methods help to analyze the full intent behind the context, translation procedures are more rigorous on smaller units of language that help to understand its structure and intent. There are areas in which different cultures may differ and, therefore, it is advisable to have knowledge of these areas. For example, aspects related to geography, flora, fauna, etc. Also, there are many concepts in cultural matters, such as food, clothing, customs, villages, home, etc. Of course, also the social-cultural field, such as leisure time and the work of people in a certain sector. In addition to political, religious, administrative, and artistic concepts, among others. Haywood et al. (2009) stated that many of the issues that arise when translating a text occur owing to cultural elements.

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In a general sense, all translation issues are cultural. That is, translation is as much to do with mediation between cultures as with the transfer of meaning between languages. By “culture” we mean the whole physical, social, historical, and ideological environment within which any use of language occurs. Texts and utterances are produced in particular places at particular times, are shaped by particular conventions, precedents and ideological constraints, and are aimed at particular receivers... (Haywood et al., 2009)

The way in which a certain sector interacts with others also counts as well as the sense and way of acting of the organizations in a certain country. All these are areas and examples in which a translator may face difficulty in equivalence when translating. In addition, Newmark (1988, pp. 81-93) explained seventeen procedures that help the translator in their analysis procedure to face these difficulties.

All these procedures are based on the point of view of different professional translators in the field. It is noteworthy that in the whole analysis procedure translation is fundamentally a constant decision-making process. “Jiff Levy’s influential article (1967) on translating as constant decision-making, for example, depicts the process from the translator’s angle,” (1967, as cited in Kuhiwczak & Littau, 2007). That is to say, in the analysis process the translator must keep in mind the decisions he/she makes in order to approach the translation of the target text (TT).

### **2.2.1 Transposition**

Transposition is another approach that can be applied in the analysis of translation. It refers to changing the sequence of parts of speech (for example, rendering a French noun with an English verb, such as *après sa mort* ‘after she died’).” (CIOL, n.d). It is a grammatical change without altering the meaning of the text. Therefore, this procedure involves a change in the parts

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of speech. Nouns can be transferred to verbs, verbs to nouns, nouns to adjectives, among other variations. Sometimes these changes have to be made to adapt to the naturalness and rhythm of the target language (TL). These changes are not intended to change the meaning, but rather to employ more naturalness in the translation of the segments.

Aranda (2007) gives a great example of transposition using the sentence “The Mexican border”. Here the adjective Mexican is changed for the noun México into Spanish; so, it will be “La frontera con México”. So, the grammatical change here is an adjective into a noun in order to have more naturalness in the target text.

Vázquez (1977) gave several categories of transposition varieties. For example, from adverb to verb: He was never bother again > Nadie volvió a molestarlo. From adverb to noun: Early last year > A principios de año pasado. From adverb to adjective: A genuinely international body > Un genuino cuerpo internacional. Verb or past participle to noun: A burst of fear and shock black as he hit > Una avalancha de miedo, de espanto y de tinieblas con el golpe. From verb to adjective: We will attempt to be brief, relying on subsequent discussion to clarify points which... > Trataremos de ser breves, confiados en que las discusiones subsiguientes podremos esclarecer.... From verb to adverb: There used to be an inn there > Había hace mucho allí una posada. Among other grammatical changes of transposition.

### 2.2.2 Modulation

Another approach to solve some of the problems present in the text is modulation. This is a variation of the form of the message obtained by a change of the point of view. It is necessary to analyze how appropriate the message is for the TT. As well as the culture of the TT. Newmark (1988) said that modulation is defined by Vinay and Darbelnet as: "a variation through a change of viewpoint, of perspective (eclairage) and very often of category of thought". This procedure

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includes larger changes as opposed to transposition, since it is closer to change by means of some point of view. Some examples and procedures of modulation, according to Newmark (1988) are the following:

The other modulation procedures are: (a) abstract for concrete ('sleep in the open', *dormir a la belle etoile*); (b) cause for effect ('You're quite a stranger', *On ne vous voit plus*); (c) one part for another ('from cover to cover', *de la premiere a la derniere page*); (d) reversal of terms (*lebensgefdrlich, danger de mart; n'appelezpas du has de l'escalier, 'don't call up the stairs'; assurance-maladie, 'health insurance'*); (e) active for passive; (f) space for time ('as this in itself (space) presented a difficulty', '*cela presentant dejd (time) une difficulte*'); (g) intervals and limits; (h) change of symbols.

This is because there are meanings that may be offensive to the culture of one country and not in another. In situations like this one can resort to modulation in the form of the message. In modulation you can change the meaning of various forms so that they share the message, but in a way that is understandable to the readers of the target language. Vazquez (1977) explained that modulation is an intervention of logical categories. He further stated that when applying modulation, it requires discernment and perception on the part of the translator.

Vazquez (1977) divided modulation into different variations: the abstract for the concrete or the general for the particular, the explanatory modulation, the part for the whole, inversion of the term or points of view, the negative opposite, change of comparison or symbol, modulation of large signs, among others.

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### 2.2.3 Omission

An omission in translation occurs when the translator encounters an idea, word, or phrase that is not appropriate or understandable for the target language. For example, some idioms. It also refers to the elimination of words that do not affect the meaning or message of the sentence or text unit. Baker (2001) said that idioms and fixed expressions are on a scale of collocations. One is how flexible they are and how transparent the meaning can be. He referred to these as language patterns that are frozen, as they allow very little variation in form. On the other hand, about idiomatic expressions, he mentioned that they regularly carry meanings that cannot be deduced and that is when more difficulties arise in the translation process. So, sometimes, if the word or phrase does not affect the meaning, omission is used.

Omission becomes another important procedure that helps the translator in difficult vocabulary cases, usually due to cultural clashes. “Omission means dropping a word or words from the SLT while translating. This procedure can be the outcome of the cultural clashes that exist between the SL and the TL” (Iacovoni, 2010).

Aranda (2007) gave a great example of omission and explains that sometimes the translator may omit notions that he/she feels will not fit in with the new readers. For example, sexual behaviors or religions have different meanings or acceptability in different cultures. “How else to understand Isabel Allende’s English version of “La casa de los espíritus” in which “atravesado por media docena de flechas” becomes “ged by arrows”

### 2.2.4 Amplification

Amplification, as the word implies, tries to add vocabulary that maintains the same meaning effect but increases its syntactic level. “Amplification occurs when the TL uses more signifiers to cover syntactic or lexical gaps” (Molina & Hurtado, 2002). It basically adds

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information that does not exist in the source sentence. The presence of this new information has the purpose of clarifying the meaning or concept conveyed by the original source author to the target readers.

Aranda (2007) cited an example of amplification in a text from Santoyo (1946, p.49), in which eliminates some parts of the original author and then the translator adds own literary extras and inventions.

Before the period she had to struggle for her very existence with the English, who already possessed her fairest provinces.

Mucho antes de esta época se veía ya precisada a sostener contra Inglaterra, dueña de sus mejores provincias, continua y sangrienta lucha, tratándose nada menos que de defender su existencia política.<sup>2</sup>

### **2.2.5 Explicitation**

The effect of the explication process is similar to what its name indicates. “Explication is generally defined as a shift in translation from what is implicit in the source text to what is explicit in the target text” (Titik, 2016). This sometimes tends to be a bit redundant, but it is used to specify or further explain a concept or idea found in the source text. Sometimes it is quite useful for the understanding of the readers of the target language, but sometimes it can be a very obvious explanation. Therefore, care should be taken when using it. Vazquez (1977) expressed that there are important semantic and metalinguistic indices that are perfectly understood by English speakers; however, the translator must make some of these indices explicit for Spanish speakers. In addition, to make use of this process, equivalence must also be respected, as well as making use of all the effective resources of a text.

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Aranda (2007) gave an example of where this translation process is applied. In the book “One Hundred Years of Solitude” by Gabriel García Márquez. The English version has an explanation of the family relationships between them. This is not found in the original version of the book, in the original the family is illustrated but not explained.

### **2.2.6 Literal Translation**

Newmark (1988) explained that this term of literal translation is considered as a technique and high-quality option for translating text where the form of the language is important as the content. For example, autobiographies and literary works. This process tries to translate the tone and those characteristics into the target text, which in the source text make it interesting, including culture.

Literary translation is quite faithful to the source text, but mainly seeks to convey the same meaning and form in the translation process. Tymoczko (1999, p. 30) argued that “the focus on literary translation provides the discipline with high-quality evidence about ‘interfaces’ between cultures and about the linguistic challenges of translating.” Moreover, this translation procedure is much more possible when the languages are related in structure. Aranda (2007) gave an example based on this situation. “The movie is long > La película es larga o Háblame en inglés > Talk to me in English” Those examples have a literal translation, and the structures keep the same in both languages, as well as their meaning and significance.

### **2.2.7 Punctuation changes**

Punctuation is a tool to help get to the point. It makes writing and speaking much clearer to the reader or listener. Conversely, poor punctuation in a text makes it much more difficult for readers to read and understand. Newmark (1988) explained the importance of translators comparing the punctuation of the source text with the target text. There are punctuation marks

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that have different rules in each language, or their uses may be more natural and frequent in one language than in the other. Newmark (1988) highlights the semantic importance of punctuation, since it is through punctuation that clear ideas between clauses and sentences can be obtained.

Punctuation must be appropriate for each language.

Sofer (2013) Added a checklist to check if the translation is ready at certain points. Although it is a list that does not include all the elements, it does have those in which the translator must make sure that they are ready and as well done as possible. According to Sofer (2013), some points to check and ask when the translation is done and the editing process starts are:

Omissions—did you fail to translate any particular word or phrase, or even paragraph?

Format—does your format follow the original (breaking into paragraphs, for instance)?

Mistranslations—did you mistranslate any particular word? Unknown words—were there words you were not able to translate that you would like to explore further? Meaning—did you miss the meaning of any phrase or sentence? Spelling—did you misspell any word which the spell-check function on your computer did not catch? Grammar—did you make any grammatical mistakes? Punctuation—did you misspunctuate or miss any punctuation marks?

As can be seen, within these points comes what would be punctuation. This shows that punctuation has a great importance for both the source text and the target text in the translation. Therefore, during and at the end of the translation it is vital to take it into account, as well as having the basic knowledge of its uses in each of the languages. As mentioned above, many punctuation marks work differently in English and Spanish.

### 2.3 Glossaries

The Merriam-Webster dictionary describes glossaries as: “a collection of textual glosses or of specialized terms with their meanings” (n.d.) However, a glossary can represent much more as they are a very valuable tool for generating new knowledge and communicating better in any field of life. Glossaries are very important in translation because they help the translator to find appropriate terms according to the type of text he/she is working on. Moreover, they are used even more when a translator has to work with a document in which the terminology is more complicated and specific.

Gapper (2008) said that in order to develop what would be these terminology tools, one must first have an adequate knowledge base about the project to be carried out, depending on the objectives of the project and the expected characteristics of the product. This allows us to draw a preliminary design and understand what is required for this step. In addition, this preliminary design must go according to the required elements that were established but also foresee the research and elaboration process.

Each text has its own terms that enrich the meaning. However, they may also be terms that should be added to a dictionary for translation. It is important to find those keywords or terms in the text, as well as those that are general, and give meaning to the textual unit itself. “The full capture of the terminology or keywords of a text is the most efficient way of dealing with texts because this method systematizes the process of going from words to thought and from thought to words” (Vinay & Darbelnet, 1958).

Glossaries are indispensable tools for translators. As it is well known, a translator does not have knowledge of all terms in all areas or fields. So, if he/she is confronted with a new type

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of translation field, he/she will encounter new vocabulary and this is where the glossary list becomes an excellent tool.

Translators can make terminology glossaries according to their needs in the text and achieve a more accurate and natural translation. This way the translator will have the information needed for a quick, easy, accessible, and effective translation process. This whole process creates more understanding of the process.

Having a list of reliable and accurate terminology at hand is vital to be able to work on the translation in the time frame set and dedicated to the necessary research. Even though all these processes can be time-consuming, having an adequate and accurate glossary is useful because it saves time and generates greater productivity in the translation process. In addition, having these terminology options at hand ensures greater accuracy and consistency within specific text documents and text units. The glossary is a completely necessary tool for translators and their analysis and translation process, as it helps to achieve the goal of a more accurate, natural, and understandable translation for the readers; in this way, the content of the text is able to effectively communicate its message to the intended audience.

The process of creating a list of the glossary itself is actually not that difficult and is a part that will greatly enrich the final translation. According to Gapper (2008), an important decision when making the glossary is to delimit what sort of information will be used for each term. If there are equivalences, this can enrich the glossaries a lot more. Gapper (2008) also said that a glossary can have examples of how to use a specific term. This can make the glossary more comprehensible and easier to differentiate between all of the terms if some are similar. Then again, Garper (2008) added the importance of considering such aspects as the use of the alphabetic order.

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The final step, based on Gapper (2008), is the verification stage. This stage is about making a close review of the work done before delivering it. The purpose is to make sure that all the information is accurate and trustworthy. Then a second reading is needed to basically focus on the usage of language and the format aspects, so if there is any mistake, it can be changed and improved immediately. Finally, Gapper (2008) closes by saying that once corrections have been made, they can be shared or used.

In summary, there are basic and fundamental steps to be taken when creating a glossary. The first step would be to base on the terms that are needed and that will benefit the reader or entity that will have the translation(s). Next, the terminology is defined by means of reliable sources that will enrich them even more. More information can be added if necessary to give more meaning and understanding. In addition, the alphabetical order of the list of terms should be considered. Finally, the glossary should be double-checked to confirm if there are any corrections to be made; so that the information is fully accessible and understandable to both the translator and other readers. This process is very important in translation and is a mutually beneficial tool for translators.

## Chapter III

### Methodological Framework

This chapter will explain the methodological framework of the study. In this part of the research, the theoretical and practical methods that will be used according to the problem and topic will be presented. “The benefits of using methodological frameworks are manifold: they can improve the consistency, robustness, and reporting of the activity [8], enhance the quality of the research, standardize approaches [5], and maximize the trustworthiness of findings [2]” (McMeekin et al., 2020). Therefore, in this research, all the strategies that are linked will be explained to give more support to this project. In addition, the following points will be discussed: research approach, research design, information sources, and category analysis.

#### 3.1 Research Approach

The type of research is a category of analysis of a specific topic. Research can have several approaches depending on the type of research to be developed and the problem to be solved. Therefore, the research approach indicates more about what type of research will be developed to accomplish the objectives. Creswell & Creswell (2017) explained that research approaches are a process that entails assumptions, data collection, analysis, and finally interpretation of the data obtained through the methods detailed above in the research. In addition, they explain that it is important to make a decision on the approach to be used to develop the topic based on the nature of the problem in question. All of this is key to giving a clear perspective on the research.

Bhushman & Alock (2017) pointed out eight basic types of research, among others. Starting with descriptive and analytical research. Descriptive presents the set of circumstances in

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the form they are presented. Analytical uses facts, data, and information that is already available to analyze them and create a hypothesis to evaluate the material. They also mention the applied and the fundamental. The application seeks to find a specific solution to some problem that is presented in an individual, community, etc. The fundamental focus is on a general vision of the problem and the formulation of a theory. On the other hand, we can find qualitative and quantitative ones.

The quantitative one uses objects in question that can be countable, making use of statistics, percentages, etc. The qualitative approach looks at the qualities or variety of a phenomenon. This type of research is usually descriptive. Qualitative approaches can include conceptual and empirical focuses. The conceptual focus is on theories or abstract ideas to be resolved. Unlike the conceptual, the empirical focus on experience and observation, so it is also referred to as experimental.

For this research, the qualitative approach will be used. This is because the object of analysis will be two documents that will be translated to understand the experience involved in the translation process, the concepts of the different techniques and methods, as well as the effects that will result from their translation. In addition, this will allow a better understanding of the problems that may arise with the two types of texts. The observation method will be an important process to obtain the results of this research, as well as analyzing and identifying patterns and themes in qualitative data from both texts in the translation process. Finally, this method and analysis show more meaningful insight with detailed descriptions of the effects that emerged.

### 3.2 Research Design

Each research approach has its methods to be developed to achieve what was stated in the research question. That is what research design is all about. According to Indeed Editorial Team (2022), research design refers to:

Research design refers to the method of organization and data collection that a researcher applies to a project or study. If your career involves conducting research, it's crucial to understand the different types of research designs that are available for use in your research.

The research design is an important step that helps to better organize the research. It also provides how the object and the data obtained will be analyzed. Indeed Editorial Team (2022) explained that there are about twenty research designs that help the researcher to make his work more sustainable. It mentions exploratory, observational, descriptive, case study, and experimental, among others. These approaches help to be clearer about the research approach and the critique of the research topic.

In this research, the research design will be descriptive. A descriptive study aims to describe a situation, problem, phenomenon, or service, among others. Therefore, the research question is answered through explanatory and exploratory studies and procedures. In addition, part of the process of this research is to identify characteristics that arise from the translation process. Indeed Editorial Team (2022) explained in his article that the descriptive research design is:

Descriptive design is another type of research design. The goal of using a descriptive research design is to describe a research topic, so this type of research is useful when you

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need more information about your topic. Descriptive research design can also help you understand the “what,” “where,” “when” and “how” of your research topic. The one question that a descriptive research design does not answer is “why.”

### 3.3 Information Sources

Information is vital in any field and even more so in research processes. For this purpose, it is important to know the different types of information sources that help to enrich any research work. In addition, the different sources provide the research work with more reliability with quality information, qualification for the topic, and trustworthiness. These sources can come from both digital and printed sources. According to Ajuwon (2011), the source of information is where the researcher takes the information to complement his or her work. They are the ways in which a person can obtain more knowledge about a specific topic. It also indicates that the sources of information can come from speeches, people, documents, images, and organizations, among others.

The types of information sources are divided into three types: primary sources, secondary sources, and tertiary sources. Each one has important characteristics that must be considered according to the type of research that is proposed. According to Ajuwon (2011) these three sources are defined as follows:

Primary: Primary sources report a discovery or share new information [2]; they present first-hand accounts and information relevant to an event [3, 4a and 5]. They present information in its original form, not interpreted or condensed, or evaluated by other writers [2]. They are usually evidence or accounts of the events, practices, or conditions being researched [4a, 6] and created by a person who directly experienced that event [7]. (p.5)

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Secondary: They are generally accounts written after the fact with the benefit of hindsight. Secondary sources describe, analyze, interpret, evaluate, comment on, and discuss the evidence provided by primary sources [2]. Secondary sources are works that are one step removed from the original event or experience that provide criticism, interpretation, or evaluation of primary sources [7]. (p. 8)

Tertiary: Generally, tertiary sources are not considered to be acceptable material on which to base academic research [6]. Tertiary sources are usually not credited to a particular author. They are intended only to provide an overview of what the topic includes, its basic terminology, and often references for further reading. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize, or simply repackaging ideas or other information.

According to the research needs to be explored, the type of sources to be used in the research work are defined.

### **3.4 Analysis Categories**

Since this research uses a qualitative approach different categories were established and are set out in the content of the paper. These support the process of analysis that is desired in the translations of the two documents. The first term that is relevant to this project is “translation”, which is defined as “something that is translated, or the process of translating something, from one language to another” (Cambridge Dictionary, n.d.) Thus, translation means communicating the message contained in a document in a given source language to the target language. Furthermore, it must be natural and faithful to the meaning of the source message.

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An important part of this work is the translation process. Translation requires a complex mental processing task. For each section, sentence, and paragraph the translator must read and understand the source text, keep the message of the text in mind and present, carefully select the vocabulary to be used in the target language, use the correct grammar of the target language, start composing the meaning in the target language, maintain naturalness, and finally review it to analyze and confirm that all steps have been fulfilled to deliver a correct and ready translation.

### **3.5 Data Collection Instruments**

Since this research is qualitative in nature and requires the production of results, it is necessary to create certain tools to help analyze and better understand the effects resulting from the two translations. In addition, with the ideal selection of tools, it will be easy to note ways or areas where improvements can be made. For this research, it is necessary to note the insight into the translation results and the effects that may arise in the process. In this way those aspects expected for the research are determined.

At the same time, it is pertinent to use tools that allow the analysis and specific observation of information. As this study concentrates on the effects resulting from a translation from Spanish into English and from English into Spanish, thereby, a glossary, color coding, and a text analysis chart will be used to analyze both texts. In the end, all these instruments will help to describe what was obtained as well as giving all the reliability and credibility to the study in the last chapter of this research. Therefore, the final results of each procedure will be presented and explained in chapter five of the data analysis. The study sample will consist of 15 paragraphs for each document. This will allow the research to cover a large part of the translations.

### **3.6 Collection data process and data analysis**

To have a successful data collection and analysis process, the researcher will first read the source texts to understand and analyze them before proceeding with the translation. Then, it will be possible to proceed to fill in the text analysis table. As a second step, the translations will be carried out. This process will include a general and close reading, allowing a better insight into future challenges and procedures needed to solve some problems.

Finally, information taken from the text itself will be examined using color coding. The color coding will help to distinguish those processes that were carried out in the translation, as well as to evaluate the effects of the procedures applied. After the color coding, the researcher will start with fill in both glossaries table for each translation document. So, words or terms that are highly relevant in both texts will be collected through them.

#### **3.6.1. Text Analysis**

According to Newmark (1988), by doing a general and close reading, the translator can evaluate throughout the process its intention, text style, stylistic scales, attitude, translator's intention, and future TL readership. All these will help to decide on the degree of generality, informality, emotional tone, and so on, to work on later. Below there is the first table example to be used for the analysis of both source texts. It will include the following: text style, stylistic scale, scale of formality, scale of generality or difficulty, scale of emotional tone, text function, and the translation method to be used according to the previous aspects.

*Table 1. Text Analysis of the Source Text.*

Text Analysis	Translation from english into spanish Volunteer Program Information for Kids Saving the Rainforest
Text Style	
Scale of Formality	
Scale of Generality or Difficulty	
Scale of Emotional Tone	
The function of the Text	
Translation Method	

*Source: Researcher own's creation.*

### 3.6.2. Color Coding

Color coding will help to distinguish each translation process to be performed on each text. This tool will be reflected in a table with the name of each process and its respective color. In addition, it will be applied to fifteen translated paragraphs, corresponding to the two documents. In this way, it will be possible to better evaluate the procedures applied in each translation.

The translation procedures to be used in the study sample are transposition, highlighted in green; modulation, highlighted in blue; omission, highlighted in yellow; amplification, highlighted in purple; explicitation, highlighted in pink; literal translation, highlighted in red; and punctuation changes, highlighted in brown.

*Color-Coding Chart*

Transposition	Modulation
Omission	Amplification
Explicitation	Literal Translation
Punctuation Changes	

### 3.6.3. Glossary

The last instrument for the translation analysis will be a glossary. Glossaries are very helpful in translation because they help to know new meanings, words, phrases, and even idioms. The glossary will contain each definition and the grammatical category for each difficult vocabulary and expression found in both texts. In addition, to start with the creation of the glossary, the researcher will look for backup information about each term and choose the one with the correct meaning according to the source text.

Since there will be two documents with different target languages, the researcher will create two glossaries to work on as instruments. One of them will contain terms from Spanish into English, the other one will contain terms from English into Spanish. This table will consist of four columns named with their classification. The classification is source language term, target language term, grammatical category, and definition.

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*Table 1. Glossary of words from english into spanish.*

<b>Source Language Term</b>	<b>Target Language Term</b>	<b>Grammatical Category</b>	<b>Definition</b>

*Source: Researcher own's creation.*

## Chapter IV

### Translated Text Versions

#### 4.1. Translation from English into Spanish

##### Kids Saving the Rainforest

Información sobre el programa de voluntariado

¡Gracias por su interés en el programa de voluntariado Kids Saving the Rainforest! Somos un centro de rescate, rehabilitación y una reserva de vida silvestre ubicada en el cautivador Quepos de Costa Rica. Cada año rescatamos más de 100 animales; personas de todo el mundo, de todos los entornos de la vida, se unen a nosotros desde un par de días hasta unos cuantos meses, para ser parte de la importante labor que realizamos aquí.

Esta guía ha sido diseñada para ayudarle a aprender más sobre el programa de voluntariado aquí en Kids Saving the Rainforest, ayudarle a decidir si esto es algo que le gustaría explorar y guiarle a través del proceso de solicitud. ¡Continúe leyendo para saber más!

Nuestro programa de voluntariado está disponible para estancias a corto (menos de un mes) y largo plazo (más de un mes). Generalmente, se reserva para ayudar a los animales que deben mantenerse en confinamiento en la reserva.

En caso de estancias a largo plazo, si tiene alguna formación o experiencia con animales, usted podría ser considerado para realizar una pasantía en la clínica de animales silvestres y en las áreas de rehabilitación, lo que implica más experiencia práctica y que las tarifas se reduzcan a partir de los 30 días.

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(Si está estudiando o trabajando, especialmente en un área relacionada con la vida silvestre y le gustaría venir por más tiempo, ¡pregúntenos por nuestro programa de pasantía!)

### Experiencias de voluntariado

Tanto si decide quedarse con nosotros un par de noches o un mes entero, los voluntarios de larga estancia tienen la oportunidad de implicarse realmente y, ¡trabajar con los animales!

Los deberes típicos diarios incluyen: la preparación de alimentos, la distribución de estos y agua para los animales que residen en la reserva; la limpieza de sus recintos, facilitar las mejoras en la calidad de vida de los animales a nuestro cargo y la búsqueda de alimentos silvestres. También puede participar en proyectos específicos que se lleven a cabo aquí en Kids Saving the Rainforest. A los voluntarios que se queden por un mes, pedimos que se embarquen en su propio proyecto exclusivo. Si tiene una formación especializada o experiencia, háganoslo saber y, ¡nosotros podremos encontrar otras maneras de que nos ayude!

No manipulará directamente los animales, ¡pero contribuirá directamente a mejorar su calidad de vida! Adquirirá una experiencia invaluable y aprenderá lo que supone trabajar en un entorno de rescate y reserva de vida silvestre.

Los voluntarios de estancia a largo plazo tienen la opción de alojarse en las habitaciones compartidas de nuestro centro de voluntarios u optar por una mejor en una de nuestras maravillosas cabañas en el Blue Banyan Inn.

### Nuestra ubicación

Kids Saving the Rainforest se encuentra en las afueras del cautivador Manuel Antonio, Quepos en Costa Rica. Esta ubicación le permite acceder fácilmente a hermosas playas, un parque

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nacional de renombre mundial, restaurantes, tiendas y todas las grandes oportunidades de recreación que esta área tiene para ofrecer. Aunque está a solo 15 minutos en carro de la ciudad y a 30 minutos de la playa, cuando usted está aquí en la propiedad se siente como un mundo aparte.

Situado en 85 hermosas hectáreas de selva tropical. Usted puede adentrarse en la selva, donde es más probable que se encuentre con una tropa salvaje de monos titi (o monos ardilla coronados) o a una rana dardo venenosa, que a otro humano. Todo está vivo y verde. También tenemos una hermosa piscina con una impresionante vista a la montaña, para refrescarse cuando no está trabajando.

Usted se reunirá en los horarios de comida en nuestra gran área de restaurante al aire libre, donde todos vienen para comer, socializar y (por supuesto) hablar de animales. (Se preparará y proporcionará un almuerzo diariamente, además de alimentos básicos locales para que se prepare su propio desayuno y cena.)

### Los alojamientos

Durante su experiencia de voluntariado usted vivirá en la habitación compartida de nuestro centro de voluntariado de tres pisos o en una maravillosa cabaña en el Blue Banyan Inn. La habitación compartida es un espacio de estilo hostel con concepto abierto, cuenta con camarotes, una excelente cocina, baños y duchas compartidas, tres porches con vistas increíbles y un espacio encantador para que se reúna con sus compañeros de pasantía y voluntariado.

Las cabañas en el Blue Banyan Inn son una gran opción para aquellos voluntarios que prefieren un espacio más privado y con más comodidades modernas para relajarse durante su tiempo libre.

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Charla honesta: esto es la selva. Hay insectos, el aire es caliente y húmedo, por lo que hay ventiladores, pero no aire acondicionado (las cabañas sí tienen). Vivirá y trabajará en espacios reducidos con otros 8 voluntarios de alrededor del mundo, de diferentes géneros y edades. Le picarán mosquitos, sudará y se ensuciará. Esta puede ser una experiencia nueva, salvaje y maravillosa para usted, pero tiene que venir con la mentalidad adecuada para aprovechar al máximo su tiempo aquí. ¡Todos estamos aquí para ayudar a salvar la selva tropical!

### Tarifas para voluntarios

Se requiere un depósito de 100 dólares en el momento de la aceptación, para mantener su espacio.

### Habitación compartida

#### Tarifas

- 1-14 noches: \$70 por noche
- 15-20 noches: \$65 por noche
- 21-30 noches: \$60 por noche

#### Tarifas de las cabañas

- 1-7 noches: \$150 por persona. 2 personas: \$104 por persona y noche. 3 personas: \$90 por persona y noche.
- 8-14 noches: 140 dólares por 1 persona. 2 personas: 98 \$ por persona y noche. 3 personas: 84 dólares por persona y noche.
- 15-21 noches: 130 dólares por 1 persona. 2 personas: 91 \$ por persona y noche. 3 personas: 78 dólares por persona y noche.
- 22-30 noches: 120 dólares por 1 persona. 2 personas: \$84 por persona y noche. 3 personas: \$72 por persona y noche.

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Todos los precios incluyen: la experiencia de voluntariado, la formación completa y la orientación por parte de un personal experimentado, el alojamiento, un almuerzo y productos básicos locales para que los pasantes se preparen sus propios desayunos y cenas. Los voluntarios tendrán un día libre a la semana para disfrutar de todas las maravillosas oportunidades de ocio que ofrece esta zona.

¿Cómo aplicar?

Visite nuestro sitio web en: [KidsSavingTheRainforest.org](http://KidsSavingTheRainforest.org)

y complete la solicitud de voluntariado.

[https://www.flipcause.com/secure/cause\\_pdetails/MTgxMzc=](https://www.flipcause.com/secure/cause_pdetails/MTgxMzc=)

Por favor indique sus fechas previstas y, si son flexibles, cuéntenos sobre su experiencia previa con animales, su motivación y cualquier otra cosa que usted crea nos muestre sobre usted y por qué desea ayudarnos a salvar la selva. Para preguntas, escribanos a [volunteer@kstr.org](mailto:volunteer@kstr.org)

Para pagos del voluntariado: <https://www.kidssavingtherainforest.org/8203payments-for-volunteering.html>

\*Una vez que haya presentado su solicitud, confirmaremos recibido y haremos los arreglos para las fechas solicitadas.

También pediremos un depósito de 100 dólares para reservar las fechas. Después de eso, enviaremos una factura por el saldo pendiente que deberá pagarse 1 mes antes de su llegada. Estos son los últimos requisitos que queremos confirmar y necesitaremos de usted (si hace voluntariado por más de 1 día):

-Copia de la prueba COVID negativa / Pase de Salud (o "Prueba de aptitud para poder viajar").

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-Copia de la prueba de la vacuna del tétano (obligatoria).

-La vacuna contra la rabia no es necesaria pero si usted es estudiante de veterinaria/pasante de clínica, se recomienda tenerla.

-La prueba de la tuberculosis no es obligatoria pero se recomienda.

-Copia de la prueba del seguro médico o de viaje.

-Copia de la información de vuelo.

-Háganos saber si es portador del Virus del Herpes Simple (si tienes herpes labial). \*Esto es porque si usted porta un herpes labial activo no puede entrar en contacto con ninguno de nuestros primates; ya que este virus puede transmitírseles y puede ser mortal.

Si tiene alguna pregunta o duda antes o después de su aplicación, ¡estamos aquí para ayudarle!

Sabemos que en estos tiempos cambiantes hay un montón de circunstancias especiales y cuestiones adicionales que pueden llegar, ¡por lo que estaremos encantados de poder hablar sobre ellas y asegurarnos de que lo pase genial!

[Volunteer@kstr.org](mailto:Volunteer@kstr.org)

¡Esperamos su solicitud!

Carta de exención de responsabilidad a KSTR

Yo \_\_\_\_\_ (Nombre) reconozco que entrar en las jaulas de Kids Saving the Rainforest puede ser peligroso, y que estoy informado de los riesgos. Entiendo lo que me puede pasar si algo sale mal y estoy dispuesto a asumir este riesgo.

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Si me ocurre algo, acepto toda la responsabilidad de mis acciones y Kids Saving the Rainforest no será responsable. Me comprometo a no emprender acciones legales si algo sale mal. Estoy de acuerdo con obtener mi propio seguro para ser voluntario con KSTR, en parte para este propósito.

Al firmar esto, acepto que debo estar sano si voy a estar en contacto directo o indirecto con los animales. No tengo ninguna enfermedad o dolencia contagiosa. También doy fe de que no tengo herpes simple. Si me enfermo, informaré rápidamente a la Coordinadora de Voluntarios (Vernita) y ella evaluará lo que puedo o no puedo hacer.

Por este medio, eximo a Kids Saving the Rainforest de cualquier responsabilidad relacionada conmigo, \_\_\_\_\_ (Nombre), con respecto a mi entrada en las jaulas en estas fechas:

Del: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Al: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Firmado por: \_\_\_\_\_

Atestiguado por: \_\_\_\_\_

Fecha de la firma: \_\_\_\_\_

Manual de voluntariado

CARTA DE LA COFUNDADORA JANINE LICARE

Bienvenido a Kids Saving the Rainforest (KSTR)

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Es un gran privilegio tenerle como voluntario. Durante los últimos años, KSTR ha pasado de ser una organización local a una ONG internacional sin ánimo de lucro con miembros en más de 20 países. Creemos que su ayuda nos apoyará para crecer hasta convertirnos en una organización aún más grande y con mayor impacto.

Nuestra misión es crear conciencia sobre la interconectividad entre la naturaleza y la humanidad.

Así como ayudar a proteger la flora y la fauna de los bosques tropicales de Costa Rica.

Creemos que la selva tropical es un almacén de tesoros. Nos comprometemos a hacer todo lo posible para salvarla, ¡y para salvar el futuro de nuestra generación! Debemos salvar la selva tropical, ya que es nuestro FUTURO el que debe ser protegido. Con la desaparición de la selva tropical se va nuestro futuro y nuestro planeta. Tenemos que ser la generación que marque la diferencia.

Apreciamos la diversidad que ofrecen todos y cada uno de los voluntarios, que nos acercan a nuestro objetivo de proteger el medio ambiente.

Estamos comprometidos con apoyarle para que encuentre lo que busca a lo largo de su tiempo con nosotros.

Saludos Tropicales

Janine Licare

Cofundadora y portavoz

¡Felicitaciones por haber sido aceptado en el programa de voluntarios de Kids Saving the Rainforest! Estamos muy emocionados de que se una a nosotros en nuestra importante labor cuidando de la fauna silvestre que ha sido rescatada.

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Esta guía le ayudará a preparar su tiempo con nosotros. Aquí encontrará una lista de comprobación rápida con algunos pasos que aún pueda tener que dar. Para recibir ayuda o para cualquier pregunta que pueda tener, póngase en contacto con su Coordinador de Voluntarios en [volunteer@kstr.org](mailto:volunteer@kstr.org).

-Depósito: A menos que esté pagando a través de una agencia, tendrá que hacer un depósito de 100 dólares para mantener su espacio. El total de la cuota de voluntario se debe pagar 1 mes antes de su llegada.

-Transporte: ¿Ha reservado su vuelo? ¿Nos ha dado la información de su vuelo? Consulte la sección de transporte de esta guía, ¡para obtener más consejos sobre cómo llegar a nosotros!

-Seguro médico internacional: Usted necesitará asegurarlo y proporcionarnos una prueba antes de empezar a trabajar con los animales. Su proveedor actual puede tener algo que ofrecerle, o también Allianz es una buena opción a tener en cuenta.

-Comprobaciones sanitarias/vacunas: Revise las vacunas requeridas/recomendadas y la información de salud. Encárguese de esto antes de su llegada. ¿Tiene alguna medicación que vaya a necesitar mientras esté aquí? ¿Tiene algún problema de salud que debamos conocer?

-Restricciones dietéticas: ¿Es usted vegetariano, vegano o utiliza comidas sin gluten? ¿Tiene algún requisito dietético especial, como alergias, que debamos conocer?

-WhatsApp: Es conveniente que tenga un celular que se conecte con Wifi, y que descargue WhatsApp si aún no lo tiene. Proporcione su número al Coordinador de Voluntarios para que pueda ser añadido a nuestro chat de grupo. Esta es nuestra principal forma de comunicación como equipo. No hay servicio celular en nuestra ubicación y dependemos de la conectividad Wifi.

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-Síguenos en las redes sociales: Seguirnos en las redes sociales con antelación es una buena manera de conocernos y prepararse para sus pasantías. Si quiere ayudar a publicar en las redes sociales mientras está aquí, ¡por favor háganoslo saber!

<http://facebook.com/kidssavingtherainforest>

## INTRODUCCIÓN A KIDS SAVING THE RAINFOREST

### Declaración de la misión de KSTR

La misión de KSTR es proteger la diversa vida silvestre de Costa Rica, mediante la rehabilitación de la vida silvestre, la realización de investigaciones científicas originales, la formación de voluntarios y la promoción de la conservación.

### Nuestro compromiso

La selva tropical es un almacén de tesoros. Si sigue desapareciendo, la vida en este planeta, tal y como la conocemos, también desaparecerá. Nos comprometemos a hacer todo lo posible para salvar la selva tropical porque es nuestro futuro. Seremos la generación que marque la diferencia.

### Objetivos

- Educar a la gente sobre la selva tropical y capacitarla para salvarla.
- Asegurar la supervivencia de las especies locales amenazadas.
- Cuidar a los animales abandonados, enfermos o heridos hasta que puedan ser reintroducidos en la naturaleza.
- Conservar y proteger la selva tropical mediante la plantación de árboles.
- El programa de investigaciones documentadas que liberan perezosos de 2 y 3 dedos.

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### Antecedentes

Kids Saving the Rainforest (KSTR) es una organización sin ánimo de lucro fundada en Manuel Antonio de Costa Rica. Fue iniciada por dos niñas de nueve años, Janine Licare y Aislin Livingstone, y la madre de Janine, Jennifer Rice, en febrero de 1999. La función original era recaudar dinero para plantar árboles, pero más tarde se convirtió en el rescate de la vida silvestre.

Desde 1999, KSTR sigue comunicando, educando e inspirando a niños y adultos de todo el mundo. Ofrecemos excursiones para enseñar a las personas sobre la selva tropical, su destrucción, y capacitarlos para salvarla. Hemos publicado 5 libros infantiles con un mensaje sobre la selva tropical.

Aún con mínimos recursos, cada año damos pasos cuantificables hacia nuestros objetivos de conservación. Hemos instalado más de 130 puentes aéreos para monos, hemos plantado más de 10.000 árboles de la selva tropical y, a partir de 2016, ¡empezamos a plantar 94.000 más! El centro de rehabilitación de fauna silvestre trata y libera alrededor de 100 animales silvestres cada año, y tenemos una reserva de fauna silvestre para que los animales, que ya no son aptos para la vida en la naturaleza, tengan siempre un hogar.

La educación, conservación e investigación son la clave para aliviar la presión humana sobre las delicadas selvas tropicales. Hasta ahora, KSTR ha tenido un enorme éxito al reunir a un grupo internacional de científicos, estudiantes, voluntarios y residentes locales. Nuestro éxito continuado depende en gran medida de la generosidad y la implicación de quienes se preocupan.

Las donaciones, las visitas a nuestra reserva de vida silvestre y los fondos recaudados por nuestro programa de voluntariado son la única manera en que podemos continuar nuestra importante labor. Muchas gracias, ¡porque no podríamos hacerlo sin personas como usted!

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## PROPIEDAD DE LA RESERVA DE VIDA SILVESTRE

En la propiedad de Blue Banyan Inn, operamos una reserva de vida silvestre y centro de rescate.

Aquí proporcionamos una vida segura, sana y feliz a los animales que ya no son aptos para sobrevivir en su hábitat natural. La reserva es también un recurso para los científicos y las personas que desean estudiar la ecología del comportamiento de estos animales en cautividad.

En la reserva hay actualmente muchos mamíferos:

- Monos araña (*Atelles geoffroyi*)
- Monos capuchinos de cara blanca (*Cebus capuchinus*, o "Carablancas")
- Monos Ardilla (*Saimiri oerstedii citrinellus* y *S. oerstedii oerstedii* o "Mono Titi")
- Kinkajou (*Potos flavus*, o "Martilla")
- Coatí (*Nasua narica*, "Pizote")
- Perezoso de dos dedos (*Choleopus hoffmanni*).

También tenemos muchas aves rescatadas:

- Loros: Cotorra roja (*Amazona autumnalis*, "Lora frentiroja"), Cotorra de cabeza amarilla (*Amazona auropalliata*, "Lora nuca amarilla"), Cotorra coronada blanca (*Pionus senilis*, "Chucuyo"), Cotorra carnosa (*Amazona farinosa*).
- Periquitos: Perico de la India (*Brotogeris jugularis*, "Pericos"), Perico Finschis (*Psittacara finschi*, "Perico frentirojo").
- Guacamaya roja (*Ara macao*)
- Cangrejo real (*Crax rubra*, "Pava")

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### Centro de rehabilitación y clínica veterinaria

KSTR cuenta con un veterinario y un técnico veterinario a tiempo completo, además de un regente que realiza visitas regulares. Actualmente, hay varios animales que reciben tratamiento y rehabilitación. El centro de rehabilitación es un conjunto de recintos aislados al aire libre con contacto humano limitado. La clínica está instalada en el lugar para proporcionar tratamientos médicos en un espacio interior limpio y seguro, también con un contacto humano mínimo. La guardería de animales salvajes es una zona aislada, diseñada específicamente para las crías de mamíferos, en la que el personal de la guardería proporciona cuidados las 24 horas del día. Aunque sus esfuerzos como voluntario ayudan a mantener estas áreas, los voluntarios no entrarán en la clínica veterinaria ni en la guardería, y sólo visitarán el centro de rescate cuando se requiera su ayuda y bajo la estrecha supervisión de nuestro equipo de clínica o rehabilitación.

### Zonas de estar

El Blue Banyan Inn Bed and Breakfast es propiedad de Chip, el director operativo de KSTR. Actualmente, hay tres cabañas disponibles para el alquiler de huéspedes. También hay un centro de voluntarios, donde los voluntarios se alojan en habitaciones compartidas.

Además del amplio centro de voluntarios, hay una piscina, una zona de estar y un comedor que todos pueden utilizar libremente. Los voluntarios disponen de comida y cocina para preparar el desayuno y la cena, pero el almuerzo se prepara diariamente para los voluntarios y el personal. La propiedad tiene muchos árboles frutales, un laberinto de meditación, senderos y hermosos paisajes.

### Transporte

A continuación, un resumen de las opciones de transporte:

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-Vuelo internacional a San José, SJO: A menos que ya esté en el país, esta será su primera parada. Cuando compruebe los vuelos, tenga en cuenta que la hora ideal de llegada a nuestra sede es el mediodía, y será mejor llegar antes de que anochezca (alrededor de las 6 de la tarde). Intentamos evitar las llegadas a altas horas de la noche, ya que usted entrará en un espacio compartido con voluntarios y pasantes que están durmiendo. Si tiene un vuelo nocturno, puede pasar la noche en San José y venir por la mañana. Varios hoteles, como el Holiday Inn Express, tienen servicio de transporte gratuito desde y hacia el aeropuerto.

San José está a unas 3 horas y media de Quepos. Tiene varias opciones para hacer ese viaje.

-Taxi privado: Esta es la opción de viaje más fácil y menos estresante. Podemos organizar un taxi privado para que le espere a la salida del aeropuerto. Trabajamos con un fantástico conductor llamado Rodney. Él sostendrá un cartel con su nombre en el y le traerá directamente a nuestra ubicación. También hará un seguimiento de su vuelo y se pondrá en contacto el VC en caso de que haya un retraso. El coste de esto es de 150 dólares en efectivo, pagados directamente al conductor. Si le recogen en un hotel, el coste es de 170 dólares.

-Transporte compartido: Tendrá que organizarlo usted mismo, pero el coste es aproximadamente la mitad de un taxi privado. Le llevarán a Quepos, donde tendrá que tomar un taxi hasta nuestro centro (normalmente 20 dólares). Algunas empresas que ofrecen este servicio son MonkeyRide y RideCR. Puede ser de 3 horas y media, o mucho más, dependiendo de dónde se encuentren los puntos de llegada y recogida de sus compañeros de viaje.

-Vuelo nacional: Hay un pequeño aeropuerto regional a unos 15 minutos en coche de nuestra ubicación. La compañía aérea se llama SANSA. Asegúrese de comprobar constantemente el

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estado de su vuelo, ya que son conocidos por tener cancelaciones de última hora en sus vuelos, etc. Por el momento no recomendaría este método.

-Autobús Tracopa: La opción más barata es tomar un autobús desde San José a Quepos. Primero tendrá que tomar un taxi desde el aeropuerto hasta la estación de autobuses Tracopa en el centro de San José. Tarda unos 30 minutos en llegar y el coste es de unos 30 dólares. Al salir del aeropuerto verá a muchísimos taxistas compitiendo por su tarifa, así que no le será difícil conseguir un viaje. Al llegar a la estación de autobuses, tendrá que comprar el tiquete, que cuesta unos 5.000 colones o 10 dólares. Lo más probable es que el encargado de atenderle no hable inglés, así que busque algunas frases clave con antelación para prepararse. Si toma el Directo (que es una ruta más corta y no hace repetidas paradas), el viaje dura unas 3 horas y media. El autobús es cómodo y tiene aire acondicionado, y hay una parada a mitad de camino para ir al baño donde se pueden comprar aperitivos y bebidas. Si toma el Colectivo el viaje puede ser de 5 horas, y el costo es ligeramente más barato pero no mucho. No lo recomiendo para el viaje bajando a Quepos, aunque para el regreso a San José es mejor, ya que va directamente al aeropuerto, ahorrando el coste de un taxi. En cualquier caso, cuando llegue a la estación de autobuses de Quepos, necesitará un taxi desde allí hasta nuestro centro (20 dólares).

Un buen sitio para las rutas y horarios de los autobuses de Costa Rica es:

[www.thebusschedule.com/cr](http://www.thebusschedule.com/cr)

### Voluntariado

Primer día:

7:30-8:00 Desayuno de bienvenida (¡cocinado sólo para usted!).

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8:00-11:00 Nuestro Coordinador de Voluntarios le mostrará la propiedad y le llevará a recorrer la reserva para que conozca todo sobre los animales que tenemos aquí.

11:00-12:00 Formación con el director de la reserva sobre las normas específicas y de seguridad.

12:00-13:30 Pausa para almorzar.

13:30-15:00 Formación en la preparación y entrega de alimentos (encuentro en la cocina de los animales).

15:00-16:00 Mejora de los recintos para animales o proyectos especiales.

Una vez que se le haya mostrado el centro y haya aprendido su funcionamiento, su horario habitual será más o menos el siguiente:

7:30-8:00 Desayuno

8:00-9:00 Preparación y entrega de la comida (encuentro en la cocina de los animales).

09:00-12:00 Limpieza y mejora de los recintos para animales.

12:00-13:30 Pausa para almorzar

13:30-15:00 Preparación y entrega de los alimentos (encuentro en la cocina de los animales).

15:00-16:00 Mejoras en los recintos para animales o proyectos especiales.

Después de las 4:00 de la tarde podrá relajarse, disfrutar de la piscina o ir a la ciudad a cenar.

También tendrá 1 día libre a la semana, para disfrutar de Manuel Antonio o Quepos.

Actividad 1: Alojamiento y limpieza

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Su principal actividad como voluntario será proporcionar cuidados a los animales de la reserva.

Tenemos que asegurarnos de que se proporcionan las libertades básicas del bienestar animal.

### CINCO LIBERTADES DEL BIENESTAR ANIMAL:

1. Estar libre de hambre o sed, teniendo fácil acceso a agua fresca y a una dieta para mantener su plena salud y vigor.
2. Estar libre de molestias, proporcionando un entorno adecuado que incluya un refugio y una zona de descanso confortable.
3. Estar libre de dolor, lesiones o enfermedades mediante la prevención o el diagnóstico y tratamiento rápidos.
4. Libertad para expresar un comportamiento normal, proporcionando espacio suficiente, instalaciones adecuadas y compañía de la propia especie del animal.
5. Libertad para no tener miedo ni angustia, garantizando condiciones y tratamiento que eviten el sufrimiento mental.

Todo animal necesita vivir en un entorno sano y limpio. Su hogar es su recinto y su caja escondite es su cama. Nuestros animales son activos y necesitan una jaula lo suficientemente grande para que puedan saltar y jugar, también estímulos para mantener el interés. Nuestras jaulas tienen plantas vivas, ramas muertas, columpios de bambú, postes, 7 cuerdas, hamacas, etc. También tienen al menos una caja de escondite, una plataforma vacía y una plataforma de comida.

Los animales silvestres en cautividad exigen mucha de nuestra atención y si no les damos lo que necesitan, encontrarán formas de hacernos saber que no estamos satisfaciendo sus necesidades.

Los patrones de comportamiento anormal y el comportamiento destructivo son el resultado del

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estrés y/o el aburrimiento. Los animales en cautividad tienen mucho tiempo libre, y si no se les proporciona una salida para toda esa energía e intelecto, pueden recurrir a patrones de comportamiento destructivos. Depende de nosotros proporcionarles actividades nuevas, entretenidas y desafiantes para que ocupen todo su tiempo libre. A esto se le llama mejora.

En general, su trabajo consiste en mantener la jaula ordenada, libre de elementos potencialmente peligrosos, higiénica y confortable. Como voluntario, ayudará a un cuidador de animales a limpiar los recintos y a buscar ramas y hojas para mejorar su condición.

### ACTIVIDAD 2: Preparar la comida para los animales

Esta será una de sus principales actividades como voluntario, y participará en la alimentación de la mañana y de la tarde. Los animales en cautividad dependen de sus cuidadores para que les proporcionen una dieta completa, sana e interesante. Debido a su gran inteligencia, los monos necesitan un plan de comidas variado y rotativo que estimule su curiosidad e intelecto y evite el aburrimiento.

Con la ayuda de un cuidador del zoo o de un pasante, recogerá, preparará y cocinará determinados alimentos en la cocina de los animales y los llevará a la reserva. Esto implicará cortar frutas y verduras en diferentes tamaños para los distintos animales. Una vez preparada la comida, acompañará al cuidador de animales a la reserva y ayudará a alimentar a los animales.

### ACTIVIDAD 3: Distribuir la comida a los animales

Los animales en cautividad también dependen de que sus cuidadores les proporcionen comida. Dado que están motivados por la comida, y que ésta suele ser un momento positivo, normalmente se centrarán en ella y no en usted. Incluso puede que le miren con alegría y agradecimiento, PERO también existe la posibilidad de que le consideren una amenaza, un

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intruso o un visitante negativo. Debe ser cauteloso y sensible con su enfoque, ya que va a interactuar y entregar su alimento para el día.

Acompañará a un cuidador de animales en la reserva y distribuirá comida y agua a los animales.

Es importante seguir las instrucciones del cuidador de animales, ya que tiene en cuenta su seguridad y conoce el comportamiento general de cada animal.

Instrucciones generales para cada especie del santuario:

**Pájaros:** Entre y cierre la puerta detrás de usted. Vigile la cabeza por si hay ramas o algún pájaro que quiera picotear. Asegúrese de que hay un recipiente distinto para cada pájaro y de que están colgados separados unos de otros, idealmente cerca de un buen lugar para posarse y fuera de la lluvia. Esté atento y notifique cualquier accidente o lesión grave de los pájaros en vuelo o en las peleas.

**Titíes y tamarinos:** Entre rápidamente y cierre la puerta detrás de usted o pase los platos de comida rápidamente a través de la puerta abierta hacia la plataforma (mientras los vigila cuidadosamente). Esté atento e informe de cualquier pelea grave.

**\*Kinkajous:** Sólo reciben comida por la tarde. Pase los platos de comida a la plataforma rápidamente, mientras vigila la puerta. Si los kinkajous están despiertos y fuera o cerca de la puerta, busque ayuda.

**Monos Ardilla:** Asegúrese de que todos están fuera de la jaula de turno. Cierre con cuidado la ventana de paso y asegúrese de que está bien sujeta, dejando que usted o su compañero vigilen cuidadosamente la palanca. No permita que traten de hurgar o agarrarse a usted. La manguera debe ser accesible. Coloque las placas en las plataformas, cierre la puerta, asegure los pestillos y vuelva a abrir la ventana de paso.

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Capuchinos: Asegúrese de que todos están fuera de la jaula de turno. Cierre con cuidado la ventana de paso y asegúrese de que está bien sujeta, dejando que usted o su compañero vigilen cuidadosamente la palanca. No permita que traten de hurgar o agarrarse a usted. La manguera debe ser accesible. Abra la puerta principal de la jaula de cambio y sujete las cazoletas a los mosquetones. Cierre la puerta, asegure ambos pestillos y vuelva a abrir la ventana de paso. Asegúrese de que no hay nada cerca del exterior de la jaula que puedan alcanzar.

Monos araña: Asegúrese de que están fuera de la jaula de turno. Cierre la ventana de paso. Compruebe dos veces que está cerrada con llave. Una persona debe vigilar la palanca mientras la otra pone la comida en los cuencos de la jaula de turno. Cierre la puerta y vuelva a abrir la ventana de paso. Asegúrese de mantener la distancia cuando pase junto a ellos en la jaula.

Siga las indicaciones del personal de la reserva para cualquier otro animal que no figure en esta lista.

## ACTIVIDAD 4: Chequeo de salud

### Descripción

Los animales salvajes también enferman, pero están diseñados para enmascararlo. Los depredadores y los congéneres pueden atacar en el momento en que ven un animal débil. Por lo tanto, es más difícil ver los signos de enfermedad y es muy importante saber qué buscar. Detectar la enfermedad antes que después puede salvar la vida. Por favor, tómese un par de minutos cada día para examinar a cada individuo. A medida que adquiera práctica le resultará más fácil porque empezará a aprender a diferenciar los comportamientos normales de los anormales.

Estas son las cosas más básicas que hay que observar:

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- En general un animal sano es brillante, está en alerta y es activo (tenga en cuenta si son diurnos o nocturnos).
- No deben estar aletargados, débiles o sin apetito.
- Si están bien hidratados, el interior de su boca debe estar rosado y húmedo.
- Los animales en crecimiento deben ganar peso cada día. Los adultos sanos deben mantener su peso.
- Sus heces están bien formadas, no son líquidas ni tienen sangre. Sin embargo, algunos alimentos pueden alterar el color.
- Los animales salvajes son curiosos y atentos. Tienen el reflejo de huir o atacar en caso de agresión.
- Los siguientes son signos de enfermedad
  - o Secreción de los ojos o de la nariz
  - o Estornudos o tos
  - o Diarrea o heces blandas
  - o Vómitos
  - o Hinchazón
  - o Cojera
  - o Parásitos en su pelaje o cuerpo
  - o Debilidad o Falta de apetito

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o Heridas

**\*\* Si observa uno de estos signos, notifique inmediatamente al administrador de la reserva, al veterinario o al zoólogo.\*\***

### ACTIVIDAD 5: Observación del comportamiento de los animales

Cuando los animales son trasladados a un recinto diferente, son presentados a otros animales o han mostrado un comportamiento preocupante, se pedirá a los voluntarios que realicen observaciones a los animales.

**DESCRIBIR UN COMPORTAMIENTO:** Las dos formas principales en que se describen los comportamientos son en términos de estructura o de consecuencias.

**Estructura:** ¿Qué aspecto (o sonido, u olor) tiene el comportamiento? ¿Cómo se coloca el animal y qué movimientos realiza? Si hubiera construido una versión robótica del animal, ¿qué instrucciones serían necesarias para que ejecutara los movimientos del comportamiento?

**Consecuencias:** ¿Qué efecto tiene el comportamiento? Esto puede incluir efectos sobre el sujeto animal, otro animal o el entorno. Algunos ejemplos de descripción de un comportamiento en términos de consecuencias son "alimentarse", "una exhibición de amenaza" o "recogiendo néctar".

**ETOGRAMA:** Un etograma es una descripción de los principales tipos de comportamiento de una especie determinada. Desglosa el comportamiento en categorías y proporciona una descripción para cada categoría. Esto es útil tanto para comprender el repertorio conductual de una especie como para facilitar el registro de los comportamientos. Dado que el comportamiento

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de un animal es naturalmente un flujo continuo de un evento o estado a otro, dividirlo en categorías permite al investigador hacer mediciones y comparaciones.

### Proyecto potencial: TAREA DE OBSERVACIÓN A ANIMALES

**RESUMEN:** Se le asignará un animal para que lo observe. Tiene que tomar notas sobre su comportamiento y preguntarse si tiene una buena calidad de vida y qué se puede hacer para mejorarla.

**INSTRUCCIONES PARA LAS OBSERVACIONES:** Observe al animal (o animales) y tome notas sobre su comportamiento durante al menos 1 hora.

Debe permanecer fuera del recinto en la medida de lo posible (tiene que poder ver). Dele a los animales 5-10 minutos para que se adapten al hecho de que usted está allí y deje que se comporten normalmente (como si no estuviera ahí). Ponga en marcha su reloj.

Utilizará un método de muestreo de animales focales con la ayuda de un etograma, lo que significa que utilizará una clave de etograma y una tabla para registrar los eventos. Hará un estudio descriptivo del comportamiento basado en las consecuencias y la relación espacial. Por lo tanto, registrará los eventos (acciones) y el lugar en el que se realizaron.

Una vez que los animales se hayan adaptado al hecho de que los está observando y no haya distracciones humanas, tomará cada 2 minutos una fotografía del animal (en su mente).

Describirá la acción que estaba haciendo y el lugar donde la estaba haciendo en su ficha, según el cuadro de claves. Repita cada dos minutos.

Es muy importante ser coherente. Los etogramas deben hacerse al mismo animal, a la misma hora y en el mismo lugar siempre. Las acciones registradas deben ser las realizadas en los

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intervalos de 2 minutos; las demás acciones no se registran. Si una acción no está en el gráfico clave y cree que es una acción relevante en la vida del animal, entonces inclúyala. Lo mismo ocurre con el lugar, inclúyalo si no está en la tabla proporcionada.

Analice sus resultados. Compare lo que es normal y lo que no lo es. ¿Qué falta en la vida de este animal y qué se puede hacer para mejorar su calidad de vida? Siguiendo el paso: hágalo. ¿Más mejoras? ¿Más escondites? ¿Más árboles? ¿Mejorar los lugares de alimentación? ¿Más interacciones entre compañeros? etc.

A continuación, continúe con sus observaciones y etogramas y evalúe si las mejoras realizadas realmente ayudaron a promover lo que usted quería.

Presente sus resultados. Por favor, bríndenos un informe escrito y/o una presentación. Sus notas deben incluir:

1. Fecha y hora
2. Lugar donde observó al animal
3. Descripción del animal observado (nombre, breve resumen de la historia)
4. Descripción del entorno social del animal (¿Solo? ¿Con otro individuo? ¿Quién?)
5. Sus observaciones de comportamiento. Las acciones y los lugares observados y registrados. Cuente el número de veces que se realizó cada acción frente al total para obtener un porcentaje.

Por ejemplo: Romeo pasó el 30% de su tiempo buscando comida, el 40% acicalándose, el 20% jugando con Halle y el 10% descansando. Como no es normal que un mono tití pase tanto tiempo acicalándose, decidí mejorar su jaula y fomentar el juego entre ellos y la exploración. Una vez

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realizadas las mejoras, Romeo pasaba el 40% de su tiempo buscando y explorando, el 15% acicalándose, el 35% jugando con Halle y el 10% descansando.

1. Denos recomendaciones para el futuro de este animal.
2. Haga una breve descripción de la personalidad de este animal para que otros voluntarios y turistas que lo visiten sepan que cada animal es un individuo.
3. Describa cualquier problema o desafío que haya tenido al observar al animal.
4. Si tiene alguna idea sobre posibles proyectos de mejora o investigación, hable con el personal.

## SU SEGURIDAD

Como voluntario de KSTR, su seguridad es nuestra mayor preocupación. Trabajar con animales no domésticos presenta desafíos únicos. Las siguientes reglas y directrices se establecen para minimizar los riesgos de la manipulación de animales salvajes en los trópicos. Es esencial que estas reglas sean consideradas como una lista mínima de TODOS los posibles peligros. Cada persona debe utilizar el sentido común y responder a cada circunstancia con la debida precaución. Usted es la clave para una experiencia segura y exitosa con nosotros.

Antes de ser voluntario en el santuario KSTR los voluntarios DEBEN TENER:

- La vacuna antitetánica es OBLIGATORIA (se necesita una prueba antes de la llegada).
- La vacuna contra la gripe es OBLIGATORIA hasta nuevo aviso.
- La prueba de la tuberculosis no es obligatoria pero se recomienda.
- Tener un seguro médico/de viaje internacional.

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-Háganos saber si es portador del virus del herpes simple (si tiene herpes labial), esto es porque si tiene un herpes labial activo no puede entrar en contacto con ninguno de nuestros primates, ya que este virus puede transmitírseles y puede ser mortal.

### Preocupación por la salud de los voluntarios

Aunque los animales de la reserva se someten a exámenes físicos y fecales semestrales, pueden enfermar. La transmisión puede producirse a través del aire, la comida, el agua, el contacto con otros animales o personas, o los fómites (microbios transportados en los zapatos, el nuevo dispositivo de mejora, etc.). Asegúrese de no tocarlos y lávese bien las manos después de haber estado en su jaula.

Los humanos pueden transmitir enfermedades a los monos. Si siente algún síntoma de enfermedad, manténgase alejado de los animales silvestres hasta que se sienta completamente mejor. Los humanos con infecciones virales no pueden trabajar con los monos, aunque no presenten síntomas del virus. El sarampión y el virus del herpes simple (el virus que causa el herpes labial) pueden ser mortales para los monos. Las personas con alguna enfermedad inmunodepresora son más susceptibles de contraer cualquier enfermedad, por lo que debe tener más cuidado al trabajar con la fauna salvaje.

Si usted enferma durante su tiempo de voluntariado, informe a su Coordinador de Voluntarios, que consultará con el veterinario, ya que muchas enfermedades pueden transmitirse a los animales y perjudicarlos. Se buscarán actividades alternativas para usted. Si permanece contagioso y enfermo durante varios días, se le pedirá que visite al médico. Su privacidad es importante, pero también lo es la seguridad de todos.

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\*\*Por favor, infórmenos sobre cualquier condición como diabetes, epilepsia, etc. y cómo podemos ayudar en caso de emergencia.

Disponemos de un botiquín de emergencia para personas, situado en el restaurante, pero es esencial que porte sus propios medicamentos, en caso de que sufra alguna enfermedad.

## PARA OBTENER INFORMACIÓN ACTUALIZADA SOBRE SALUD Y SEGURIDAD EN RELACIÓN CON COVID-19, PÓNGASE EN CONTACTO CON EL COORDINADOR DE VOLUNTARIOS

### Normas y reglamentos generales

-No beber alcohol durante las horas de trabajo. No se permite el consumo de alcohol (abierto o no) en las instalaciones de ningún departamento.

-No se puede fumar en los edificios ni en las instalaciones, sólo en las zonas designadas para ello.

-No se permite el consumo de drogas en la propiedad (incluido el cannabis).

-No se tolera ningún tipo de acoso sexual.

-No se permite la entrada de invitados externos sin el consentimiento del personal directo.

-Llevar zapatos cerrados y pantalones largos cuando se encuentre en la reserva.

-No se puede merodear ni socializar en las instalaciones fuera del horario de trabajo.

-No se puede escuchar música donde haya animales: reserva, clínica, rehabilitación y guardería.

-No tomar fotos ni vídeos a los animales del centro de rescate.

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- No tocar ni acariciar a los animales, especialmente a los del centro de rescate.
- Las preocupaciones u observaciones relacionadas con el trabajo deben ser discutidas primero con el Jefe de Departamento. Cualquier preocupación personal/social debe ser discutida con el Coordinador de Voluntarios.
- Los días libres deben ser coordinados con el Jefe de Personal (su supervisor directo).
- Si no se siente bien, por favor no se acerque a los animales y avise al Coordinador de Voluntarios para que encuentre a alguien que cubra sus turnos.
- No tener contacto con ningún primate si tienes herpes simplex positivo durante el tiempo de un brote.
- Ser respetuoso con los huéspedes de BBI (Blue Banyan Inn) y con los demás voluntarios. Después de las 10 de la noche no habrá música alta, gritos o ruidos fuertes de cualquier tipo. Debido a la pandemia de COVID-19, las siguientes normas adicionales están en vigor hasta nuevo aviso:
  - Las máscaras deben ser usadas mientras se trabaja o se socializa con otras personas.
  - Lavado de manos frecuente y los protocolos sanitarios deben ser seguidos.
  - Toque de queda a las 9 de la noche.
  - Los días de descanso no se puede ir a bares, discotecas o zonas públicas concurridas.
  - Cuando llegue, es posible que tenga que pasar sus primeros 14 días en cuarentena, dependiendo de la normativa vigente del Ministerio de Salud, e informar inmediatamente de cualquier síntoma.

## ANALYSIS AND TRANSLATION

Todos los voluntarios deben cumplir las normas y se exponen a ser despedidos del lugar si no las cumplen.

## NORMAS SOBRE EL TRABAJO CON LA VIDA SILVESTRE

Los animales salvajes de la reserva han demostrado que carecen de las habilidades o la capacidad física para sobrevivir por sí mismos en la naturaleza, y por su propia seguridad y bienestar deben mantenerse en cautividad. Legalmente, no podemos tenerlos sueltos ni en otro lugar que no sea su recinto. Si observa que un animal está enfermo o actúa de forma anormal, comuníquelo inmediatamente al veterinario para que podamos revisarlo y rehabilitarlo. Podemos sacarlo del recinto y traerlo a la clínica.

1. No entre solo o sola en la reserva ni permita que otros entren sin permiso. Trabajaré allí diariamente, pero no puede entrar fuera del horario de trabajo o sin la supervisión de un profesional de la fauna.
2. No se permite acariciar a los animales. Esto es peligroso para la persona y para el animal, es una falta de respeto y además es ilegal.
3. No entre en la clínica o al centro de rescate sin la aprobación del veterinario. Los animales deben tener muy poco contacto.
4. Se pueden tomar fotos desde fuera de la jaula sin flash.
5. Deje los teléfonos móviles, los dispositivos de escucha personales y las cámaras fuera de los recintos. Se deben minimizar las voces y otros ruidos.
6. Recójase el pelo largo y quítese todos los accesorios y joyas. Esto podría causar lesiones y también podría animar a los animales a subirse a usted (lo que debe evitarse).

## ANALYSIS AND TRANSLATION

7. No debemos dirigirnos a los monos como personas, "mis bebés" o como mascotas. Son animales salvajes y deben ser tratados como tales. No queremos fomentar el trato como mascotas.
8. No fume ni beba mientras hace su trabajo.
9. Nunca deben utilizarse productos químicos con olores fuertes (limpiadores, desinfectantes o detergentes) dentro de las jaulas, ni en los objetos que vaya a colocar en ellas.
10. Absténgase de usar repelentes de insectos con olores fuertes; así como fragancias o productos de higiene personal perfumados. Muchos animales, especialmente los mamíferos, tienen un sentido del olfato muy desarrollado. Los olores podrían distraer, ser desagradables o iniciar un comportamiento no deseado.
11. Si siente algún síntoma de enfermedad, manténgase alejado de los animales salvajes hasta que se sienta completamente mejor, ya que puede transmitirles la enfermedad. Notifique al Coordinador de Voluntarios para que cubra sus turnos.
12. Lávese las manos antes, entre las jaulas y al terminar su tarea. Lave también la ropa y los zapatos como corresponde.
13. Use zapatos cerrados, como zapatos de excursión, zapatos de tenis o botas de goma. No use sandalias. Se recomienda llevar pantalones largos.

## PROTOCOLOS PARA PREVENIR LAS MORDEDURAS Y FUGAS

Recuerde que cuando entra en la jaula de un animal, es esencialmente un visitante en su casa. Sea respetuoso con el espacio del animal y esté atento a su lenguaje corporal y vocalización. Estos animales están acostumbrados a los humanos y, en general, su primer instinto no será pelear, sino que sentirán curiosidad por usted. Son individuos y su comportamiento puede

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cambiar rápidamente de un momento a otro. Recuerde, ¡todos los animales salvajes muerden!

Las hembras en celo o con crías y los machos en época de cría pueden ser más agresivos.

Acérquese siempre a todos los animales como si esperara que sean agresivos.

Siga estas reglas antes de entrar o acercarse a las jaulas:

1. No vaya solo o sola a la reserva. Vaya siempre con un compañero experimentado.
2. Lleve un walkie-talkie con usted. Mantenga la calma y la confianza.
3. Cuente e identifique la ubicación de los animales y asegúrese de que están alejados de la puerta.
4. Al entrar en las jaulas con animales más pequeños, una persona puede entrar y la otra puede vigilar desde fuera preparada para ayudar, si es necesario.
5. Al entrar en jaulas con animales más grandes, utilice con cuidado la jaula de turno, asegurándose de que está bien sujeta.
6. Entre y salga lo más rápido posible, utilizando movimientos silenciosos, lentos y eficientes. Asegúrese de que la puerta esté asegurada en todo momento y cierre detrás de usted al salir. Compruebe dos veces las cerraduras.
7. Evite el contacto visual prolongado, los ruidos fuertes, los movimientos bruscos o las sonrisas de modo que muestra su boca o dientes.
8. No deje que los monos salten sobre usted. Si ocurre, intente animarlos suavemente a subirse a una rama colocándose cerca de ella.
9. No deje que un mono le tire del pelo, le pegue o le arañe, desde dentro o alcanzando la jaula. Cuando sea posible, aléjese, dele la espalda o rocíe con agua, si es necesario, para disuadirlo.

Si un animal se pone agresivo:

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1. Intenta crear o mantener una buena distancia.
2. Intente salir de la jaula de inmediato.
3. Haga que su compañero utilice la manguera y rocíe agua entre usted y el animal.

Si le muerden o le atacan de alguna manera:

1. Su compañero debe utilizar la manguera de agua.
2. Llame inmediatamente al director de la reserva, al veterinario o al cuidador del zoo para que puedan retirar al animal. Ellos están capacitados y son las mejores personas para evaluar y manejar la situación.

Si un animal se escapa:

1. Aléjese del animal
2. Utilice su walkie-talkie para pedir ayuda a un miembro del personal de KSTR.
3. Mientras espera, no pierda de vista al animal pero mantenga una distancia prudencial.
4. Intentaremos atraer al animal de vuelta a la jaula con comida.
5. Si es necesario, se puede agarrar al animal con guantes, toallas, mantas, redes o una trampa.

\*No intente hacerlo usted mismo, ¡ya que son muy rápidos y muerden!

## Terremotos

Costa Rica experimenta muchos terremotos, aunque la mayoría de ellos son pequeños. Aun así, si no está acostumbrado a ello, puede ser alarmante. Consulte la hoja de evacuación de terremotos del centro de voluntarios, en caso de que se produzca uno.

## El clima

## ANALYSIS AND TRANSLATION

Las tormentas eléctricas pueden ser frecuentes y severas, especialmente durante la temporada de lluvias (de abril a noviembre). Si se oyen relámpagos, es mejor permanecer en el interior y evitar las zonas abiertas. Encontraremos actividades de interior para hacer durante una tormenta.

### Serpientes

Debido a nuestra ubicación en la selva tropical, a veces tendremos serpientes salvajes en la propiedad. La mayoría de ellas son inofensivas, pero algunas especies son venenosas, incluso mortales.

-Mire donde pisa, y nunca ponga las manos donde no pueda ver.

-Lleve siempre una linterna o antorcha por la noche.

-Lleve calzado cerrado por la noche.

-Informe a un miembro del personal de cualquier avistamiento de serpientes.

-Nunca intente acercarse o tocar una serpiente, aunque crea conocer la especie.

-Informe inmediatamente de cualquier mordedura. LE DARÁN TRATAMIENTO, ya que tenemos un plan para ello, pero es mejor no esperar.

Para más información hable con el Coordinador de Voluntarios.

### Lista de equipaje de los voluntarios

Temporada húmeda (De abril a noviembre):

Chaqueta ligera para la lluvia

Sudadera ligera

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Zapatos impermeables con buena tracción.

Botas de lluvia (¡O tenemos unas aquí que le pueden prestar!)

Sandalías

Múltiples prendas que no le importe ensuciar (pantalones largos para trabajar)

Múltiples calcetines (¡Se mojarán!)

Un par de conjuntos bonitos para ir a la ciudad

Pantalones largos y camisa ligeros (para evitar las picaduras de mosquitos por la noche)

Traje de baño

Repelente para insectos

Bloqueador solar

Lámpara de cabeza o linterna

Botella de agua reutilizable

Entretenimiento (tableta, libro, ordenador, etc.)

Una tarjeta de débito o crédito que funcione en el extranjero, y dinero en efectivo (por si acaso).

Productos femeninos (¡Aquí son muy caros!)

\*\* Cualquier artículo de aseo especial sin el que no pueda vivir\*\*.

Temporada seca (De diciembre a marzo):

Varias prendas que no le importe ensuciar (pantalones largos para trabajar).

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Zapatos cómodos (zapatillas de deporte o botas).

Sandalias

Un par de conjuntos bonitos para ir a la ciudad

Traje de baño

Repelente para insectos y bloqueador solar

Lámpara de cabeza o linterna

Botella de agua reutilizable

Entretenimiento (tableta, libro, ordenador, etc.)

Una tarjeta de débito o crédito que funcione en el extranjero, y dinero en efectivo (por si acaso).

Productos femeninos (¡Aquí son muy caros!)

\*\* Cualquier artículo de aseo especial sin el que no pueda vivir\*\*.

\*\*Si olvida algo, debe ser enviado en un sobre manila a:

KSTR, Costa Rica

Apartado postal 297-6350

Quepos, Costa Rica 60601

506-4070-0340

#### **4.2. Translation from Spanish into English**

Welcome To The Course Reconnecting With My Teenager

## ANALYSIS AND TRANSLATION

Congratulations on your decision to invest time and dedication in your growing process as a mother of a teenager. We thank you for trusting us to help you do so.

We know raising teenagers is a beautiful and challenging task. That is why we have designed this course with mothers in mind.

In the following lessons you:

Will identify causes that can lead to a lack of connection between parents and their teenagers.

Will learn the keys to staying in touch with teenagers, which will also help you reconnect with them.

Will learn practical ways to build and sustain a lasting bond with your teenagers.

Mothers can feel separated from their teenagers when they lack common topics of conversation, when we do not know what they do during their free time, when we do not know what they like, and when we find it difficult to show them how much we love them.

In addition, the age gap and the difference in personal interests can lead to emotional distancing from our children.

On top of this, we can add the presence of circumstances that function more like switches that hinder reconnection.

The good news is that us mothers can recognize the key attitudes to emotionally reconnect with our teenagers. We can learn to treat them according to these keys and make wise and courageous decisions to make them feel loved and respected. In this way, healthy communication channels will be opened to foster a successful reconnection.

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To get the most out of the course, take time to: watch the video lessons, review the lesson summaries, and do the recommended exercises at the end of each lesson. Take notes that you can use while in the counseling, psychology support, or coaching session included in the course.

We are convinced that the content of this course, with the practical actions and suggestions for their implementation, will help you in your intention to reconnect with your teenager.

Ana Leonor Jiménez

Director of Focus on the Family Costa Rica

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## ANALYSIS AND TRANSLATION

### A Personal Strategy For Reconnecting With My Child

#### Lesson 1

#### Why Did I Disconnect From My Child?

#### Lesson 1

#### Why Did I Disconnect From My Child?

Lesson Summary: The bond between a mother and her child is built from the very beginning of life. From the moment of conception; from the instant we know there is a little person growing in our womb and we feel them moving.

#### From Birth to Adolescence: The Development of Independence

During the first 9 months of life, we carry our son or daughter with us everywhere. We are their refuge and source of nourishment. But beyond a simple organic relationship, a deep emotional connection begins: they can hear our heart, recognize our voice, and all our emotions affect them as well.

We can talk, sing, or tell them stories at any time and we receive a little kick or a movement in response that lets us know that they are listening to us. This is the beginning of a relationship that is difficult to explain and understand.

After birth, the situation changes, and the way we relate to them changes as well. They are no longer with us all time and we got a person to care for, to love, and we want to train them in every possible level.

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We begin the process of instilling in them everything we consider to be important. From greeting others to making sure they eat healthy foods, soccer or gymnastics, piano or violin lessons, we choose the best possible options we can provide them with.

However, our occupations, work, or the patterns we have learned might make us believe that bringing them home from school or training, asking, "how was school today?" or, "did you eat your snack?", and a family outing once in a while is enough to keep us close to our children, to their heart. But this is not enough to keep strong that connection that brought us together in the beginning.

Time flies, before we know it our children become teenagers, and sometimes, it becomes evident that the close bond we once had has weakened. We feel them as strangers, far from their hearts, and disconnected.

### Disconnection in Adolescence: Life Differences

Some signs that we feel disconnected from our teenagers are:

A) No common topics of conversation

Their topics and ours are not the same. They seem to speak a different language and we have a hard time understanding each other. It is as if that communication wire between us is broken and we don't know when and how it happened.

B) We do not know what they do during their free time

Their hobbies are unknown to us and we do not know exactly who his/her friends are or we do not know them as well as we would like to.

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Now our teenager is constantly very busy doing his/her own thing and we hardly spend any time together anymore.

C) We do not know what they like or we cannot understand why they like something

We find the names of their favorite singers unfamiliar, we do not recognize the faces of the actors they follow, and we are unaware of the social networks they use. It feels like living in parallel worlds.

D) We do not know how to communicate how much we love them: We find it difficult to show affection

Surely, this is the main and most painful sign of disconnection with our teenagers. When we feel so distanced that we perceive rejection of our hugs, caresses, or flattering words.

1. Do you remember the first time you felt a connection with your son or daughter? What was the experience like? What expectations, fears, and questions did you experience at that time?
2. How has your relationship with your son or daughter changed over the years? Can you notice the different stages through which the relationship has gone?
3. At what time or circumstance did you notice that you and your son or daughter were disconnected? What signs did you observe?
4. Write a letter of thanksgiving to God for the stages of your son's or daughter's childhood. And write a prayer about his or her present and future.

## Lesson 2

## Disconnectors and How They Affect Children's Lives

## ANALYSIS AND TRANSLATION

### Lesson 2

#### Disconnectors and How They Affect Children's Lives

Lesson Summary: We have identified two keywords to understand the emotional and relational disconnection that can be experienced with a teenage son or daughter. These words are distance and switchers.

#### The Natural Distance Between Parents and Children

As our children grow older, there is a natural distancing that adds to the disconnection. This is not negative; rather, it is necessary for our children's development.

This has to do with the independence they are gradually gaining in different areas. In this sense, a parent's task is to empower their children while remaining attentive to their development. This way, the parents let them know that they have a safe place to return to after each growing experience.

Natural distance is built from:

A) The advancement of age

As we saw in the previous lesson, an infant is much more dependent on his or her parents than a teenager. The bond changes dramatically from birth and as children successfully advance through each stage of their growth.

B) Friends

Us parents tend to spend more time playing with and caring for our younger children than we do with our teenagers. For this reason, our young children see us as their playmates and the ones

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they want to spend time with. But as they get older and go to school, their classmates take over as playmates as well.

By adolescence, it is common for teenagers to have a group of friends with whom they literally spend their lives. The exploration and new experiences of youth are lived with their peers.

For different reasons, parents are relegated to a different kind of relationship. This is a good thing and as parents will do well if we understand it because at this stage our children need different references to help them form their identity. This is why friends, outside the family, are so important in adolescence.

### C) Daily activities

Our children are more independent during adolescence than they were during childhood. This makes it easier for them and us to manage different agendas. We agree, but we live at different paces.

Our priorities are different; so are our interests. This is not a bad thing at all; rather, it is good for everyone at home. But if we neglect each other, our lives can become so different that we do not find space to live together as a family.

We need to make the most of and enjoy every stage of ours' and our children's lives. Without being so far apart that we practically only share a place to sleep.

It is the parent's responsibility to create joint agendas and spaces dedicated exclusively to family togetherness.

### D) The developmental stage

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Adolescence is a developmental stage that has its own particularities. It is not by chance that it frightens so many parents. This fear is not unfounded.

We have seen other parents suffer and enjoy their children's adolescence. However, the truth is that parents will continue to be the most important people in the development of teenagers.

Approaching our children's adolescence with a proactive attitude will be very helpful to them and to us.

If your children are about to enter adolescence, dedicate yourself to learning about this wonderful stage. Be intentional about studying and finding resources.

### Disconnect Switches

Natural distancing provides our children with confidence and tools for life. However, if we are careless, this distancing can become unhealthy if it is combined with some of the switches that we will explain below. In addition to an erratic intervention on our part.

#### 1. Third-Party conflicts

There are conflicts that can increase disconnection among our teenagers. Particularly conflicts between parents. These conflicts are not with the children, but between marriages. It would be ideal if our marriage problems did not affect our children, but this is not the case. They are the first to be affected by marital conflicts. They are not part of the marriage, and marriage is their parents' business.

However, what happens to the parents impacts them deeply. So that when parents fight, separate, or divorce there tends to appear a kind of greater separation between one parent. When children evaluate the conflict between their parents, feelings and emotions that are difficult to handle

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appear. Such as guilt or resentment. In these cases, distancing becomes a kind of defense mechanism.

### 2. Life crises

During adolescence, children move from concrete to abstract thinking. It is as if the world opens up before their eyes, and people, behaviors, and circumstances take on forms and meanings they did not have before.

This leads to appreciating some events as essential for their identity, their emotions, and their lives. Losses are events that are not easily overcome during adolescence. Issues such as their parents losing their jobs, changing schools, the death of a pet, and breaking up with someone they love, can be understood by a teenager as a life crisis.

If we as parents do not understand that intensity and we mock or react without empathy, our children may feel hurt and belittled, which will add to a distancing caused by the pain inflicted by the parents themselves.

Melissa Madrigal is a Psychologist and explains how life crises affect our teenagers.

### 3. The influence of significant others

The peer group and romantic relationships become more important to our children as they become teenagers. The need to belong and feel valuable to their peers gets intense at this stage.

That is why it is so dangerous for children to become negatively attached to people who do not add positive elements to their interactions. As parents, we must learn assertiveness and wisdom to guide our children in making all kinds of decisions, especially when it comes to who they relate with. We need to act with balance and with God's guidance to point the way and warn our

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children about potential risks. Praying for God to place well-meaning people in our children's lives should be a daily practice.

#### 4. Neglecting our children

Unfortunately, the main reason for disconnection with adolescent children is the negligence with which parents treat their emotional and affective relationship with their children. If we neglect the relationship and do not act decisively to care for, guide, and love them, the result will be disconnection. If you are reading this, it is because you want to maintain or rebuild the connection with your teenagers.

Neglect is letting go of any destructive behavior and attitude in our children. Whether it is neglecting their health, their studies, or their bonds with other people. We as parents are called by God to be our children's guides and references. We cannot take our relationship with them for granted. They need parents who care about them, who spend quality time with them, and who express love in relevant and meaningful ways.

1. Identify what positive causes have created a healthy disconnection between you and your son or daughter.
2. How independent and self-confident do you consider your son or daughter to be?
3. In what ways have the coexistence rules at home changed or do they need to change now that your son or daughter is a teenager?
4. Review the switches. Have any of them been present in your son's or daughter's disconnection process? Describe how this switch has been present and the ways in which you

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believe it has affected the relationship. If more than one switch is present, do the same exercise with each of them.

### Lesson 3

What you should not do when trying to reconnect with your teenager

### Lesson 3

What you should not do when trying to reconnect with your teenager

Lesson Summary: Reconnecting with our teenage son or daughter is possible. However, it is common for us to make some mistakes when we try to do so.

### Common Mistakes

#### A) Discipline without love

Discipline is not the same as punishment. Discipline is about helping children discover the truth and act in accordance with it.

Understanding that truth is made up of circumstances, actions, and rules. When we discipline with love, we teach them to behave appropriately according to the rules and circumstances.

On the other hand, punishment causes unwanted effects on thoughts and feelings level. When they are punished, they may feel fear because they are going to be hit or have something taken away that is valuable. They may feel intimidated. They may think they cannot get close to you.

They may feel unfairly treated, "Because mom did not see what happened before." At worst they may feel and think they are bad people. They will say, "I never do anything right. I'm bad."

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When instead of disciplining with love we punish, we produce what specialists call the 4 R's of punishment:

Resentment: "This is unfair, they don't understand me."

Revenge: "I'll get even, either on mom or my brother."

Rebelliousness: "I do the opposite of what they tell me." "I'm already grounded anyway."

We keep giving punishments and they keep engaging on the same behavior.

Withdrawal: "I'm bad and don't fit in with my family."

#### B) Forcing Relationship

Many mothers, with a genuine intention to care and provide for their children, get lost in the daily grind and forget to stop and enjoy them as they grow up.

When they realize the relationship is distant, they try to force it back. They try to fake a connection that does not exist.

Truth is connection cannot be forced. Mothers need to be mentally, emotionally, and physically present in their children's lives. They need to take time to connect with them, play, talk, and make them feel important.

Parenting expert Daniel Huerta has identified 07 fundamental elements to build a non-forced relationship with our children (although we mention them for mothers, they also apply to fathers):

It is important to emphasize that none of these elements can be developed in a healthy way through the use of force.

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## C) Manipulate

A mother's fundamental mission is to train her children to face life successfully. This requires a balance of love, respect, and limits. This process allows children to grow in discipline, which is the way to acquire autonomy, self-control, and socially appropriate behaviors to relate to others in an adequate manner.

Manipulation prevents this process of autonomy and self-control from developing successfully. Instead, it creates insecurity and resentment. Manipulation is an attempt to take away someone's free will and replace it with our own desires.

You as a mother cannot control your children's hearts or behavior. You can only control how you interact with them. But you must have the ability to respect and love them even if they do not always respond to what you expect of him or her.

Respect starts with consistent discipline. We start with the process of setting limits and explaining them clearly to define what behaviors are considered appropriate. This gives them a path toward responsibility, maturity, independence, and freedom.

When mothers use manipulation to try to reconnect with their adolescents, they may experience difficulties in their interpersonal relationships with adults.

They experience a sense of misunderstanding that often leads to an inability to follow instructions, rebelliousness, and resistance to authority. Behind this, there is an intense search for acceptance and security. In search of balance. Ana Leonor Jiménez shares practical advice on how to maintain a balance between protection and over-protection.

When we make mistakes

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What can we do if we realize we have made some of these mistakes?

1. What is the discipline strategy you use for your teenage son or daughter?
2. How much do you use punishment as a method of discipline? Have you noticed some of the 4 R's of punishment present in your son or daughter?
3. Do you need to implement any of the seven elements of parenting proposed by the specialist Daniel Huerta? Which one? How could you begin to implement them?
4. Have you made a mistake that you are aware of and need to ask your son or daughter for forgiveness? Can you write down a way in which you could ask for forgiveness to him/her?

Lesson 4

Keys to Reconnect

Lesson 4

Keys to Reconnect

Lesson Summary: Before taking practical actions for reconnection, it is necessary to understand the fundamental needs of adolescent children and build on them a solid foundation to achieve reconnection one step at a time. These three principles of need are love, respect, and communication.

Love to Reconnect With Your Teenager

A son or daughter who knows that is loved by their mother will be more willing to share what is going on in their life with her. When a child knows that their mother loves them, they feel valued

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and meaningful. They feel comfortable and confident with her and want to continue receiving that affection they enjoy.

But when a child does not feel loved and thinks that their mother does not value them, they tend to feel that has something wrong with themselves that makes their mother ashamed and not proud. If this happens, our teenagers will not want to listen to us or spend time with us.

When a mother loves her teenager, she listens to them carefully to try to understand what is in their heart, refrains from treating them violently, and apologizes when appropriate. But if the relationship is damaged, she will find showing and communicating love more complicated.

Some attitudes that express love and make it easier to show love back are:

- A fair handling of conflict: In which our children understand that they are more valuable than the topic or issue of the conflict.
- Actual interest in getting to know them: The constant search for spaces to ask questions and get to know the heart of our teenager.
- Training for adulthood: When our children know that we are preparing them for the future.
- Treat time together as an investment: By letting them know that our actions are for their enjoyment during their adolescence.
- Remind them of your love, say "I love you": Children should always listen to you saying it.

Respect to Reconnect With Your Teenager

## ANALYSIS AND TRANSLATION

To respect your teenager, is to be able to give them special attention and show the consideration they deserve as your son or daughter while expressing how valuable they are to you.

If you want to rebuild a healthy relationship with your teenager, you must show respect for their age. Respecting them is also recognizing that they are no longer a kid.

They are certainly not yet an adult, but they are not a toddler either. When you value their opinion and give them room to develop some independence, you are recognizing that your child is growing up.

This means you must show respect for their individuality. Your child is a person in their own right, who should be able to make their own decisions as much as possible. They need to know that their opinion and decision are valued at home.

The fact that their decisions are respected does not always mean that they can be put into practice. Respect for your teenager should go both ways. When you show respect, you teach them what it means.

In the same sense, your teenager needs to know that their personality is respected by you. This includes respecting their interests, tastes, and inclinations.

Si no If you disagree with something about his or her personality, you can let him or her know with respect. If you disrespect him/her by insulting or making fun of something, you lose the opportunity to explain your disagreement. Which will cause further conflict.

However, your teenager needs to know that although you respect him or her deeply, some behaviors will not be tolerated in your home. If you communicate this assertively, you will be showing respect.

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### Communication to Reconnect With Your Teenager

To rebuild your bond with your child, you need to learn to communicate with them. This means listening and understanding, as well as being heard and understood. Communicating is not the same as talking, much less yelling.

It is not enough to tell or inform. To communicate well both, sender and receiver, share the same codes and the same channel. Therefore, before making an attempt to communicate, you and your teenager need to know and recognize the communication styles you usually use and decide on those adjustments that will make it easier for you to understand each other and be understood.

Building simple agreements can be helpful to the process. Such as not yelling, not assuming, asking questions, and sharing truthfully. Effective communication with teenagers is proactive.

You cannot fall victim to reactive communication.

Your conversations must happen before big events, not just as a result of some event. Being proactive is about taking the initiative. This is up to you as a mother. It is up to you to plan and arrange the spaces to talk.

Of course, do not waste the precious occasions that life gives you to use them as educational moments with your children.

Communication with your teen should also be intentional. If you are going to have an important conversation with your son or daughter you must be clear about what you want to accomplish, what the goal will be, and what you are looking for with your teenager.

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This does not mean, by any means, manipulating the circumstances, but quite the opposite. It means being transparent with yourself and your teenager about what you are looking for. This will make your teenager feel respected and save you the noise that could distort your message.

To develop better communication with your teen:

### Self-care as Key

La Psychologist Melissa Madrigal shares some of her recommendations on the importance of self-care before attempting a reconnection process.

Rebuilding a relationship with a teenager is not an easy task, but it is the noblest one we can do for them. Our teenagers need us.

They need parents who love them, respect them, and communicate with them. If you build on these three elements, you will not only be drawing your children's hearts to you, but you will be leaving them with a legacy that will last a lifetime.

1. How difficult is it for you to express love to your teenage child?
2. When was the last time you said, "I love you" to your teenagers? If you have not done so in a long time, can you think of a simple, practical way to do it today?
3. Does your teenager know that you respect him or her even when you disagree? Can you identify which of your teenagers' matters, likes, dislikes, or thoughts you find most challenging to respect?
4. Evaluate yourself against the elements of good communication cited in the lesson. What are the top two that you need to implement in the short term?

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### Your Teenager's Communication Style

#### Lesson 5

### Your Teenager's Communication Style

Lesson Summary: Teenagers have a need to feel loved. Love languages can help you fill that need. In this regard, Dr. Gary Chapman wrote the book *The 5 Love Languages of Teenagers*. He proposes that each of our teenagers has a particular love language. If you as a mother discover your son or daughter's love language, you can use it to reconnect with him or her.

Many adolescents say they do not feel loved by their mothers and in many cases, not because their mothers do not love them but because they have not known how to communicate this effectively to their children. But when we fulfill our children's need for love, we give them security and that helps them to go through adolescence much better equipped, feeling supported and accompanied.

It may be that, as responsible mothers, we think about many things that we believe are important in the formation of our children, but our main task is to show them, unconditional love. A love that says, "I love you, I care about you, I am committed to you because you are my child. I will not always like what you do, but I will always love you and I will always care that you are well. I will always be here, doing what I think is best for you. I'm always going to love you no matter what."

Love Languages

Words of affirmation

Physical touch

## ANALYSIS AND TRANSLATION

Quality time

Acts of service

Gifts

Words of Affirmation

Physical Touch

For many children, this is what makes them feel loved. When they were little we would easily tell them, "Well done, what an artist you are, you built this all by yourself. You're so good", "You ride your bike so well, you sure are the fastest of your friends". Any achievement, no matter how small, we celebrated and that made them happy.

Teenagers, especially those who speak the language of words of affirmation, need to hear often from their mothers that they are proud of them. Not only for what they do, in other words, because they get good grades, or are good athletes. But also, their mothers recognize that they have become a smart, beautiful, noble, and dedicated teenager who likes to do things with excellence.

Tell them things like, "Love, I am so glad that you gave away something you like to make your friend happy, how generous you are", "Love, I am so glad that you are a gentleman, you treated that lady with respect, I congratulate you".

Recognize some of their character traits. Take every opportunity to acknowledge how well they did something. And of course, tell them that you love them. Be sure to tell them how much they mean to you.

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When we want to speak this language with our teenagers, we must be clear that we cannot do it the same way we did when they were children.

We must pay attention to a few factors to make sure that our message is received as we want it to be, as a display of affection. Those factors are:

A) When do we hug them or give them a physical touch?

Take into account their mood, because a lot depends on this the reaction we are going to have. If the child is in a bad mood, they will not be receptive to our caresses and we could make the situation worse.

But if they are sad, or feel vulnerable because of some situation they had (like a friend betraying them, or not paying attention to them) a hug or a touch on the back can mean a lot.

B) Where?

It is not the same as trying to hug them when they are with their friends as it is trying to hug them when they are at home.

Usually, when they are with his/her friends or peers it does not matter if they pat or hug them, but they are not going to like it at all if their mother comes over to celebrate the goal they just scored with a hug.

C) In what way?

Not all children like the same things. Some may enjoy having their hair touched and some may not. Your child may enjoy back rubs but others may not.

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Do not try to force them to like what you like or what you think is best. If you notice they do not like you touching his/her back, next time stroke their hair and see how they react. It is a bit of trial and error. Ask them what kind of touch makes them feel comfortable.

### Quality Time

It means giving full attention, without letting anything distract us. It is looking them in the eye and letting them know that at that moment there is nothing in the world that interests us more than being with them.

It is spending intentional time with them and really being interested in the things they are interested in.

In order to communicate effectively with this language we must be clear that it is about talking to them, not talking at them. As we did when they were little and we used to give them directions: brush your teeth, do your homework, pick up the laundry, etc. These are different things.

It is about asking and listening. It is about engaging in conversation. This is not the same as what we describe when we talk about words of affirmation, because with that language we are the ones talking. It is about learning to have a conversation.

Use quality activities. When you are at an important activity with your son or daughter, show interest in what they are doing, how they solved a problem, how they played the instrument, or whatever they are doing. Make comments that show you are paying attention.

You can use your creativity to create an environment for quality time. For example, take a hike in the mountains, a trip to the beach, go to a concert, to a game, or visit a city or place that is special to your child.

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Choose an activity that your child enjoys, not something you would like to do. Even if it means going out of your way to do it. It can be a short getaway for a day or a few hours, but just the two of you.

### Acts of Service

Every time we help our child with a school project and we do it with pleasure and in a good way, we speak love with our actions. When we serve food, when we take them somewhere they want or need to go we speak love.

But when I do it grumbling, or as if to get them off my back, they perceive it as they are a burden for us. That I do this or that just because I have no choice. Sometimes they end up distancing from us: They do not ask for help or for a ride. aprrer somebody's mother or father to take them. So they do not feel like they are being charged for everything that is done for them.

Now, when we speak this language, we must keep in mind that it is not about manipulating our children or letting them manipulate us through acts of service. We cannot let them tell us, "If you loved me you would do such and such a thing for me".

We mothers need to be very clear about our responsibilities and goals when it comes to parenting and our relationship with our children. There are things to which we simply must say, "I love you so much that's why I'm not going to do this." We cannot let guilt lead us to fall into their manipulation.

### Gifts

Something as simple as "giving" a gift to our children becomes something full of meaning when we understand the depth and significance it can have in their lives.

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A gift by nature is not something we deserve, but something we receive as a token of unconditional love. At the same time, with the use of this language, we need to beware of two main traps.

1) The first is that meeting our children's needs is no longer celebrated or seen as a reason for gratitude. In other words, our teenagers have what they need and more. So receiving the shoes or sweater, the new electronic device, or the book they wanted at a time of year other than a birthday or Christmas, for example, is not appreciated as much.

They might even see it as a parent's obligation, something they deserve. Then when they get some gift it is like, "Okay, one more thing." If we are not careful, we turn them into materialists. Where I receive everything because I deserve it and I do not know how to share what I have.

2) The second trap, which is the most dangerous, is that we fill our children with material things, telling ourselves that it is a gift. When in reality it is a replacement for what we should be giving them: quality time, words of affirmation, and physical touch.

We do not have time to spend with them because we work so hard to give them so many things. As well as we try to fill those gaps with gifts and material things.

### Recommendation on Communication

Psychologist Ana Celia Marín offers some practical suggestions to improve communication with teenagers.

1. Can you identify what is your primary love language?
2. Can you identify your teenager's primary love language? Can you also identify the second language?

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3. When comparing your love language with your teenager's, what challenges do you find to good love communication between you and him or her?
4. Which of the recommendations regarding your teenager's love language do you find most helpful in reconnecting with him or her?

## Lesson 6

## A Personal Strategy For Reconnecting With My Child

## Lesson 6

## A Personal Strategy For Reconnecting With My Child

Lesson Summary: Rebuilding a damaged relationship with a teenager is a matter for brave mothers determined to win back their children's hearts; refuse to give up on their love and affection. At Focus on the Family, we pray that your teenager's heart will come back to you and we trust that the practical actions we propose below will help you achieve it.

## Practical Actions to Reconnect With Your Teenager

## A) Spend Time With Them

Your time is valuable. Your children know this. So when you spend time with them, your children feel valued and important. Day-to-day life can find us busier than we can handle. The time you spend with your teenagers must have certain characteristics to be effective:

Time in quantity: Rebuilding a relationship takes time. Your teenager requires it. The phrase some parents use to explain that they give their children "quality time" instead of "quantity time" is simply a sad excuse for how little time they spend with their children.

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Yes, your children need quality time, but also quantity time. By spending time together you and your teenager will relearn how to live together. Many priceless opportunities will arise to plant good memories and beautiful experiences in your hearts.

**Quality Time:** In addition to quantity, restoring a strong relationship with your teen requires quality time. Quality time is time spent in bonding activities. Whether it is a walk to talk, a trip to a meaningful place for your teenager, or sharing a project together. Quality time is one that you both know is dedicated to nurturing the relationship.

**Scheduled Time:** In order for quantity and quality time to truly happen, it is necessary that both of you schedule this time on your own daily activities. Just the exercise of making the time is already a sign of love and intentionality that begins with the parent. Scheduling time also helps us keep our priorities in order and avoid distractions.

If done regularly, it will become a beautiful habit that can be passed on as a tradition to future generations. A few decades down the road, both of you can be scheduling a grandmother, mother or father, and grandchildren time.

**Exclusive Time:** Siblings are always a blessing, but they are not always appreciated by teenagers as much. If there are several members in the family, for example, several children, dedicating exclusive time for each one will provide the space for the parent's one-on-one relationship with his or her teenager to be rebuilt.

### B) Express your affection

In a disconnected relationship, displays of affection tend to be scarce. Affection gives way to coldness and empathy to disinterest. If you have decided to rebuild your relationship with your

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teenager, you must give up this indifferent behavior. You cannot wait for your child to take the initiative. You as the parent are the adult who must take the first steps.

With Words: No voice is as relevant to a teenager as the voice of his or their parent. Some parents often comment that their son or daughter will pay more attention to any other adult than to them, even if they say the same words. The truth is that, in an effort to gain independence from their parents, teenagers seek other referents by their own means; such as mentors, counselors, or spiritual guides to help them with their matters.

At the end of the day, they return to their father or mother to ratify what they have heard or learned. They do this because they need their parents' words of affirmation. What you say to your children is engraved in their hearts, for better or worse.

So be careful and intentional when addressing your teenager. Say to him/her, "I love you" again, but also add words of admiration and affection. Gradually your words will soften your teenager's heart and soon you will hear the same words back.

With Gestures: A hug is a home made of mother and father's arms. Unfortunately, when we have a distant relationship, physical displays of affection can be uncomfortable. Almost impossible. But they will still be important and necessary.

Reapproach your teenager again. If necessary, ask permission, but do not shy away from the respectful touch, the hug that comes from the heart, and the kiss that says I love you. If you do not receive a display of affection in return, explain that what you are seeking is to express how much you love him or her. Do it unselfishly, for your own enjoyment as a mother or father.

Allow your teenager to rediscover your love.

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A token of appreciation (A little something): Expressions of affection can be given in any order. However, it is advisable to show them in the order of our presentation. First with words, then with gestures, and finally with a little something.

A little something is a meaningful gift, it is not to get out of a hurry at Christmas or on their birthday. Nor does it have to be expensive. The significance of a gift is not in its financial value, but in its emotional value to you and your child.

No one knows your teenager better than you do. Think of those little somethings that will undoubtedly let your son or daughter know what you are feeling for them. If necessary, write on a card what you are trying to express with that gift. The key, once again, is intentionality.

### C) Show your interest

When two people experience a broken or distant relationship, they let each other know it through displays of disinterest. Interactions are limited to a respectful, "how are you?". This should never be the case between parents and their teenagers. Acting this way hurts silently, but deeply.

Perceiving disinterest on the part of their parent creates an almost impossible void to fill in our children's hearts. If you want to rebuild your relationship with your teenager, one resource that is quite helpful is to show interest in his or her life again.

Ask them questions about their emotions: Ask them what is he or she feeling. If you become aware of a specific situation, whether positive or negative, let them know that you want to know about it. But most of all, that you want to know how your son or daughter is feeling about it.

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Show interest in how your teen is feeling. Be consistent in your interest; sooner or later this will encourage your child to talk about what happened. Use these moments to affirm your child and let him or her know that you care about what is going on in his or her life.

**Get to Know Their Friends:** Offer to your teenager bring their friends over to spend a day at your house. Help your teenager to learn how to be a good host. Treating well the people who are relevant to your child is a nice gesture of interest. It can produce good opportunities to work together at home.

**Ask Your Child's Opinion on Household Decisions:** Rebuilding a relationship does not mean that just you take an interest in your child's life. It also means that your child takes an interest in your affairs and the affairs of the home.

Asking for their opinion gives them a place and makes it easier for them to feel an important part of the family. Involve them in decisions about weekend outings, trips, and vacations. Also on other decisions in which parents agree to consult with their child.

**Ask Them to Explain and Comment On What They Do:** Ask them what their hobbies are. In adolescence, extracurricular activities can become meaningful to young people. Knowing that their parents are interested in them can be a generous show of love. Offer your help and ask how you can facilitate their experience in it.

**Help Them With Their Life Plan:** Help them map out their life plan. Talk with your teenager about what they want to do with their future. Some answers may be challenging for some parents.

Validate your son or daughter and provide resources for vocational guidance. If you can, invest in your teenager and help them accomplish their dreams.

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## D) Share life together

A disconnected relationship between two people manifests itself, in their separate routines and infrequent events together. This is due to an expressed or unspoken intention to stay away from each other.

Parents who make the decision to reconnect with their teenager's heart will do well to take advantage of daily routines and family events to coincide with their son or daughter and gradually get back to enjoying life together.

It may be awkward at first, but if you can establish it as an agreement at home to share life together, you can take advantage of:

**Meal Times:** Although we understand that it may not always be possible, it is worth making the effort to coincide breakfast, lunch, or dinner times.

Not only to eat together, but also to be able to talk, to cook together, and apply the recommendations mentioned above about time together, expressions of affection, and conversations to show interest.

Eating out can also be a resource for re-bonding. If the relationship is very damaged, it is advisable that some type of behavioral agreement be defined so that the experience is positive for everyone in the family.

**Bedtime:** Do not go to sleep without wishing your teenager a good night. If you can, take a few minutes to talk about the day that is ending and ask about the next day. Doing this is another sign of interest and will serve as a reminder of the spaces you have on the agenda to share together.

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It is possible that as time goes by and the relationship improves, bedtime conversations will expand and become a time to build a lasting bond.

**Spiritual Life:** Finally, share your spiritual life with your teenager. If your teenager is hostile toward God, do not be distressed, and do not try to force a faith that is not there. Pray intensely for your children and let them know that you are praying for them. Ask God that He will cross their path and enamor them with His Spirit.

As your relationship with your teenager begins to improve consider inviting them to pray with you for their own needs and those of home. You can do devotionals together and eventually join a church.

Recommendations for a personal strategy:

Life coach Karol Calderón, offers some recommendations to design a successful strategy for reconnection.

Remember!

1. Set a concrete goal for reconnecting with your teenage. What will your relationship with your son or daughter look like once you are able to reconnect with them?
2. Design and plan quality, and exclusive time with your teenage. Include the date, place, and activities to be done. Share the idea with your son or daughter and enrich the experience together.
3. Write a letter of affection to your teenager. Focus on the positive aspects and how you feel about him or her. Set a special time to read the letter to your child.

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4. Choose one of the recommendations provided about showing interest in your teenage and perform it. Evaluate your own level of interest shown and ask for something of interest in the activity.
5. Review with your teenage your daily and weekly routines. Find one or two spaces together to share and enrich your relationship.

## Annexes

## Reconnecting Course

## For further information

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## **Chapter V**

### **Data Analysis**

The data analysis is about summarizing all the collected data from the study sample through the use of analytical reasoning. It applies logical techniques to describe and illustrate the collection of data. According to (Green et al., 2007), rigorous and systematic analysis of data is essential to the production of high-quality research and provides insight into how conclusions are going to be reached. (Green et al., 2007) states that high quality demonstrates in their data analysis, four steps. Immersion in data, coding, categories, and the identification of themes. All these steps help the researcher to understand the sample and benefit the analysis making it more manageable for the reader.

In this chapter, the researcher will bring about the analysis and interpretation gathered from the English into Spanish and Spanish into English translations. This analysis will include an explanation of the text analysis table, the incidence of translation procedures represented with color coding, and the glossaries from both translations.

#### **5.1 Analysis and interpretation of the results**

In this section, the researcher will provide the analysis of the translated documents from English into Spanish and from Spanish into English using the instruments explained in chapter III. Along with the interpretation of the results from these analyses to give a better insight into the effects presented on each translation.

##### **5.1.1 Text Analysis**

The text analysis of each text includes the following aspects: Text function, text style, the scale of formality, the scale of generality or difficulty, and the scale of emotional tone. Along

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with the translation method chosen according to those aspects. This information will be illustrated in a table for each text. In this way, it will be more organized and clearer.

### 5.1.1.1. English Into Spanish Text Analysis

It is important to explain that due to differences in two parts of the source text, the researcher decided to create two text analysis tables in order to correctly cover the data collected from this document.

#### 5.1.1.1.1. Volunteer Program Information Text Analysis

*Table 1. Text Analysis of the Source Text.*

<b>Text Analysis</b>	<b>Translation from English into Spanish Volunteer Program Information for Kids Saving the Rainforest</b>
Text Style	Descriptive
Scale of Formality	Neutral
Scale of Generality or Difficulty	Simple
Scale of Emotional Tone	Warm
The function of the Text	Informative
Translation Method	Communicative

*Source: Researcher own's creation.*

This text chart analysis is based on the first pages of the source text in English. This first part gives to the reader pertinent information about the volunteer program at Kids Saving the Rainforest. As well as describing where it is, how it looks like, what they do, what volunteers are supposed to do, etc. Its purpose is to inform clearly any type of reader who is interested in

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volunteering with them. In this way, the communicative translation method where used, so the readers of the target language can understand it the same way as the source readers.

#### 5.1.1.1.1.2. Volunteer Handbook Text Analysis

Table 2. Text Analysis of the Source Text.

<b>Text Analysis</b>	<b>Translation from English into Spanish Volunteer Handbook for Kids Saving the Rainforest</b>
Text Style	Descriptive
Scale of Formality	Formal
Scale of Generality or Difficulty	Neutral
Scale of Emotional Tone	Factual
The function of the Text	Informative
Translation Method	Communicative

Source: Researcher own's creation.

This text chart analysis is based on the second part of the document in the english source text. This second part is for readers that are already admitted to volunteering, so it welcomes them and explains deeply all the pertinent information they need before going there. So it is a handbook that describes all the possible dangerous situations, how to avoid them, rules for the different places in which they will be working, etc. As the source text uses just few complex vocabularies and intends to communicate precisely all the information, the communicative translation method was used for the target text.

**5.1.1.2. Spanish Into English Text Analysis***Table 3. Text Analysis of the Source Text.*

<b>Text Analysis</b>	<b>Translation from spanish into english Reconectando con mi Adolescente for Enfoque a La Familia Costa Rica</b>
Text Style	Discussion
Scale of Formality	Neutral
Scale of Generality or Difficulty	Simple
Scale of Emotional Tone	Factual
The function of the Text	Informative
Translation Method	Communicative

*Source: Researcher own's creation.*

This text chart analysis is based on the spanish source text document. This text is about a course specially directed to every mother who wants to reconnect with their teenager. This text empathizes with them in the process of raising a teenager, it discusses factors that boost disconnection between them, helps them to understand the adolescence stage, and talks about some tips for reconnecting with them. Its vocabulary has few complexities, is gentle, and familiar, and reinforces the tips they give by explaining them. So it has an informative function. The communicative method was also necessary for the translation because in this way it will be natural and easy to understand for the target readers as well.

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### 5.1.2 Color Coding

The color coding will be applied by the researcher in 15 paragraphs per source text language. Each paragraph will consist of 100-125 words from the source text, followed by its translated version. The color coding for each translation procedure will be as follows:

Transposition, modulation, omission, amplification, explicitation, literal translation, and punctuation changes.

#### 5.1.2.1. Color coding for the text from english into spanish

##### Paragraph 1

Volunteer Program Information

Thank you for your interest in the Kids Saving the Rainforest volunteer program! We are a wildlife sanctuary, rescue and rehabilitation center located in beautiful Quepos, Costa Rica. We rescue over 100 animals every year. People from all over the world from all walks of life join us from a couple of days up to a few months of time to join us in the important work we are doing here.

This Volunteer Program Guide has been designed to help you learn more about the volunteer program here at Kids Saving the Rainforest, help you decide if this is something you would like to explore, and to lead you through the application process. Keep reading to learn more!

##### Translated version

Información sobre el programa de voluntariado

¡Gracias por su interés en el programa de voluntariado Kids Saving the Rainforest! Somos un centro de rescate, rehabilitación y una reserva de vida silvestre ubicada en el cautivador Quepos de Costa Rica. Cada año rescatamos más de 100 animales; personas de todo el mundo, de todos

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los entornos de la vida, se unen a nosotros desde un par de días hasta unos cuantos meses, para ser parte de la importante labor que realizamos aquí.

Esta guía ha sido diseñada para ayudarle a aprender más sobre el programa de voluntariado aquí en Kids Saving the Rainforest, ayudarle a decidir si esto es algo que le gustaría explorar y guiarle a través del proceso de solicitud. ¡Continúe leyendo para saber más!

### **Paragraph 2**

Our volunteer program is available for short-term stays (less than 1 month) and long-term stays (more than 1 month) and is generally reserved for helping in the sanctuary for unreleasable animals.

For longer term stays, if you have some training or background with animals, you can be considered for an internship with the wildlife clinic and rehab areas, which involves more hands-on experience and rates are reduced beyond 30 days.

(If you are studying or working in a wildlife related field especially and would like to come for a longer period of time, ask us about our Internship Program!)

### **Translated version**

Nuestro programa de voluntariado está disponible para estancias a corto (menos de un mes) y largo plazo (más de un mes). Generalmente, se reserva para ayudar a los animales que deben mantenerse en confinamiento en la reserva.

En caso de estancias a largo plazo, si tiene alguna formación o experiencia con animales, usted podría ser considerado para realizar una pasantía en la clínica de animales silvestres y en las áreas de rehabilitación, lo que implica más experiencia práctica y que las tarifas se reduzcan a partir de los 30 días.

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(Si está estudiando o trabajando, especialmente en un área relacionada con la vida silvestre y le gustaría venir por más tiempo, ¡pregúntenos por nuestro programa de pasantía!)

**Paragraph 3**

## Volunteer Experiences

Whether you choose to stay with us for a couple of nights or stay for a whole month, long-term volunteers have the chance to really get involved and work with the animals!

Typical daily duties include food preparation and distributing food and water to the animals who reside in the sanctuary, cleaning enclosures, providing enrichment to improve the quality of life of the animals in our care, and foraging for wild foods. You may participate in special projects going on here at Kids Saving the Rainforest, and for volunteers staying for one month we ask that you take on a special project of your own. If you have a specialized background or experience, let us know and we may be able to find other ways for you to help out!

**Translated version**

## Experiencias de voluntariado

Tanto si decide quedarse con nosotros un par de noches o un mes entero, los voluntarios de larga estancia tienen la oportunidad de implicarse realmente y, ¡trabajar con los animales!

Los deberes típicos diarios incluyen: la preparación de alimentos, la distribución de estos y agua para los animales que residen en la reserva; la limpieza de sus recintos, facilitar las mejoras en la calidad de vida de los animales a nuestro cargo y la búsqueda de alimentos silvestres. También puede participar en proyectos específicos que se lleven a cabo aquí en Kids Saving the Rainforest. A los voluntarios que se queden por un mes, pedimos que se embarquen en su propio

## ANALYSIS AND TRANSLATION

proyecto exclusivo. Si tiene una formación o experiencia especializada, háganoslo saber y, ¡nosotros podremos encontrar otras maneras de que nos ayude!

**Paragraph 4**

You will not be handling the animals, but you will be contributing directly to improving their quality of life! You will gain invaluable experience and learn what it's like to work in a wildlife rescue and sanctuary setting.

Long-term volunteers have the option of staying in the bunk room of our Volunteer Center, or opting for an upgrade to one of our lovely cottages in the Blue Banyan Inn.

**Our Location**

Kids Saving the Rainforest is located just outside of beautiful Quepos and Manuel Antonio, Costa Rica. This location puts you within easy access of beautiful beaches, a world-renowned national park, restaurants, shops, and all the great recreational opportunities this area has to offer. Although it is only a 15 minute drive into town and a 30-minutes to the beach, when you are here on the property all that feels a world away.

**Translated version**

No manipulará directamente los animales, ¡pero contribuirá directamente a mejorar su calidad de vida! Adquirirá una experiencia invaluable y aprenderá lo que supone trabajar en un entorno de rescate y reserva de vida silvestre.

Los voluntarios de estancia a largo plazo tienen la opción de alojarse en las habitaciones compartidas de nuestro centro de voluntarios u optar por una mejor en una de nuestras maravillosas cabañas en el Blue Banyan Inn.

**Nuestra ubicación**

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Kids Saving the Rainforest se encuentra en las afueras del cautivador Manuel Antonio, Quepos en Costa Rica. Esta ubicación le permite acceder fácilmente a hermosas playas, un parque nacional de renombre mundial, restaurantes, tiendas y todas las grandes oportunidades de recreación que esta área tiene para ofrecer. Aunque está a solo 15 minutos en carro de la ciudad y a 30 minutos de la playa, cuando usted está aquí en la propiedad se siente como un mundo aparte.

**Paragraph 5**

Located on 85 beautiful acres of rainforest, you can hike into the jungle where you are more likely to come upon a wild troop of Grey-Crowned Squirrel Monkeys or a Poison Dart frog than another human. Everything is alive and green. We also have a beautiful pool with a stunning mountain view to cool off in when you're not working.

You will gather for meals in our large, open-air restaurant area where everyone comes together to eat, socialize, and (of course) talk about animals. (A prepared lunch will be provided daily, and basic local staples will be provided to you to prepare your own breakfast and dinner.)

**Translated version**

Situado en 85 hermosas hectáreas de selva tropical. Usted puede adentrarse en la selva, donde es más probable que se encuentre con una tropa salvaje de monos titi (o monos ardilla coronados) o a una rana dardo venenosa, que a otro humano. Todo está vivo y es verde. También tenemos una hermosa piscina con una impresionante vista a la montaña, para refrescarse cuando no está trabajando.

Usted se reunirá en los horarios de comida en nuestra gran área de restaurante al aire libre, donde todos vienen para comer, socializar y (por supuesto) hablar de animales. (Se preparará y

## ANALYSIS AND TRANSLATION

proporcionará un almuerzo diariamente, además de alimentos básicos locales para que se prepare su propio desayuno y cena.)

**Paragraph 6**

The Accommodations

During your volunteer experience you will either be living in the bunk room of our 3-story volunteer center, or in a lovely cottage in the Blue Banyan Inn. The bunk room is an open concept hostel-style space with bunk beds, a nice kitchen, shared bathrooms and shower facilities, three porches with amazing views, and a lovely space for you to gather together with your fellow interns and volunteers.

The cottages in the Blue Banyan Inn are a nice option for those volunteers who prefer a more private space with more modern comforts to relax during their time off.

**Translated version****Los alojamientos**

Durante su experiencia de voluntariado usted o bien vivirá en la habitación compartida de nuestro centro de voluntariado de tres pisos o en una maravillosa cabaña en el Blue Banyan Inn. La habitación compartida es un espacio de estilo hostel con concepto abierto. Cuenta con camarotes, una excelente cocina, instalaciones, baños y duchas compartidas, tres porches con vistas increíbles y un espacio encantador para que se reúna con sus compañeros de pasantía y voluntariado.

Las cabañas en el Blue Banyan Inn son una gran opción para aquellos voluntarios que prefieren un espacio más privado y con más comodidades modernas para relajarse durante su tiempo libre.

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**Paragraph 7**

Real talk: This is the jungle. There are bugs, hot and humid air, and fans but no air conditioning. (The cottages have a/c.) You will be living and working in close quarters with up to 8 other volunteers from around the world of mixed genders and ages. You will have mosquito bites and you will sweat and get dirty. This can be a wild and wonderful new experience for you, but you need to come here with the right mindset to make the most of your time here. We are all here to help save the rainforest!

## Volunteer Rates

\$100 deposit required upon acceptance to hold your space.

**Translated version**

Charla honesta: esto es la selva. Hay insectos, el aire es caliente y húmedo, por lo que hay ventiladores, pero no aire acondicionado (las cabañas sí tienen). Vivirá y trabajará en espacios reducidos con otros 8 voluntarios de alrededor del mundo, de diferentes géneros y edades. Le picarán mosquitos, sudará y se ensuciará. Esta puede ser una experiencia nueva, salvaje y maravillosa para usted, pero tiene que venir con la mentalidad adecuada para aprovechar al máximo su tiempo aquí. ¡Todos estamos aquí para ayudar a salvar la selva tropical!

## Tarifas para voluntarios

Se requiere un depósito de 100 dólares en el momento de la aceptación, para mantener su espacio.

**Paragraph 8**

## Bunk Room Rates

- 1-14 nights: \$70 a night

## ANALYSIS AND TRANSLATION

- 15-20 nights: \$65 a night
- 21-30 nights: \$60 a night

### Cottage Rates

- 1-7 nights: \$150 for 1 person. 2 people: \$104 per person per night. 3 people: \$90 per person per night.
- 8-14 nights: \$140 for 1 person. 2 people: \$98 per person per night. 3 people: \$84 per person per night.
- 15-21 nights: \$130 for 1 person. 2 people: \$91 per person per night. 3 people: \$78 per person per night.
- 22-30 nights: \$120 for 1 person. 2 people: \$84 per person per night. 3 people: \$72 per person per night.

### Translated version

#### Tarifas de las habitaciones compartidas

- 1-14 noches: \$70 por noche
- 15-20 noches: \$65 por noche
- 21-30 noches: \$60 por noche

#### Tarifas de las cabañas

- 1-7 noches: 150 dólares por persona. 2 personas: 104 dólares por persona y noche. 3 personas: 90 dólares por persona y noche.
- 8-14 noches: 140 dólares por persona. 2 personas: 98 dólares por persona y noche. 3 personas: 84 dólares por persona y noche.

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- **15-21 noches:** 130 dólares por persona. **2 personas:** 91 dólares por persona y noche. **3 personas:** 78 dólares por persona y noche.
- **22-30 noches:** 120 dólares por persona. **2 personas:** 84 dólares por persona y noche. **3 personas:** 72 dólares por persona y noche.

### Paragraph 9

All prices include the volunteer experience, full training and guidance by an experienced staff, housing, a prepared lunch, and basic local staples for interns to prepare their own breakfasts and dinners. Volunteers will have one day off a week to enjoy all of the wonderful recreational opportunities this area has to offer!

### How to Apply

Visit our website at: [KidsSavingTheRainforest.org](http://KidsSavingTheRainforest.org)

and fill out the Volunteer Application.

[https://www.flipcause.com/secure/cause\\_pdetails/MTgxMzc=](https://www.flipcause.com/secure/cause_pdetails/MTgxMzc=)

Please indicate your planned dates and if they are flexible, tell us about your previous experience with animals, your motivation and anything else you think will show us about you and why you want to help us save the rainforest. For any questions, write to us at [volunteer@kstr.org](mailto:volunteer@kstr.org)

### Translated version

**Todos los precios incluyen:** la experiencia de voluntariado, la formación completa y la orientación por parte de un personal experimentado, el alojamiento, un almuerzo y productos básicos locales para que los pasantes se preparen sus propios desayunos y cenas. Los voluntarios tendrán un día libre a la semana para disfrutar de todas las maravillosas oportunidades de ocio que ofrece esta zona.

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¿Cómo aplicar?

Visite nuestro sitio web en: [KidsSavingTheRainforest.org](https://www.kidssavingtherainforest.org)

y complete la solicitud de voluntariado.

[https://www.flipcause.com/secure/cause\\_pdetails/MTgxMzc=](https://www.flipcause.com/secure/cause_pdetails/MTgxMzc=)

Por favor indique sus fechas previstas y, si son flexibles, cuéntenos sobre su experiencia previa con animales, su motivación y cualquier otra cosa que usted crea nos muestre sobre usted y por qué desea ayudarnos a salvar la selva. Para preguntas, escríbanos a [volunteer@kstr.org](mailto:volunteer@kstr.org)

### Paragraph 10

For payments towards volunteering: <https://www.kidssavingtherainforest.org/8203payments-for-volunteering.html>

\*Once you have applied, we will confirm receipt and make the arrangements for the requested dates.

We will also require a \$100 deposit to reserve the dates. After that, we will send an invoice for the outstanding balance to be paid 1 month prior to your arrival.

These are the last things we will want to confirm and will need from you (if you are volunteering longer than 1 day):

- Copy of negative COVID test/ Health Pass (or “Fit to Fly”)
- Copy of proof of Tetanus shot (mandatory)
- Rabies shot is not necessary but recommended if you are a vet student/clinic intern

### Translated version

Para pagos del voluntariado: <https://www.kidssavingtherainforest.org/8203payments-for-volunteering.html>

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\*Una vez que haya presentado su solicitud, confirmaremos recibido y haremos los arreglos para las fechas solicitadas.

También pediremos un depósito de 100 dólares para reservar las fechas. Después de eso, enviaremos una factura por el saldo pendiente que deberá pagarse 1 mes antes de su llegada. Estos son los últimos requisitos que queremos confirmar y necesitaremos de usted (si hace voluntariado por más de 1 día):

-Copia de la prueba COVID negativa / Pase de Salud (o "Prueba de aptitud para poder viajar").

-Copia de la prueba de la vacuna del tétano (obligatoria).

-La vacuna contra la rabia no es necesaria pero si usted es estudiante de veterinaria/pasante de clínica, se recomienda tenerla.

### Paragraph 11

-TB Testing is not mandatory but recommended

-Copy of proof of International Medical/Travel Insurance

-Copy of flight information

-Make us aware if you carry the Herpes Simplex Virus (if you get cold sores)

\*This is because if you have an active cold sore you cannot come into contact with any of our primates, as this virus can be transmitted to them and can be fatal.

If you have any questions or concerns before or after your application, we are here to help! We know that in these changing times, there are a lot of special circumstances and extra issues that may arrive, so we are happy to discuss and make sure you will have a great time!

### Translated version

-La prueba de la tuberculosis no es obligatoria pero se recomienda.

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-Copia de la prueba del seguro médico o de viaje.

-Copia de la información de vuelo.

-Háganos saber si es portador del Virus del Herpes Simple (si tienes herpes labial).

\*Esto es porque si usted porta un herpes labial activo no puede entrar en contacto con ninguno de nuestros primates; ya que este virus puede transmitírseles y puede ser mortal.

Si tiene alguna pregunta o duda antes o después de su aplicación, ¡estamos aquí para ayudarle!

Sabemos que en estos tiempos cambiantes hay un montón de circunstancias especiales y cuestiones adicionales que pueden llegar, ¡por lo que estaremos encantados de poder hablar sobre ellas y asegurarnos de que lo pase genial!

## Paragraph 12

We look forward to your application!

Letter of Responsibility Release to KSTR

I \_\_\_\_\_ (Name) acknowledge that entering the cages of Kids Saving the Rainforest can be dangerous, and that I am informed of risks. I understand what may happen to me if something goes wrong and I am willing to take this risk.

If anything does happen to me, I accept full responsibility for my actions and Kids Saving the Rainforest should not be held responsible. I agree not to pursue legal proceedings if something goes wrong. I agreed to obtain my own insurance to volunteer with KSTR, in part for this purpose.

## Translated version

¡Esperamos su solicitud!

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## Carta de exención de responsabilidad a KSTR

Yo \_\_\_\_\_ (Nombre) reconozco que entrar en las jaulas de Kids Saving the Rainforest puede ser peligroso, y que estoy informado de los riesgos. Entiendo lo que me puede pasar si algo sale mal y estoy dispuesto a asumir este riesgo.

Si me ocurre algo, acepto toda la responsabilidad de mis acciones y Kids Saving the Rainforest no será responsable. Me comprometo a no emprender acciones legales si algo sale mal. Estoy de acuerdo con obtener mi propio seguro para ser voluntario con KSTR, en parte para este propósito.

**Paragraph 13**

By signing this I am accepting that I must be healthy, if I am to be in direct or indirect contact with the animals. I do not have any communicable disease or illness. I also attest that I am not herpes simplex positive. If I do get sick, I will promptly inform the Volunteer Coordinator (Vernita) and she will assess what I am able or not able to do.

I hereby discharge Kids Saving the Rainforest from any related liability they have to me,

\_\_\_\_\_ (Name), in regards to my entering the cages on

these dates:

From: \_\_\_\_/\_\_\_\_/20\_\_\_\_

To: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Signed By:

Witnessed By:

Date Signed :

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**Translated version**

Al firmar esto, acepto que debo estar sano si voy a estar en contacto directo o indirecto con los animales. No tengo ninguna enfermedad o dolencia contagiosa. También doy fe de que no tengo herpes simple. Si me enfermo, informaré rápidamente a la Coordinadora de Voluntarios (Vernita) y ella evaluará lo que puedo o no puedo hacer.

Por este medio, eximo a Kids Saving the Rainforest de cualquier responsabilidad relacionada conmigo, \_\_\_\_\_ (Nombre), con respecto a mi entrada en las jaulas en estas fechas:

Del: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Al: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Firmado por:

Atestiguado por:

Fecha de la firma:

**Paragraph 14**

## VOLUNTEER HANDBOOK

## LETTER FROM CO-FOUNDER JANINE LICARE

Welcome to Kids Saving the Rainforest (KSTR).

It is a great privilege to have you as a volunteer. Over the past several years KSTR has grown from being a local organization to an international non-profit NGO with members in over 20 countries. We believe that your help will assist us to grow into an even larger and more impactful organization.

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Our mission is to raise consciousness about the inter-connectivity between nature and humankind, and to help protect the flora and fauna of Costa Rican rainforests.

We believe that the rainforest is a storehouse of treasures. We vow to do everything we can to save it, and to save the future of our generation! We must save the rainforest, as it is our FUTURE that must be protected. With the vanishing rainforest go our future and our planet. We have to be the generation that makes a difference.

### Translated version

Manual de voluntariado

## CARTA DE LA COFUNDADORA JANINE LICARE

Bienvenido a Kids Saving the Rainforest (KSTR)

Es un gran privilegio tenerle como voluntario. Durante los últimos años, KSTR ha pasado de ser una organización local a una ONG internacional sin ánimo de lucro con miembros en más de 20 países. Creemos que su ayuda nos apoyará para crecer hasta convertirnos en una organización aún más grande y con mayor impacto.

Nuestra misión es crear conciencia sobre la interconectividad entre la naturaleza y la humanidad.

Así como ayudar a proteger la flora y la fauna de los bosques tropicales de Costa Rica.

Creemos que la selva tropical es un almacén de tesoros. Nos comprometemos a hacer todo lo posible para salvarla, ¡y para salvar el futuro de nuestra generación! Debemos salvar la selva tropical, ya que es nuestro FUTURO el que debe ser protegido. Con la desaparición de la selva tropical se va nuestro futuro y nuestro planeta. Tenemos que ser la generación que marque la diferencia.

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**Paragraph 15**

We appreciate the diversity each and every volunteer has to offer, bringing us closer to our goal to protect the environment.

We are committed to supporting you to find what you are looking for throughout your time with us.

Tropically yours,

Janine Licare

Co-founder and Spokesperson

Congratulations on being accepted into the Kids Saving the Rainforest Volunteer program! We are so excited to have you join us in our important work caring for rescued wildlife.

This guide will help you prepare for your time with us. Here is a quick checklist for some steps you still may need to take. Contact your Volunteer Coordinator at [volunteer@kstr.org](mailto:volunteer@kstr.org) for assistance or any questions you may have.

**Translated version**

Apreciamos la diversidad que ofrecen todos y cada uno de los voluntarios, que nos acercan a nuestro objetivo de proteger el medio ambiente.

Estamos comprometidos con apoyarle para que encuentre lo que busca a lo largo de su tiempo con nosotros.

Saludos Tropicales,

Janine Licare

Cofundadora y portavoz

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¡Felicitaciones por haber sido aceptado en el programa de voluntarios de Kids Saving the Rainforest! Estamos muy emocionados de que se una a nosotros en nuestra importante labor cuidando de la fauna silvestre que ha sido rescatada.

Esta guía le ayudará a preparar su tiempo con nosotros. Aquí encontrará una lista de comprobación rápida con algunos pasos que aún pueda tener que dar. Para recibir ayuda o para cualquier pregunta que pueda tener, póngase en contacto con su Coordinador de Voluntarios en [volunteer@kstr.org](mailto:volunteer@kstr.org)

### 5.1.2.2. Color coding for the text from spanish into english

#### Paragraph 1

Bienvenida al curso Reconectando con Mi Adolescente

Le felicitamos por la decisión de invertir tiempo y dedicación a crecer como madre de un adolescente, y le agradecemos por confiar en nosotros para ayudarle a lograrlo.

Sabemos que criar adolescentes es una tarea hermosa y desafiante al mismo tiempo. Por ello hemos diseñado este curso pensando especialmente en usted como mamá.

En las siguientes lecciones usted:

Identificará las causas que pueden provocar la desconexión entre padres y sus hijos adolescentes.

Conocerá claves para mantenerse conectado con los adolescentes, que también le servirán para reconectar con ellos.

Aprenderá formas prácticas para generar y sostener un vínculo duradero con sus hijos adolescentes.

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**Translated version**

Welcome To The Course Reconnecting With My Teenager

We Congratulations on your decision to invest time and dedication in your growing process as a mother of a teenager. We thank you for trusting us to help you do so.

We know that raising teenagers is a beautiful and challenging task at the same time That is why we have designed this course with mothers in mind.

In the following lessons you:

Will identify the causes that can lead to a lack of connection between parents and their children teenagers.

Will learn the keys to staying in touch with teenagers which will also help you to reconnect with them.

Will learn practical ways to build and sustain a lasting bond with your children teenagers.

**Paragraph 2**

Las mamás nos podemos sentir desconectadas de nuestros adolescentes cuando no tenemos temas de conversación en común, cuando no conocemos lo que hacen durante su tiempo libre, cuando no sabemos qué les gusta, y cuando se nos hace difícil mostrarles cuánto les amamos.

Además, la distancia de edad y la diferencia de intereses personales puede producir un distanciamiento emocional con nuestros hijos.

A esto le podemos sumar la presencia de circunstancias que más bien funcionan como interruptores que dificultan la reconexión.

La buena noticia es que las madres podemos reconocer las actitudes clave para poder reconectarnos emocionalmente con nuestros hijos adolescentes. Podemos aprender a tratar a nuestros adolescentes conforme estas claves, y tomar las decisiones sabias y valientes para

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hacerles sentir amados y respetados. De esta manera, se abrirán canales de comunicación saludables que permitirán una mejor reconexión.

### **Translated version**

Mothers can feel separated from their teenagers when they lack common topics of conversation, when we do not know what they do during their free time, when we do not know what they like, and when we find it difficult to show them how much we love them.

In addition, the age gap and the difference in personal interests can lead to emotional distancing from our children.

On top of this, we can add the presence of circumstances that function more like switches that hinder reconnection.

The good news is that us mothers can recognize the key attitudes to emotionally reconnect with our teenagers. We can learn to treat them according to these keys and make wise and courageous decisions to make them feel loved and respected. In this way, healthy communication channels will be opened to foster a successful reconnection.

### **Paragraph 3**

Para un mayor aprovechamiento del curso, tome tiempo para ver las lecciones en video, repasar los resúmenes de lección y hacer los ejercicios recomendados al final de cada lección. Tome notas que pueda utilizar en la sesión de consejería, psicología o coaching que incluye el curso. Estamos seguros que el contenido de este curso, con las acciones prácticas, y sugerencias para implementarlas, le ayudará en su intención de reconectar con su hijo.

Ana Leonor Jiménez Directora Enfoque a la Familia Costa Rica

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### Lección 5

Conociendo el estilo de comunicación de mi hijo.

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Una estrategia personal de re-reconexión con mi hijo.

## Translated version

To get the most out of the course, take time to: watch the video lessons, review the lesson summaries, and do the recommended exercises at the end of each lesson. Take notes that you can use while in the counseling, psychology support, or coaching session included in the course.

We are convinced that the content of this course, with the practical actions and suggestions for their implementation, will help you in your intention to reconnect with your teenager.

Ana Leonor Jiménez Director of Focus on the Family Costa Rica

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### Paragraph 4

Lección 1 ¿Por qué me desconecté de mi hijo?

Resumen de lección: El vínculo entre una madre y su hijo se forma desde el inicio de la vida, desde el momento de la concepción. Desde el instante en que sabemos que hay una personita creciendo en nuestro vientre y sentimos sus movimientos.

Del nacimiento a la adolescencia: el desarrollo de la independencia

Durante los primeros 9 meses de vida que llevamos a nuestro hijo o hija con nosotras a todas partes, somos su refugio, su fuente de alimento. Pero más allá de una simple relación orgánica, inicia una profunda conexión emocional: pueden escuchar nuestro corazón, reconoce nuestra voz, y todas nuestras emociones le afectan también.

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**Translated version****Lesson 1 Why Did I Disconnect From My Child?**

**Lesson Summary:** The bond between a mother and her child is built from the very beginning of life. From the moment of conception; from the instant we know there is a little person growing in our womb and we feel them moving.

From Birth to Adolescence: The Development of Independence

During the first 9 months of life, we carry our son or daughter with us everywhere. We are their refuge and source of nourishment. But beyond a simple organic relationship, a deep emotional connection begins: they can hear our heart, recognize our voice, and all our emotions affect them as well.

**Paragraph 5**

Podemos hablarle, cantarle o contarle historias en cualquier momento y recibimos por respuesta una patadita o un movimiento que nos hace saber que nos escucha. Este es el inicio de una relación difícil de explicar y de comprender.

Después del nacimiento la situación cambia, y la forma en que nos relacionamos con él o ella cambia también: ya no está con nosotros a toda hora, y tenemos a una persona a quien cuidar, amar y a quien queremos formar en todas las áreas.

Iniciamos el proceso de cultivar en su persona todo lo que creemos importante: que aprenda a saludar, cuidamos que coma alimentos saludables, que aprenda fútbol o gimnasia, las clases de piano o violín, escogemos la mejor escuela que podemos.

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**Translated version**

We can talk, sing, or tell them stories at any time and we receive a little kick or a movement in response that lets us know that they are listening to us. This is the beginning of a relationship that is difficult to explain and understand.

After birth, the situation changes, and the way we relate to them changes as well. They are no longer with us all time and we got a person to care for, to love, and we want to train them in every possible level.

We begin the process of instilling in them everything we consider to be important. From greeting others to making sure they eat healthy foods, soccer or gymnastics, piano or violin lessons, we choose the best possible options we can provide them with.

**Paragraph 6**

Sin embargo, nuestras ocupaciones, el trabajo o los patrones que hemos aprendido podrían hacernos creer que traerlos de la escuela o del entrenamiento, preguntar “¿cómo estuvo hoy la escuela?, o “¿te comiste la merienda?” o una salida familiar de vez en cuando, es suficiente para mantenernos cerca de los hijos, de su corazón. Pero esto no es suficiente para mantener fuerte esa conexión que nos unía al inicio.

Sin darnos cuenta, porque el tiempo vuela, nuestros niños se nos convierten en adolescentes y algunas veces, se hace evidente que aquel vínculo tan cercano que un día tuvimos se ha debilitado. Sentimos que son desconocidos, que estamos lejos de su corazón, que estamos desconectados.

**Translated version**

However, our occupations, work, or the patterns we have learned might make us believe that bringing them home from school or training, asking, "how was school today?" or, "did you eat

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your snack?", and a family outing once in a while is enough to keep us close to our children, to their heart. But this is not enough to keep strong that connection that brought us together in the beginning.

Time flies, before we know it our children become teenagers, and sometimes, it becomes evident that the close bond we once had has weakened. We feel them as strangers, far from their hearts, and disconnected.

**Paragraph 7**

La desconexión en la adolescencia: las diferencias de vida

Algunas señales de que nos sentimos desconectadas de nuestro adolescentes son:

A) No hay temas de conversación en común

Sus temas y los nuestros no son los mismos. Parecen hablar en otro idioma y nos cuesta entendernos. Es como si ese cable de la comunicación se hubiese roto entre nosotros y no nos dimos cuenta cuándo y cómo sucedió.

B) No conocemos lo que hace durante su tiempo libre

Sus pasatiempos nos resultan misteriosos, no sabemos exactamente quiénes son sus amigos o no los conocemos tan bien como quisiéramos.

Ahora nuestro adolescente se encuentra constantemente muy ocupado en sus cosas y prácticamente ya no pasamos tiempo juntos.

**Translated version**

Disconnection in Adolescence: Life Differences

Some signs that we feel disconnected from our teenagers are:

A) No common topics of conversation

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Their topics and ours are not the same. **They seem** to speak **a different** language and **we have a hard time** understanding each other. It is as if that communication wire between us **is broken** and we don't know when and how it happened.

B) **We do not know what they do during their free time**

**Their hobbies are unknown to us and** we do not know exactly who **his/her** friends are or we do not know them **as well as we would like to**.

**Now our teenager is constantly very busy doing his/her own thing** and we **hardly spend any time** together **anymore**.

**Paragraph 8**

C) No sabemos qué le gusta o no logramos entender por qué le gusta algo

Nos resultan extraños los nombres de sus cantantes favoritos, no reconocemos las caras de los actores que siguen y desconocemos las redes sociales que utilizan. Es como si viviéramos en mundos paralelos.

D) No sabemos comunicarle cuánto le amamos, se nos hace difícil mostrarle afecto

Seguramente este es la principal y más dolorosa señal de desconexión con nuestro adolescente. Cuando nos sentimos tan distanciados que percibimos rechazo a nuestros abrazos, caricias o palabras de alago.

Un ejemplo de desconexión: Tome nota del testimonio de Ana Leonor Jiménez.

**Translated version**

C) We do not know what they like or **we cannot understand** why they like something

We **find the names of their favorite singers unfamiliar**, we do not recognize the faces of the actors **they follow**, and we are **unaware** of the social networks they use. **It feels like living in parallel worlds**.

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D) We do not know **how** to communicate how much we love them: **We find it difficult to show affection**

**Surely, this is the main and most painful sign of disconnection with our teenagers.** When we feel so distanced that we perceive rejection of our hugs, caresses, or **flattering words**.

An example of disconnection: Take note of Ana Leonor Jiménez's testimony.

### Paragraph 9

#### Ejercicios

1. ¿Recuerda la primera vez que sintió una conexión con su hijo o con su hija? ¿Cómo fue la experiencia? ¿Qué expectativas, temores y preguntas experimentó en ese momento?
2. ¿Cómo ha cambiado la relación con su hijo o hija a lo largo de los años? ¿Puede notar las distintas etapas por las que cuáles ha transitado la relación?
3. ¿En qué momento o circunstancia notó que usted y su hija o hijo estaban desconectados? ¿Cuáles señales observó?
4. Escriba una carta de agradecimiento a Dios por las etapas de niñez de su hijo o hija. Y escriba una oración sobre el presente y futuro de ella o él.

### Translated version

#### Exercises

1. Do you remember the **first time** you felt a connection with your son or daughter? What was the experience **like? What expectations, fears, and questions did you experience at that time?**
2. How has **your relationship** with your son or daughter **changed over the years?** Can you notice the different stages **through which the relationship has gone?**

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3. At what time or circumstance did you notice that you and your son or daughter were disconnected? What signs did you observe?
4. Write a letter of **thanksgiving** to God for the stages of your son's or daughter's childhood. And write a prayer about his or her present and future.

**Paragraph 10**

Lección 2 Los des-conectores y cómo afectan la vida de los hijos

Resumen de lección: Hemos identificado dos palabras claves para entender la desconexión emocional y relacional que se puede sufrir con un hijo o hija adolescente. Estas palabras son distancia e interruptores.

La distancia natural entre padres e hijos.

Conforme nuestros hijos crecen, se produce un distanciamiento natural que suma a la desconexión. Este distanciamiento no es negativo, más bien es necesario para el desarrollo de nuestros hijos.

Esto tiene que ver con la independencia que poco a poco van ganando en distintas áreas de su vida. La tarea de los padres, en este sentido, es empoderar a sus hijos mientras se mantienen atentos a su desarrollo.

De esta forma, les hacen saber que en ellos tienen un lugar seguro al cual regresar después de cada experiencia de crecimiento.

**Translated version****Lesson 2 Disconnectors and How They Affect Children's Lives**

**Lesson Summary:** We have identified two keywords to understand the **emotional and relational disconnection** that can be **experienced** with a teenage son or daughter. These words are distance and switchers.

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**The Natural Distance Between Parents and Children**

As our children grow older, there is a natural distancing that adds to the disconnection. This is not negative; rather, it is necessary for our children's development.

This has to do with the independence they are gradually gaining in different areas. In this sense, a parent's task is to empower their children while remaining attentive to their development.

This way, the parents let them know that they have a safe place to return to after each growing experience.

**Paragraph 11**

La distancia natural se produce a partir de:

A) El avance en la edad

Como vimos en la lección anterior, un bebé es mucho más dependiente a sus padres que un hijo adolescente. El vínculo cambia dramáticamente desde el nacimiento y conforme los hijos avanzan con éxito en cada estado de su crecimiento.

B) Los amigos

Los padres tendemos a pasar más tiempo jugando y cuidando a nuestros hijos más pequeños que a los adolescentes. Por esta razón, nuestros hijos pequeños nos ven como sus amigos de juego y con quienes desean pasar tiempo. Pero conforme crecen y entran a la escuela, sus compañeros de clase toman ese lugar de compañeros de juego también.

**Translated version**

Natural distance is built from:

A) The advancement of age

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As we saw in the previous lesson, an infant is much more dependent on his or her parents than a teenager. The bond changes dramatically from birth and as children successfully advance through each stage of their growth.

### B) Friends

Us parents tend to spend more time playing with and caring for our younger children than we do with our teenagers. For this reason, our young children see us as their playmates and the ones they want to spend time with. But as they get older and go to school, their classmates take over as playmates as well.

### Paragraph 12

Al llegar a la adolescencia, es común que los adolescentes cuenten con un grupo de amigos con los cuáles, literalmente, viven su vida. La exploración y las nuevas experiencias de la juventud se viven con sus pares.

Por distintas razones, los padres somos relegados a un tipo de relación diferente.

Esto es bueno y los padres haremos bien si lo entendemos, pues en esta etapa nuestros hijos necesitan diferentes referentes que les ayuden a establecer su identidad. Por esto, los amigos, fuera de lo familiar, son tan importantes en la adolescencia.

### C) Las actividades cotidianas.

Nuestros hijos son más independientes durante la adolescencia de lo que lo fueron durante la niñez. Esto facilita que ellos y nosotros podamos manejar agendas diferentes. Nos ponemos de acuerdo, pero vivimos a ritmos diferentes.

### Translated version

By adolescence, it is common for teenagers to have a group of friends with whom they literally spend their lives. The exploration and new experiences of youth are lived with their peers.

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**For different reasons**, parents are relegated to a different kind of relationship. This is a good thing and as parents will do well if we understand it because at this stage our children need different references to help them form their identity. This is why friends, outside the family, are so important in adolescence.

**C) Daily activities**

**Our children are more independent during adolescence than they were during childhood.** This makes it easier for them and us to manage different agendas. We agree, but we live at different paces.

**Paragraph 13**

Nuestras prioridades son diferentes. Nuestros intereses también. Esto no es para nada malo, más bien es bueno para todos en casa. Pero si nos descuidamos, nuestras vidas pueden tornarse tan diferentes que no encontremos espacios para la convivencia como familia.

Necesitamos aprovechar y disfrutar cada etapa de nuestra vida y la de nuestros hijos, sin que ello signifique un distanciamiento tan grave que prácticamente solo compartamos un lugar al cual llegar a dormir.

Es responsabilidad de los padres crear agendas en conjunto y espacios dedicados en exclusividad al convivir familiar.

**D) La etapa de desarrollo**

La adolescencia es una etapa del desarrollo que tiene sus propias particularidades. No es casualidad que atemorice a tantos padres. Este temor no es infundado.

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**Translated version**

Our priorities are different; so are our interests. This is not a bad thing at all; rather, it is good for everyone at home. But if we neglect each other, our lives can become so different that we do not find space to live together as a family.

We need to make the most of and enjoy every stage of ours' and our children's lives. Without being so far apart that we practically only share a place to sleep.

It is the parent's responsibility to create joint agendas and spaces dedicated exclusively to family togetherness.

**D) The developmental stage**

Adolescence is a developmental stage that has its own particularities. It is not by chance that it frightens so many parents. This fear is not unfounded.

**Paragraph 14**

Hemos visto a otros padres sufrir y disfrutar la adolescencia de sus hijos. Ahora bien, lo cierto es que los padres y madres seguirán siendo las personas más importantes para el desarrollo de los adolescentes.

Acercarse a la adolescencia de nuestros hijos con un abordaje pro-activo será de mucha utilidad para ellos y para nosotros.

Si sus hijos están por entrar a la adolescencia dedíquese a aprender sobre esta maravillosa etapa. Sea intencionado en el estudio y en la búsqueda de recursos.

**Interruptores de Desconexión**

El distanciamiento natural da seguridad y herramientas para la vida a nuestros hijos. Sin embargo, si nos descuidamos, ese distanciamiento puede llegar a no ser saludable si se conjuga

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con alguno de los interruptores que le explicaremos a continuación, sumado a una intervención errática de nuestra parte

### Translated version

We have seen other parents suffer and enjoy their children's adolescence. However, the truth is that parents will continue to be the most important people in the development of teenagers.

Approaching our children's adolescence with a proactive attitude will be very helpful to them and to us.

If your children are about to enter adolescence, dedicate yourself to learning about this wonderful stage.

Be intentional about studying and finding resources.

### Disconnect Switches

Natural distancing provides our children with confidence and tools for life. However, if we are careless, this distancing can become unhealthy if it is combined with some of the switches that we will explain below. In addition to an erratic intervention on our part.

### Paragraph 15

#### 1. Los conflictos de terceros

Hay conflictos que pueden aumentar la desconexión con nuestros adolescentes. En especial los conflictos entre los padres. Estos conflictos no son con los hijos, sino entre los cónyuges. Sería ideal que nuestros problemas de matrimonio no afecten a nuestros hijos, pero no es así. Ellos son los primeros afectados por los conflictos matrimoniales. Ellos no son parte del matrimonio, y el matrimonio es un asunto de sus padres.

Sin embargo, lo que ocurre a los padres les impacta profundamente, de tal manera que cuando los padres pelean, se separan o se divorcian, tiende a aparecer un tipo de distanciamiento mayor

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con alguno de los padres. Cuando los hijos evalúan el conflicto entre sus padres, aparecen sentimientos y emociones que les resultan difíciles de manejar, como la culpa o el resentimiento. En estos casos el distanciamiento viene a ser una especie de mecanismo de defensa.

### Translated version

#### 1. Third-Party conflicts

There are conflicts that can increase disconnection among our teenagers. Particularly conflicts between parents. These conflicts are not with the children, but between marriages. It would be ideal if our marriage problems did not affect our children, but this is not the case. They are the first to be affected by marital conflicts. They are not part of the marriage, and marriage is their parents' business.

However, what happens to the parents impacts them deeply. So that when parents fight, separate, or divorce there tends to appear a kind of greater separation between one parent. When children evaluate the conflict between their parents, feelings and emotions that are difficult to handle appear. Such as guilt or resentment. In these cases, distancing becomes a kind of defense mechanism.

#### 5.1.3 Glossary

The glossary of terms will consist of a chart with four columns, one for each source text. Each column will contain the source language term, target language term, grammatical category, and definition. In addition, it will consist of 25 terms taken from each source text.

### 5.1.3.1. Glossary From English Into Spanish

Table 4. Glossary of words from english into spanish.

Source Language Term	Target Language Term	Grammatical Category	Definition
Sanctuary	Reserva	Noun	A natural safe place where animals can live and be protected from dangerous conditions.
From all walks of life	De todos los entornos de la vida	Idiom	It refers to people from different jobs or who have many positions in society.
Unreleasable	No liberable	Adjective	Non-releasable; that cannot be released or is inadequate for release.
Wildlife	Vida Silvestre	Noun	Plants, animals, etc. Living and growing in their natural environment.
Internship	Pasantía	Noun	A position to work as an intern for a period of time.
Bunk Room	Habitación compartida	Noun	A room with bunks for many people to sleep.
Feels a world away	Se siente completamente diferente a	Idiom	That is completely different from something else.

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To cool off	Refrescarse	Phrasal verb	To become cooler after having been hot.
Local staples	Alimentos locales	Noun Phrase	Local basic commodities
Rainforest	Selva tropical	Noun	It is a forest located in a tropical area.
Volunteering	Voluntariado	Noun	Someone who does something willingly, without being forced or paid to do so.
Fit to Fly	Apto para volar	Noun	Expression used in aeromedicine to designate a passenger as suitable to fly after a medical examination.
Health Pass	Pase de salud	Noun	Form filled out by passengers regarding their health status and their stay in the country.
Travel Insurance	Seguro de viaje	Noun	It is a coverage designed to protect against risks and financial losses that can happen while traveling.
Cages	Jaulas	Noun	It is a space surrounded by bars or wire, in which animals are kept.
Volunteer Coordinator	Coordinadora de voluntarios	Noun	In charge of organizing all aspects of volunteering.
Discharge	Eximir	Verb	To release from any obligation or responsibility.

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Handbook	Manual	Noun	A book that contains instructions and advice. As well as important and useful information about a subject.
Inter-conectivity	Interconectividad	Noun	Things related to each other
Vow	Promesa	Noun	A serious promise or decision
Tropically yours	Saludos tropicales	Jargon	Greetings from the rainforest
Spokesperson	Portavoz	Noun	A person that is chosen to officially speak for an organization.
Squirrel Monkeys	Monos Titi	Noun	A monkey specie
Kinkajou	Martilla	Noun	It is a species of carnivorous mammal.
Ethogram	Etograma	Noun	It is a description of the behavior of an organism.

*Source: Researcher own's creation*

This glossary contains 25 terms taken from the english source text. It was necessary to research and understand them better according to their context. It includes some that do not change because of their own scientific name and many of them are repeated during the whole document. As well as some that cannot be literal translations because they can lose naturalness. Each definition is based on the meaning in the context of each word.

### 5.1.3.2. Glossary From Spanish into English

Table 5. Glossary of words from spanish into english.

Source Language Term	Target Language Term	Grammatical Category	Definition
Desconexión	Lack of connection	Noun	Loss of relationship between people
Reconectar	Reconnect	Verb	To improve a relationship that has become less good or close
Conectado	Connected	Adjective	Emotionally close to someone
Interruptores	Switches	Noun	A device that someone can press or move to turn something on or off.
Reconexión	Reconnection	Noun	The process of forming an emotional connection again
Canales de comunicación	Channels of communication	Noun	A method used to communicate with someone
Adolescente	Teenager	Noun	A person between 13 and 19 years old
Adolescencia	Adolescence	Noun	A person's stage of life when they are developing into an adult
Cultivar	Instilling	Verb	To put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves.

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Cable	Wire	Noun	A medium used to carry current and communication.
Misterioso	Unknown	Adjective	Something unfamiliar
Aprovechar y disfrutar	Make the most of	Idiom	To enjoy each stage of life as much as possible
Convivir familiar	Family togetherness	Noun	The state or feeling of being close together
Interruptores de desconexión	Disconnect switches	Noun	A disconnecting means within sight distance.
Conflictos de terceros	Third-Party	Noun	A third person less involved in a matter than the main ones involved
Con significado	Meaningful	Adjective	That feels important or significant
Vínculo	Bond	Noun	A close connection joining two or more people
Comunicación	Communication	Noun	The activity of expressing and communicating
Sugerencia	Suggestion	Noun	A piece of advice to someone
Reconstruir	Rebuilding	Verb	To build again something that has been destroyed or damaged
Un detalle	A little something	Noun	A meaningful present
Fulana o menaga	Somebody's	Pronoun	To refer to something of someone's
Apreciar	Appreciate	Verb	To value someone or something, and realize that it is important.

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Comparta	Share	Verb	The act of sharing time and communication
Choteo	Making fun of	Idiom	To be unkind to someone and laugh at that person

*Source: Researcher own's creation.*

This glossary contains 25 terms taken from the source spanish text. It was necessary to research more about their definitions to make the relation with the subject and what it meant in a specific context. Since it uses such words as communication channels, wires, etc. In some cases, it uses the denotative meanings of words and phrases. The majority of these terms are repeated throughout the text, which helps with its purpose of discussing the subject as a whole. As well as some idioms which can not be translated literally. Each definition is based on the meaning in the context of each word.

## Chapter VI

### Conclusions and Recommendations

The present chapter is the last chapter of this research, where all the results obtained are established. It will cover the purpose of the research, the conclusions based on the specific objectives, the reestablishment of the research question, the unexpected results, and the recommendations.

#### 6.1 Purpose of the Conclusion

The conclusion's purpose of this study is to give a synthesis of the key points and aim of the study to the readers. This section is an important part of the paper since it provides closure while reminding the reader of the contents and the importance of the study. The conclusion goes from specifics to view the bigger picture of the document to its general objectives. As well as providing the results found from the analysis. In addition to this, the researcher will add a recommendations segment, in which the most important recommendations will be described for future investigations in this type of study.

#### 6.2 Conclusions

##### **6.2.1. To translate the documents *Reconectando con mi Adolescente* from Spanish into English for *Enfoque a la Familia Costa Rica* Organization and the Volunteer Program Information from English to Spanish for *Kids Saving the Rainforest* Organization.**

The main purpose of this objective was to translate both documents in the most accurate way according to each purpose and function. This objective was achieved by having access to those documents, making general and close reading, and applying the proper text analysis for each of them based on the "text analysis" segment from Chapter II of this paper. It was analyzed

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that “Reconectando con Mi Adolescente” document had a discussion text style, a neutral scale of formality, a simple scale of difficulty, a factual emotional tone, and an informative function. In the case of the translation from English into Spanish the text analysis was divided in two because of the differences in the scales of formality, difficulty, and emotional tone. The “Volunteer Program Information” document had a descriptive text style, a neutral scale formality, a simple scale of difficulty, a warm scale of emotional tone, and an informative function. Finally, the “Volunteer Handbook” document had a descriptive text style, a formal scale of formality, a neutral scale of difficulty, a factual scale of emotional tone, and an informative function. With this analysis, a communicative translation method of the source texts was accomplished by the researcher. In addition, the researcher looked for related texts in order to find proper wording for the target texts. All these processes helped the researcher to naturally and faithfully translate both documents.

### **6.2.2. To apply various translation techniques to the documents in order to achieve communicative texts.**

This objective was accomplished by the researcher applying the seven translation procedures, such as transposition, modulation, amplification, explicitation, omission, punctuation changes, and literal translation to each text as required. The researcher compared the procedures from the source text with the target text with the usage of a color coding technique. This helped to have a better picture of the effects. In the translation of both documents was significant to take into account the faithfulness to meaning, naturalness, and effectively communicate the information. This was also supported in both translations by looking at the appropriate wording for the target text readers without losing the message.

**6.2.3. To evaluate the effect of the translation techniques applied on the documents.**

The researcher created a color coding in which each translation procedure used (transposition, modulation, amplification, explicitation, omission, literal translation, and punctuation changes) had a color to represent them in the translated version. The source and target texts were compared with this technique. When one of these procedures appeared in the target text compared to the source text, the translator marked that word or phrase with the corresponding color. Afterward, the results from both texts were compared as well as the effects. This helped the researcher to evaluate the procedures used.

Consequently, it can be stated that modulation was the most used translation procedure in both target texts, followed by transposition with adjustments in the natural order of syntactic elements and the change for other grammatical elements to express effectively the message in the target text. Punctuation changes had prominence in the Spanish into English translation, this procedure helped to achieve conciseness, clearness, and naturalness for target readers. The explicitation procedure was of great significance in the English into Spanish translation in little alterations resulting from the process of literal translation, so it added clearness to the sentence. The amplification procedure was of great usage in both target texts since it allowed to the addition of more or different words to express the same message the source text had. The omission procedure was less used in both target texts since most of the information was important to convey the message. In many cases, the researcher used modulation combating literacy and expressing the same meaning omitting unnecessary parts. For example, in the case of few colloquialisms and idioms from both source texts. The literal translation was used consciously by the researcher, in parts where the meaning and naturalness were not missed for

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the target text as well. Explicitation was of a lot of usage in those cases. Both target text had literal translations.

These procedures were of a lot of importance for the researcher, as they improved the translation and helped in the process of creating a faithful and natural translation for the target readers. In many cases, more than one translation procedure was used to support the clearness of the message. This procedures helped in the research process as well to deliver a quality translation.

### **6.2.4. To create a glossary with the most relevant terminology found in both texts.**

The researcher created two tables for each target text terminology. These tables represented the glossary of terms taken from each source text. The majority of terms are repeated during the whole text and are relevant to the topic of each document. The researcher included colloquialisms and idioms that were required to investigate in order to understand them better in both languages, as well as analyze them and find a way to convey that meaning in the target text and add it to the glossary. For the glossary from English into Spanish, there is a prominence of specific vocabulary that can be false cognates and that have a specific way to refer to in Spanish. For Spanish into English, there is a lot of repeated vocabulary during the whole text and some of them have in context a denotative meaning. The glossary consisted of four categories, source language term, target language term, grammatical category, and definitions. Definitions were stated by the researcher.

### **6.3 Restatement of the Research Question**

The research question of this study is: What is the effect of the procedure and methods used to translate the documents *Reconectando con mi Adolescente* from Spanish into English for *Enfoque a la Familia Costa Rica Organization* and *Volunteer Program Information* from English into Spanish for *Kids Saving the Rainforest Organization*? The information explained in Chapter II backs up the results and effects of the translation of both texts. In this study was discovered that analyzing the text, using translation procedures, and a specific method are essential to accomplish naturalness as well as faithfulness. Those procedures improved the quality of both target texts and gave to the researcher a great tool to deliver an acceptable and accurate translation. In addition, the communicative method approach supports the decision-making process of the researcher, by guiding in the process of wording selection. Since the research question was intended to find those effects resulting from the usage of a specific method and procedures when translating, the research question will stay the same.

### **6.4 Unexpected Results**

Although both texts were not informal, the researcher found some colloquialisms and idioms in both source texts. This was a challenging situation since some of them do not have an equivalent in Spanish. This problem resulted in applying modulation to express the same or a similar idea to the target readers. Some of them in the Spanish source text were: “choteo”, “fulana”, and “mengana”. In the English version were found: “from all walks of life”, “feels a world away”, and “tropically yours”. In addition, the use of literal translation was possible more than expected. In many sentences, the researcher could use a literal translation accompanied by other translation procedures and it kept its meaning as in the source text.

### 6.5 Recommendations

From the point of view of enriching this research experience and translation process the researcher of this study recommends to future students as researchers in the field the following:

- To practice translating with other documents before starting with the ones for the research. In this way, the future researcher will gain more experience and will have the time to ask for corrections and advice to improve their translation skills.
- To read and study all the pertinent concepts to be used in the research, so they can be applied correctly in the sample study.
- To explore using and studying additional translation procedures than the ones used in this study, so the future researcher can enrich the target text even more, as well as give it better quality.
- To do a general and close reading, finding even those grammatical, syntactical, etc., errors from the source text. This will help to avoid misunderstandings in the target text.
- To make the translations with time, as well as the editing process after it. This is very important because in this way the researcher makes sure of delivering a quality and accurate translated document to the organization and the University as well.

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## **Appendixes**

### **Spanish Original Text**

Bienvenida al curso Reconectando con Mi Adolescente

Le felicitamos por la decisión de invertir tiempo y dedicación a crecer como madre de un adolescente, y le agradecemos por confiar en nosotros para ayudarle a lograrlo.

Sabemos que criar adolescentes es una tarea hermosa y desafiante al mismo tiempo. Por ello hemos diseñado este curso pensando especialmente en usted como mamá.

En las siguientes lecciones usted:

Identificará las causas que pueden provocar la desconexión entre padres y sus hijos adolescentes.

Conocerá claves para mantenerse conectado con los adolescentes, que también le servirán para reconectar con ellos.

Aprenderá formas prácticas para generar y sostener un vínculo duradero con sus hijos adolescentes.

## ANALYSIS AND TRANSLATION

Las mamás nos podemos sentir desconectadas de nuestros adolescentes cuando no tenemos temas de conversación en común, cuando no conocemos lo que hacen durante su tiempo libre, cuando no sabemos qué les gusta, y cuando se nos hace difícil mostrarles cuánto les amamos.

Además, la distancia de edad y la diferencia de intereses personales puede producir un distanciamiento emocional con nuestros hijos.

A esto le podemos sumar la presencia de circunstancias que más bien funcionan como interruptores que dificultan la reconexión.

La buena noticia es que las madres podemos reconocer las actitudes clave para poder reconectarnos emocionalmente con nuestros hijos adolescentes. Podemos aprender a tratar a nuestros adolescentes conforme estas claves, y tomar las decisiones sabias y valientes para hacerles sentir amados y respetados. De esta manera, se abrirán canales de comunicación saludables que permitirán una mejor reconexión.

Para un mayor aprovechamiento del curso, tome tiempo para ver las lecciones en video, repasar los resúmenes de lección y hacer los ejercicios recomendados al final de cada lección. Tome notas que pueda utilizar en la sesión de consejería, psicología o coaching que incluye el curso.

Estamos seguros que el contenido de este curso, con las acciones prácticas, y sugerencias para implementarlas, le ayudará en su intención de reconectar con su hijo.

Ana Leonor Jiménez

Directora Enfoque a la Familia Costa Rica

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## Lección 1

¿Por qué me desconecté de mi hijo?

## Lección 1

¿Por qué me desconecté de mi hijo?

Resumen de lección: El vínculo entre una madre y su hijo se forma desde el inicio de la vida, desde el momento de la concepción. Desde el instante en que sabemos que hay una personita creciendo en nuestro vientre y sentimos sus movimientos.

Del nacimiento a la adolescencia: el desarrollo de la independencia

## ANALYSIS AND TRANSLATION

Durante los primeros 9 meses de vida que llevamos a nuestro hijo o hija con nosotras a todas partes, somos su refugio, su fuente de alimento. Pero más allá de una simple relación orgánica, inicia una profunda conexión emocional: pueden escuchar nuestro corazón, reconoce nuestra voz, y todas nuestras emociones le afectan también.

Podemos hablarle, cantarle o contarle historias en cualquier momento y recibimos por respuesta una patadita o un movimiento que nos hace saber que nos escucha. Este es el inicio de una relación difícil de explicar y de comprender.

Después del nacimiento la situación cambia, y la forma en que nos relacionamos con él o ella cambia también: ya no está con nosotros a toda hora, y tenemos a una persona a quien cuidar, amar y a quien queremos formar en todas las áreas.

Iniciamos el proceso de cultivar en su persona todo lo que creemos importante: que aprenda a saludar, cuidamos que coma alimentos saludables, que aprenda fútbol o gimnasia, las clases de piano o violín, escogemos la mejor escuela que podemos.

Sin embargo, nuestras ocupaciones, el trabajo o los patrones que hemos aprendido podrían hacernos creer que traerlos de la escuela o del entrenamiento, preguntar “¿cómo estuvo hoy la escuela?”, o “¿te comiste la merienda?” o una salida familiar de vez en cuando, es suficiente para mantenernos cerca de los hijos, de su corazón. Pero esto no es suficiente para mantener fuerte esa conexión que nos unía al inicio.

Sin darnos cuenta, porque el tiempo vuela, nuestros niños se nos convierten en adolescentes y algunas veces, se hace evidente que aquel vínculo tan cercano que un día tuvimos se ha debilitado. Sentimos que son desconocidos, que estamos lejos de su corazón, que estamos desconectados.

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La desconexión en la adolescencia: las diferencias de vida

Algunas señales de que nos sentimos desconectadas de nuestro adolescentes son:

A) No hay temas de conversación en común

Sus temas y los nuestros no son los mismos. Parecen hablar en otro idioma y nos cuesta entendernos. Es como si ese cable de la comunicación se hubiese roto entre nosotros y no nos damos cuenta cuándo y cómo sucedió.

B) No conocemos lo que hace durante su tiempo libre

Sus pasatiempos nos resultan misteriosos, no sabemos exactamente quiénes son sus amigos o no los conocemos tan bien como quisiéramos.

Ahora nuestro adolescente se encuentra constantemente muy ocupado en sus cosas y prácticamente ya no pasamos tiempo juntos.

C) No sabemos qué le gusta o no logramos entender por qué le gusta algo

Nos resultan extraños los nombres de sus cantantes favoritos, no reconocemos las caras de los actores que siguen y desconocemos las redes sociales que utilizan. Es como si viviéramos en mundos paralelos.

D) No sabemos comunicarle cuánto le amamos, se nos hace difícil mostrarle afecto

Seguramente este es la principal y más dolorosa señal de desconexión con nuestro adolescente. Cuando nos sentimos tan distanciados que percibimos rechazo a nuestros abrazos, caricias o palabras de alago.

## ANALYSIS AND TRANSLATION

1. ¿Recuerda la primera vez que sintió una conexión con su hijo o con su hija? ¿Cómo fue la experiencia? ¿Qué expectativas, temores y preguntas experimentó en ese momento?
2. ¿Cómo ha cambiado la relación con su hijo o hija a lo largo de los años? ¿Puede notar las distintas etapas por las que cuáles ha transitado la relación?
3. ¿En qué momento o circunstancia notó que usted y su hija o hijo estaban desconectados? ¿Cuáles señales observó?
4. Escriba una carta de agradecimiento a Dios por las etapas de niñez de su hijo o hija. Y escriba una oración sobre el presente y futuro de ella o él.

## Lección 2

Los des-conectores y cómo afectan la vida los hijos

## Lección 2

Los des-conectores y cómo afectan la vida de los hijos

Resumen de lección: Hemos identificado dos palabras claves para entender la desconexión emocional y relacional que se puede sufrir con un hijo o hija adolescente. Estas palabras son distancia e interruptores.

La distancia natural entre padres e hijos.

Conforme nuestros hijos crecen, se produce un distanciamiento natural que suma a la desconexión. Este distanciamiento no es negativo, más bien es necesario para el desarrollo de nuestros hijos.

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Esto tiene que ver con la independencia que poco a poco van ganando en distintas áreas de su vida. La tarea de los padres, en este sentido, es empoderar a sus hijos mientras se mantienen atentos a su desarrollo. De esta forma, les hacen saber que en ellos tienen un lugar seguro al cual regresar después de cada experiencia de crecimiento.

La distancia natural se produce a partir de:

A) El avance en la edad

Como vimos en la lección anterior, un bebé es mucho más dependiente a sus padres que un hijo adolescente. El vínculo cambia dramáticamente desde el nacimiento y conforme los hijos avanzan con éxito en cada estado de su crecimiento.

B) Los amigos

Los padres tendemos a pasar más tiempo jugando y cuidando a nuestros hijos más pequeños que a los adolescentes. Por esta razón, nuestros hijos pequeños nos ven como sus amigos de juego y con quienes desean pasar tiempo. Pero conforme crecen y entran a la escuela, sus compañeros de clase toman ese lugar de compañeros de juego también.

Al llegar a la adolescencia, es común que los adolescentes cuenten con un grupo de amigos con los cuáles, literalmente, viven su vida. La exploración y las nuevas experiencias de la juventud se viven con sus pares.

Por distintas razones, los padres somos relegados a un tipo de relación diferente. Esto es bueno y los padres haremos bien si lo entendemos, pues en esta etapa nuestros hijos necesitan diferentes referentes que les ayuden a establecer su identidad. Por esto, los amigos, fuera de lo familiar, son tan importantes en la adolescencia.

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## C) Las actividades cotidianas.

Nuestros hijos son más independientes durante la adolescencia de lo que lo fueron durante la niñez. Esto facilita que ellos y nosotros podamos manejar agendas diferentes. Nos ponemos de acuerdo, pero vivimos a ritmos diferentes.

Nuestras prioridades son diferentes. Nuestros intereses también. Esto no es para nada malo, más bien es bueno para todos en casa. Pero si nos descuidamos, nuestras vidas pueden tornarse tan diferentes que no encontremos espacios para la convivencia como familia.

Necesitamos aprovechar y disfrutar cada etapa de nuestra vida y la de nuestros hijos, sin que ello signifique un distanciamiento tan grave que prácticamente solo compartamos un lugar al cual llegar a dormir.

Es responsabilidad de los padres crear agendas en conjunto y espacios dedicados en exclusividad al convivir familiar.

## D) La etapa de desarrollo

La adolescencia es una etapa del desarrollo que tiene sus propias particularidades. No es casualidad que atemorice a tantos padres. Este temor no es infundado.

Hemos visto a otros padres sufrir y disfrutar la adolescencia de sus hijos. Ahora bien, lo cierto es que los padres y madres seguirán siendo las personas más importantes para el desarrollo de los adolescentes.

Acercarse a la adolescencia de nuestros hijos con un abordaje pro-activo será de mucha utilidad para ellos y para nosotros.

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Si sus hijos están por entrar a la adolescencia dedíquese a aprender sobre esta maravillosa etapa.

Sea intencionado en el estudio y en la búsqueda de recursos.

### 1. Los conflictos de terceros

#### Interruptores de desconexión

El distanciamiento natural da seguridad y herramientas para la vida a nuestros hijos. Sin embargo, si nos descuidamos, ese distanciamiento puede llegar a no ser saludable si se conjuga con alguno de los interruptores que le explicaremos a continuación, sumado a una intervención errática de nuestra parte.

Hay conflictos que pueden aumentar la desconexión con nuestros adolescentes. En especial los conflictos entre los padres. Estos conflictos no son con los hijos, sino entre los cónyuges. Sería ideal que nuestros problemas de matrimonio no afecten a nuestros hijos, pero no es así. Ellos son los primeros afectados por los conflictos matrimoniales. Ellos no son parte del matrimonio, y el matrimonio es un asunto de sus padres.

Sin embargo, lo que ocurre a los padres les impacta profundamente, de tal manera que cuando los padres pelean, se separan o se divorcian, tiende a aparecer un tipo de distanciamiento mayor con alguno de los padres. Cuando los hijos evalúan el conflicto entre sus padres, aparecen sentimientos y emociones que les resultan difíciles de manejar, como la culpa o el resentimiento. En estos casos el distanciamiento viene a ser una especie de mecanismo de defensa.

### 2. Las crisis de vida

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Durante la adolescencia, los hijos pasan del pensamiento concreto al pensamiento abstracto. Es como si el mundo se abriera ante sus ojos, y las personas, conductas y circunstancias tomaran formas y significados que antes no tenían.

Esto hace que algunos eventos sean apreciados como determinantes para su identidad, sus emociones y sus vidas. Las pérdidas son eventos que no se superan con facilidad durante la adolescencia. Asuntos como: que sus padres pierdan el empleo, cambiar de colegio, la muerte de una mascota, y el rompimiento de una relación de noviazgo, pueden ser comprendidos por un adolescente como una crisis de vida.

Si como padres no comprendemos esa intensidad y nos burlamos o reaccionamos sin empatía, nuestros hijos pueden sentirse heridos y menospreciados, lo que sumará a un distanciamiento desde el dolor.

La psicóloga Melissa Madrigal explica la forma en que las crisis de vida afectan a nuestros adolescentes.

### 3. La influencia de otros significantes

El grupo de amigos y las relaciones sentimentales adquieren una importancia mayor para nuestros hijos cuando ellos se convierten en adolescentes. La necesidad de pertenecer y de sentirse valioso para sus iguales se hacen intensas en esta etapa.

Por eso resulta tan peligroso que los hijos se vinculen, de forma negativa, con personas que no suman positivamente a su juventud. Los padres debemos aprender asertividad y sabiduría para guiar a los hijos en la toma de decisiones de todo tipo, pero sobre todo las que son de tipo relacional. Necesitamos actuar con equilibrio y con la guía de Dios para señalar el camino y

## ANALYSIS AND TRANSLATION

advertir sobre los riesgos potenciales a nuestros hijos. Orar por que Dios coloque personas bien intencionadas en la vida de nuestros hijos debe ser algo diario.

#### 4. La Negligencia

Lamentablemente la principal razón de desconexión con los hijos adolescentes es la negligencia con la que padres y madres tratan su relación afectiva y emocional con sus hijos. Si descuidamos la relación y no actuamos decididamente para cuidar, orientar y amar a nuestros hijos, el resultado será la desconexión. Si usted está leyendo esto es porque desea mantener o reconstruir la conexión con sus hijos adolescentes.

Negligencia es dejar pasar cualquier comportamiento y actitud destructiva en nuestros hijos, ya sea el descuido de su salud, de sus estudios o de sus vínculos con otras personas. Los padres estamos llamados por Dios para ser los guías y referentes de nuestros hijos. No podemos dar por sentada la relación con ellos. Ellos necesitan padres y madres interesados por ellos, que pasan tiempo de calidad con ellos y que les expresan amor en formas relevantes y significativas.

1. Identifique cuáles son las causas positivas que han generado desconexión saludable entre usted y su hijo o hija.
2. ¿Qué tan independiente y seguro de si mismo considera usted que es su hijo o hija?
3. ¿En qué manera han cambiado o necesitan cambiar las reglas de convivencia en casa ahora que su hijo o hija es adolescente?
4. Repase los interruptores. ¿Alguno de ellos ha estado presente en el proceso de desconexión de su hijo o hija? Describa la forma en que este interruptor se ha presentado y las

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formas en las que usted cree que ha afectado la relación. Si hay más de un interruptor presente, haga el mismo ejercicio con cada interruptor.

## Lección 3

Lo que no debe hacer para tratar de reconectar con su adolescente

## Lección 3

Lo que no debe hacer para tratar de reconectar con su adolescente

Resumen de lección: Reconectar con nuestro hijo o hija adolescente sí es posible. Sin embargo es común que cometamos algunos errores cuando tratamos de hacerlo.

Los errores comunes

## A) Disciplinar sin amor

Disciplinar no es igual a castigar. La disciplina más bien es ayudar a los hijos a descubrir la verdad y actuar conforme a ella.

Entendiendo que esa verdad está compuesta por circunstancias, acciones y reglas. Cuando disciplinamos con amor, le enseñamos a comportarse adecuadamente según las reglas y las circunstancias.

El castigo, en cambio, provoca efectos no deseados a nivel de pensamientos y sentimientos.

Cuando se les castiga, ellos pueden sentir miedo porque les van a golpear o a quitar algo que es valioso. Ellos pueden sentirse intimidados. Pueden pensar que no se pueden acercar a usted.

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Es posible que ellos se sientan tratados injustamente. “Porque mamá no vio lo que pasó antes”.

En el peor de los casos pueden sentir y pensar que son malas personas. Dirán “Nunca hago nada bien. Soy malo.”

Cuando en lugar de disciplinar con amor, castigamos, se produce lo que los especialistas llaman las 4 R's del castigo:

Resentimiento: “Esto es injusto, no me entienden.”

Revancha: “De esto me desquito, ya sea con mamá o con mi hermano.”

Rebeldía: “Hago todo lo contrario a lo que me dicen.” “De por sí ya me castigaron”.

Seguimos poniendo castigos y él sigue con el comportamiento.

Retraimiento: “Soy malo y no calzo con mi familia.”

## B) Forzar la relación

Muchas madres, con una intención genuina de cuidar y proveer para sus hijos, se pierden en las ocupaciones diarias y se olvidan de detenerse a disfrutarlos mientras crecen.

Cuando se dan cuenta de que la relación está distante, intentan forzar la relación de vuelta.

Tratan de simular una conexión que no existe.

Lo cierto es que la conexión no puede ser forzada. Las madres necesitan estar presente mental, emocional y físicamente en la vida de sus hijos. Necesitan tomar tiempo para conectarse con ellos, jugar, dialogar y hacerles sentir importantes.

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El experto en temas sobre crianza Daniel Huerta, ha logrado identificar 07 elementos fundamentales para construir una relación no forzada con nuestros hijos (aunque las mencionamos para las madres, también aplican para los padres):

Es importante recalcar que ninguno de estos elementos se puede desarrollar de forma saludables por medio del uso de la fuerza.

### C) Manipular

La misión fundamental de una madre es entrenar a sus hijos para enfrentar la vida con acierto. Para esto, se requiere balancear el amor, el respeto y los límites. Este proceso permite a los hijos crecer en disciplina, que es el camino para adquirir autonomía, autocontrol y comportamientos socialmente aptos para relacionarse con los demás en forma adecuada.

La manipulación impide que ese proceso de autonomía y autocontrol se desarrolle de forma exitosa. En su lugar, genera inseguridad y resentimiento. La manipulación es un intento de quitarle el libre albedrío a alguien y reemplazarlo con nuestros propios deseos.

Usted como mamá no puede controlar el corazón o el comportamiento de sus hijos. Usted sólo puede controlar la forma en la que usted interactúa ellos. Pero debe tener la capacidad de respetarles y amarles aunque no respondan siempre a lo que usted espera de él o de ella.

El respeto inicia con una disciplina constante. Partimos del proceso de establecer límites y de explicarlos con claridad para definir las conductas que se consideran apropiadas. Esto les otorga un camino dirigido hacia la responsabilidad, la madurez, la independencia y la libertad.

Cuando las madres usan la manipulación para tratar de reconectar con sus adolescentes, ellos pueden experimentar dificultades en sus relaciones interpersonales con los adultos.

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Ellos experimentan una sensación de incompreensión que suele generar una incapacidad de seguir instrucciones, rebeldía y de resistencia a la autoridad. Detrás de ello, hay una búsqueda intensa de aceptación y seguridad. En busca del equilibrio. Ana Leonor Jiménez nos comparte consejos prácticos para mantener un equilibrio entre la protección y la sobre-protección.

Cuando cometemos errores

¿Qué podemos hacer si nos damos cuenta de que hemos cometido algunos de estos errores?

1. ¿Cuál es su estrategia de disciplina que usa para su hijo o hija adolescente?
2. ¿Qué tanto hace uso del castigo como método de disciplina? ¿Ha notado algunas de las 4 R's del castigo presente en su hijo o hija?
3. ¿Necesita implementar alguno de los siete elementos de la crianza propuestos por el especialista Daniel Huerta? ¿Cuál? ¿Cómo podría comenzar a implementarlo?
4. ¿Ha cometido algún error del cuál usted está consciente y del cuál necesita pedir perdón a su hijo o hija? ¿Puede escribir la forma en la que podría pedirle perdón?

Lección 4

Las claves para reconectarnos

Lección 4

Las claves para reconectarnos

Resumen de lección: Antes de realizar acciones prácticas para la reconexión, es necesario comprender las necesidades fundamentales de los hijos adolescentes y sobre ellas construir un

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fundamento sólido que permita lograr la reconexión paso a paso. Estos tres principios de necesidad son el amor, el respeto y la comunicación.

El amor para re-conectar con su adolescente

Un hijo que sabe que es amado por su madre estará más dispuesto a compartir la vida con ella.

Cuando un hijo sabe que su madre le ama, se siente valorado y con significado. Se siente a gusto y en confianza con ella y desea seguir recibiendo ese afecto que tanto disfruta.

Pero cuando un hijo no se siente amado y piensa que su madre no lo valora, tiende a sentir que él o ella tiene algo mal en sí mismo que hace que su madre se avergüence y no esté orgullosa. Si esto ocurre, nuestro adolescente no querrá escucharle ni pasar tiempo con ella.

Cuando una madre ama a su adolescente, le escucha con atención para tratar de comprender lo que hay en su corazón, se abstiene de tratarle con violencia, y le pide perdón cuando corresponde. Pero si la relación está dañada, a una madre le resultará más complejo mostrar y comunicar amor.

Algunas actitudes que expresan amor y facilitan mostrar el amor de vuelta son:

- El manejo justo del conflicto: en el que nuestros hijos entienden que ellos son más valiosos que el tema o asunto del conflicto.
- El interés por conocerlos: la búsqueda constante de espacios para preguntar y conocer el corazón de nuestros adolescentes.
- El entrenamiento para la adultez: cuando nuestros hijos saben que les estamos preparando para el futuro.

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- La inversión en tiempo juntos: al hacerles saber que nuestras acciones son para disfrutarles durante su adolescencia.
- La declaración expresa del “te amo”: que siempre debe de ser escuchada por nuestros hijos.

El respeto para re-conectar con su adolescente

Respetar a su adolescente es poder prestarle atención especial y mostrarle la consideración que merece como su hijo o hija, al tiempo que le expresa lo valioso que es para usted.

Si desea reconstruir una relación saludable con su adolescente, debe mostrar respeto por su edad. Respetarle es también reconocer que ya no es un niño.

Ciertamente todavía no es un adulto, pero tampoco es un niño pequeño. Cuando usted valora su opinión y le brinda espacio para que se desarrolle con cierta independencia está reconociendo que su hijo ya está creciendo.

Esto significa que debe mostrar respeto por su individualidad. Su hijo o hija es una persona en sí misma, que debe estar en capacidad de tomar sus propias decisiones, en la medida de lo posible. Es necesario que sepa que su opinión y decisión es valorada en casa.

Que sus decisiones sean respetadas no siempre significa que puedan ser llevadas a la práctica. El respeto con su adolescente se debe dar en doble vía. Cuando usted se da a respetar le enseña a él o ella lo que significa.

En el mismo sentido, su adolescente necesita saber que su personalidad es respetada por usted. Esto incluye respetar sus intereses, gustos e inclinaciones.

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Si no está de acuerdo con algo de su personalidad, puede hacérselo saber desde un lugar de respeto. Si usted le falta el respeto con burla, insulto o choteo, usted pierde la oportunidad de explicarle su desacuerdo, lo que le ocasionará mayor conflicto.

A pesar de ello, su adolescente requiere saber que, aunque le usted le respeta profundamente, algunas conductas no serán toleradas en su hogar. Si lo comunica con asertividad, estará mostrando respeto.

La comunicación para reconectar con su adolescente

Para reconstruir su vínculo con su hijo, usted necesita aprender a comunicarse con él o con ella. Esto significa escuchar y entender, así como ser escuchado y comprendido. Comunicar no es lo mismo que hablar, mucho menos gritar.

No es suficiente con decir o informar. Para comunicarse bien ambos, emisor y receptor, comparten los mismos códigos y el mismo canal. Por eso, antes de hacer un intento de comunicación, usted y su adolescente necesitan conocer y reconocer los estilos de comunicación que suelen usar y decidir sobre aquellos ajustes que les facilitarán entenderse y ser entendidos.

Construir acuerdos sencillos pueden ser de gran utilidad para el proceso, como no gritar, no asumir, preguntar y compartir con veracidad. La comunicación efectiva con los adolescentes es pro-activa. Usted no puede ser víctima de la comunicación reactiva.

Sus conversaciones deben ocurrir antes de los grandes acontecimientos, no solo como resultado de algún suceso. Ser pro-activo es tomar la iniciativa. Esto le corresponde a usted como madre. Es usted quien debe planear y disponer de los espacios para hablar.

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Por supuesto, no desaproveche las valiosas ocasiones que la vida le da para usarlas como momentos educativos con sus hijos.

La comunicación con su adolescente debe ser también intencionada. Si va a tener una conversación importante con su hijo o hija debe tener claro lo que desea lograr, cuál será la meta y qué busca con su adolescente.

Esto no significa, en ninguna medida, manipular las circunstancias, sino todo lo contrario. Significa ser transparente con usted misma y con su adolescente de lo que está buscando. Esto hará que su adolescente se sienta respetado y le ahorrará el ruido que podría distorsionar su mensaje.

Para desarrollar una mejor comunicación con su adolescente

El autocuidado como clave

La psicóloga Melissa Madrigal nos comparte algunas de sus recomendaciones sobre la importancia del auto-cuidado antes de intentar un proceso de reconexión.

Reconstruir la relación con un adolescente no es tarea sencilla, pero es la más noble que podemos realizar por ellos. Nuestros adolescentes nos necesitan.

Necesitan padres y madres que les amen, les respeten y se comuniquen con ellos. Si usted construye sobre estos tres elementos, estará, no solo atrayendo el corazón de sus hijos hacia usted, sino que les estará dejando un legado que les queda para toda la vida.

1. ¿Qué tan difícil le resulta expresar amor a su hijo o hija adolescente?
2. ¿Cuándo fue la última vez que usted le dijo “te amo” a su adolescente? Si no lo ha hecho en mucho tiempo, ¿puede pensar una forma sencilla y práctica para hacerlo hoy mismo?

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3. ¿Su adolescente sabe que usted le respeta aún cuando se encuentran en desacuerdo?

¿Identifica cuáles asuntos, gustos o pensamientos de su hijo le resultan más desafiantes de respetar?

4. Evalúese con los elementos de una buena comunicación citados en la lección. ¿Cuáles son los dos principales que necesita implementar en corto plazo?

## Lección 5

El estilo de comunicación de su adolescente

## Lección 5

El estilo de comunicación de su adolescente

Resumen de lección: Los adolescentes tienen la necesidad de sentirse amados. Los lenguajes del amor le pueden ayudar a usted a llenar esa necesidad. Al respecto, el doctor Gary Chapman escribió el libro *Los 5 Lenguajes del Amor de los Adolescentes*. Él propone que cada uno de nuestros adolescentes tiene un lenguaje de amor particular. Si usted como mamá descubre el lenguaje de amor de su hijo o hija podrá usarlo para reconectar con él o ella.

Muchos jóvenes dicen no sentirse amados por sus madres y en muchos casos, no porque sus madres no los amen si no porque no han sabido comunicarlo de forma efectiva a sus hijos. Pero cuando llenamos esa necesidad de amor de nuestros hijos, les damos seguridad y eso les ayuda a atravesar el período de adolescencia mucho mejor equipados, al sentirse respaldados y acompañados.

Puede ser que como madres responsables pensemos en muchas cosas que creemos son importantes en la formación de nuestros hijos, pero nuestra principal tarea es mostrarles amor

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incondicional. Un amor que dice: “Te amo, me preocupo por ti, estoy comprometido contigo porque eres mi niño. No siempre me va a gustar lo que haces, pero siempre te voy a amar y me voy a preocupar porque estés bien. Siempre voy a estar aquí, haciendo lo que creo que es lo mejor para ti. Siempre te voy a amar sin importar nada”.

Los lenguajes del amor

Palabras de afirmación

Toque físico

Tiempo de calidad

Actos de servicio

Los Regalos

Palabras de afirmación

Toque físico

Para muchos chicos, esto es lo que les hace sentir amados. Cuando eran pequeños fácilmente les decíamos: “Bravo, qué artista vos que construiste esto solito, sos buenísimo” “Qué bien que sabés andar en bicicleta, seguros sos el más rápido de tus amigos”. Cualquier logro por pequeño que fuera lo celebrábamos y esos los hacía felices.

Los adolescentes, especialmente los que hablan el lenguaje de las palabras de afirmación, necesitan escuchar a menudo de su mamá, que están orgullosa de ellos, no solamente de lo que hacen, es decir porque obtienen buenas notas, o son buenos deportistas. Sino que su madre reconoce que se ha convertido en una adolescente inteligente, hermosa, noble, aplicada, que le gusta hacer las cosas con excelencia.

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Decirles cosas como “Amor me encanta que te desprendiste de algo que te gusta para hacer feliz a tu amiga, qué generosa que sos” “Amor, me encanta que sos todo un caballero, trataste con respeto a esa señora, te felicito”.

Reconozca algunas de las características de su carácter. Aproveche cada ocasión para reconocer lo bien que hizo alguna cosa. Y por supuesto, dígame que le ama. No deje de decirle cuánto él o ella significan para usted.

Cuando queremos hablar este lenguaje con nuestros adolescentes debemos tener claro que no podemos hacerlo de la misma forma en que lo hacíamos cuando eran niños.

Debemos prestar atención a algunos factores para asegurarnos de que nuestro mensaje sea recibido tal y como queremos, como una muestra de amor. Esos factores son:

A) ¿Cuándo les abrazamos o les brindamos un toque físico?

Tome en cuenta su estado de ánimo, porque de esto depende mucho la reacción que vamos a tener. Si el chico está de mal humor no va a estar receptivo a nuestra caricias y podríamos empeorar la situación.

Pero si está triste, o se siente vulnerable por alguna situación que tuvo (como que un amigo le traicionó, o no le dio pelota) un abrazo o un toque en la espalda puede significar muchísimo.

B) ¿Dónde?

No es lo mismo tratar de abrazarlo cuando está con sus amigos a que lo hagamos cuando está en casa.

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Usualmente cuando está con sus amigos o pares no importa si ellos le dan palmadas o le abrazan, pero no le va a gustar para nada que su mamá se le ocurra llegar a celebrar con un abrazo el gol que acaba de meter.

C) ¿De qué forma?

No a todos los chicos les gusta lo mismo. Algunos pueden disfrutar que le toque el cabello y otros no. Puede que su hijo disfrute de los masajes de espalda pero otros no.

No trate de forzarlo a que le guste lo que a usted le gusta o lo que usted cree que es lo más adecuado. Si nota que no le gusta que le toque la espalda, la próxima vez acaricie su cabello y vea cómo reacciona. Es un poco prueba y error. Pregúntele que clase de caricia le hace sentir cómodo.

Tiempo de calidad

Significa dar atención completa, sin dejar que nada nos distraiga. Es mirarle a los ojos y dejarles saber que en ese momento no hay nada en el mundo que nos interese más que estar con ellos.

Es pasar tiempo intencionadamente con ellos y realmente interesarnos en las cosas que a ellos les interesan.

Para lograr comunicarnos efectivamente con este lenguaje debemos tener claro que se trata de hablar con ellos no hablarle a ellos, como lo hacíamos cuando ellos eran pequeños y solíamos darles indicaciones: lávese los dientes, haga la tarea, recoja la ropa sucia, etc. Son cosas diferentes.

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Se trata de preguntar y escuchar. De entablar una conversación. Esto no es lo mismo que describimos cuando hablamos de palabras de afirmación, porque con ese lenguaje somos nosotros los que hablamos. Se trata de aprender a conversar.

Utilice actividades de calidad. Cuando esté en una actividad importante de su hijo o hija, muestre interés en lo que hace, en cómo resolvió un problema, en cómo tocó el instrumento o lo que sea que esté haciendo. Haga comentarios que demuestren que usted está poniendo atención.

Usted puede usar su creatividad para crear el ambiente propicio para pasar tiempo de calidad. Por ejemplo, salir a caminar a la montaña, una ida a la playa, ir a un concierto, un partido o visitar una ciudad o un lugar especial para nuestros hijo.

Escoja una actividad que le guste a su hijo, no algo que le gustaría hacer a usted, aunque a veces signifique incomodarse un poquito para lograrlo. Puede ser una escapadita de un día o unas horas pero sólo ustedes dos.

### Actos de servicio

Cada vez que ayudamos a un hijo con un proyecto de la escuela y lo hacemos de buena manera y con gusto, hablamos amor con nuestros actos. Cuando servimos la comida, cuando los llevamos a algún lugar al que quieren o necesitan ir hablamos amor.

Pero cuando lo hago refunfuñando, o como para quitármelos de encima, los chicos perciben de nuestra parte que son una carga, que hago esto o aquello sólo porque no tengo otra alternativa. A veces terminan alejándose de nosotros: no piden ayuda, no piden que los lleven o traigan prefieren que el papá de fulana o la mamá de mengana los lleve, para no sentirse como que le cobran todo lo que se hace por ellos.

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Ahora bien, cuando hablamos este lenguaje hay que tener en cuenta que no se trata de manipular a los hijos o dejar que ellos nos manipulen a través de los actos de servicio. No podemos dejar que nos digan “Si me quisieras harías tal cosa por mí”.

Las mamás tenemos que tener muy claras nuestras responsabilidades y metas en cuanto a la crianza de los hijos y la relación con ellos. Hay cosas a las que simplemente debemos decir “Te amo tanto que por eso no voy a hacer esto”. No podemos dejar que la culpabilidad no lleve a caer en su manipulación.

Los regalos

Algo tan sencillo como “regalar” algo a nuestros hijos se convierte en algo lleno de significado cuando entendemos la profundidad y la trascendencia que puede tener en la vida de ellos.

Un regalo por naturaleza no es algo que nos merezcamos, sino algo que recibimos como muestra de amor incondicional. Al mismo tiempo, con el uso de este lenguaje necesitamos cuidarnos de dos trampas principales.

1) La primera es que cubrir las necesidades y deseos de nuestros hijos ya no se celebra ni se ve como un motivo de agradecimiento. Es decir, nuestros hijos adolescentes tienen lo que necesitan y más, entonces recibir los zapatos o el suéter, el nuevo dispositivo electrónico, el libro que querían en un momento del año que no es el cumpleaños o navidad, por ejemplo, no se aprecia tanto.

Hasta podrían verlo como una obligación de parte de los padres, algo que se merecen. Y entonces cuando reciben algún regalo es como: “ok, otra cosa más”. Si no tenemos cuidado, los convertimos materialistas, en donde todo lo recibo porque lo merezco y no sé apreciar lo que tengo.

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2) La segunda trampa, que es la más peligrosa. Es que llenemos de cosas materiales a los hijos, diciéndonos a nosotros mismos que es un regalo, cuando en realidad son un reemplazo de lo que deberíamos darles: tiempo de calidad, palabras de afirmación, toque físico.

No tenemos tiempo para estar con ellos porque trabajamos muy duro para poder darles muchas cosas. Y procuramos llenar esos vacíos con regalos y cosas materiales.

Recomendación sobre la comunicación.

La psicóloga Ana Celia Marín brinda algunas sugerencias prácticas para poder mejorar la comunicación con los adolescentes.

1. ¿Puede identificar cuál es su lenguaje de amor principal?
2. ¿Logra identificar el lenguaje de amor principal de su adolescentes? ¿Logra también identificar el segundo lenguaje?
3. Al comparar su lenguaje de amor con el de su adolescente, ¿cuáles desafíos encuentra para la buena comunicación de amor entre usted y él o ella?
4. ¿Cuáles de las recomendaciones respecto al lenguaje de amor de su adolescente le resultan de mayor utilidad para reconectar con él o con ella?

## Lección 6

Una estrategia personal de re-reconexión con mi hijo.

## Lección 6

Una estrategia personal de re-reconexión con mi hijo

## ANALYSIS AND TRANSLATION

Resumen de lección: Reconstruir una relación dañada con un adolescente es asunto de valientes, de madres decididas a reconquistar el corazón de sus hijos. Que se niegan a renunciar a su amor y a su cariño. En Enfoque a la Familia oramos para que el corazón de su adolescente regrese a usted y confiamos que las acciones prácticas que proponemos a continuación le serán de utilidad para lograrlo.

Acciones prácticas para reconectar con su adolescente.

A) Pase tiempo con ellos

Su tiempo es muy valioso. Sus hijos lo saben. Por eso, cuando usted les dedica tiempo, sus hijos se sienten valorados e importantes. El día a día nos puede encontrar ocupados más de lo manejable. El tiempo que usted dedique a sus adolescentes debe tener ciertas características para que resulte efectivo.

Tiempo en cantidad: Reconstruir una relación requiere tiempo. Su adolescente lo requiere. La frase que algunos padres usan para explicar que les dan a sus hijos “tiempo de calidad” en lugar de “tiempo en cantidad”, es simplemente una triste excusa para justificar el poco tiempo que dedican a sus hijos.

Sí, sus hijos necesitan tiempo de calidad, pero también tiempo en cantidad. Al pasar tiempo juntos usted y su adolescente re-aprenderán a convivir, y aparecerán muchas oportunidades invaluable para sembrar buenos recuerdos y hermosas experiencias en sus corazones.

Tiempo de calidad: Además de cantidad, restaurar una relación sólida con su adolescente requiere de tiempo de calidad. El tiempo de calidad es tiempo invertido en actividades que nos vinculan. Ya sea una caminata para conversar, un viaje a un lugar significativo para su

## ANALYSIS AND TRANSLATION

adolescente o compartir un proyecto juntos. El tiempo de calidad es uno del que ambos saben que es dedicado a cultivar la relación.

Tiempo en agenda: Para que ese tiempo en cantidad y ese tiempo de calidad verdaderamente se den, es necesario que ese tiempo sea programado en la agenda de ambos. Solo el ejercicio de agendar el espacio ya es una muestra de amor y de intencionalidad que inicia en el padre o la madre. Agendar el tiempo, además, nos ayuda a mantener las prioridades en orden y nos sirve para evitar distracciones.

Si se hace regularmente, se convertirá en una bella costumbre que puede ser transmitida como tradición a las generaciones futuras. Y unas décadas después, podrán estar agendando tiempo de abuela, madre y nieta.

Tiempo en exclusividad: Los hermanos siempre son una bendición, pero no siempre son apreciados de esta manera por los adolescentes. Si somos varios miembros en la familia, por ejemplo, varios hijos, dedicar tiempo exclusivo para cada uno por separado brindará el espacio para que la relación uno a uno, del padre o madre con su adolescente sea reconstruida.

### B) Expréseles afecto

En una relación desconectada, las muestras de afecto tienden a ser escasas. El cariño cede su lugar a la frialdad y la empatía al desinterés. Si usted ha decidido re-construir la relación con su adolescente, debe renunciar a esa conducta de indiferencia. No puede esperar a que su hijo tome la iniciativa. Usted como padre o madre es la persona adulta que debe dar los primeros pasos.

Con palabras: Ninguna voz es tan relevante para un adolescente como la voz de su padre o su madre. Algunos papás suelen comentar que su hijo o hija le prestará más atención a cualquier otro adulto antes que a ellos, así sea que le diga las mismas palabras. Lo cierto es que los

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adolescentes buscan otros referentes por sus propios medios, mentores, orientadores o guías espirituales que les ayuden con sus situaciones, en un esfuerzo por ganar independencia de sus padres.

Pero al final del camino, regresan con su padre o con su madre para ratificar lo que han escuchado o aprendido. Lo hacen, porque necesitan las palabras de afirmación de sus papás. Lo que usted diga a sus hijos se graba en su corazón, para bien o para mal.

Así que sea cuidadoso e intencionado cuando se dirija a su adolescente. Vuelva a decirle “te amo”, pero también agregue palabras de admiración y de cariño. Poco a poco sus palabras irán suavizando el corazón de su adolescente y pronto escuchará las mismas palabras de vuelta.

Con gestos: El abrazo es un hogar hecho con los brazos del papá o de la mamá.

Lamentablemente, cuando tenemos una relación distanciada, las manifestaciones de cariño físico pueden resultar incómodas, casi imposibles. Pero seguirán siendo importantes y necesarias.

Acérquese nuevamente a su adolescente. Si es necesario, pida permiso, pero no se abstenga de la caricia respetuosa, del abrazo que nace del corazón y del beso que dice te amo. Si no recibe una muestra de cariño de vuelta, explique que lo que busca es expresarle cuanto le ama. Hágalo de forma desinteresada, para su propio disfrute como papá o mamá. Y permita que su adolescente redescubra su amor.

Con detalles: Las expresiones de afecto se pueden dar en cualquier orden. Sin embargo, es recomendable manifestarlas en el orden de nuestra exposición, primero con palabras, después con gestos y finalmente con detalles.

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Un detalle es un regalo significativo, no un presente por salir del apuro en Navidad o en el día de su cumpleaños. Tampoco tiene que ser caro. Lo significativo de un detalle no está en su valor económico, sino en el valor emocional que tenga para usted y para su hijo.

Nadie conoce a su adolescente mejor que usted. Piense en detalles que indudablemente harán saber a su hijo o hija lo que usted está sintiendo. Si es necesario, escriba en una tarjeta lo que usted está tratando de expresar con ese detalle. La clave, una vez más es la intencionalidad.

## C) Muéstreles interés

Cuando dos personas experimentan una relación rota o distante, se lo hacen saber mutuamente por medio de muestras de desinterés. Las interacciones se limitan a un respetuoso “¿cómo estás?”. Esto no debe ser así nunca entre padres y sus adolescentes. Actuar de esta manera hiere en silencio, pero profundamente.

Percibir desinterés de parte de su padre o madre, crea un vacío casi imposible de llenar en el corazón de nuestros hijos. Si usted desea re-construir la relación con su adolescente, un recurso que es de bastante utilidad es volver a mostrar interés en su vida.

Hágale preguntas sobre sus emociones: Pregúntele ¿qué siente? Si se ha enterado de una situación específica, o algo importante que sucedió, ya sea positivo o negativo, hágale saber que usted quiere saber sobre ello. Pero sobre todo, que usted quiere saber cómo está su hijo o hija respecto a esa situación. Muestre interés en lo que siente su adolescente. Sea consistente en su interés, tarde o temprano esto dará pie a que su hijo se anime a conversar sobre lo sucedido. Aproveche esos momentos para afirmar a su hijo y hacerle saber que a usted le importa lo que pasa en su vida.

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Conozca a sus amigos: Ofrezcale a su hijo traer a sus amigos a pasar un día en su casa. Ayúdele a su adolescente a aprender cómo ser un buen anfitrión. Tratar bien a las personas que son relevantes para su hijo es un lindo gesto de interés. Puede producir buenas oportunidades para trabajar juntos en casa.

Pídale opinión sobre decisiones del hogar: La reconstrucción de una relación no significa que solamente usted se interese en la vida de su hijo. También significa que su hijo se interese en los asuntos de usted y en los asuntos del hogar.

Al pedirle opinión le damos un lugar y facilitamos que se sienta parte importante de la familia. Intégrelo en las decisiones sobre las salidas de fin de semana, sobre paseos y sobre las vacaciones. También sobre otras decisiones en las que los cónyuges estén de acuerdo de consultar con su hijo.

Pída que le explique y comente lo que hace: Pregúntele cuales son sus pasatiempos. En la adolescencia las actividades extra- curriculares pueden tornarse significativas para los jóvenes. Saber que sus papás están interesados en ello puede ser para ellos una generosa muestra de amor. Ofrezcale su ayuda y pregúntele de qué manera puede facilitar la experiencia de su hijo o hija en ello.

Ayúdele con su plan de vida: Ayúdele a proyectar su plan de vida. Converse con su adolescente sobre lo que desea hacer con su futuro. Algunas respuestas pueden ser desafiantes para algunos padres.

Valide a su hijo o hija y provea recursos para su orientación vocacional. Si está en sus posibilidades, invierta en su adolescente y ayudele a realizar sus sueños.

D) Compartan la vida juntos

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Una relación desconectada entre dos personas se manifiesta, entre otras cosas, en las rutinas separadas de ambos y la poca frecuencia en eventos juntos. Esto se debe a la intención expresa o tácita de mantenerse lejos entre sí.

Un padre o madre que toma la decisión de volver a conectar con el corazón de su adolescente hará bien en aprovechar la rutina

diaria y los eventos familiares para coincidir con su hijo o hija y paulatinamente volver a disfrutar de la vida juntos.

Puede ser que al inicio sea incómodo, pero si lo logran establecer como un acuerdo de convivencia en casa para compartir la vida juntos, usted puede aprovechar:

Los tiempos de comidas: Aunque nosotros comprendemos que no siempre será posible, vale la pena hacer el esfuerzo por coincidir para los tiempos del desayuno, del almuerzo, o las cenas.

No solo para comer juntos, pero también para poder conversar, para cocinar juntos y para implementar las recomendaciones que se mencionaron anteriormente sobre el tiempo juntos, las expresiones de afecto y las conversaciones para mostrar interés.

Las salidas a comer también pueden ser un recurso para vincularnos nuevamente. Si la relación está muy dañada es recomendable que se defina algún tipo de acuerdo de comportamiento para que la experiencia sea positiva para todos en la familia.

El tiempo de dormir: No se vaya a dormir sin desear las buenas noches a su adolescente. Si puede hacerlo, tome algunos minutos para conversar sobre el día que termina y pregunte sobre el

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día siguiente. Hacer esto es otra muestra de interés y les servirá para recordar los espacios que tienen en agenda para compartir juntos.

Es posible que conforme avance el tiempo y la relación mejore, las conversaciones antes de dormir se extiendan y se conviertan en un momento para construir un vínculo duradero.

La vida espiritual: Finalmente, comparta la vida espiritual con su adolescente. Si su adolescente se muestra hostil hacia Dios, no se angustie y no trate de forzar una fe que

no está. Ore intensamente por sus hijos y comuníqueles que está orando por ellos. Pida a Dios que Él se les atraviese en el camino y les enamore con su Espíritu.

Conforme la relación con su adolescente comience a mejorar considere la posibilidad de invitarle a orar con usted por sus propias necesidades y por las del hogar. Pueden hacer devocionales juntos y eventualmente incorporarse a una iglesia.

Recomendaciones para una estrategia personal. La coach de vida, Karol Calderón, ofrece algunas recomendaciones para diseñar una estrategia exitosa para la reconexión.

¡Recuerde!

1. Plantee una meta concreta de reconexión con su adolescente. ¿Cómo se verá su relación con su hijo o hija una vez que logre reconectar con él o con ella?
2. Diseñe y planee un tiempo de calidad y exclusividad con su adolescentes. Incluya fecha, lugar y actividades a realizar. Comparta la idea con su hijo o hija y enriquezcan juntos la experiencia.

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3. Escriba una carta para expresar afecto a su adolescente. Concéntrese en los aspectos positivos y en lo que usted siente por él o por ella. Ubique un momento especial para leer la carta a su hijo.
4. Escoja una de las recomendaciones brindadas sobre mostrar interés a su adolescente y realícela. Evalúe usted misma su nivel de interés mostrado y consulte algo de interés sobre la actividad.
5. Revise junto a su adolescente las rutinas diarias y semanales de ambos. Encuentren juntos uno o dos espacios para compartir y enriquecer su relación.

Anexos

curso Reconectando

Para más información

costarica@enfoquealafamilia.cr | +(506) 2216-9292 | +(506) 8655-9211

### **English Original Text**

Kids Saving the Rainforest

Volunteer Program Information

Thank you for your interest in the Kids Saving the Rainforest volunteer program! We are a wildlife sanctuary, rescue and rehabilitation center located in beautiful Quepos, Costa Rica. We rescue over 100 animals every year. People from all over the world from all walks of life join us

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from a couple of days up to a few months of time to join us in the important work we are doing here.

This Volunteer Program Guide has been designed to help you learn more about the volunteer program here at Kids Saving the Rainforest, help you decide if this is something you would like to explore, and to lead you through the application process. Keep reading to learn more!

Our volunteer program is available for short-term stays (less than 1 month) and long-term stays (more than 1 month) and is generally reserved for helping in the sanctuary for unreleasable animals.

For longer term stays, if you have some training or background with animals, you can be considered for an internship with the wildlife clinic and rehab areas, which involves more hands-on experience and rates are reduced beyond 30 days.

(If you are studying or working in a wildlife related field especially and would like to come for a longer period of time, ask us about our Internship Program!)

### Volunteer Experiences

Whether you choose to stay with us for a couple of nights or stay for a whole month, long-term volunteers have the chance to really get involved and work with the animals!

Typical daily duties include food preparation and distributing food and water to the animals who reside in the sanctuary, cleaning enclosures, providing enrichment to improve the quality of life of the animals in our care, and foraging for wild foods. You may participate in special projects going on here at Kids Saving the Rainforest, and for volunteers staying for one month we ask

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that you take on a special project of your own. If you have a specialized background or experience, let us know and we may be able to find other ways for you to help out!

You will not be handling the animals, but you will be contributing directly to improving their quality of life! You will gain invaluable experience and learn what it's like to work in a wildlife rescue and sanctuary setting.

Long-term volunteers have the option of staying in the bunk room of our Volunteer Center, or opting for an upgrade to one of our lovely cottages in the Blue Banyan Inn.

### Our Location

Kids Saving the Rainforest is located just outside of beautiful Quepos and Manuel Antonio, Costa Rica. This location puts you within easy access of beautiful beaches, a world-renowned national park, restaurants, shops, and all the great recreational opportunities this area has to offer. Although it is only a 15 minute drive into town and a 30-minutes to the beach, when you are here on the property all that feels a world away.

Located on 85 beautiful acres of rainforest, you can hike into the jungle where you are more likely to come upon a wild troop of Grey-Crowned Squirrel Monkeys or a Poison Dart frog than another human. Everything is alive and green. We also have a beautiful pool with a stunning mountain view to cool off in when you're not working.

You will gather for meals in our large, open-air restaurant area where everyone comes together to eat, socialize, and (of course) talk about animals. (A prepared lunch will be provided daily, and basic local staples will be provided to you to prepare your own breakfast and dinner.)

### The Accommodations

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During your volunteer experience you will either be living in the bunk room of our 3-story volunteer center, or in a lovely cottage in the Blue Banyan Inn. The bunk room is an open concept hostel-style space with bunk beds, a nice kitchen, shared bathrooms and shower facilities, three porches with amazing views, and a lovely space for you to gather together with your fellow interns and volunteers.

The cottages in the Blue Banyan Inn are a nice option for those volunteers who prefer a more private space with more modern comforts to relax during their time off.

Real talk: This is the jungle. There are bugs, hot and humid air, and fans but no air conditioning. (The cottages have a/c.) You will be living and working in close quarters with up to 8 other volunteers from around the world of mixed genders and ages. You will have mosquito bites and you will sweat and get dirty. This can be a wild and wonderful new experience for you, but you need to come here with the right mindset to make the most of your time here. We are all here to help save the rainforest!

### Volunteer Rates

\$100 deposit required upon acceptance to hold your space.

### Bunk Room

#### Rates

- 1-14 nights: \$70 a night
- 15-20 nights: \$65 a night
- 21-30 nights: \$60 a night

### Cottage Rates

- 1-7 nights: \$150 for 1 person. 2 people: \$104 per person per night. 3 people: \$90 per person per night.

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- 8-14 nights: \$140 for 1 person. 2 people: \$98 per person per night. 3 people: \$84 per person per night.
- 15-21 nights: \$130 for 1 person. 2 people: \$91 per person per night. 3 people: \$78 per person per night.
- 22-30 nights: \$120 for 1 person. 2 people: \$84 per person per night. 3 people: \$72 per person per night.

All prices include the volunteer experience, full training and guidance by an experienced staff, housing, a prepared lunch, and basic local staples for interns to prepare their own breakfasts and dinners. Volunteers will have one day off a week to enjoy all of the wonderful recreational opportunities this area has to offer!

### How to Apply

Visit our website at: [KidsSavingTheRainforest.org](http://KidsSavingTheRainforest.org)

and fill out the Volunteer Application.

[https://www.flipcause.com/secure/cause\\_pdetails/MTgxMzc=](https://www.flipcause.com/secure/cause_pdetails/MTgxMzc=)

Please indicate your planned dates and if they are flexible, tell us about your previous experience with animals, your motivation and anything else you think will show us about you and why you want to help us save the rainforest. For any questions, write to us at [volunteer@kstr.org](mailto:volunteer@kstr.org)

For payments towards volunteering: <https://www.kidssavingtherainforest.org/8203payments-for-volunteering.html>

\*Once you have applied, we will confirm receipt and make the arrangements for the requested dates.

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We will also require a \$100 deposit to reserve the dates. After that, we will send an invoice for the outstanding balance to be paid 1 month prior to your arrival.

These are the last things we will want to confirm and will need from you (if you are volunteering longer than 1 day):

- Copy of negative COVID test/ Health Pass (or “Fit to Fly”)
- Copy of proof of Tetanus shot (mandatory)
- Rabies shot is not necessary but recommended if you are a vet student/clinic intern
- TB Testing is not mandatory but recommended
- Copy of proof of International Medical/Travel Insurance
- Copy of flight information
- Make us aware if you carry the Herpes Simplex Virus (if you get cold sores) \*This is because if you have an active cold sore you cannot come into contact with any of our primates, as this virus can be transmitted to them and can be fatal.

If you have any questions or concerns before or after your application, we are here to help! We know that in these changing times, there are a lot of special circumstances and extra issues that may arrive, so we are happy to discuss and make sure you will have a great time!

Volunteer@kstr.org

We look forward to your application!

Letter of Responsibility Release to KSTR

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I \_\_\_\_\_ (Name) acknowledge that entering the cages of Kids Saving the Rainforest can be dangerous, and that I am informed of risks. I understand what may happen to me if something goes wrong and I am willing to take this risk.

If anything does happen to me, I accept full responsibility for my actions and Kids Saving the Rainforest should not be held responsible. I agree not to pursue legal proceedings if something goes wrong. I agreed to obtain my own insurance to volunteer with KSTR, in part for this purpose.

By signing this I am accepting that I must be healthy, if I am to be in direct or indirect contact with the animals. I do not have any communicable disease or illness. I also attest that I am not herpes simplex positive. If I do get sick, I will promptly inform the Volunteer Coordinator (Vernita) and she will assess what I am able or not able to do.

I hereby discharge Kids Saving the Rainforest from any related liability they have to me, \_\_\_\_\_ (Name), in regards to my entering the cages on these dates:

From: \_\_\_\_/\_\_\_\_/20\_\_\_\_

To: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Signed By: \_\_\_\_\_

Witnessed By: \_\_\_\_\_

Date Signed : \_\_\_\_\_

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### Volunteer Handbook

#### LETTER FROM CO-FOUNDER JANINE LICARE

Welcome to Kids Saving the Rainforest (KSTR).

It is a great privilege to have you as a volunteer. Over the past several years KSTR has grown from being a local organization to an international non-profit NGO with members in over 20 countries. We believe that your help will assist us to grow into an even larger and more impactful organization.

Our mission is to raise consciousness about the inter-connectivity between nature and humankind, and to help protect the flora and fauna of Costa Rican rainforests.

We believe that the rainforest is a storehouse of treasures. We vow to do everything we can to save it, and to save the future of our generation! We must save the rainforest, as it is our FUTURE that must be protected. With the vanishing rainforest go our future and our planet. We have to be the generation that makes a difference.

We appreciate the diversity each and every volunteer has to offer, bringing us closer to our goal to protect the environment.

We are committed to supporting you to find what you are looking for throughout your time with us.

Tropically yours,

Janine Licare

Co-founder and Spokesperson

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Congratulations on being accepted into the Kids Saving the Rainforest Volunteer program! We are so excited to have you join us in our important work caring for rescued wildlife.

This guide will help you prepare for your time with us. Here is a quick checklist for some steps you still may need to take. Contact your Volunteer Coordinator at [volunteer@kstr.org](mailto:volunteer@kstr.org) for assistance or any questions you may have.

-Deposit: Unless you are paying through an agency, you will need to put down \$100 deposit to hold your space. The total volunteer fee is due 1 month prior to your arrival.

-Transportation: Have you booked your flight? Have you given us your flight information? See the transportation section of this guide for more tips on how to get to us!

-International Health Insurance: You will need to secure this and provide us with proof before you begin working with the animals. Your current provider may have something to offer you, or Allianz is a good option to look into.

-Health Checks/Vaccines: Review the required/recommended vaccines and health information and take care of this prior to your arrival. Do you have any medications you will need while you are here? Do you have any health concerns we should know about?

-Dietary Restrictions: Are you vegetarian, vegan, or gluten free? Do you have any special dietary requirements, such as allergies, that we should know about?

-WhatsApp: You may want to have a phone which connects with Wifi, and to download WhatsApp onto your phone if you do not have it already. Provide your Volunteer Coordinator with the number so you can be added to our group chat. This is our primary way of

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communicating as a team. We do not have cell service at our location and rely on WiFi connectivity.

-Follow us on social media: Following us on social media ahead of time is a great way to learn about us and get ready for your internship. If you'd like to help out social media posting while you are here, please let us know! <http://facebook.com/kidssavingtherainforest>

## INTRODUCTION TO KIDS SAVING THE RAINFOREST

### KSTR Mission Statement

KSTR's mission is to protect the diverse wildlife of Costa Rica by rehabilitating wildlife, conducting original scientific research, training volunteers, and promoting conservation.

### Our Pledge

The rainforest is a storehouse of treasures. If it continues to disappear, life on this planet as we know it will vanish as well. We vow to do everything we can to save the rainforest because it is our future. We will be the generation that makes a difference.

### Goals

- To educate people about the rainforest and empower them to save it.
- To ensure the survival of local threatened species.
- To care for abandoned, sick, or injured animals until they can be reintroduced into the wild.
- To preserve and protect rainforests by planting trees.
- Documented research program released 2- and 3-toed sloths.

### Background

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Kids Saving the Rainforest (KSTR) is a non-profit organization that was founded in Manuel Antonio, Costa Rica. It was started by two nine-year-old girls, Janine Licare and Aislin Livingstone, and Janine's mom, Jennifer Rice, in February 1999. The original function was to raise money to plant trees, but it later developed into wildlife rescue.

Since 1999, KSTR continues to communicate, educate and inspire kids and adults around the world. We offer tours to teach people about the rainforest, its destruction, and empower them to save it. We have published 5 children's books with a rainforest message.

With only minimal resources, we take measurable steps towards our conservation goals each year. We have installed over 130 aerial monkey bridges, planted more than 10,000 rainforest trees, and starting in 2016 we began planting 94,000 more! The Wildlife Rehabilitation center treats and releases around 100 wild animals each year and we have a Wildlife Sanctuary so that animals no longer fit for life in the wild will always have a home.

Education, conservation, and research are the keys to alleviating human pressure on delicate rainforests. KSTR has thus far been enormously successful at bringing together an international group of scientists, students, volunteers and local residents. Our continued success relies strongly on the generosity and involvement of those who care.

Donations, tours of our wildlife sanctuary and funds raised by our volunteer program are the only way we can continue our important work. Thank you so much, because we couldn't do it without people like you!

## WILDLIFE SANCTUARY PROPERTY

On the property of Blue Banyan Inn, we operate a Wildlife Sanctuary and Rescue Center. Here, we provide a safe, healthy and happy life for animals that are no longer fit to survive in their

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natural habitat. The sanctuary is also a resource to scientists and individuals who wish to study the behavioral ecology of these captive animals.

Within the sanctuary, there are currently many mammals:

- Spider Monkeys (*Atelles geoffroyi*, or “Mono Araña”),
- White Faced Capuchin Monkeys (*Cebus capuchinus*, or “Carablanca”)
- Squirrel Monkeys (*Saimiri oerstedii citrinellus* and *S. oerstedii oerstedii* or “Mono Titi”)
- Kinkajou (*Potos flavus*, o "Martilla")
- Coati (*Nasua narica*, "Pizote")
- Two-toed sloths (*Choleopus hoffmanni*, “Perezoso de dos dedos”).

We also have many rescued birds:

- Parrots: Red Lored parrot (*Amazona autumnalis*, “Lora frentiroja”), Yellow naped parrot (*Amazona auropalliata*, “Lora nuca amarilla”), White Crowned parrot (*Pionus senilis*, “Chucuyo”), Mealy Parrot (*Amazona farinosa*)
- Parakeets: Orange-chinned (*Brotogeris jugularis*, “Pericos”), Finsch's parakeet (*Psittacara finschi*, “Perico frentirojo”)
- Scarlet macaw (*Ara macao*, “Guacamaya roja”)
- Great Curassow (*Crax rubra*, “Pava”)

Rehabilitation Center and Veterinary Clinic

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KSTR has a full-time onsite Veterinarian and Vet tech with a Regente who makes regular visits. There are currently several animals receiving treatment and rehabilitation. The Rehab Center is an isolated set of outdoor enclosures with limited human contact. The Clinic is set up onsite to provide medical treatments in a clean, safe, indoor space, also with minimal human contact. The Wildlife Nursery is an isolated area specifically designed for baby mammals where the nursery staff provide round the clock care. While your volunteer efforts help to support these areas, volunteers will not be entering the veterinary clinic or nursery, and will only visit the rescue center when their help is required and under the close supervision of our clinic/rehab team.

### Living Areas

The Blue Banyan Inn Bed and Breakfast is owned by Chip, the operating director of KSTR. There are currently three cottages available for guest rentals. There is also a Volunteer Center, where the volunteers stay in shared bunk rooms.

In addition to the spacious Volunteer Center there is a pool, lounge area, and a dining area everyone is free to use. Food and kitchen is available for the volunteers to cook breakfast and dinner, but lunch is prepared for volunteers and staff on a daily basis. The property has many fruit trees, a meditation labyrinth, trails and beautiful landscapes.

### Tranportation

Here is a rundown on your transportation options:

-International flight into San Jose, SJO: Unless you are already in the country, this will be your first stop. When checking flights, be aware the ideal arrival time at our location is noon, and you will want to get here before dark (about 6 pm). We try to avoid late night arrivals as you will be entering a shared space with sleeping volunteers and interns. If you have a late-night flight, you

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can stay overnight in San Jose and head down to us in the morning. Several hotels, like the Holiday Inn Express, have free shuttle service to and from the airport.

San Jose is about 3.5 hours away from Quepos. You have a few options on how to make that journey.

-Private Taxi: This is the easiest, less stressful option. We can arrange a private taxi to be waiting for you when you exit the airport. We work with a fantastic driver named Rodney. He will hold a sign with your name and bring you right to our location. He will also track your flight and contact the VC in case there is a delay. The cost for this is \$150 cash paid directly to the driver. If you are being picked up at a hotel, the cost is \$170.

-Shared Shuttle: You will need to arrange this yourself, but the cost is about half of a private taxi. They will take you to Quepos, where you will need to take a taxi to our center (usually \$20). Some companies that offer this service are MonkeyRide and RideCR. It can be 3.5 hours, or much longer depending on where the drop-offs and pick-ups are of your fellow travelers.

-Domestic Flight: There is a small regional airport about a 15 minute drive from our location. The airline is called SANSA. Be sure to constantly check the status of your flight, because they are known to have last-minute cancellations of flights, etc. At the moment I would not recommend this method.

-Tracopa Bus: The cheapest option is taking a bus from San Jose to Quepos. First you will need to take a taxi from the airport to the Tracopa Bus Station downtown. It takes about 30 minutes and the cost is around \$30. When you exit the airport you will see many, many taxi drivers vying for your fare, so you won't have a hard time catching a ride. When you get to the bus station, you will need to buy your ticket, which will cost about 5,000 colones or \$10. The attendant most

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likely will not speak English, so look up some key phrases ahead of time to prepare. If you take the Directo (which is a shorter route and does not make repeated stops), the ride is about 3.5 hours. The bus is comfortable and has A/C, and there is a stop halfway through for a bathroom break where you can purchase snacks and drinks. If you take the Colectivo the ride can be 5 hours, and the cost is slightly cheaper but not much. I do not recommend it for the ride down, though on your way back to San Jose it is best as it goes directly to the airport, saving you the cost of a taxi ride. Either way, when you arrive at the Quepos bus station, you will then need a taxi from there to our center (\$20).

A good website for Costa Rican bus routes/schedules is [www.thebusschedule.com/cr](http://www.thebusschedule.com/cr)

## VOLUNTEERING

Your first day:

7:30-8:00 Welcome Breakfast (cooked just for you!)

8:00-11:00 Our volunteer coordinator will show you around the property and take you on our sanctuary tour so you can learn all about the animals we have here.

11:00-12:00 Training with the Sanctuary Manager on sanctuary-specific and safety rules

12:00-13:30 Lunch break

13:30-15:00 Training in food prep and delivery (meet at the animal kitchen)

15:00-16:00 Enclosure enrichments or special projects

Once you have been shown around and learn the way the centre works, your usual schedule will look something like this:

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7:30-8:00 Breakfast

8:00-9:00 Food prep and delivery (meet at the animal kitchen)

09:00-12:00 Enclosure cleaning and enrichments

12:00-13:30 Lunch break

13:30-15:00 Food prep and delivery (meet at the animal kitchen)

15:00-16:00 Enclosure enrichments or special projects

After 4pm you are welcome to relax, enjoy the pool or head into town for dinner. You will also have 1 day off per week, to enjoy Manuel Antonio or Quepos.

### ACTIVITY 1: Housing and Cleaning

Your primary volunteer activity will be providing care to the animals in the sanctuary. We need to ensure the basic freedoms of animal welfare are being provided.

#### FIVE ANIMAL WELFARE FREEDOMS:

1. Freedom from hunger or thirst, by having ready access to fresh water and a diet to maintain full health and vigor.
2. Freedom from discomfort by providing an appropriate environment including shelter and a comfortable resting area.
3. Freedom from pain, injury or disease by prevention or rapid diagnosis and treatment.
4. Freedom to express normal behavior by providing sufficient space, proper facilities and company of the animal's own kind.

## ANALYSIS AND TRANSLATION

5. Freedom from fear and distress by ensuring conditions and treatment which avoid mental suffering.

Every animal needs to live in a healthy, clean environment. Their home is their enclosure and their hiding box is their bed. Our animals are active and require a cage large enough for them to jump and play, and also stimulation to keep the interest. Our cages have live plants, dead branches, bamboo swings, poles, 7 ropes, hammocks, etc. They also have at least one hiding box, one empty platform, and one food platform.

Wildlife in captivity demand a lot of our attention and if we don't give them what they need, they will find ways to let us know we are not meeting their needs. Abnormal behavior patterns and destructive behavior are a result of stress and/or boredom. Captive animals have a lot of time on their hands, and if they are not provided an outlet for all of that energy and intellect, they can resort to destructive behavior patterns. It is up to us to supply them with new, entertaining and challenging activities to take up all of their extra free time. This is called enrichment.

In general, your job is to keep the cage orderly, free of potentially dangerous items, sanitary and comfortable. As a volunteer, you will be assisting an animal caretaker in cleaning the enclosures as well as foraging for branches and leaves to provide enrichment.

### ACTIVITY 2: Preparing Food for the Animals

This will be one of your primary activities as a volunteer, and you will participate in the morning and afternoon feedings. Animals in captivity are dependent on their caretakers to provide a complete, healthy and interesting diet. Because of their high intelligence, monkeys need a rotating, diverse meal plan that stimulates their curiosity and intellect and prevents boredom.

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With the assistance of a zookeeper or intern, you will collect, prepare, and cook certain foods in the animal kitchen and then take them down to the sanctuary. This will involve chopping fruits and vegetables in different sizes for different animals. Once the food is prepared, you will accompany the animal caretaker into the sanctuary and assist with the feeding of the animals.

### ACTIVITY 3: Distributing Food to the Animals

Animals in captivity are also dependent on their caretakers to provide food. Since they are motivated by food, and this is generally a positive time, they will normally focus on that rather than on you. They may even look to you happily and gratefully, BUT, there is also a chance that they will consider you a threat, intruder, or an otherwise negative visitor. You must be cautious and sensitive with your approach, as you will interact and deliver their nourishment for the day.

You will be accompanying an animal caretaker into the sanctuary and distributing food and water to the animals. It is important to follow the instructions of the animal caretaker, as they have your safety in mind and know the general behavior of each animal.

General instructions for each species in the sanctuary:

**Birds:** Enter and close door behind you. Watch your head for branches or any birds who may be keen to peck at it. Make sure there is a separate bowl for each bird and they are hung apart from each other, ideally near a good perching spot and out of the rain. Be alert and report any serious fighting or flying accidents/injuries.

**Marmosets & Tamarins:** Either enter quickly and close door behind you OR pass food dishes quickly through open door onto platform (while carefully guarding). Be alert and report any serious fighting.

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\*Kinkajous: Only receive food in the afternoon. Pass food dishes onto platform quickly while guarding door. If the kinkajous are awake and out or near the door, seek assistance.

Squirrel Monkeys: Make sure they are all out of the shift cage. Carefully close the pass-through window and make sure it is secure, leaving yourself or your partner to carefully guard the lever. Don't allow them to try to poke or grab at you. A hose should be accessible. Place the plates on the platforms, close the door, secure the latches, and re-open the pass-through window.

Capuchins: Make sure they are all out of the shift cage. Carefully close the pass-through window and make sure it is secure, leaving yourself or your partner to carefully guard the lever. Don't allow them to try to poke or grab at you. A hose should be accessible. Open the main door to the shift cage and attach bowls to carabiners. Close the door, secure both latches, and re-open the pass-through window. Make sure there is nothing near the outside of the cage that they could reach.

Spider Monkeys: Make sure they are out of the shift cage. Close the pass through window.

Double check that it is locked. One person should guard the lever while the other put food into bowls in the shift cage. Close and latch the door and then re-open the pass-through window.

Make sure you keep your distance as you walk past them in the cage. Follow the directions of Sanctuary staff for any other animals in the Sanctuary not listed here.

Follow the directions of Sanctuary staff for any other animals in the Sanctuary not listed here.

## ACTIVITY 4: Health Check

### Description

## ANALYSIS AND TRANSLATION

Wild animals get sick too, however they are designed to mask it. Predators and conspecifics may attack at the moment they see a weak animal. Therefore, it is more difficult to see signs of disease and it is very important to know what to look for. It might be lifesaving to detect disease earlier rather than later. Please take a couple of minutes each day to examine each individual. As you get practice it will become easier because you will start learning to differentiate normal from abnormal behaviors.

These are the most basic things to watch for:

- In general a healthy animal is bright, alert and active (take into account if they are diurnal or nocturnal).
- They should not be lethargic, weak or without an appetite.
- If they are properly hydrated, the inside of their mouth should be pink and moist.
  
- Growing animals should gain weight every day. Healthy adults should maintain their weight.
- Their poop is well formed, not liquidy or bloody. However certain foods will taint the color.
- Wild animals are curious and attentive. They have the reflex of flee or attack under aggression.
- The following are signs of sickness
  - o Discharge from eyes or nose
  - o Sneezing or coughing
  - o Diarrhea or soft stools
  - o Vomiting

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- o Bloating
  
- o Limping
  
- o Parasites on their fur or body
  
- o Weakness o Lack of Appetite
  
- o Injuries

**\*\* If you notice one of this signs notify the Sanctuary Manager, Vet, or Zookeeper immediately!\*\***

## ACTIVITY 5: Animal Behavior Observation

When animals are being moved to a different enclosure, are being introduced to other animals, or have been displaying concerning behavior, volunteers will be asked to perform animal observations.

**DESCRIBING A BEHAVIOR:** The two main ways that behaviors are described are in terms of structure or consequences.

**Structure:** What does the behavior look (or sound, or smell) like? How is the animal positioned and what motions is it going through? If you had built a robot version of the animal, what instructions would be necessary for it to execute the behavioral movements?

**Consequences:** What effect does the behavior have? This can include effects on the animal subject, another animal, or the environment. Some examples of describing a behavior in terms of consequences are “feeding”, “a threat display”, or “collecting nectar”.

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**ETHOGRAM:** An ethogram is a description of the main types of behaviors for a given species. It breaks behavior down into categories and provides a description for each category. This is useful both for understanding the behavioral repertoire of a species and for making recording behaviors easier. Since an animal's behavior is naturally a continuous flow from one event or state to another, breaking it down into categories allows a researcher to make measurements and comparisons.

### Potential Project: ANIMAL OBSERVATION ASSIGNMENT

**OVERVIEW:** You will have an assigned animal to observe. You need to take notes on its behavior and ask yourself if it has a good quality of life and what can be done to improve it.

**INSTRUCTIONS FOR OBSERVATIONS:** Observe the animal (or animals) and take notes on its behavior for at least 1 hour.

You need to stay outside the enclosure as far as possible (you need to be able to see). Give the animals 5-10 min to adapt to the fact that you are there and let them behave normally (as if you weren't there). Start your watch.

You will use a Focal Animal Sampling method with the aid of an ethogram, which means you will use an ethogram key and a chart to record events. You will be doing a descriptive behavioral study based on Consequences and Spatial Relation. Therefore, you will record events (actions) and the place it was done.

Once the animals have adapted to the fact that you are observing them and there are no human distractions, every 2 minutes you will take a snapshot of the animal (in your mind). You will describe the action it was doing and where it was doing it in your chart according to the key chart. Repeat every two minutes.

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It is very important to be consistent. Ethograms must be done to the same animal, at the same time in the same place always. Actions recorded need to be the ones done in the 2 minute intervals; other actions are not recorded. If an action is not in the key chart and you think it's a relevant action in the animal's life then include it. The same goes with the place, include it if it's not in the chart provided.

Analyze your findings. Compare what is normal and what is not. What is lacking in this animal's life and what can be done to improve their quality of life. Next step: do it. More enrichment? More hiding places? More trees? Improve feeding sites? More interactions between mates? Etc.

Then continue with your observations and ethograms and evaluate if the improvements made actually helped promote what you wanted.

Present your findings. Please give us a written report and/or presentation. Your notes should include:

1. Date and time
2. Location where you observed animal
3. Description of Animal observed (name, brief history resume)
4. Description of animal's social environment (Alone? With another individual? Who?)
5. Your behavioral observations. The actions and places observed and recorded. Count the number of times each action was done versus the total to give you a percentage.

For example: Romeo spent 30% of its time searching for food, 40% grooming, 20% playing with Halle and 10% resting. Since it is not normal for a marmoset to spend so much time grooming, I decided to enrich their cage and encourage play among themselves and exploration. After the

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improvements were done, Romeo spent 40% of its time searching and exploring, 15% grooming, 35% playing with Halle and 10% resting.

1. Give us recommendations for the future of this animal.
2. Give a brief description of this animal's personality so that other volunteers and tourists visiting will know how each animal is an individual.
3. Describe any problems or challenges you had in observing the animal.

If you have any ideas about potential enrichment or research projects, please speak to the staff.

## YOUR SAFETY

As a volunteer with KSTR, your safety is our utmost concern. Working with non-domestic animals presents unique challenges. The following rules and guidelines are set forth to minimize the risks of handling wild animals in the tropics. It is essential that these rules be regarded as the bare list of ALL of the possible dangers. Each individual must use common sense and respond to each circumstance with proper caution. YOU are the key to a safe and successful experience with us!

Before volunteering at the KSTR sanctuary volunteers **MUST HAVE:**

- Tetanus shot is **MANDATORY** (proof needed prior to arrival)
- Influenza shot is **MANDATORY** until further notice
- TB Testing is not mandatory but recommended
- Have proof of international medical/travel insurance

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-Make us aware if you carry the Herpes Simplex Virus (if you get cold sores), this is because if you have an active cold sore you cannot come into contact with any of our primates, as this virus can be transmitted to them and can be fatal.

### Health concerns for volunteers

Even though the animals at the Sanctuary have bi-annual physical exams and fecal exams they may still get sick. Transmission may occur via air, food, water, contact with other animals or people, or fomites (microbes carried in shoes, new enrichment device, etc.). Please make sure not to touch them and wash your hands thoroughly after having been in their cage.

Humans can transmit disease to the monkeys. If you feel any symptoms of sickness please stay away from the wildlife until you feel completely better. Humans with viral infections cannot work with the monkeys, even if symptoms of the virus are not present. Measles and the Herpes Simplex virus (the virus that causes cold sores) can be fatal to monkeys. People with any immune suppressing diseases are more susceptible to get any disease, so you must be more careful when working with the wildlife.

If you become sick during your volunteer time, report this to your Volunteer Coordinator who will confer with the vet, as many illnesses can be transmitted to the animals and harm them. Alternative activities will be found for you. If you remain contagious and ill for a number of days, you will be required to visit the doctor. Your privacy is important, but so is everyone's safety.

\*\*Please inform us about any condition such as diabetes, epilepsy, etc. and how we can help in case of emergency.

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We have an emergency kit for humans located in the restaurant, but it is essential that you bring your own medicines, in case you suffer from any illness.

## FOR CURRENT HEALTH AND SAFETY REGARDING COVID-19 PLEASE CONTACT THE VOLUNTEER COORDINATOR

### General Rules and Regulations

- No drinking alcohol during work hours. No alcohol (opened or not) in any department facility
- No smoking by buildings or facilities, only in designated smoking areas
- No drugs allowed on property (including cannabis)
- No tolerance for any type of sexual harassment
- No outside guest permitted without staff consent
- Wear closed toed shoes and long pants when in the sanctuary
- No loitering or socializing in the facilities outside of work hours
- No music where there are animals: Sanctuary, Clinic, Rehab, and Nursery.
- No selfie photos/videos of rescue center animals
- No touching/petting animals, especially rescue center animals.
- And work related concerns/observations must be discussed with Head of Department first. Any personal/social concern must be discussed with Volunteer Coordinator.
- Days off must be coordinated with Head of Staff (your direct supervisor).

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-If you are not feeling well please do not go near the animals and tell the Volunteer Coordinator so they can find someone to cover your shifts

- No contact with any primates if you are herpes simplex positive during the time of an outbreak.

- Be respectful of the guests of BBI and the other volunteers. After 10 PM there will be no loud music, yelling, or loud noise of any sort.

Due to the COVID-19 pandemic, the following additional rules are in place until further notice:

-Masks must be worn while working or socializing with other people

-Frequent hand washing and sanitary protocols must be followed

- Curfew of 9pm

-On days off, you may not go to bars, clubs, or crowded public areas

-When you arrive, you may need to spend your first 14 days in quarantine, depending on the current Ministry of Health regulations, and report any symptoms immediately

All volunteers must adhere to the rules and are subject to dismissal if they do not comply.

## RULES ABOUT WORKING AROUND WILDLIFE

The wildlife in the sanctuary have demonstrated they lack the skills or physical ability to survive on their own in the wild, and for their own safety and well-being they need to be kept in captivity. Legally, we cannot have them loose or anywhere other than their enclosures. If you observe that an animal is sick or acting abnormally, please let the vet know immediately so we can check it and rehabilitate it. We may take it out from the enclosure and bring it into the clinic.

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1. Do not enter the Sanctuary by yourself or allow others to enter without permission. You will work there daily, but cannot enter outside of working hours or without the supervision of a wildlife professional.
2. No one is allowed to pet the animals. This is dangerous for the person and for the animal, disrespectful, and it is also illegal.
3. Do not enter the Clinic or Rescue Center without vet approval. The animals should have very little contact.
4. Photos can be taken from outside the cage without flash.
5. Leave cell phones, personal listening devices and cameras outside the enclosures. Voices and other noise should be minimized.
6. Tie back long hair and remove all accessories and jewelry. This could cause injury and could also encourage the animals to climb on you (which should be avoided).
7. We should not address monkeys as people, “my babies” or pets. They are wild animals and should be addressed as so, and we don't want to encourage the pet trade.
8. Do not smoke or drink while doing your job.
9. Chemicals with strong odors (cleaners, disinfectants or detergents) should never be used inside the cages, or on items you will place in the cages.
10. Refrain from wearing heavy bug repellent, perfume or scented personal hygiene products. Many animals, especially mammals, have a highly developed sense of smell. The smells could be distracting, unpleasant or initiate an unwanted behavior.

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11. If you feel any symptoms of sickness please stay away from the wildlife until you feel completely better as you can transmit illness to them. Let the Volunteer Coordinator know to cover your shifts.

12. Wash your hands before, between cages and upon completion of your task. Also wash clothes and shoes accordingly.

13. Wear closed shoes such as hiking shoes, tennis shoes, or rubber boots. No flip flops. Long pants are recommended.

## PROTOCOLS FOR PREVENTING BITES AND ESCAPES

Remember that when you enter an animal's cage, you are essentially a visitor in their home. Be respectful of the animal's space and aware of their body language and vocalization. These animals are used to humans and in general their first instinct will not be to fight, but they will be curious about you. They are individuals and their behavior can change quickly from one moment to the next. Remember, all wild animals bite! Females in estrus or with offspring and males during the breeding season may be more aggressive. Always approach every animal as if you expect it to be aggressive.

Follow these rules before entering or approaching the cages:

1. Do not go to the sanctuary by yourself. Always go with an experienced partner.
2. Bring a walkie-talkie with you. Be calm and confident.
3. Count and identify the location of the animals and make sure they are away from the door.
4. When entering cages with smaller animals, one person can enter and the other can watch from outside ready to help if necessary.

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5. When entering cages with larger animals, carefully use the shift cage, making sure it's secure.
6. Enter and exit as quickly as possible, using quiet, slow, efficient movements. Make sure to keep door secure at all times and lock behind you when leaving. Double check the locks!
7. Avoid prolonged eye contact, loud noises, sudden movements, or open-mouthed smiles.
8. Do not let the monkeys jump on you. If it happens, gently try to encourage them onto a branch by standing near it.
9. Do not let a monkey pull your hair, hit, or scratch you, from within, or reaching through a cage. When possible, walk away, turn your back, or spray with water if needed to dissuade.

If an animal gets aggressive:

1. Try to create or maintain a good distance.
2. Try to exit the cage right away.
3. Have your partner use the hose and spray water between you and the animal

If you are being bitten or otherwise attacked:

1. Your partner should use the water hose
2. Call the Sanctuary Manager, Vet or Zookeeper right away so that they can properly remove the animal. They are trained and the best people to assess and handle the situation.

If an animal escapes:

1. Get away from the animal.
2. Use your walkie-talkie to call for help from a KSTR Staff member.

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3. While you are waiting, keep your eyes on the animal but keep a safe distance.
4. We will attempt to attract the animal back into the cage with food.
5. If necessary, the animal may be grabbed with gloves, towels, blankets, nets or a trap.

\*Do not try to do this yourself, as they are very fast and will bite!

### Earthquakes

Costa Rica experiences a lot of earthquakes, although most of them are small. Still, if you are not used to this, it can be alarming. Refer to the earthquake evacuation sheet of the volunteer center in case one happens.

### Weather

Thunderstorms can be frequent and severe, especially during the rainy season (April to November). If you hear lightning, it is best to stay indoors and avoid open areas. We will find indoor activities to do during a storm.

### Snakes

Due to our location in the rainforest, we will sometimes get wild snakes on the property. The majority of these are harmless, but a few species are venomous, even deadly.

-Watch where you step, and never put your hands where you can't see

-Always carry a flashlight/torch in the evenings

-Wear closed-toed shoes at night

-Report any snake sightings to a member of staff

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-Never try to approach or touch a snake, even if you think you know the species

-Immediately report any bites. **YOU WILL GET TREATMENT** as we have a plan in place for this, but it is best not to wait.

For more information talk to the Volunteer Coordinator

### Volunteer Packing List

Wet Season (April to November):

- Lightweight rain jacket
- Lightweight sweatshirt
- Waterproof shoes with good traction
- Rain boots (Or we have some here that you can borrow!)
- Flip flops/ sandals
- Multiple outfits you don't mind getting dirty (long pants to work in)
- Multiple socks (They will get wet!)
- A couple of nice outfits to go into town
- Lightweight long pants and shirt (to prevent mosquito bites at night)
- Bathing suit
- Bug Spray
- Sunblock
- Head lamp/ flashlight

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- Reusable water bottle
- Entertainment (tablet, book, computer etc.)
- A debit/credit card that works abroad and cash (just in case)
- Feminine products (They are very expensive here!)

\*\* Any special toiletry items you can't live without\*\*

Dry Season (December to March):

- Multiple outfits you don't mind getting dirty (long pants to work in)
- Comfortable shoes (sneakers/boots)
- Flip flops/ Sandals
- A couple of nice outfits to go into town
- Bathing Suit
- Bug Spray/ Sunblock
- Head lamp/ flashlight
- Reusable water bottle
- Entertainment (tablet, book, computer, etc.)
- A debit/credit card that works abroad and cash (just in case)
- Feminine products (They are very expensive here!)

\*\* Any special toiletry items you can't live without\*\*

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\*\*If you forget anything, it must be sent in a manila envelope to:

KSTR, Costa Rica

P.O. Box 297-6350

Quepos, Costa Rica 60601

506-4070-0340

**Letter from Kids Saving the Rainforest**

11 de Noviembre, 2022

Blanca C. Insausti  
Volunteer Coordinator  
Kids Saving The  
Rainforest  
P.O. Box 297-6350  
Quepos, Costa Rica,  
60601



Estimada Leslie Elizondo Mora,

Yo Blanca C. Insausti, en calidad de Volunteer Coordinator de Kids Saving The Rainforest, certifico que Nicole Carmona Mora, cédula 402490998, actualmente realizando el bachillerato en Inglés, ha realizado la traducción voluntaria de varios de nuestros documentos del inglés al español.

Su trabajo de traducción ha sido impecable y nos ha ayudado en gran medida a continuar con nuestra labor ya que facilitará nuestra comunicación con posibles nuevos voluntarios e internos.

*Blanca C. Insausti*

Volunteer Coordinator

**[volunteer@kidssavingtherainforest.org](mailto:volunteer@kidssavingtherainforest.org)**

**[www.kidssavingtherainforest.org](http://www.kidssavingtherainforest.org)**

**Letter from Enfoque A La Familia Costa Rica**

*Ayudamos a las familias a mejorar™*

Tel: (+506) 2216-9292  
Apdo.282-2070 San José, Costa Rica.  
costarica@enfoquealafamilia.cr  
www.enfoquealafamilia.com/costarica

21 de noviembre de 2022

Buenas tardes  
Señores  
Universidad Internacional de las Américas  
Sr. Lic. Leslie Elizondo Mora, Director de Carrera de Inglés

Reciba un cordial saludo. Por este medio deseo comunicarle que la señorita Carbona Mora Nicole, con cédula de identidad número 4-0249-0998, ha realizado el trabajo de graduación en Asociación para cada Hogar, cédula jurídica 3 002 1407 89.

La señorita Carbona Mora, ha realizado las traducciones acordadas y necesarias mismas que fueron recibidas con total satisfacción por nuestra parte.

Nos encontramos agradecido por el aporte realizado, que hará posible disponer de inmediato con el contenido

Atentamente

**ANA LEONOR  
JIMENEZ  
ESPINOZA  
(FIRMA)**

Firmado digitalmente  
por ANA LEONOR  
JIMENEZ ESPINOZA  
(FIRMA)  
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Ana Leonor Jiménez Espinoza  
Directora Ejecutiva