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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 (EC1 in Łódź)	✓
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	International Primary School of Innovative Training
2	LESSON	Geography
3	CLASS / CLASSES	V
4	TOTAL TIME	5 hours
5	MUSEUM TO VISIT	EC1
6	PLACE AND TIME OF DEPARTURE	School Yard 9:20
7	PLACE AND TIME OF ARRIVAL	School Yard 14:20
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To make pupils recognize renewable and non-renewable energy sources 2. To have creative problem solving in various fields: geography, physics 3. To have the ability to work in groups
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	KATARZYNA – Geography Teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

IIIrd CLASS VISUAL ART LESSON DAILY COURSE PLAN

CLASS	III	SUBJECT / TOPIC	<ul style="list-style-type: none"> Renewable and non - renewable energy sources 	DATE	
				COURSE HOUR	5 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To know how we recognize renewable and non-renewable. 2. To know how to use it in our life. 				
ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. make preparation of a presentation on energy sources. 2. acquire non formal education techniques in formal education. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. gather information on the types of energy sources. 2. Make description of how energy is produced from coal. 3. motivate pupils together try to start the boilers and release heat. 4. check whether energy can be ecological. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Renewable and non-renewable energy sources. * SPECIFIC: Pupils know where the carbon comes from and what its use is. We are trying to generate energy ourselves in a coal-fires plant. * RELATIONSHIP BETWEEN DISCIPLINES: geography, physics, chemistry, geology, computer science, art</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Problem method 2. Making observation 3. Brainstorming 4. Visualisation 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Motors 2. Electric cables 3. Soldering iron 4. Cardboard 				
ACTIVITIES TO BE IMPLEMENTED	<p>“Windmills” – renewable energy sources</p>				
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCESSES	OBSERVATION	<p>Preparing ground for gain knowledge about renewable and non-renewable energy sources.</p>			

	INFORMING	Exhibition of handmade windmills
	DATA COLLECTION	Taking information about renewable and non-renewable energy sources.
	SAMPLE COLLECTION (IF AVAILABLE)	Windmills construction.
PROCEDURE		
1	The museum guide introduces students to the operation of heat-generation boilers.	
		
2		

The students take control of the electricity supply and manage the power plant on their own.



3

Students research, analyze and independently generate energy, the source of which is air.







5



6	Students independently build windmills as a renewable energy source.	
7	Display windmills exhibition to whole school.	
EVALUATION	1	Direct observation of attitude to new information.
	2	Self-evaluation.
	3	Windmills exhibition.
GEOGRAPHY TEACHER KATARZYNA		

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>	✓