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“Integration of Museums into School Education”

MAIN **INDOOR** INTERDISCIPLINARY LESSON PLAN

HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: “Greek History and Messinian Diet”	✓
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 station	✓
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	3 rd Gymnasium of Nikaia-Athens
2	LESSON	History "Greek History and Messinian diet" (synonymous of Mediterranean Diet)
3	CLASS / CLASSES	1st grade
4	TOTAL TIME	45' + 45' + 45' 3 hours
5	SITE TO VISIT	Museum of the Messinian Diet
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 13.3 AM
8	AIMS / OBJECTIVES	<p>Students will be able:</p> <ul style="list-style-type: none"> • To understand that the world in which they live is the result of an evolutionary course, with subjects of human actions • To be able, through knowledge of the past, to understand the present, to think about its problems and to plan responsibly for their future • Realize their personal responsibility for the society in which they live. • To form, through the study of individual cultures and their contribution to world culture, a spirit of moderation, tolerance and respect for the different. • To build, through the study of their own culture, their cultural identity. • To realize the need to select and critically evaluate historical sources.

9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Geography teacher Visual Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2 ND GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	1st grade	SUBJECT / TOPIC	*Greek History and Mediterranean Diet	DATE	20-02-20
				COURSE HOUR	45' + 45' + 45'+ 45'+45'+15' 4 hours

OBJECTIVES

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- 1.** To introduce students to the historical course of Mediterranean diet from antiquity to the present day
- 2.** To cultivate analytical and synthetic ability
- 3.** To gradually familiarise students to the special vocabulary concerning History and elements of nutrition
- 4.** To realize that understanding the role of nutrition and diet for the ancient society requires the study of all aspects of it (economic, cultural, religious, etc.)
- 5.** To identify the causes and results of the Messinian diet
- 6.** To acquire the ability to distinguish, in historical testimonies about ancient nutrition, facts, causes, opinions, etc
- 7.** To develop a positive attitude towards the study of the past as a factor of understanding the society
- 8.** To understand the way Greek land is connected to the production of the specific foods of the Messinian Diet (Geography)
- 9.** To realize the contribution of the Mediterranean Diet to world culture.
- 10.** To have direct / indirect connection of the ancient theatre to the course content of History
- 11.** To compare art pieces related to Mediterranean Diet of different historical periods and identify similarities and differences. (Art)
- 12.** To analyse different art captures and identify the relationships between the historical, political and cultural elements of classical era concerning nutrition. (Art)
- 13.** To find out the connection between geographical location and the choices people make about their nutrition (Geography)

ACHIEVEMENTS	<p style="text-align: center;">FOR THE TEACHERS:</p> <ol style="list-style-type: none"> 1. Improve the skills for collaboration with teachers of different subjects. 2. Improve the skills for organising interdisciplinary outdoor lesson plans. 3. Structure and implement learning activities that increase students' interest. <p style="text-align: center;">FOR THE STUDENTS:</p> <ol style="list-style-type: none"> 1. Familiarize themselves with the process of investigating and evaluating historical information. 2. Familiarize themselves with observing the place as a source of information. 3. Approach primary sources and draw necessary information from them to interpret historical elements in an archaeological site. 4. Understand the significance of the Mediterranean products for the development of economy and civilisation (Geography, Arts) 5. Make assumptions based on primary sources and draw conclusions. 6. Understand that the action depended on specific factors of the environment in which they lived. 7. Use of new technologies 8. Ask questions by setting effective parameters and use cross-reference information.
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: History of the Messinian Diet/Mediterranean Diet. * SPECIFIC: The place and plants in Mediterranean. * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts (architecture, painting, sculpture)–Mythology – Economics.
METHODS AND TECHNIQUES	<p>The scenario is theoretically based on Piaget, Bruner and Vygotsky's rebuilt approach (building knowledge step by step, through creative activities of students themselves, discovery and collaborative learning)</p> <ol style="list-style-type: none"> 1. Inquiry based learning ((students follow specific suggestions and engage in exploratory and collaborative activities 2. Place-based learning across disciplines 3. Direct observation 4. Experiential learning using ICT 5. Collaborative learning 6. Differentiated learning
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Worksheets 2. Camera 3. The museum's map 4. Guidelines 5. Notebooks

ACTIVITIES TO BE IMPLEMENTED	<p>Enquiry</p> <p>Observation</p> <p>Description</p> <p>Interpretation</p> <p>Comparison</p> <p>Creative thinking.</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Following the map given the students observe the selected points of interest on the spot and share the relevant information.
	INFORMING	<ul style="list-style-type: none"> - History teacher gives brief information about the historical place of Messinia and the changes through time. - Visiting the interior of the museum, Art teacher informs students about art items, depicting elements of Mediterranean nutrition.
	DATA COLLECTION	Students write down necessary notes and take photos that they will use to respond to their educational duties after the museum visit.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	<p>1. <u>Pre-educational tour classroom activities:</u> To make a first contact with the topic the teacher is asking questions in the class followed by a debate in order to search for the Pre-existing knowledge of students. Suggested questions:</p> <ul style="list-style-type: none"> - What kind of information do you have about the Messinian/Mediterranean diet? - What products do you know? - What struck you? - What are the differences between Mediterranean diet and contemporary nutrition? <p>Then we visit the map of the Greek land and discuss the following topics:</p> <ul style="list-style-type: none"> - Which of the products are cultivated in the Mediterranean countries? - What are the main foods in Mediterranean Diet? 	
2	2. <u>During the preparation phase:</u>	

	<p>At Computer Lab, we project a presentation about the land of Messenia, the geography of the district, the climate and we get information about the products produced there.</p> <p>Then we discuss about the products' significance for the economy, the commerce, and the civilisation from the ancient times until nowadays.</p> <p>We also notice special vocabulary associated with Messinian Diet and products</p> <p>Finally, after discussing the appropriate behaviour for our museum's visit we write down the behaviour rules and we agree on following them.</p>	
3	<p>3. During the educational excursion:</p> <p>We visit the museum of the Messinian Diet and we find out all the information about products and their methods of cultivation. Students keep notes about their nutritional value, popular recipes for cooking, traditional cooking pots as well as cooking and methods tools for saving them</p>	
EVALUATION	1	Self-evaluation test about the visit
	2	Making a story about the visit
	3	Kahoot knowledge quiz
Magdalini VLAMI 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 visit – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of 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>Compulsory</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	Creating ppt/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>	✓
17	Manufacturing masks that refer to the masks of the ancient theatre	✓
18	Creating a brief vocabulary based on nutrition terms	✓
19	Creating a Mediterranean diet plan suitable for students	✓