

Outdoor & Woodland Learning Activity Sheet

Activity:	Explore Like a Victorian									
Habitat:	Woodland, Seashore, Croftland, Garden	Season:	S	✓	S	✓	A	✓	W	✓

Level	
Early	
First	
Second	✓
Third and Fourth	✓
Senior Phase	

Curriculum topics			
Expressive Arts	✓	Health and Wellbeing	✓
Languages	✓	Mathematics	
Religious & Moral Ed		Sciences	✓
Social Studies	✓	Technology	

Equipment*
Explore like a Victorian worksheet
Pens/pencils
Clipboards
An explorer's walking stick, magnifying glass, blanket and chunk of bread (optional!)

Time

Key outcomes

*Items depicted in bold are available from CALLP

Activity description
<p>It was during the Victorian period that a lot of plants and animals were given the names we now use to label them. Imagine you have travelled back in time and you find yourself in the late 1800s; the time when this was all happening. Like famous nature explorer, John Muir, you are setting off to discover the natural world and name the living things you find on your journey. These names will be used by generations to come, and you will be remembered as the person who discovered them.</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Gather your items and head outside to explore the great unknown 2. Look high and low, get close-up to the plants you come across, and look for signs of animal life, from tiny insects to larger birds and mammals. 3. Choose a plant or animal you come across. You may know what its modern-day name is, but right now that does not exist! So it is your mission to decide on a name. 4. To do this, start by observing it, drawing it, noting its features (what colour is it, if it is a plant does it have flowers? How many? What shape are its leaves? How tall is it? If it is an animal, is it an insect/amphibian/bird/mammal/reptile? How many legs does it have? How does it move? What behaviours can you observe? Keep asking more questions to yourself and writing down your findings. Add as many descriptive words as possible. 5. Based on your observations, give this new discovery a name and write it down. 6. Continue exploring and repeat steps 3 and 4 as many times as you like! 7. Now head back to civilisation (your class group!) and announce your new discoveries! <p>Additional suggestions:</p> <ul style="list-style-type: none"> • Now you are back in the year 2020, on the back of the worksheet is an activity where you can draw what you think your location would have looked like 150 years ago (in the Victorian age) and what you think it will look like 150 years from now. • Any aspiring David Attenboroughs' or Liz Bonnins' can create a min documentary extract with a phone or tablet announcing their discovery and sharing them with the world!

Notes
<p>Note: This exercise is adapted from the Mission: Explore John Muir (see: www.johnmuirtrust.org/john-muir-award/ideas-and-resources/missionexplore-john-muir)</p>

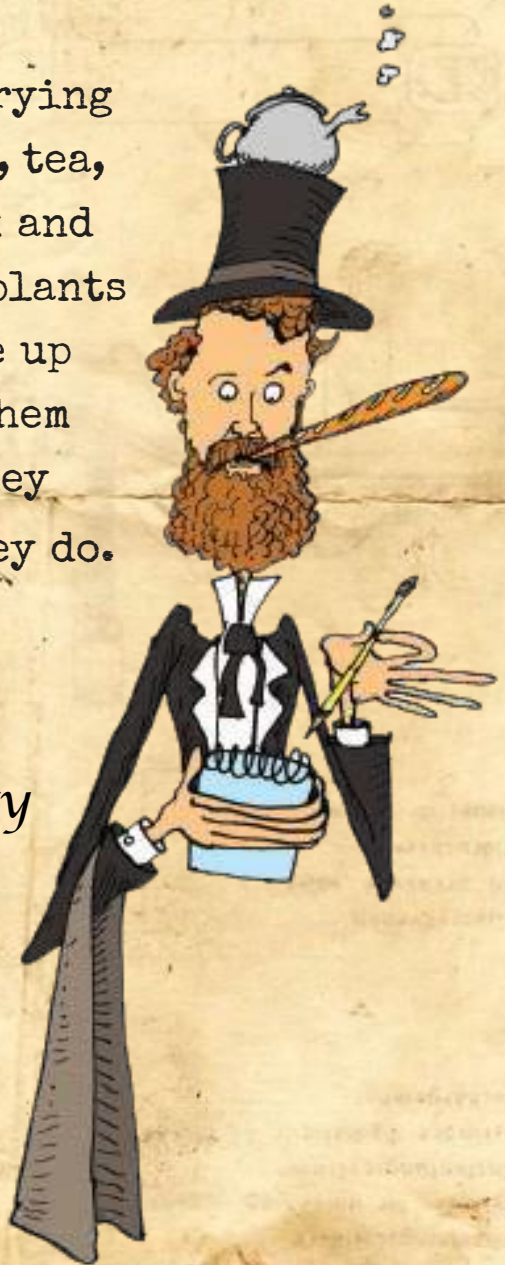


MEJM008

Act like a Victorian explorer

Walk everywhere carrying only a light blanket, tea, bread and a notebook and pencil. Choose some plants and animals and make up your own names for them according to what they look like or what they do.

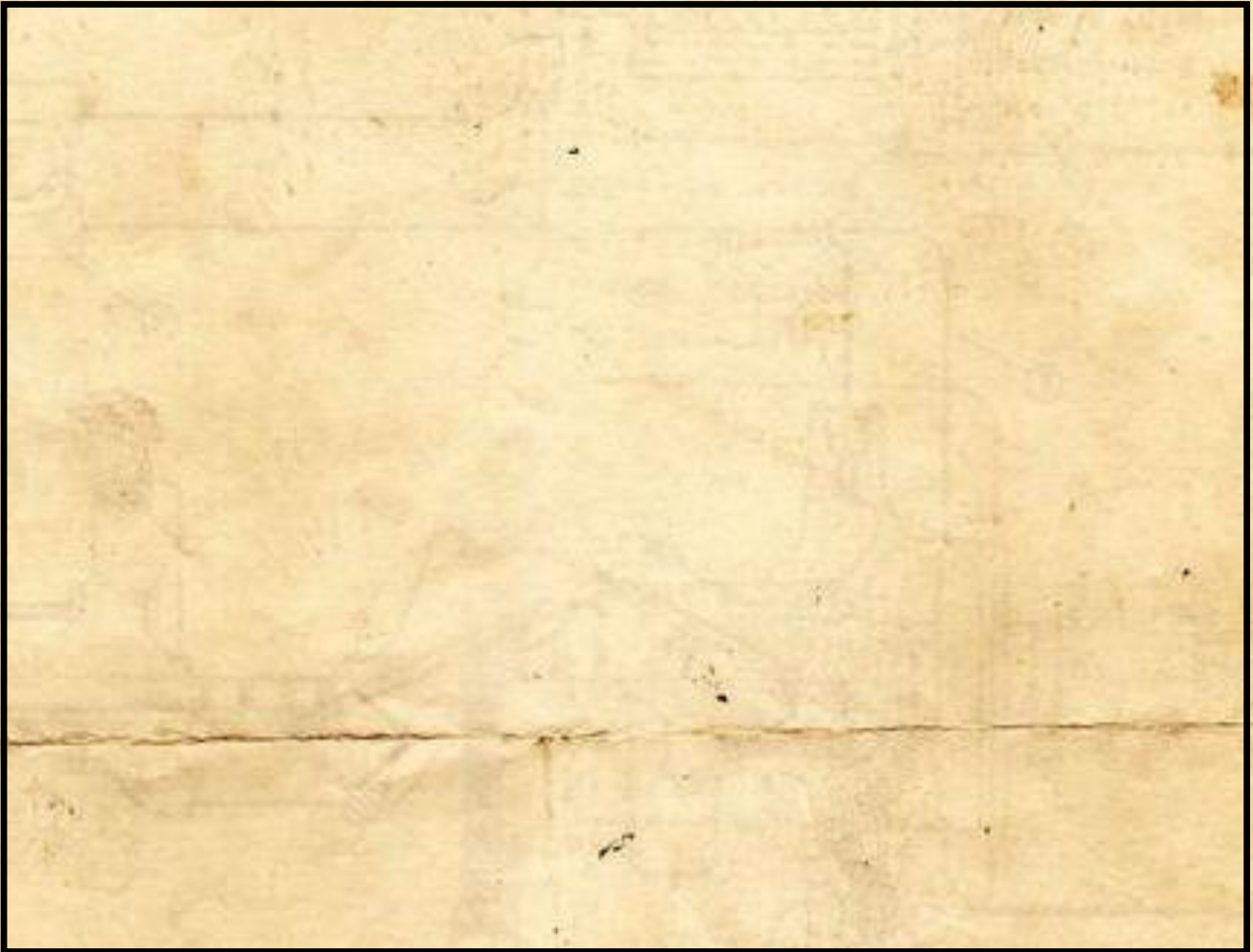
Record a discovery in this notebook



Discover a plant or animal

Spend some time looking, smelling, listening, and touching (if safe to do so, and without causing harm) them.

Sketch your discovery and perhaps label key characteristics:

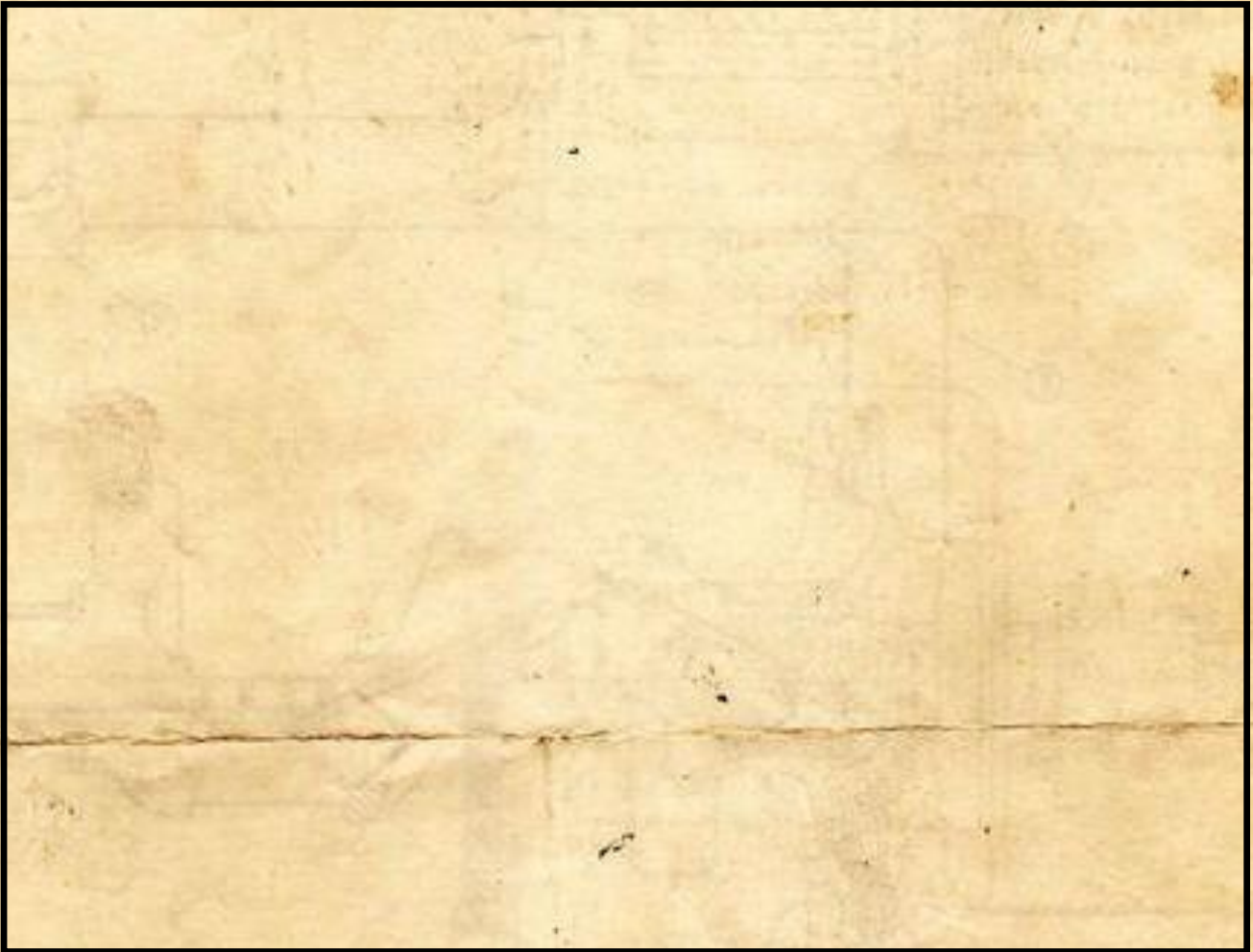


Write down some adjectives (describing words) based on your observations:

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Write down some adjectives (describing words) based on your observations:

#MEJM015

Have vision

Go outside and draw what you think your surroundings would have looked like 150 years ago (when John Muir was alive) and what it will look like 150 years in the future.

150+

150-