



John Muir Award

Discovery Level

Clean up



the world

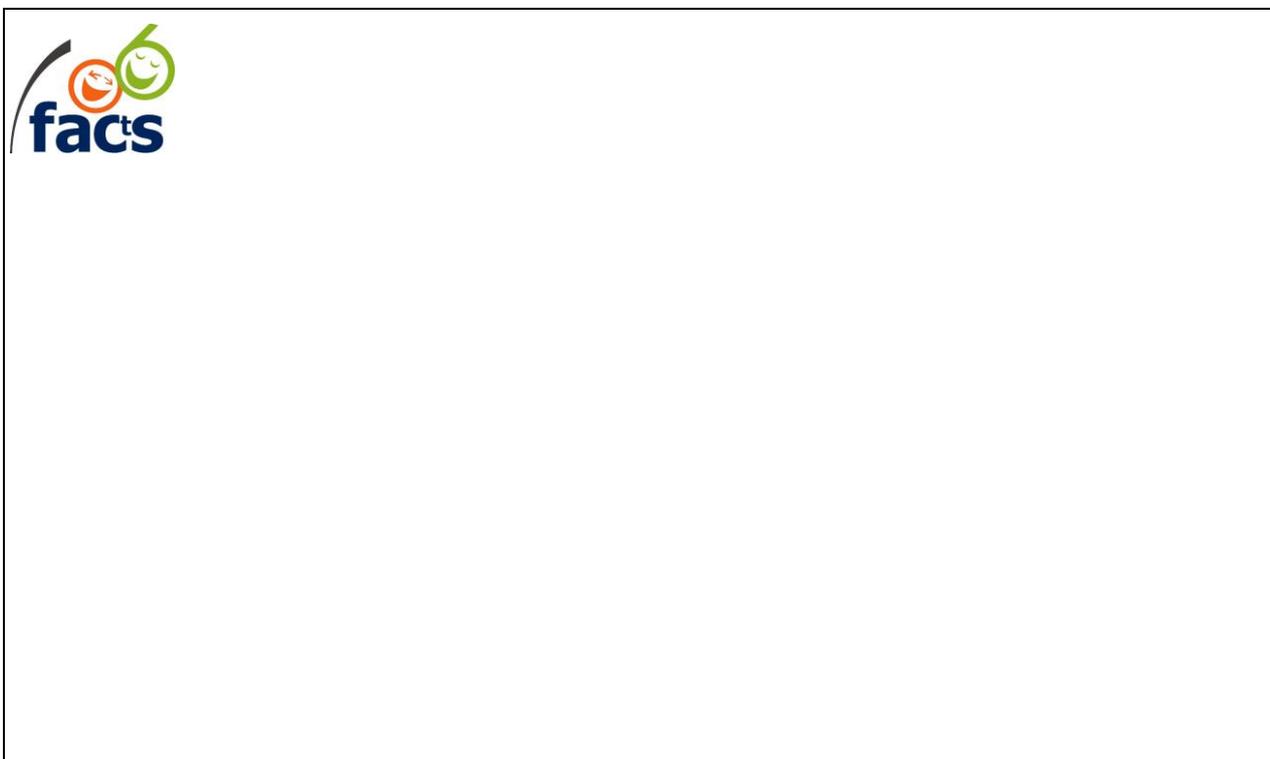


Limpíad el mundo!



Find out about John Muir!

In every walk with nature one receives far more than he seeks.



Find quotes he uses about nature.



Now look at some facts about John Muir in Spanish with your 1+2 teacher. Do any match your findings?

Day One: Section One – DISCOVER!

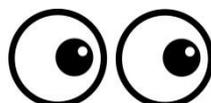
Discover a wild place!



Our selected area is:

It is situated:

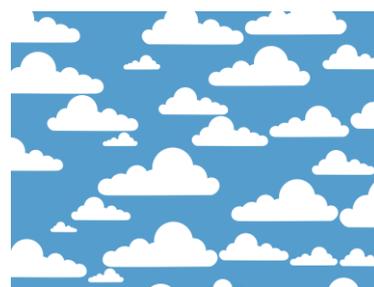
We chose it because:



Hay (there is/are).....

Talk about the colours you see and the weather. 

el árbol verde



Está nublado.

Day One: Section Two – DISCOVER!

Time to think

Choose a spot and sit down or amble around.

Think about what is around you.

How do wild places make us feel? Are there health benefits?

Can you think of some 'feelings' words in Spanish?



Time to talk – Spanish!!!



Here are some words to help describe how you feel. Your teacher will help you.

Estoy triste.

Estoy mal.

Estoy cansado/cansada.

Estoy feliz.

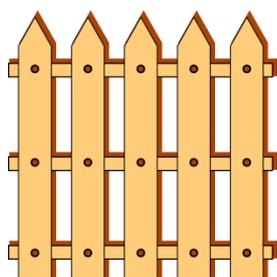
Estoy muy bien.

Estoy estupendo/estupenda.

Day One: Section Three – DISCOVER!

Listen and find (escuchad y encontrad).

Listen to your teacher. Can you find any of these shapes in the surrounding environment?



Shapes

el círculo
el cuadrado
el rectángulo
el triángulo

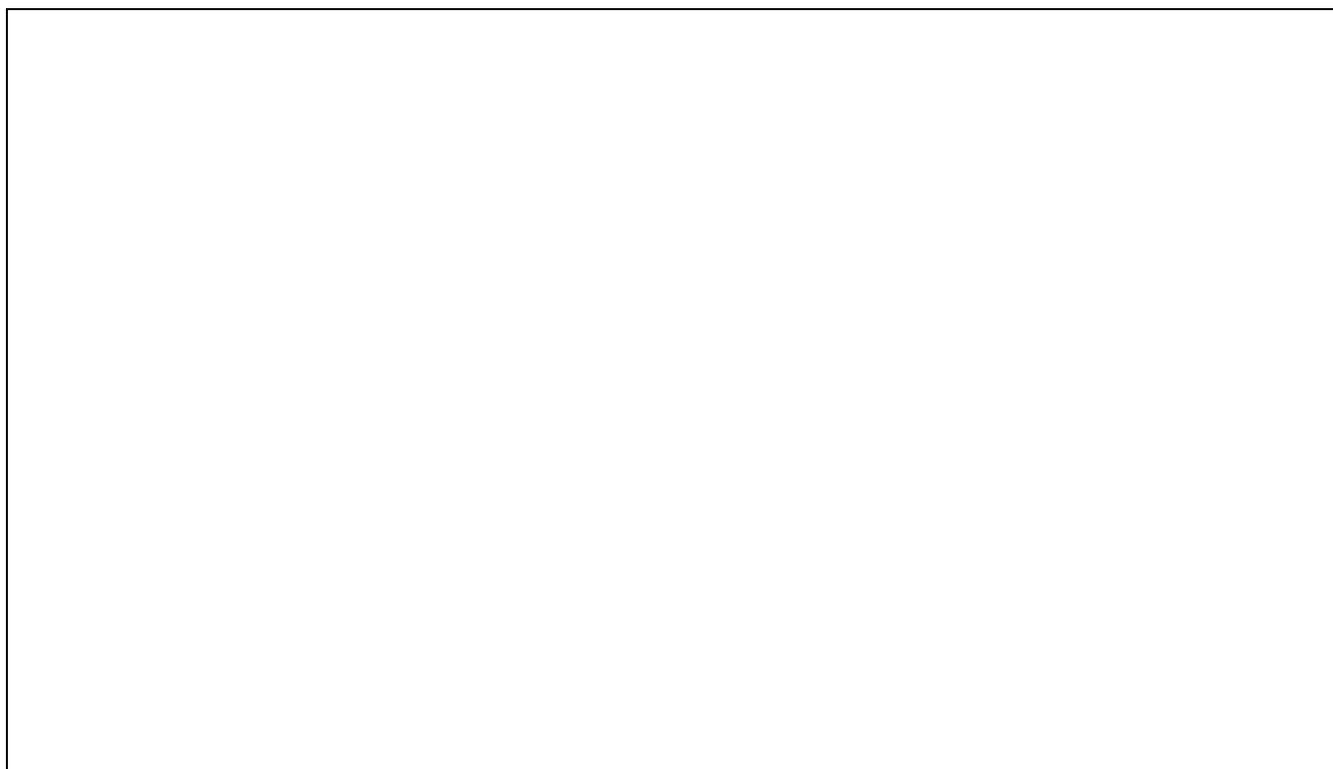
Adjectives

corto/corta
largo/larga
grande
pequeño/pequeña



Dibujad las cosas (draw the things).

el círculo	el cuadrado	el rectángulo	el triángulo
corto/corta	largo/larga	<u>grande</u>	pequeño/pequeña



Now try to put some of the words into spoken sentences.

You could use them in Spanish with phrases such as:



- I see.....**Veo**.....
- I hear.....**Oigo**.....
- There is/there are...**Hay**.....
- I like.....**Me gusta(n)**.....
- I do not like....**No me gusta(n)**....
-is important.....**es importante**.....
-is green/yellow/soft/wet/cold (adjectives)....**es verde/amarillo/blando/mojado/frío**



Making Places and Making faces!

A quick warm up!

With your teacher, go over some of the new words and phrases you learned in day one.



You are going to make a mask from the natural items you find. This could be leaves, sticks, rubbish, moss or anything around you!

As you look for things, try to notice any shapes and their words in Spanish you learned from last time.

By doing these things, you are exploring the natural environment.



Day Two: Section Three – EXPLORE!



Use the materials you have gathered to create a nature mask.

Describe it to a friend/the group in Spanish. Remember, it can be in terms of colour, shapes, what you like or do not like about it. You could even give it a name, age, hobbies and tell them in Spanish!



Take photos of, draw or describe your creation in the box above.

This should now give you more of an idea of what is around you!

Day Two: Section Two – EXPLORE!

Natural items I found _____

Man-made items I found _____



Back in class, use your Spanish dictionary to name any unknown items!



Day Two: Section Four – EXPLORE!



Today = ¿Qué tiempo hace hoy?

Tomorrow = ¿Qué tiempo hará mañana?

Use this space to draw and record the weather around you when you were out today. Can you remember any weather words in Spanish?

A final thought for the next session:



How are you going to contribute to the improvement of your area?
How will you keep it clean, protect the air, protect the natural habitat?

Day Three: Section 2 – CONSERVE!

Look around the area.

Which external influences could pose a threat to it or spoil it?

Illustrate them in the box above. You could use characters, drawings, photos.



Day Three: Section Three – CONSERVE!

What could you do to improve your area?

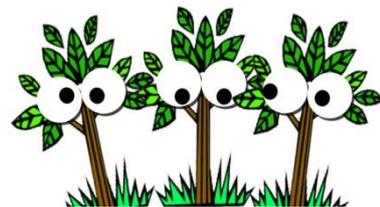
Discuss the importance of birds in the environment and how litter can be very dangerous for birds and harmful if ingested.

Pupils will carry out a Critical Skills conservation topic where they will work together to build a nest from natural materials to house an injured bird. Pupils will discuss how to protect a real nest and the implications if the nest is disturbed.

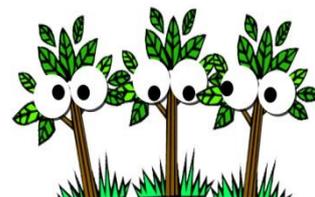
Did you know taking eggs from a bird's nest is illegal?!

Use the next two pages as evidence of your actions. Again, you could use photos, Spanish words, draw, write or stick posters/letters to the pages:

My Contribution to Conservation of my Area:



My Contribution to Conservation of my Area:



Reflections on day three: Group discussion about impact

Think about your contribution to the conservation of your area.

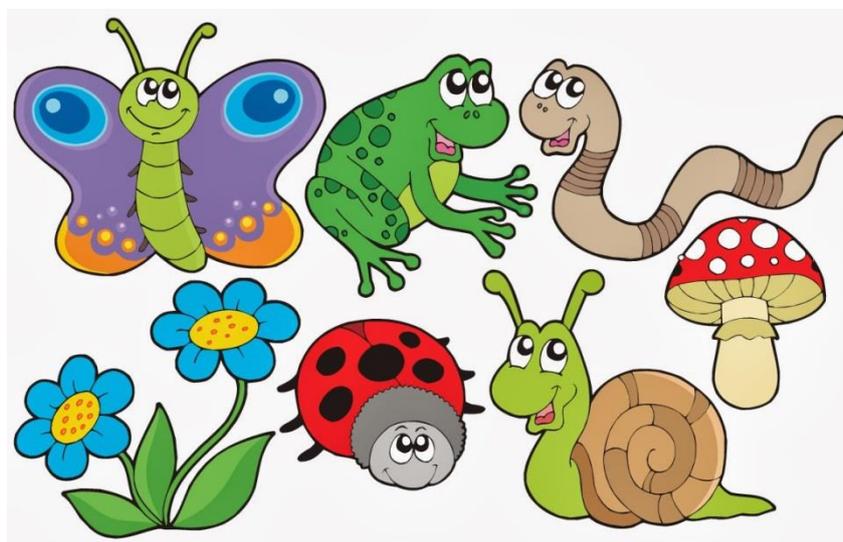


What have you learned about the importance of your contribution?



Discuss the questions in your group.

How did you feel about mixing Spanish words into your learning?



Day four: Section One – SHARE!

Share your experiences

You could work together to prepare a PowerPoint to share what you've learned about the outdoors.

You could include photographs and use some Spanish vocabulary to describe the environment.

The PowerPoint can be used to give a talk to the whole school at a school assembly. It could also be shared with other schools on our 1+2 Glow page (video channel page) or on the 'National Hub' as a good practice exemplar.

Currently links are being set up with Spanish schools abroad – this would be an excellent opportunity to share information learned internationally too.

Sharing is an important part of the award because John Muir regularly shared his experiences, his feelings and his visions about nature and wild places.



NOTES



1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____

use these words

- | | | |
|------------|----------|-----------|
| el arbusto | la rama | el pájaro |
| el árbol | el mar | el lodo |
| el agua | el cielo | la arena |
| la piedra | la hoja | el césped |

Look up the words on the bottom of the page in the dictionary to find out what each one means. Then, write the word under the correct picture. One picture is missing. When you figure out which one it is, draw it in the space and write the word. We will check these when your Spanish teacher visits and practise pronouncing them.