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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	Scuola Media Statale "Carlo Levi"
2	LESSON	Geography – Agriculture and Industry
3	CLASS / CLASSES	11 – 13 years old
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Liquorice Museo Open-Air
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –12.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To learn more in a practical way 2. To establish the connection between nature, agriculture, technology, industry, museum and human life 3. To have information about agriculture and industry 4. To have information about industry evolution 5. To have information about industrial machines used in the past
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	School bus





B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

GEOGRAPHY LESSON DAILY COURSE PLAN

CLASS	11 – 13 years old	SUBJECT / TOPIC	*Agriculture and industry *Economic sectors *Agriculture, climate, population, history, industry and social life *The kinds of museums *Relation between agriculture and industry *History of Amarelli family	DATE	
				COURSE HOUR	240' 3 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct / indirect connection of the museum to the course content 2. To relate the place visited with other disciplines and subject 3. To learn about the geographical features of the place to be visited 4. To comprehend the industry evolution 5. To create awareness on students about evolution of industry and technology 6. To comprehend the crucial effects for human life and Nature 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Will be able to make interactive lesson plans and make organisations for out-of-school environments and open-air. 2. Gain knowledge for the geographical and historical texture of the close neighbourhood and regional climate. 3. Have self-development at interdisciplinary course acquisition skills. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Distinguish the types of economic sectors and lifestyles of population. 2. Distinguish the factors affecting the materials and properties used in dwellings and lifestyles. 3. Have knowledge about the history, geography, climate and population. 4. Make herself/himself sure to plan to work. 5. Enjoy being in the museum. 6. Use the incentive to discover. 7. Improve research skills. 8. Learn through curiosity and exploration. 9. Gain the ability to express their ideas. 10. Develop the ability to make a connection between nature and human life.
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: Agriculture and Industry * SPECIFIC: Importance of the Amarelli Liquorice Museum * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – History – Technology
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Classroom lessons 2. Visits 3. Role playing 4. Practical activities 5. Questions & Answers 6. Observation method 7. Discussion 8. Developing Opinions 9. Demonstration 10. Organising Exhibitions 11. Working with Group

<p>TOOL-MATERIAL (Products to be used in the course)</p>	<ol style="list-style-type: none"> 1. PC 2. UM 3. Books 4. Colours 5. Newspaper and magazines 6. Internet 7. Pictures and photos 8. Objects 9. Notepad 10. Pen, paper 11. Painting pens 12. Postcards, photos and pictures 	
<p>ACTIVITIES TO BE IMPLEMENTED</p>	<p>“Seeing the reflections of objects and impressions of Amarelli Liquorice Museum and Industry” as well as visits, role playing, explanation</p>	
<p style="text-align: center;">PROCESSING AND IMPLEMENTATION OF THE LESSON</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROCESS</p>	<p>OBSERVATION</p>	<p>Observation of Amarelli Liquorice Museum and its environments in terms of agriculture, climate, population and lifestyle.</p>
	<p>INFORMING</p>	<p>The Geography teacher gives information about</p> <ul style="list-style-type: none"> - The geographical nature - Climate - Agriculture - Industry - Economic life - Museum
	<p>DATA COLLECTION</p>	<p>It is ensured that the students take notes about what is observed and learnt.</p>
	<p>SAMPLE COLLECTION (IF AVAILABLE)</p>	



PROCEDURE

1	<p>Preparing lesson or activity</p> <p>In the course of interdisciplinary outdoor expeditionary learning general geographical and structure of the place is given.</p> <p>The students are asked:</p> <ul style="list-style-type: none"> - to compare whether the previous situation and the current situation have changed having given information about geographical, industry and technology - to evaluate the natural environment - to know what types of museums and industries exist - to know what types of food industries exist - to be able to list the characteristic of liquorice plant - to know the uses of liquorice 	
2	Explaining topic. The natural – human characteristics	
3	Inviting the discussion. Information about industrial machines in the past and at the moment	
4	Producing works and artefacts	
5	Drawing conclusions	
EVALUATION	1	Visual Complementary Test –
	2	Vocabulary Knowledge Test –
	3	Write a Story about the visit in the Liquorice Museo Open-Air
	4	Describe the experience in the Liquorice Museo Open-Air

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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>	✓



