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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 (Arbrësçhë Costume Museum)	✓
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



George Kastrioti Skanderbeg



Arbrësche Costume Museum



1	NAME OF THE SCHOOL	Secondary School "Carlo Levi"
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2	LESSON	History Albanian Community in Calabria, customs and traditions
3	CLASS / CLASSES	11 – 13 years old students
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Arbrëschë Costume Museum (Vaccarizzo Albanese)
6	PLACE AND TIME OF DEPARTURE	School yard – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School yard –12.30 AM
8	AIMS / OBJECTIVES	AIMS: 1. To learn more in a practical way
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	School bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

HISTORY LESSON DAILY COURSE PLAN

CLASS	11 – 13 years old	SUBJECT / TOPIC	*General information on George Kastrioti Skanderbeg, hero of the Albanian communities of Calabria, who arrived in the fifteenth century. *Information regarding the establishment of Albanian communities in Calabria. *Recognition of Albanian villages on a map of the region. *History and regional development from the 15 th century to date. *Customs, traditions and usage of Albanian communities.	DATE	
				COURSE HOUR	240' 4 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have a direct and indirect relation of the museum or open-air environment with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To make historical outlines of the aforementioned period (Calabria in the fifteenth century) 4. To have information about the conception and main characteristics of the many Albanian settlements 5. To study of the most important historical figures linked to the Albanian community in Calabria 6. To make the students aware of the still prevailing traditions and customs from this cultural group 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Are able to plan and organise interactive interdisciplinary lessons. 2. Acquire knowledge about the historical and geographical context of the several settlements. 3. Develop interdisciplinary skills. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Distinguish between the different historical periods (History). 2. Identify the causes behind the appearance of Albanian colonies in Calabria (History). 3. Become acquainted with the different villages and their location in the region of Calabria (Geography). 4. Are informed about the traditions, customs and usages still upheld nowadays (Visual Arts). 5. Enjoy being in the historic centre of Albanian villages. 6. Use the incentive to discover. 7. Improve research skills. 8. Learn through curiosity and exploration. 9. Gain the ability to express their ideas. 10. Develop the ability to make a connection between nature and real life.
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: Albanian community in Calabria from the 15th century * SPECIFIC: History, common usages, customs and art forms of the Albanian community in the region of Calabria * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Classroom lessons 2. Visits 3. Role playing 4. Practical activities 5. Discussion 6. Developing Opinions 7. Demonstration 8. Organising exhibitions 9. Working with groups
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. PC 2. LIM 3. Books

	<ul style="list-style-type: none"> 4. Colours 5. Paper 6. Internet 7. Notepad 8. Pen 9. Paper 10. Painting pens 11. Postcards, photos and pictures 	
ACTIVITIES TO BE IMPLEMENTED	<p>“Observation of the students’ impressions while visiting Albanian communities” as well as visits, role playing, explanation</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Observing the different Albanian settlements present in Calabria.
	INFORMING	<p>1. The teacher explains the historical causes that led to the foundation of Albanian colonies in Calabria.</p> <p>2. The history teacher provides information on the history and location of each village on the regional territory.</p> <p>3. The teacher provides information on the Albanian Costume Museum in <i>Vaccarizzo Albanese</i>.</p>
	DATA COLLECTION	Noticing the evolution of each community along with its common usages, traditions and customs.
	SAMPLE COLLECTION (IF AVAILABLE)	



PROCEDURE

1	<p>Preparing lesson or activity</p> <p>Students are encouraged to make comparisons between the visited villages during the development of the interdisciplinary learning.</p> <p>The students should:</p> <ul style="list-style-type: none"> - Analyse the characteristics of the historic centres as well as costumes and traditions still alive - Recognize the mentioned historical figures and the visited architectural works - Bear in mind all the discussed common usages, customs and traditions - Draw and relate the historical characters and the traditional customs
2	Explaining topic
3	Inviting the discussion
4	Visiting the Arbrësçhë Costume Museum
5	Producing works and artefacts
6	Drawing conclusion

EVALUATION

1	Visual Complementary Test - ...
2	Vocabulary Knowledge Test – ...
3	Making a story about the visit

**Cecilia PERRI
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> - We used worksheets	✓
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> - Story, poetry works are done	✓
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> - Travel report was prepared	✓
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>	✓