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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

**HISTORY**



*Novomesto - Rudolfswert.*

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
1	Definition of the museum or outdoor visit	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies and relevant with the annual curriculum and with other interdisciplinary courses	✓
3	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
4	Providing museum experts from the outdoor historical site or the museum to be visited	✓
5	Obtaining official permission from the institution where the teacher works	✓
6	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
7	Preparing the list of participants.	✓
8	Collecting data or information about the museum to be visited, searching through the literature review, learning interesting stories told about the period (by the teacher)	✓
9	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each stations	✓

10	Identifying the students, teachers and parents (if necessary) to participate in the trip and planning task sharing among them	✓
11	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
12	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
13	Determining and setting up the rules that the students will obey in the museum or the outdoor excursion and to remind these rules to the participants	✓
14	Giving information about the museum or outdoor excursion visit	✓
15	Preparing the museum or outdoor excursion lesson plan	✓
16	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents.	✓
17	Preparation and taking security measures related to the trip.	✓
18	Implementation of a knowledge test to increase students' curiosity and motivate them for expeditionary learning before the trip	✓



## EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS

1	NAME OF THE SCHOOL	OŠ Grm
2	LESSON	History
3	CLASS / CLASSES	5 <sup>th</sup> grade
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Novo Mesto – Glavni Trg
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 13.30 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To connect the outdoor visit and lesson content to topics discussed in school classroom</li> <li>2. To learn about different people and cultures living in this geographical area and their economic development (Geography)</li> <li>3. To measure and calculate time and distances (Math)</li> <li>4. To learn about different time periods of the human history and the rich archaeological history of Novo Mesto (History)</li> <li>5. To have a better understanding of the history of Novo Mesto and the Dolenjska region</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	









## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 5<sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN

CLASS	5 <sup>th</sup> grade	SUBJECT / TOPIC	*Evolution of Glavni Trg	DATE	
				COURSE HOUR	240' 4 hours
<b>OBJECTIVES</b>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> To have a better understanding/perception of time with the visual representation of a timeline</li> <li><b>2.</b> To be able to understand and see for themselves where and when certain event in Novo Mesto occurred</li> <li><b>3.</b> To take active role with the hands on aspect of making a timeline of the city of Novo Mesto, which will aid in memory retention</li> <li><b>4.</b> To be able to identify elements of Glavni Trg from different historical eras</li> </ol>				
<b>ACHIEVEMENTS</b>	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Will implement new methods/techniques into the teaching process.</li> </ol> <p style="text-align: center;">STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Acquire better understanding of the past of Novo Mesto.</li> <li>2. Have a better understanding/perception of time with the visual representation of a timeline.</li> <li>3. Be able to understand and see for themselves where and when certain events in Novo Mesto occurred.</li> <li>4. Take an active role with the hands on aspect of making a timeline of the city of Novo Mesto, which will aid in memory retention.</li> <li>5. Be able to identify elements of Glavni Trg from different historical eras.</li> <li>6. Have a better understanding of the history of Novo Mesto and the Dolenjska region.</li> </ol>				
<b>CONCEPTS AND TARGETS</b>	<p>* THEMATIC: Students will be able to conceptualize the passage of time and visualize different time periods. Different time periods visible in Glavni Trg</p> <p>* SPECIFIC: Making a paper timeline of Glavni Trg from prehistory to the present time.</p>				

	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – people and trade economy with other regions, Art – different eras of artistic expression	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Lecturing</li> <li>2. Demonstrating</li> <li>3. Collaborating</li> <li>4. Practical/creative activity</li> <li>5. Question &amp; Answer</li> <li>6. Observation</li> <li>7. Brainstorming</li> </ol>	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. The teacher will provide students cut paper strips, colouring pens and stickers needed to make a timeline.</li> <li>2. They will receive worksheets, clipboards and street maps of the town centre</li> </ol>	
ACTIVITIES TO BE IMPLEMENTED	<b>“Each student will make their own paper timeline of Glavni Trg and fill out worksheets prepared by the teacher”</b>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	Making observations in open-air environment
	<b>INFORMING</b>	Having previous information from school classes about
	<b>DATA COLLECTION</b>	Collecting new information in the open-air environment
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
<b>PROCEDURE</b>		
<b>1</b>	Showing an example of a timeline of Glavni Trg and pointing out different time periods on it.	
<b>2</b>	Distributing the needed tools and materials to the students for their open-air activities.	
<b>3</b>	Giving instructions on how to make a paper timeline and where to attach/place the stickers.	
<b>4</b>	Giving instructions on how and when to fill in worksheets.	
<b>5</b>	Guiding students to locations in the square to point out elements from particular time periods.	
<b>6</b>	Explaining the archaeological findings on each particular location in the main square.	
<b>7</b>	Filling in worksheets (based on the information learned during the tour) and updating timelines.	









## EVALUATION

- 1 Visual Complementary Test – students compare presented images on their worksheets with the actual objects/locations in the main square.
- 2 Vocabulary Knowledge Test – students answer questions from their worksheets and discuss archaeological findings on different locations in the town centre, dating from prehistory to the present time.
- 3 Students are asked to evaluate the implemented lesson plan.

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HISTORY TEACHER

<b>C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON</b>		
<b>1</b>	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
<b>2</b>	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
<b>3</b>	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
<b>4</b>	Composition, story, drama and poetry writing about the visit to the museum, imagination, two-dimensional (pattern work), three- dimensional and so on. production of designs, panel and exhibition work – <i>Optional</i>	✓
<b>5</b>	Poster designing related to museum trip – <i>Optional</i>	✓
<b>6</b>	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i>	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i>	✓
<b>9</b>	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
<b>10</b>	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
<b>11</b>	In the school painting workshop, a cardboard or gypsum model of residential areas is made in collaboration with the painting and history teacher – <i>Optional</i>	✓
<b>12</b>	Contributing to the museum corner to be created with visuals, artefacts or reproductions and, if possible, old items to be brought by students to reflect the meaning of the museum and its consciousness – <i>Compulsory</i>	✓
<b>13</b>	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
<b>14</b>	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
<b>15</b>	Creating postcards by the students – <i>Compulsory</i>	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i>	✓