

5. Overview of Nature Guide Training Program Course Curriculum



SELECTIONS FROM:
INTERPRETING FOR CONSERVATION
A MANUAL FOR TRAINING
LOCAL NATURE GUIDES

COURSE CURRICULUM, SITE ONE NATURE GUIDE TRAINING PROGRAM

Unit / Days	Grammar and Communication	Natural History And Conservation	Interpretation and Guiding Skills
<p><i>I. Greetings:1</i></p> <p><i>Days 1-3</i></p> <p><i>Introduce yourself and others</i></p> <p><i>Ask for and give personal information</i></p>	<p>1. What is your name? My name is Jose. What is your name? Nice to meet you.</p> <p>2. Where are you from?</p> <p>3. Subject Pronouns</p> <p>4. Verb “To Be” I am a student. You are a teacher. He is a guide.</p> <p>5. Possessive Adjectives What is his/her name? Where are they from? My name, Your name, Her name...</p> <p>6. Polite phrases/mealtime phrases (before first meal) Please pass..., thank-you, your welcome</p> <p>7. How are you? And 8 basic emotions I am happy. I am sad. He is angry.</p> <p>8. Contractions with To Be and 8 more emotions Are you excited? Yes, I’m excited. She’s embarrassed. He’s jealous. No, I’m not excited. No, she’s not embarrassed.</p> <p>9. Yes/No questions with short answers “To Be” Are you happy? Yes, I am.</p>	<p>1. Identify 15 body parts of birds BC Lesson 4 &5</p>	

	<p>No, I'm not.</p> <p>10. What do you do? I am a guide. I am a tourist.</p>		
<p><i>II. Greetings 2 and Basic Birds</i></p> <p><i>Days 4-5</i></p>	<p>11. What day is today? Days of the week</p> <p>12. What is this/that? With classroom objects</p> <p>13. Describing birds with verb To Be and 15 body parts (Bird of the Day) Is the tail long? Yes, the tail is long. No, the tail is not long.</p> <p>14. When is your birthday? Months</p> <p>15. How old are you? #'s 1-100</p> <p>16. What time is it?</p>	<p>2. Bird of the Day, Introduction ONLY with the Verb To Be</p> <p>3. Identify Bird Adaptations 5 foot/leg and 5 bills</p> <p>4. How to use Binocs 1 BC Lesson 2</p>	<p>Model Tour (in Spanish) Day 5</p> <p>1. A Good Guide Speaks Loudly and Clearly – Day 5</p>
<p><i>III. What bird is it?</i></p> <p><i>Days 6-7</i></p>	<p>17. Where is + prepositions to locate birds and objects</p> <p>18. Human Body parts This is my leg. That is your head. That is her foot.</p> <p>19. Review Lesson of Grammar Learned</p> <p>ASSESSMENT STATION REVIEW – Day 7</p>	<p>5. How to use Binocs 2 BC Lesson 3</p> <p>6. Why Birds are Important to my Community?</p> <p>7. Identify 10 most common birds at site using binocs</p>	<p>2. A Good Guide Uses Non-Verbal Communication Day 7</p>
<p><i>IV. Does the bird have a long tail?</i></p> <p><i>Days 8-9</i></p>	<p>20. What do you have? With fruits and vegetables. I have a banana and an onion.</p> <p>21. Do you have? + Family How many sisters do you have? Do you have children?</p>	<p>8. Identify and name 15 common animals in site ecosystem(s). Day 8</p> <p>9. Why Birding? In English Day 9</p>	<p>TOURS 1 In English using first two characteristics of a good guide, simple 5 minute tours</p>

	<p>22. Plurals Using families, fruits and veggies, classroom objects</p> <p>23. Possessive Adjectives + Clothing Jose has a blue shirt. His shirt is blue.</p> <p>24. How much does it cost? How many do you want? Buying things at a store.</p> <p>25. How much + demonstratives this, that, these, those, that one, this one</p>	<p>BC Lesson 1</p> <p>10. Bird of the Day with the verb To Have. Day 9 Does the bird have a black throat? Yes, it has a black throat. No, it doesn't have a black throat.</p>	
<p><i>V. What do you do every day?</i></p> <p><i>Days 10-11</i></p>	<p>26. Simple Present Tense</p> <p>27. Why...Because (reinforce in NH lesson) Why are you in the course? Because I want to work with tourists. Why do Pelicans have webbed feet?</p> <p>28. Adverbs of Frequency How often do you...? Always, usually, often, sometimes, rarely, never</p> <p>29. Adjectives old/young, tall/short, wide/narrow, etc.</p> <p>30. Verbs of Daily Habit What do you do every day?</p>	<p>11. Natural Resources, Organic and Inorganic Day 10 Why are leaves organic?</p> <p>12. Characteristics of Living Beings – Day 11</p>	<p>3. A Good Guide Acts Professionally – Day 11 Lessons I-III</p>
<p><i>VI. Is the bird flying?</i></p> <p><i>Days 12-14</i></p>	<p>31. Animal Daily Habits Review of present tense and daily habits. Journal entry from point of view of animal or bird.</p> <p>32. Present Progressive I What are you doing? I am studying. The bird is flying. They are listening to music.</p>	<p>13. Diversity of Living Beings – Day 12 How are organisms organized? Scientific names</p> <p>14. Ecosystems: Populations, Communities, Ecosystems, Biosphere – Day 13</p>	<p>4. A Good Guide</p>

	<p>33. What is the bird doing? BC Lesson 13</p> <p>34. Present Progressive II Are you studying English right now? Yes, I am studying English right now. No, I'm not studying English right now.</p> <p>35. Time Expressions with To Be at, in, on, around, until, before, after, early, late</p> <p>36. To Want vs. To Need I need something to drink. I want to drink a Coca Cola.</p>	<p>Differentiate and identify in the region.</p> <p>15 Using a Bird Book–Day 14 BC Lesson 8</p> <p>16. Adaptations of Bird Bills and Feet – Day 14 BC Lessons 6&7</p> <p>NH ASSESSMENT</p>	<p>Prepares in Advance – Day 13</p>
<p><i>VII. There are many different habitats in an ecosystem.</i></p> <p><i>Days 15-16</i></p>	<p>37. Determiners all, nearly all, most, many, a lot of, a few, some, not many</p> <p>38. There is/There are Using habitats, ecosystems, etc.</p> <p>ASSESSMENT STATION REVIEW – Day 16</p>	<p>17. How do organisms adapt? Day 15 Natural selection Speciation</p> <p>18. How do organisms adapt? Day 16 Adaptation Evolution</p>	<p>TOURS 2 Using 4 characteristics of a good guide And NH topics to date (birding, ecosystems, life)</p>
<p><i>VIII. What are we going to see on the tour?</i></p> <p><i>Days 17-18</i></p>	<p>39. Future with Going To I What are we going to see on the tour? We are going to see flamingos and many other birds.</p> <p>40. Future with Going To II Are we going to see monkeys on the tour? Yes, we are. No we aren't.</p> <p>CHECKPOINT ONE Living Beings and Ecosystems</p>	<p>19 and 20. Common Interactive Patterns –Days 17 and 18 niche habitat (create a habitat) food web</p>	<p>5. A Good Guide Provides necessary information to visitors–Day 17 We are going to walk on a trail. We are going to see many medicinal plants. Tour rules</p>
<p><i>IX. What does it smell</i></p>	<p>41. Sensory Tour</p>	<p>22. Food Chains</p>	<p>6. A Good Guide</p>

like? Day 19	What does it taste/smell/feel/sound like? 42. What does it look like? How big, how small, how tall, how long... What color is her hair? What color is its fur?		Involves the Audience Using the senses to experience the tour
Day 20	Field Trip	Field Trip	TOURS 3
X. Can we take pictures during the tour? Day 21	43. Modal Verbs can, could, should, would providing necessary information to tourists You can take pictures during the tour. You should stay on the path while we walk. 44. Tour Rules providing necessary information to tourists	23. Species Interactions NH ASSESSMENT	
XI. For the birds Days 22-23	45. What is the weather like? 46. Review: Present Tense, Present Progressive, Future Indicative ASSESSMENT STATION REVIEW – DAY 23	24. Distribution and Abundance – Day 22 25. Recognizing Common Families of Birds – Day 23 BC Lesson 9 26. Begin Common Birds at Course Site List - Day 23 BC Lesson 12 27. Using Bird Checklists, Names and Classifications Day 23 Night Class BC Lessons 10 & 14	7. A Good Guide Uses Objects on every tour
XI. Teaching children about food chains Day 24	CHECKPOINT TWO Food Chains and Species Interactions	28. Endangered Species	8. A Good Guide Knows the Audience Researches audience before the tour Asks tourists questions about the tour and about themselves
Day 25	OPEN	OPEN	OPEN
XII. What birds did you	47. What did you do yesterday?	29. Bird Adaptations to	

<p><i>see on the tour yesterday?</i></p> <p><i>Days 26-29</i></p>	<p>Regular –Ed and Irregular Verbs</p> <p>48. Did you give a tour last week? Yes, I did. No, I didn't</p> <p>49. Irregular Verbs in the Past Tense</p> <p>50. Verb To Be in the Past</p> <p>51. How was the Tour?</p> <p>52. Past Tense Practice and Production</p>	<p>Flight-Day 26</p> <p>30. Bird Migration–Day 27 BC Lesson 19 (night session)</p> <p>31. Bird Reproduction–Day 28 BC Lesson 20</p> <p>32. Bird Communication – Day 28 BC Lessons 21-24</p> <p>33. Decomposers: Fungi and Microbes-Day 29</p>	<p>9. A Good Guide Has a Message for Every Presentation -Day 27</p>
<p><i>XIII.</i></p> <p><i>Day 30</i></p>	<p>53. Count and Non-Count Nouns</p> <p>54. Possessive Pronouns mine, yours, his, hers</p>	<p>NH ASSESSMENT</p> <p>34. NH Review of Month</p>	<p>TOURS 4</p>
<p><i>XIV.</i></p> <p><i>Day 31</i></p>	<p>55. BIG REVIEW - Jeopardy</p> <p>ASSESSMENT STATION REVIEW</p>		

**COURSE CURRICULUM, MONTH TWO
NATURE GUIDE TRAINING PROGRAM**

Unit / Days	Grammar and Communication	Natural History And Conservation	Interpretation and Guiding Skills
<i>Day 32</i>	<p>56. Review: What did you do during the break?</p> <p>57. What are you wearing? Fashion show/striptease</p>	<p>35. Introduce the Birding Contest BC Lesson 15</p> <p>CHECKPOINT THREE Birds – migration and reproduction</p>	<p>Review Characteristics of a Good Guide 1-9</p> <p>10. A Good Guide Prepares Structure for a Presentation</p>
<p><i>XV. What were you doing when it began to rain?</i></p> <p><i>Days 33-34</i></p>	<p>58. Past Progressive Where were you when it started to rain?</p> <p>59. Past Progressive II Yesterday I was walking in the jungle when suddenly I heard a noise...</p> <p>60. Clauses with Before, While, During, After</p> <p>61. Key Guiding Phrases Did you ever wonder?</p>		<p>Continue working on Characteristics #9 & #10</p>
<p><i>XVI.</i></p> <p><i>Days 35-36</i></p>	<p>62. Creating a Relevant Conservation Message</p> <p>63. Ordinal Numbers Dates, ordering events</p> <p>64. Modals Can I help you? Can, might, may</p>		<p>11. A Good Guide Suggests a Relevant Conservation Action – Days 35-37 at least 3 different lessons/practice</p>
<p><i>XVII. Have you ever seen a mangrove before?</i></p>	<p>65. Present Perfect Have you ever visited Mexico before?</p>		<p>12. A Good Guide Uses</p>

Days 37-39	<p>66. Present Perfect vs. Past Tense Present Perfect for indefinite time in past Past Tense for specific event in past</p> <p>67. Describing Location of Birds in Trees BC Lesson 16 Describing the locations of plants and animals</p> <p>ASSESSMENT STATION REVIEW</p>	NH ASSESSMENT	<p>Interesting Language – Day 38</p> <p>TOURS 5 Day 39</p>
<p>XVIII. <i>What will you do when the course is over?</i></p> <p>Days 40-42</p>	<p>Revisit Classes as Needed According to Assessment Results</p> <p>68. Future Tense with Will How will you help your community after the course? I'll teach people in my community.</p> <p>69. Future Tense – Won't I won't throw trash on the ground</p> <p>70. Going To vs. Will</p>		<p>13. A Good Guide is a Good Birder – Day 40</p> <p>14. A Good Guide Manages the Group – Days 41-42</p>
Day 43	RED CROSS FIRST AID WORKSHOP	RED CROSS FIRST AID WORKSHOP	15. A Good Guide Uses Basic First Aid
Day 44	OPEN	OPEN	OPEN
<p>XIX. <i>This is the best, most exciting tour in the region.</i></p> <p>Days 45-47</p>	<p>CHECKPOINT FOUR Design according to recent NH topics</p> <p>71. If...Then Statements If we continue to develop the beach, then the turtles will have no place to test.</p> <p>72. Comparisons with Adjectives A Jaguar is bigger than a Pecari. Maria is shorter than Jose.</p> <p>73. Superlatives Describe yourself – I am the craziest person in my</p>	NH ASSESSMENT	16. A Good Guide Handles Difficult Questions

	<p>family.</p> <p>74. Superlatives and Comparisons Create a chart of 20 common adjectives: Big – Bigger - Biggest</p>		TOURS 6
<p><i>XX. How can I improve the tour?</i></p> <p><i>Days 48-50</i></p>	<p>75. Asking for Direct Feedback Asking and answering questions in past tense What did you learn on the tour? What would you recommend for future tours?</p> <p>CHECKPOINT FIVE Succession</p> <p>76. To Be – Present and Past Tense with Personality Traits</p> <p>77. Revisit Count vs. Non-Count Nouns How much water? How many tourists?</p> <p>78. Using Adverbs of Quantity</p>		17. A Good Guide Carries Appropriate Equipment
<p><i>Day 51</i></p>	FIELD TRIP	FIELD TRIP	TOURS 7
<p><i>XXI.</i></p> <p><i>Days 52-55</i></p>	<p>ASSESSMENT STATION REVIEW</p> <p>79. So, Too, Either, Neither I like spicy food. So do I. Me too. I don't like fish. Neither do I. I don't either.</p> <p>80. Adverbs Sloths move slowly. Jose talks loudly.</p> <p>81. Messages with Tell vs. Ask</p>	<p>BC Lesson 29 – NIGHT SESSION</p>	18. A Good Guide Evaluates The Presentation
<p><i>XXII.</i></p> <p><i>Days 56-57</i></p>	<p>82. “Used To” past tense</p> <p>83. Conjunctions</p> <p>84. Past Perfect I 85. Past Perfect II</p>	NH ASSESSMENT	19. A Good Guide Uses Basic Design Principles
<p><i>Day 58</i></p>	ASSESSMENT STATION REVIEW		

Day 59	Giant Review for Each English Level Based on Results of Assessment		TOURS 8
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**COURSE CURRICULUM, SITE THREE
NATURE GUIDE TRAINING PROGRAM**

Unit / Days	Grammar and Communication	Natural History And Conservation	Interpretation and Guiding Skills
<i>Day 60</i>	Review: What did you do during the break? BEGIN TO PREPARE TOURS		Model Tour at Site Brainstorm ideas for Tours
<i>Day 61</i>	86. Designing Visitor Surveys Continue preparing and practicing tours		20. A Good Guide Follows up with the Visitors Review MOST IMPORTANT PARTS OF A TOUR: <ol style="list-style-type: none"> 1. Relevant Conservation Message 2. Tourists Involved in the Tour 3. Structure TOURS BEING LED BY STUDENTS FOR REAL TOURISTS
<i>Day 62</i>	87. Conditional What would you do if you found \$1000 dollars? I would...I might.... I could.... 88. I wish...		Students continue to lead real tours for tourists
<i>Days 63-69</i>	Revisit and Review Topics as Needed by Individuals	NH ASSESSMENT	Students Continue to Lead Tours
<i>Day 70</i>	Final English Rating - OPI	NH POST TEST	Final Interpretation Rating – Tour Guide Checklist