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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	✓
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 Nikaias /Attiki /Greece
2	LESSON	Geography: "Sounio National Park and The Temple of Poseidon at Cape Sounio"
3	CLASS / CLASSES	7 TH Grade
4	TOTAL TIME	45' + 45' + 45' + 45' 4 hours
5	SITE TO VISIT	National Library
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –15.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To get to know the place of a national park through the experiential learning 2. To get to know the place of an ancient fortress and an ancient temple through the experiential learning 3. To get involved with the procedure of observation and understanding of an ancient place and building 4. To activate students' senses and fantasy 5. To realize the importance of a national park 6. To realise the ecological, geological and paleontological value of the area of the Sounio National Park 7. To realize the importance of the place that made ancient Athenians choose the specific place as a fortress 8. To understand the connection of the place to the pieces of History and Visual Arts existed there.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	By tourist bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

7TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	7 th	SUBJECT / TOPIC	*Mediterranean ecosystem, fossils, mineral ores *Architecture of Temple, Architecture Order	DATE	12-10-2019
				COURSE HOUR	45' + 45' + 45'+ 45' 4 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To connect their theoretical knowledge about the ecosystems and historical data with the place seen during their visit 2. To realize the destruction of an ancient place during the centuries and the need for protection and preservation of cultural heritage 3. To understand the significance of the protection, restoration and conservation of ecosystems 4. To get used to implementing teamwork and experiential learning in a cross curricular approach 5. To realize adopting the interdisciplinary approach (combining Geography with History and Visual Arts) 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Try to transmit to their students their love and interest of the Geography and History lessons and the need for preservation of environment. <p>STUDENTS:</p> <p>Students of the 3rd grade-5th grade in Secondary Education are taught about the Mediterranean Ecosystem in Geography and Biology (flora, fauna and avifauna) and fossils in Geography-Geology.</p> <p>Students are also taught in History about the historical period (from 480 BC to 404 BC) what started as an alliance of independent cities-states gradually became an Athenian empire. A <i>period</i> of Athenian political hegemony, economic growth and cultural flourishing formerly known as the <i>Golden Age</i> of Athens with the later part <i>The Age of Pericles</i>.</p> <p>The visit to the Temple of Poseidon and National Park of Sounio will be related to the specific reasons that the place was chosen for as a fortress during the Peloponnesian War (431–404 BC) which was an ancient Greek war fought by the Delian League led by Athens against the Peloponnesian League led by Sparta.</p> <ol style="list-style-type: none"> 1. Improve their observation skills, as well as recording, selection and stimulus analysis which will help in the organization and production of their work
CONCEPTS AND TARGETS	<p>THEMATIC: Geography</p> <p>SPECIFI: Mediterranean ecosystem, fossils, mineral ores, Architecture of Temple, Architecture order</p> <p>INTERDISIPLINAR RELATIONS: History, Visual Arts (Architecture), Mythology, Politics</p>
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Trip, observation 2. Demonstration method (demonstration and performing) 3. Narration technique 4. Question-answer 5. Exhibition Arrangement Technique 6. Teamwork 7. Experiential Learning 8. Active participation 9. Cross Curricular Approach
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Worksheets 2. Camera 3. Maps of the area 4. Notebooks
ACTIVITIES TO BE IMPLEMENTED	<p>Research on the internet for the appropriate materials</p> <p>Forming teams</p> <p>Studying the worksheets</p> <p>Visiting the National Park, Cape Sounio and Temple of Poseidon</p>

Filling in the worksheets		
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The students will have to observe the place and recognise: <ol style="list-style-type: none"> 1. The flora, the fauna and avifauna of the National Park 2. The order of the Temple of Poseidon 3. The remains of the fortress at Cape Sounio
	INFORMING	The students have already to use all their knowledge in order to fill in the questions and activities in their worksheets.
	DATA COLLECTION	The students will have to use their imagination and recreate the image of the ancient fortress
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	<p>1. <u>Pre-educational tour classroom activities:</u></p> <p>Students of the 3rd grade-5th grade in Secondary Education are taught about the Mediterranean Ecosystem in Geography and Biology (flora, fauna and avifauna) and fossils in Geography-Geology.</p> <p>The visit to the Temple of Poseidon and National Park of Sounio will be related to the specific reasons that the place was chosen for as a fortress during the Peloponnesian War (431–404 BC).</p>	
2	<p>2. <u>During the preparation phase:</u></p> <p>Teaching introductory elements of environment ecosystems types of ecosystems but also and for history elements about Fortress during Ancient Times and the role of Templates like the Template of Poseidon</p> <p>Children learn to keep written notes with historical data, with observations and with their thoughts on flora, fauna, and art and to write their impressions of a visit to an archaeological site and a national park.</p> <p>Recognition of various effects such as: social, religious, political, etc.</p> <p>Particular emphasis on the study of Mediterranean ecosystem and the two subtypes, maquis and friganic ecosystem</p> <p>Brief references to architecture Doric rhythm of Template of Poseidon.</p>	
3	<p>3. <u>During the educational excursion:</u></p>	

The students will have to observe the friganic ecosystem around the Template of Poseidon and to take photos from the plants and the animals that could meet with the care not to cut or annoy the birds.
The students will have to observe and take photos of the Template of Poseidon and the fortress of Cape Sounio.

EVALUATION	1	Kahoot test
	2	Making a poster about the visit
	3	Making a story about the visit
	4	Self-evaluation test (pre-test/ post-test)

Georgios THEODOSIOU
GEOGRAPHY TEACHER

Magda 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, Art work. Making a mosaic. – <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	Shooting videos with high resolution – <i>Compulsory</i>	✓