





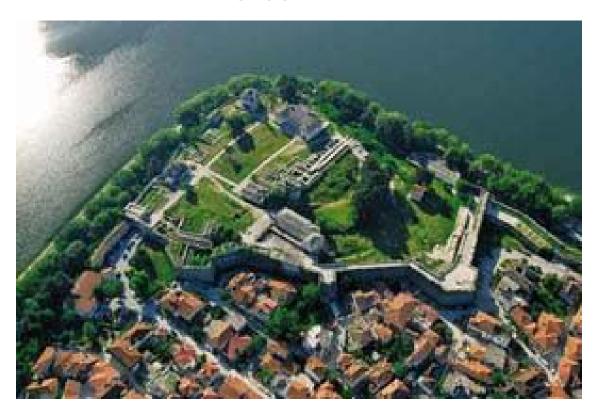


2018-1-TR01-KA201-059698

"Integration of Museums into School Education"

MAIN OUTDOOR INTERDISCIPLINARY LESSON PLAN

GEOGRAPHY



A - I	PREPARATION FOR THE MUSEUM/OUTDOOR	
1	Definition of the museum or outdoor visit (Its Kale Citadel)	✓
2	Determining the date of going to the outdoor or indoor museum and making	1
	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	1
	behalf of school management	Ţ
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	\checkmark
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	-

The Fethiye Mosque and the Byzantine Museum on Its Kale



EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS

1	NAME OF THE SCHOOL	5 th Gymnasium of Ioannina		
2	LESSON Geography "The location of Its Kale Citadel"			
3	CLASS / CLASSES 2 nd grade			
4	TOTAL TIME 45'+45'+45'			
		3 hours		
5	MUSEUM TO VISIT	Its Kale Citadel		

6	PLACE AND TIME OF	School entrance – 10.00 AM		
	DEPARTURE			
7	PLACE AND TIME OF ARRIVAL	School entrance –13.00 AM		
8	AIMS / OBJECTIVES	AIMS: 1. To study the geographical (absolute) and relative location of a place and to compare them 2. To get familiar with the historical site of Its Kale Citadel 3. To adopt learn by doing approach and working in groups 4. To introduce students to alternative settings for learning which are more engaging and supportive for many different curriculum areas		
		5. To improve students' ability to put theory into practice outside the classroom		
9	OUTDOOR EXPEDITIONARY	Geography teacher		
	LESSON STAFF (PARENTS / TEACHERS)	History teacher		
10	TRANSPORTER & VEHICLE INFORMATION	On foot		

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2 ND GRADE GEOGRAPHY LESSON DAILY COURSE PLAN						
CLASS		SUBJECT	*Geographical (absolute)	DATE	05.02.2019	
	grade	/ TOPIC	location – relative location of	COURSE	45' + 45' +	
			an area	HOUR	40' + 45'	
					3 hours	
	OBJECT	IVES:				
OBJE						
	1. To have direct / indirect connection of the museum to the course content					
CTIV						
ES	2. To make the visited place relevant with other school subjects					
		_				
			raphical location of Its Kale Citade			
		3	pannina using a map and also to s	study the hi	storical	
	sigr	nificance of	the specific area (Geography)			
	1 To	ha awara at	the artistic values of the Cilverer	mithing Muc	oum the	
			the artistic values of the Silversr	_		
			eum and the traditional buildings		•	
		•	mans to the Byzantine and later	the Ottomai	i times. (visuai	
	Art))				
	5 To 9	study the h	istorical evolution of the specific a	area (Histor	v)	
	3. 13 ·	study the h		aroa (mstor	<i>37</i>	
	TEACHERS:					
ACHI	1. Will be able to use an open air environment as an extension of the					
1. Will be able to use an open-air environment as an ex					ension of the	
ENTS	classroom and active part in teacher work.					
2. Plan cross curricular lessons which off		curricular lessons which offer mot	er motivation for learning			
	activities, independence and fun in an open-air environment.					
		STUDENTS:				
	1.	Get familiar	with the absolute and relative lo	cation of a	olace, using a	
		map.			3	
		•				
2. Get familiar with the Its Kale Citadel.						
	2 Learn through observation and interaction with the open size					
	3. Learn through observation and interaction with the open-air environment.					
	environment.					
4. Understand the importance of the specific area (Its Kale Citadel) for t					Citadel) for the	
city of Ioannina.						
CONOEDT	CONCERTS AND * THEMATIC: Hoing mass					
* THEMATIC: Using maps * SPECIFIC: Geographic (absolute) location – Relative location				ive location		
* SPECIFIC: Geographic (absolute) location – Relative location						

	* DELATIONELUD DETW	FEN DICCIDI INFO. Accesiation with			
	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with				
METHODS AND	Geography – Arts – History				
METHODS AND	Active learning in outdoor environment Experiential learning				
TECHNIQUES	Experiential learning Direct observation				
	4. Learning by doing				
	5. Cooperative learn	ning			
	6. Discussion				
	7. Brainstorming				
TOOL-MATERIAL	1. A map of the area	3			
(Products to be	2. Worksheets				
used in the course)	3. A camera				
ACTIVITIES TO BE	"dividing students int	to pairs in order to use the map to find			
IMPLEMENTED	geographical and the	relative location of the Its Kale			
	Citadel"				
	"discussing the differ	ences of the two kinds of location"			
PROCES	SSING AND IMPLEME	NTATION OF THE LESSON			
		Students observing the visual information			
	OBSERVATION	given on the map of the area, answer the			
		questions on their worksheets.			
		- Geography teacher gives			
		information about the geographical			
		and relative location of the place.			
		Also, she/he helps students			
	INFORMING	understand their differences when			
	INFORMING	they are used for different			
DDOCESS		purposes.			
PROCESS		 History teacher gives information 			
		about the historical evolution of the			
		area.			
		Students work in groups to gather the			
	DATA COLLECTION	information they need to complete the			
	DATA COLLECTION	worksheets and share the data at the end			
		of the open-air experience.			
	SAMPLE				
	COLLECTION (IF				
	AVAILABLE)				
	PROCED	DURE			
1					
	<u>ional tour classroom activ</u>				
	A. The teacher informs students about the open-air environment, when and				
	where it will take place.				
	B. Students answer a short questionnaire about Its Kale Citadel (pre-test).				
C. Students are divided in three groups. Each group finds information about the					
following					
- The history of the Its Kale Citadel					
- The location of the Its Kale					
- The current state of the area and the activities that take place there at the					
present time					

present time

2. During the educational excursion:

- A. Students arrive at the location. Each group of students is given a worksheet and a map of the area. They have to use the map and their previous knowledge in order to answer the questions of the worksheet.
- B. Each group has to find the relative location of Its Kale, using the map. Then they determine the geographical location of the citadel using coordinates they find on the map.
- C. We discuss the differences between the relative location and the geographical location and when we should use each one.
- D. The three groups of students share the information they have found about the history of the Its kale Citadel, its location and its current state. Walking around the area, students take photos of the buildings and the ruins existing in the Its Kale citadel.
- E. Students are asked to answer the questions on their worksheet as we explore the area and share the information they have gathered.

A map of the area used in the worksheet

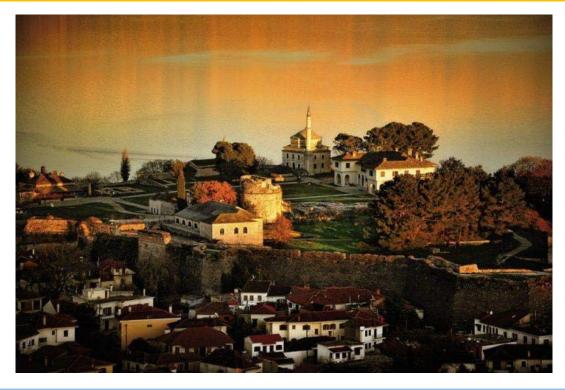


	1	Cognitive post-test		
2 A quiz about the visit				
	3	Making a story inspired by the Its Kale Citadel		
	4	Making a brochure for the monuments existing inside the Its Kale Citadel.		

Vasiliki GALANI GEOGRAPHY TEACHER

C - T	C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY					
1	MUSEUM VISIT/ OUTDOOR LESSON Reading the answers of the worksheets used during the visit in the classroom,					
•	remembering the observations and emotions – Optional	V				
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>					
	- Students create a brochure					
4	Composition, story, drama and poetry writing about the visit to the museum,	1				
	imagination, two-dimensional (pattern work), three- dimensional and so on.	*				
	production of designs, panel and exhibition work – Optional					
	- Students publish the school visit to the Its Kale Citadel via an article in					
	the local newspaper, on the school bulletin board and the school					
	webpage.					
5	Poster designing related to museum trip – Optional	✓				
	- Students create a photo puzzle and convert it to a printed poster posted					
	in the school's museum corner by using "picassa".					
6	Final test survey implementation to get feedbacks of both teachers and students					
	- Compulsory					
_	- We apply it to measure the achievements of the museum visit.					
7	Self-assessment scale – Optional	1				
8	Keeping an expedition report – Compulsory	√				
9	Letter of thanks to the museum after the visit – Compulsory	✓				
	- Students compose and sent a letter of thanks to the hosting museum including					
10	information about their experiences. Giving certificates and gifts to visiting teachers and students – Compulsory					
11	In the school painting workshop, a cardboard or gypsum model of residential	Y				
	areas is made in collaboration with the painting and history teacher – Optional	•				
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 – Optional	1				
14	Conducting an online survey to collect students' impressions feelings of the	1				
	lesson and feedback on future trips – <i>Compulsory</i>	•				
15	Creating postcards by the students – Compulsory	✓				
	- Students who are inspired by the museum exhibits create postcards in					
	collaboration with the Art teacher in the art class					
16	Shooting videos with high resolution – Compulsory	✓				

Its Kale Citadel



Main gate of the Its Kale Citadel

