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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 (Fundación Uxío Novoneyra)	✓
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	Colexio Plurilingüe Emma
2	LESSON	Geography "Visiting Fundación Uxío Novoneyra"
3	CLASS / CLASSES	2 nd grade ESO
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Fundación Uxío Novoneyra
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know an interesting geographical area (O Courel and Devesa da Rogueira) 2. To introduce to read into maps like the way to study the area 3. To analyse the place names like expression way and communication
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography Teacher Museum guides
10	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2ND GRADE GEOGRAPHY LESSON DAILY COURSE PLAN

CLASS	2 nd grade	SUBJECT / TOPIC	*Read area maps (Devesa da Rogueira) *Extend vocabulary of names place *Promote the ability to observe the environment *Practice with geolocation technologies	DATE	Spring/Summer
				COURSE HOUR	240' 4 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To promote the local museum to teach different curricular contents 2. To promote the familiar activities 3. To get better the creativity and the proper words in Geography 4. To introduce to read into maps 				
ACHIEVEMENTS	TEACHERS: <ol style="list-style-type: none"> 1. Create an environment of observation. 2. Introduce the museums into the geography study. 3. Will be able to plan interdisciplinary lessons and implement them efficiently. STUDENTS: <ol style="list-style-type: none"> 1. Promote the area of observation. 2. Introduce their families a source of knowledge and wisdom. 3. Respect for creations and others 4. Gain ability to read maps 				
CONCEPTS AND TARGETS		* THEMATIC: Coordenadas XPS * SPECIFIC: Analysing orographic maps that is part of the physical geography * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History			

METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Visualization 2. Observation 3. Locating in the environment in relation to topological nomenclature 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Area maps 2. GPS 3. Camera 4. Smartphone 5. Expendable material 	
ACTIVITIES TO BE IMPLEMENTED	<p>“Introducing and approaching to the geographical reality of the area with the collaboration of the Nature Area and expert technicians.”</p> <p>“Geolocation of the Museo Uxío Novoneyra”</p> <p>“Photographic report of the environment and its characteristics, by walking.”</p> <p>“Visiting to the house and the environment, reciting selected poetry.”</p> <p>“Survey of students’ homes about place names.”</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	<p>It happens in a first phase of observation in the classroom of nature, the environment and with the help of plans.</p> <p>In a second phase the students take pictures the characteristics of the area.</p> <p>The students locate the destination place with the help of GPS devices at the same.</p>
	INFORMING	<ul style="list-style-type: none"> - The technicians make groups and provide the necessary geography information. - The families support with their knowledge about the local name places. - The staff of the museum give a selection of poems with local name places.
	DATA COLLECTION	The students get important information about their families and about the information of the technical.
	SAMPLE COLLECTION (IF AVAILABLE)	<p>Students will make collection of selected pictures.</p> <p>Students will do a poetry creation with the name of the places collected in the surveys.</p>
PROCEDURE		
1	<p><u>Activity 1: O Courel on the map</u></p> <p>Methods and techniques:</p> <p>Observation and listen of explanations about area maps in the classroom of nature</p>	

	<p>Achievements: Introducing to the interpretation of maps and assessment of the environment</p> <p>Tools and equipment Guide of the Natural Area Local maps</p> <p>Process: Students listen the explanations by the guide in groups and interpret the environment with the help of maps and do questions.</p>
2	<p><u>Activity 2: Geolocation</u></p> <p>Methods and techniques: Locate a particular place by the GPS technology</p> <p>Achievements: Approach to the read maps and interpretation of GPS codes</p> <p>Tools and equipment GPS Environment maps</p> <p>Process: Students with the local maps and GPS</p>
3	<p><u>Activity 4: What I see</u></p> <p>Methods and techniques: Individually, the students will dedicate the tour to the observation and photography of the geographical characteristics of the area with cameras or mobile devices</p> <p>Achievements: Observation of the environment and promotion of individual creativity</p> <p>Tools and equipment Cameras Smartphones</p> <p>Process: Individually students take pictures of geographical characteristics about the environment that impressed them.</p>
4	<p><u>Activity 4: Uxío & Eidos</u></p> <p>Methods and techniques: The museum guides will show the house and around it and will make a special reading of the author's poetry selection, referring to the toponymical of the area.</p> <p>Achievements: Cross-sectional learning of topographical vocabulary and its use in geography and poetry.</p> <p>Tools and equipment</p>

	<p>Selection of poetry</p> <p>Process: Students listen a selection of poetry by the guides with the names of places viewed in previous activities.</p>	
5	<p><u>Activity 5: Families and names</u></p> <p>Methods and techniques: Students collect the local the names by a survey in house.</p> <p>Achievements: Highlight the importance of the topology knowledge and to create link with their environment by the shared knowledge.</p> <p>Tools and equipment Creation of an easy survey like the way to homogenize the looking for information.</p> <p>Process: Students create a model of survey to look for information in their homes about the topology knowledge of the area in small groups. The data will be used to future activities in the classroom.</p>	
EVALUATION	1	Direct observation of attitude to new information
	2	Creating original production and adapting it to the requirements
	3	Co-evaluating the evolution of the group and behaviour
<p>LOURDES GEOGRAPHY TEACHER</p>		

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>	✓