



Co-funded by the
Erasmus+ Programme
of the European Union



2018-1-TR01-KA201-059698

“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

HISTORY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Fundación Uxío Novoneyra)	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it complies 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	CEIP Manuel Respino
2	LESSON	History "Visiting Fundación Uxío Novoneyra"
3	CLASS / CLASSES	6 th grade (11 – 12 years old)
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Fundación Uxío Novoneyra
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know the history around the house of Uxío Novoneyra 2. To find out what is behind the marks in the chestnut trees
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History Teacher Museum guides
10	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 th grade	SUBJECT / TOPIC	<p>*The surroundings of the house of Uxío Novoneyra</p> <p>*General information about the usage of chestnut trees and economy in the 19th and 20th century</p> <p>*History of the fountain of the house</p> <p>*Usage of the many places around the house</p>	DATE	Spring/Summer
			COURSE HOUR	240' 4 hours	
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct and indirect relation of the open-air environment with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To learn about the 18th and 19th century in Galicia 4. To have information about the economy and feudalism at that time 5. To have information about the forest and rural environment 6. To gain knowledge about the development in rural locations of Galicia in the 20th century 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Create an environment of knowledge and learning out of class. 2. Introduce the events and aspects of the lesson plan in dynamic way. 3. Will be able to plan interdisciplinary lessons and implement them efficiently. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Relate event occurred in these centuries with the surroundings of the house. 2. Recognize general aspects of the economy and history of the place through the usage of chestnut trees and cattle raising. 3. Respect our cultural heritage.
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: The society of the 18th and 19th century: caciquism * SPECIFIC: Analysing the importance of chestnut trees and chestnuts for the economy of these centuries and the society of the 20th century and the loss of importance of rural activity * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Investigating the tree marks 2. Brainstorming 3. Observation about the position of the chestnut trees in the forest and the human-made hills at the base of the trees 4. Shooting videos
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Marks on the trees 2. Notebooks 3. Pencils 4. Adequate clothes for hiking 5. Mobile phones 6. Photos
ACTIVITIES TO BE IMPLEMENTED	<p>“Hiking through the chestnut tree forest. Observation of the tree marks and also the human-made hills at the base of the trees”</p> <p>“Brain storming about the meaning of the marks and the hills”</p> <p>“Walking around the buildings and investigating about their usage in the past centuries”</p> <p>“Recording of a mini-documentary about the chestnut tree and its usage in the region”</p>

PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The main buildings and its environment: forest, trees, marks on the trees and human-made hills. High walls, strong doors and spaces for animals.
	INFORMING	<ul style="list-style-type: none"> - Museum guide informs students about the production of chestnuts as the most important food in past centuries. - Museum guide informs students about the production of chestnuts in the region. - History teacher gives information about the usage of marks on trees and human-made-hills to prevent the disappearance of chestnuts around the place. - Then students are informed about the usage of the main buildings near The House of Uxío Novoneyra.
	DATA COLLECTION	Students take photos and keep notes and ideas to expose them during the brainstorming.
	SAMPLE COLLECTION (IF AVAILABLE)	Each student expose his or her conclusion during the brainstorming and then they record a video by groups.
PROCEDURE		
1	<p><u>Activity 1: Hiking</u> Methods and techniques: 1 hour and a half or 2 hours of walking around the chestnut tree forest. We should observe and try to think what the meaning behind the tree marks is.</p> <p>Achievements: Observing the tree marks Observing the human-made hills at the base of the trees</p> <p>Tools and equipment Mobile phones Notebooks and pencils</p> <p>Process: Students make observations and jot down the conclusion of it.</p>	
2	<p><u>Activity 2: Brainstorming</u> Methods and techniques: In a meadow, every student share their thoughts about the meaning and usage of the tree marks</p> <p>Achievements: They should think about names and surnames of the owners. Many trees have an N letter of the surname Uxío Novoneyra.</p>	

	<p>Tools and equipment Notebooks and pencils</p> <p>Process: Students talk with each other and think in groups.</p>
3	<p><u>Activity 3: Teachers exposition</u></p> <p>Methods and techniques: Adding more information to their conclusion enrichment of their learning.</p> <p>Achievements: They should have general knowledge about chestnuts and their importance in the past</p> <p>Tools and equipment Not required</p> <p>Process: Students share the information in a dynamic way.</p>
	<p><u>Activity 4: Short walk around the buildings</u></p> <p>Methods and techniques: Many buildings of the town were made for a lonely usage. Explanation added to students hypothesis</p> <p>Achievements: Students gain knowledge about chestnuts and their importance in the past.</p> <p>Tools and equipment Not required</p> <p>Process: Students talk with each other and think in groups.</p>
	<p><u>Activity 5: Recording a mini documentary</u></p> <p>Methods and techniques: With a group of four or five pupils, they record a mini documentary that summarize the information they were given.</p> <p>Achievements: They can summarize in less than two minutes all the information they had.</p> <p>Tools and equipment Mobile phones</p> <p>Process: Students record the videos and days after the activity and then edit and select one of the video.</p>

EVALUATION	1	Observation of their conclusions. Comparing their observations and evaluation.
	2	Observing their own videos and their content in scope of vocabulary, concepts learnt, explanations etc. Comparing their observations and evaluation.
	3	Plickers for the evaluation of their achievements
	4	Co-evaluation for the assessment of their group work and behaviour

**NELSON
HISTORY TEACHER**

C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON

1	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
3	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
4	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>	✓
5	Poster designing related to museum trip – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i>	✓
7	Self-assessment scale – <i>Optional</i>	✓
8	Keeping an expedition report – <i>Compulsory</i>	✓
9	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
10	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
11	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>	✓
12	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>	✓
13	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
14	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
15	Creating postcards by the students – <i>Compulsory</i>	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓