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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 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

1	NAME OF THE SCHOOL	Šolski center Novo mesto
2	LESSON	Geography (The First Settlement of Marof)
3	CLASS / CLASSES	5 th grade
4	TOTAL TIME	40' + 20' 1 hour
5	MUSEUM TO VISIT	Hill Marof and excavation site Kapiteljska Njiva. Marof is a hill in Novo mesto, the location of the first settlement in the area where many of the artefacts on display in the Museum of Dolenjska were excavated.
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 10.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To be able to use geographical vocabulary 2. To be able to analyse geographical information and draw conclusions. (Geography) 3. To learn the importance of strategic location for the city and region. 4. To understand how Novo mesto has evolved through time in relation to natural and other assets.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	



B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN

CLASS	5 th grade	SUBJECT / TOPIC	*The First Settlement in Novo Mesto	DATE	
				COURSE HOUR	40' + 20' 1 hour

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">OBJECTIVES</p>	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To connect the open-air visit and lesson content to topics discussed in school classroom 2. To learn about the various regions of Slovenia, their economic development as well as trading practices with other territories and countries of the world (Geography) 3. To study about natural resources and land use as well 4. To connect Geography class to other subjects 5. To learn about different time periods and people living in this area (History) 6. To learn about different cultures, trades and crafts typical for the Dolenjska region (Society and environment) 7. To learn about different art periods and artists from this area (Art)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENTS</p>	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Acquire better understanding of the evolution of Novo Mesto. 2. Be able to use geographical vocabulary 3. Be able to analyse geographical information and draw conclusions 4. Learn the importance of strategic location for the city and region 5. Understand how Novo Mesto has evolved through time in relation to natural and other assets
<p>CONCEPTS AND TARGETS</p>	<p>* THEMATIC: Students will be able to understand the importance of natural resources for the development of cities and the survival of its inhabitants (river Krka for the people of Novo mesto, roads, lands, iron ore, etc.).</p> <p>* SPECIFIC: There will be a tour of the most important locations on Marof. They will have practical activities and will learn to use all available resources to complete the given tasks.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History – historical importance of this area for trade (from Baltics to the Mediterranean)</p>

	<p>Art – many cultures living in the same area and each leaving its mark</p> <p>Math – calculating time and distances to different cities and other geographical location with the help of maps, compasses and the theoretical knowledge.</p>	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Lecturing 2. Demonstrating 3. Collaborating 4. Dialogue 5. Practical activities 6. Question & Answer 7. Observation 8. Brainstorming 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. The teacher will provide students with worksheets, clipboards. 2. Students will take a tour of the location and explore the importance of natural resources for economic development of Novo mesto. 3. They will also be given access to a mobile app that will “guide” them through various tasks. 	
ACTIVITIES TO BE IMPLEMENTED	<p>“Each student will complete their worksheet. They will have to find important locations marked on their maps (orientation exercises).</p> <p>For the completion of all the tasks from the mobile app, student will work in small groups.”</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Making observations in open-air environment
	INFORMING	Having previous information from school classes about
	DATA COLLECTION	Collecting new information in the open-air environment using all available resources
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	Distributing the needed tools and materials to the students for their open-air activities.	
2	Giving instructions on how and when to fill in worksheets and tasks from the mobile app.	
3	Taking a tour of the important locations on the hill Marof and discussing their significance.	
4	Explaining the importance of natural resources for the development of towns and trade routes.	
5	Completing the paper worksheets and questionnaires/tasks from the mobile app.	

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Checking the results of the completed tasks through group discussion.



EVALUATION	1	Visual Complementary Test – Students perform it by comparing completed worksheets with each other and the resources found on location.
	2	Vocabulary Knowledge Test – Students perform it by answering questions from the mobile app and learn to use appropriate geographical vocabulary.
	3	Students are asked to evaluate the implemented lesson plan.

**MASA
GEOGRAPHY 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 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>	✓
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>	✓