

10. *Sample Interpretation Lesson Plans*



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

GUIDE CHARACTERISTICS: PROVIDES NECESSARY INFORMATION FOR VISITORS

(for use in conjunction with the English lesson of “want vs. need”)

- Objectives:** **By the end of this lesson, students will be able to:**
- provide information to visitors about what they will need to have on the tour.
 - distinguish between the wants and needs of their visitors.
 - inform visitors of the location, time, length, park rules, and other considerations of their tour.
- Time:** 1.5 - 2 hours or 3 to 4 (see Review)
- Material:** note cards
- Review:** Want vs. Need (If not all of the students have been taught “want vs. need,” then the first half of this lesson should be used to do so. In that case, this lesson will take 3 to 4 hours. The class can be taught as a whole group, even if it is a review for some students.)
- Presentation:** Two skits – Good Guide vs. Bad Guide
- Good Guide:** informs visitors of reasonable items they will need for the tour, informs of tour location and time (where/when to meet), length and park rules
- Bad Guide:** doesn’t inform of items they will need (only ridiculous things), and doesn’t inform of length and rules
- Practice 1:** Break into groups of 3 students, divided by similar areas. Brainstorm ideas of things visitors would need and want in their areas. **Circulate and make sure that students are distinguishing and discussing the difference between wants and needs. Needs should be limited to a few basic items.**
- Practice 2:** Go over importance of tour length and park rules. In groups of 4, brainstorm possible park rules.
- Practice 3:** In pairs, practice giving whole introduction for potential tours in the guides’ communities, incorporating all characteristics they have learned about introductions.
- Production:** Each student creates the introduction that they will give for their next upcoming tour. This introduction is then put on note cards and they are given time to practice, practice, practice!

GUIDE CHARACTERISTIC #11: USES INTERESTING LANGUAGE

Part II – Natural History Stories I

Objectives: By the end of this lesson, students will be able to:

- recognize the basic components of a natural history story
- tell at least two new natural history stories in their own words

Materials: Teacher is prepared to tell 3 Natural History stories. Teacher should not read these stories. To get ideas, listen to Natural History stories on tapes from Yucatan Peninsula courses, there are also ideas in the Natural History reader.

Time: 3 hours

Presentation: Teacher models three natural history stories for the class as if they were tourists on a tour. Teacher is careful to ask many questions, use jokes and metaphorical language, and to encourage audience participation.

Practice: After the teacher tells each story, several students are asked to immediately tell the story. The purpose is for them to listen to the main points, and then be able to retell the story in their own words, personalizing it. Teacher explains that these stories should not be memorized word for word, but told slightly differently each time. It is only important to get the facts straight so that you are giving the tourist correct information. Main components of good stories are discussed.

Production 1: In small groups, each led by a teacher, students practice retelling the stories told by the teacher.

Production 2: Students are given approximately 30 minutes to prepare a NH story of their own. They should prepare a story that they will be able to use on their tours after the course. They are encouraged to look up all information in the resource books to be sure that they are giving accurate and true information to their tourists. If the story involves a legend, local belief, etc. then they should tell this at the beginning. After they have had a chance to prepare their stories, they are given another 20 minutes to work with a partner and tell their stories (in English of course!) several times to each other for practice. Finally, the students are divided into 2 or 3 groups, and each student tells their story to their group. The other students and teachers act as tourists.

Comments: The students have many stories but it will take time for them to realize they do have them. Often students think that Natural History stories need to be long legends or fables. It is important to reinforce that Natural History stories are simply interesting facts from nature told in descriptive and interesting language. Slowly over the course the stories begin to come out from each student.

GUIDE CHARACTERISTIC#11: USES INTERESTING LANGUAGE

Part II – Natural History Stories II

Objectives: By the end of this lesson, students will be able to:

- interpret specific Natural History stories in small groups
- present their Natural History stories to class in a creative way

Materials: 1 prepared NH story for teachers to act out using props, costumes, etc.
3 NH stories for groups, one per group. These stories are cut into sentence strips.
Many different materials for students to utilize for their presentations

Time: 2 hours

Presentation: Teachers present a NH story to the class. They act it out, using props, costumes, etc. It is often useful to have one of the teachers as the narrator. Make it fun! Act it out a couple of times. After the presentation have the students attempt to retell the story and then go over the meaning with the group.

Practice: In 3 groups, students are assigned three different stories. Together, they assemble the story from the sentence strips, and comprehend it. They then create a presentation for the class, they act out the story using illustration, a narrator, costumes, etc. If desired, have students create some sort of quiz to test their classmate's comprehension and more importantly their own ability to teach the story to the class.

Production: Each group presents their story to the class and then gives quiz, if desired.

Comments: NH stories play a very important role in tours given by students. This lesson is good extra practice and reminds the students of the potential dynamism of NH stories.

GUIDE CHARACTERISTIC #11: USES INTERESTING LANGUAGE

Part II– Natural History Stories III

Objectives: By the end of this lesson, students will be able to:

- distinguish between facts and stories
- distinguish between 3 categories of NH Stories
- create their own stories from each of the 3 categories.

Time: 3 hours

Presentation: Story telling session with 3 teachers. Each tells a story of a different type: true anecdote, legend, and narrative description.

After teachers have told their stories, teachers discuss with students that these are all natural history stories (also simply stories) and that there are many different types of stories that are appropriate for tours. See if the students can identify any differences between the 3 stories they just heard.

Do a general explanation in Spanish of stories and how they can be about anything. A story is simply a way of describing something that makes information more easily understood. Stories require the use of the imagination, not the brain, so they hold people's attention better.

Practice: *Identifying Stories:* Present examples of stories and non-stories without saying whether they are stories or not. Have students say whether each example is a story. This is especially necessary for narrative descriptions that are most closely related to dry facts. Get non-stories from field guides and such.

Practice: *Creating stories within different categories:* In 3 groups, students visit 3 different stations each led by one teacher. At each station students practice a different type of story. Teacher may give more examples of that type and make sure that students understand the technique. Each student must write a story of that type. Then all students in the group share their stories and help each other improve.

Production: After the entire rotation is finished, each group assigns one type of story to each of the members, based on which was strongest for each student. All students then present their stories (one each) for the whole class. The other groups guess which type of story it was. The end result will be many examples of the different types of stories: 16 stories total!

Comments: This may be a lot of stories and take a lot of time. You may revise and not have so many stories presented at the end. But remember that a strong repertoire of NH stories is a great tool for the guides.

GUIDE CHARACTERISTIC #11: USES INTERESTING LANGUAGE
Part III- Natural History Stories IV

- Objectives:** **By the end of this lesson, students will be able to:**
-recognize the basic components of a natural history story
-tell at least two new natural history stories in their own words
- Materials:** Teachers are prepared to tell 3 NH stories (don't need them on paper)
- Time:** 2 hours, 30 minutes
- Review:** Bird slides (teacher chooses slides of birds that will be used for natural history stories.)
- Presentation:** Teacher models three natural history stories for the class as if they were tourists on a tour. Teacher is careful to ask many questions, use jokes and metaphorical language, and to encourage audience participation.
- Practice:** After each story is told by teacher, several students are asked to immediately tell the story. The purpose is for them to listen to the main points, and then be able to retell the story in their own words, personalizing it. Teacher explains that these stories should not be memorized word for word, but told slightly differently each time. It is only important to get the facts straight so that you are giving the tourist correct information.
- Main components of good stories are discussed.
- Production:** In small groups, each led by a teacher, students practice retelling the stories told by the teacher.
Students are encouraged to share other stories that they know. Each student must share at least one story.