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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit – Sille Zaman Müzesi KONYA https://www.selcuklu.bel.tr/ilcemiz/detay/293/sille-muzesi.html	✓
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	Konya High School
2	LESSON	Geography
3	CLASS / CLASSES	9 th class
4	TOTAL TIME	40' + 40' + 40' 3 hours
5	MUSEUM TO VISIT	Sille Museum
6	PLACE AND TIME OF DEPARTURE	School Yard – 09.00
7	PLACE AND TIME OF ARRIVAL	School Yard –12.00
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To associate the museum to be visited with the course content directly / indirectly 2. To associate the place visited with other disciplines and topics 3. To Learn the geographical, historical and artistic characteristics of the region 4. To comprehend the settlement features of Sille and its surroundings 5. To create a periodic awareness of history and geography in students 6. To distinguish the type of settlement in Turkey 7. To comprehend the geographical and historical settlement types and the factors that the dwelling types depend on. 8. To discover ways to obtain colour and paint using natural elements 9. To discover in which areas natural elements can be used for art 10. To make mathematical calculations in real areas using maps.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Abdullah Halit BOLAT (Geography Teacher) Adnan ÖZÜTEMİZ (History Teacher) Canan TETİK (Fine Arts Teacher)

10	TRANSPORTER & VEHICLE INFORMATION	School bus
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B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9 TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN					
CLASS	9 – A	SUBJECT / TOPIC	*To establish a connection between nature and human life in the environment we live in, in terms of soil, climate, vegetation, natural disasters, settlement, population movements, cultural and social aspects.	DATE	
				COURSE HOUR	40' + 40' + 40' 2 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To associate the museum to be visited with the course content directly / indirectly 2. To associate the place visited with other disciplines and topics 3. To Learn the geographical, historical and artistic characteristics of the region 4. To comprehend the settlement features of Sille and its surroundings 5. To create a periodic awareness of history and geography in students 6. To distinguish the type of settlement in Turkey 7. To comprehend the geographical and historical settlement types and the factors that the dwelling types depend on. 8. To discover ways to obtain colour and paint using natural elements 9. To discover in which areas natural elements can be used for art 10. To make mathematical calculations in real areas using maps. 				

ACHIEVEMENTS

TEACHERS:

1. Gain the ability to plan out-of-school trips
2. Gain the ability to plan and organize interactive and interactive lessons in museums and open spaces.
3. Learn about the geographical structure, historical texture, artistic background and artistic potential of the immediate environment
4. Have information about the ways to benefit from natural elements.
5. The acquisition of interdisciplinary teaching skills improves.

STUDENTS:

1. Distinguish the factors to be considered when choosing a settlement.
2. Have information about the ways to benefit from natural elements
3. Have information about the climate, soil, vegetation and natural disasters of its close environment
4. Evaluate the changes in the natural environment caused by human effects in terms of their results.
5. Have information about the history of settlements in the immediate vicinity
6. History consciousness develops
7. Evaluate the historical course of the population in Turkey in terms of social and economic factors
8. Plan an art work about what is seen in the museum.
9. Develop their strength to make artistic evaluations about what is seen in the museum.
10. Evaluate artistic effects of natural elements on settlements.
11. Distinguish the natural elements that can be obtained colour and paint from nature.

CONCEPTS AND TARGETS

* THEMATIC: To comprehend the natural and human geographical features, historical and artistic development on the settlements of the close environment and population movements
 * SPECIFIC: Starting from the question of who lived in the Sille region, introducing the natural and human, historical and artistic characteristics of Sille and its surroundings

	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History, Visual Arts, Literature and Music lesson	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Question-answer 2. Making observation 3. Brainstorming 4. Using evidence 5. Perceiving time 6. Making design 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Text book 2. Auxiliary books 3. Wall map 4. Pictures and photographs 5. Newspapers and magazines 6. Population statistics 7. Leaf, rock and soil samples 8. Camera 	
ACTIVITIES TO BE IMPLEMENTED	“Old Village Model Making - Model House Making, Soil, Leaf, Rock, Places of worship albums and exhibition box making”	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	While the Silile Open Air Museum and its surroundings are determined as a settlement, the influencing natural and human factors are evaluated through observation
	INFORMING	<ol style="list-style-type: none"> 1. Geography teacher gives information about the natural and human factors that are effective in choosing the region as a settlement. 2. History teacher gives information about the settlement history of the region. 3. Visual arts teacher gives information about the details that can be designed using the objects in the field.
	DATA COLLECTION	Students are ensured to take notes.
	SAMPLE COLLECTION (IF AVAILABLE)	Collecting stone, soil and leaf samples from the field
PROCEDURE		
1	Stations 1st station – Stream bed peak source (30 min.) 1. Within the scope of the interdisciplinary open space course, information is given about the general natural and human geographical structure (soil, vegetation, rock, dwellings) of the region.	

	<p>2. By introducing the previous geological structure of the region, students are made aware of the changes it has undergone and are asked to make a geographic comparison between the two terms.</p> <p>3-When arriving at the excursion area, the teacher;</p> <p style="padding-left: 40px;">A-asks for evaluating the natural environment of Sille settlement, B-asks for observing the soil, rock, vegetation and dwelling types and what kind of architectural structures they see in the field, C-asks for listing the tools and equipment used in the settlement and building construction materials, D-provides information about the previous and later dwellings and making comparisons about the identified samples. E-provides information about the historical, artistic, sociological and religious characteristics of the inhabitants of Sille. F-gives information about the general lifestyle of Sille from past to present. G. Effects of natural disasters occurring in the field on the settlement area are discussed.</p>	
2	<p>2nd station – Rock shelters (10 min.)</p> <p>4-by discussing the question how have the old settlements shaped until today? Information about settlement and dwelling features are given.</p> <p>5. Students are asked to complete the previously prepared concept maps and place the names of the soil, rocks and plants they see in the concept map.</p>	
3	<p>3rd station - Devil's Bridge (10 min.)</p> <p>6. Students are asked to draw a sketch of Sille settlement on papers.</p> <p>7. They are provided to make land calculations using the previously prepared map.</p>	
4	<p>4th station - Stream left slope (20 min.)</p> <p>8. Later, the students are divided into groups of three, and the groups are asked to collect soil, rock, leaf samples, and one group to take photographs for model making.</p> <p>9. Then the collected samples are named and pasted on papers with explanatory information and made into an album.</p> <p>10. The works are exhibited in the prepared and painted exhibition boxes; the most admired work is evaluated.</p>	
5	<p>After the trip, they are asked to write a short story / poem on the Sille region, covering what they learned.</p>	
EVALUATION	1	Visual Completion Test
	2	Vocabulary Knowledge Test (Puzzle)
	3	Creating a story / poem
	4	Concept Map Completion Test (Population and immigration)
	5	An evaluation test is made for the Sille settlement area and museum.

Abdullah Halit BOLAT
GEOGRAPHY TEACHER
Adnan ÖZÜTEMİZ
HISTORY TEACHER
Canan TETİK
VISUAL ARTS 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>	✓