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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

**GEOGRAPHY**



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
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 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	✓

### 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 <sup>th</sup> Gymnasium of Ioannina
2	LESSON	Geography "The location of Its Kale Citadel"
3	CLASS / CLASSES	2 <sup>nd</sup> grade
4	TOTAL TIME	45' + 45' + 45' + 45' 3 hours
5	MUSEUM TO VISIT	Its Kale Citadel

6	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.00 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To study the geographical (absolute) and relative location of a place and to compare them</li> <li>2. To get familiar with the historical site of Its Kale Citadel</li> <li>3. To adopt learn by doing approach and working in groups</li> <li>4. To introduce students to alternative settings for learning which are more engaging and supportive for many different curriculum areas</li> <li>5. To improve students' ability to put theory into practice outside the classroom</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE GEOGRAPHY LESSON DAILY COURSE PLAN

CLASS	2 <sup>nd</sup> grade	SUBJECT / TOPIC	*Geographical (absolute) location – relative location of an area	DATE	05.02.2019
				COURSE HOUR	45' + 45' + 40' + 45' 3 hours
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have direct / indirect connection of the museum to the course content</li> <li>2. To make the visited place relevant with other school subjects</li> <li>3. To study geographical location of Its Kale Citadel that is an important sight in the city of Ioannina using a map and also to study the historical significance of the specific area (Geography)</li> <li>4. To be aware of the artistic values of the Silversmithing Museum, the Byzantine Museum and the traditional buildings from the conquest of the city by the Normans to the Byzantine and later the Ottoman times. (Visual Art)</li> <li>5. To study the historical evolution of the specific area (History)</li> </ol>				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Will be able to use an open-air environment as an extension of the classroom and active part in teacher work.</li> <li>2. Plan cross curricular lessons which offer motivation for learning activities, independence and fun in an open-air environment.</li> </ol> <p style="text-align: center;">STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Get familiar with the absolute and relative location of a place, using a map.</li> <li>2. Get familiar with the Its Kale Citadel.</li> <li>3. Learn through observation and interaction with the open-air environment.</li> <li>4. Understand the importance of the specific area (Its Kale Citadel) for the city of Ioannina.</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Using maps * SPECIFIC: Geographic (absolute) location – Relative location</p>				

	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Active learning in outdoor environment</li> <li>2. Experiential learning</li> <li>3. Direct observation</li> <li>4. Learning by doing</li> <li>5. Cooperative learning</li> <li>6. Discussion</li> <li>7. Brainstorming</li> </ol>	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. A map of the area</li> <li>2. Worksheets</li> <li>3. A camera</li> </ol>	
ACTIVITIES TO BE IMPLEMENTED	<p><b>“dividing students into pairs in order to use the map to find geographical and the relative location of the Its Kale Citadel”</b></p> <p><b>“discussing the differences of the two kinds of location”</b></p>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	Students observing the visual information given on the map of the area, answer the questions on their worksheets.
	<b>INFORMING</b>	<ul style="list-style-type: none"> <li>- Geography teacher gives information about the geographical and relative location of the place. Also, she/he helps students understand their differences when they are used for different purposes.</li> <li>- History teacher gives information about the historical evolution of the area.</li> </ul>
	<b>DATA COLLECTION</b>	Students work in groups to gather the information they need to complete the worksheets and share the data at the end of the open-air experience.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
<b>PROCEDURE</b>		
<b>1</b>	<ol style="list-style-type: none"> <li>1. <u>Pre-educational tour classroom activities:</u> <ol style="list-style-type: none"> <li>A. The teacher informs students about the open-air environment, when and where it will take place.</li> <li>B. Students answer a short questionnaire about Its Kale Citadel (pre-test).</li> <li>C. Students are divided in three groups. Each group finds information about the following <ul style="list-style-type: none"> <li>- The history of the Its Kale Citadel</li> <li>- The location of the Its Kale</li> <li>- The current state of the area and the activities that take place there at the present time</li> </ul> </li> </ol> </li> </ol>	

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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**



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

**Vasiliki GALANI**  
**GEOGRAPHY TEACHER**

<b>C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON</b>		
<b>1</b>	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
<b>2</b>	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
<b>3</b>	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	✓
<b>4</b>	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> - 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.	✓
<b>5</b>	Poster designing related to museum trip – <i>Optional</i> - Students create a photo puzzle and convert it to a printed poster posted in the school's museum corner by using "picassa".	✓
<b>6</b>	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i> - We apply it to measure the achievements of the museum visit.	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i>	✓
<b>9</b>	Letter of thanks to the museum after the visit – <i>Compulsory</i> - Students compose and sent a letter of thanks to the hosting museum including information about their experiences.	✓
<b>10</b>	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
<b>11</b>	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>	✓
<b>12</b>	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>	✓
<b>13</b>	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
<b>14</b>	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
<b>15</b>	Creating postcards by the students – <i>Compulsory</i> - Students who are inspired by the museum exhibits create postcards in collaboration with the Art teacher in the art class	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i>	✓

Its Kale Citadel



Main gate of the Its Kale Citadel

