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“Integration of Museums into School Education”

MAIN **INDOOR** INTERDISCIPLINARY LESSON PLAN

GEOGRAPHY



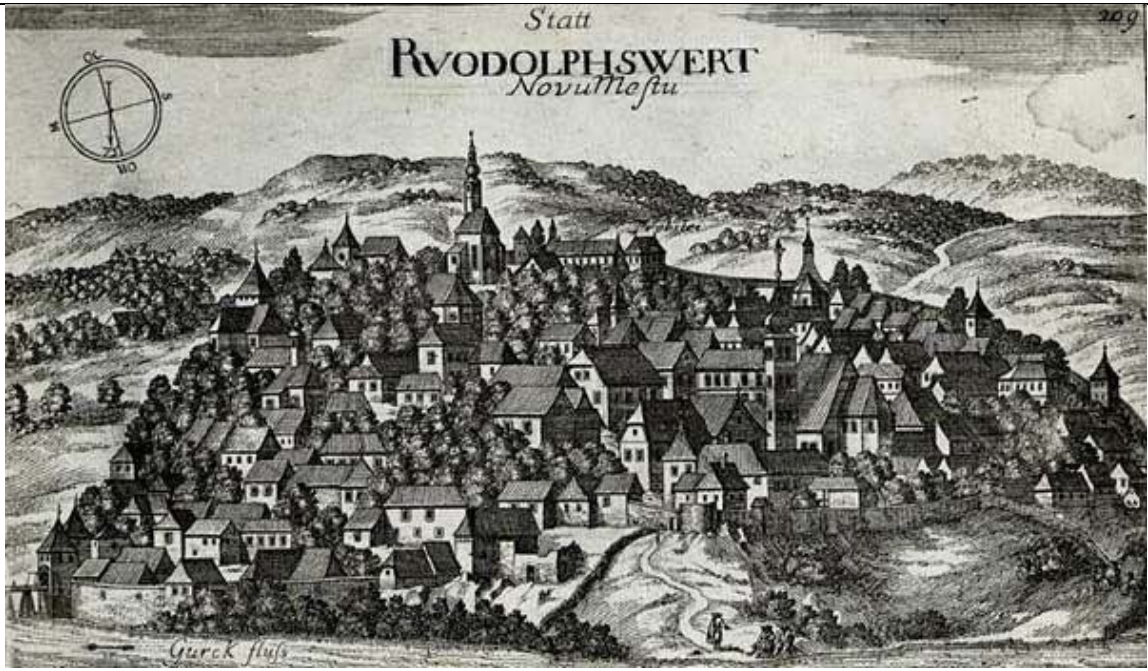
A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies and relevant with the annual curriculum and with other interdisciplinary courses	✓
3	Making an appointment at the museum 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	
2	LESSON	Geography (The Archaeological Image of Dolenjska)
3	CLASS / CLASSES	5 th grade (11 years old)
4	TOTAL TIME	40' + 40' + 40' + 40' + 20' 3 hours
5	MUSEUM TO VISIT	Dolenjska Museum Novo Mesto
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –12.30 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 3. To recognise city features on maps 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	*Population growth and expansion of Novo Mesto	DATE	
				COURSE HOUR	40' + 40' + 40' + 40' +20' 3 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To connect the museum visit and lesson content to topics discussed in school classroom 2. To learn about population density, migrations and economic development of the Dolenjska region (Geography) 3. To learn about different time periods and people living in this area and population (History) 4. To learn about different cultures, people living in the Dolenjska region (Society and environment) 5. To measure and calculate distances (Math) 6. To learn about different art periods though time (Art) 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. <p style="text-align: center;">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 to recognise city features on maps 5. Understand how Novo Mesto has evolved through time in relation to natural and other assets 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Evolution/expansion of Novo mesto over time. 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: A guided tour of the archaeological museum exhibit, with special attention on population growth and expansion of the city.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History – historical waves of migrations of nations and the main reasons for them</p> <p>Art – different art forms of different cultures living in the same area</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, pens for writing and soft pillows to sit on. 2. Students will also take a guided tour of the museum's permanent exhibit and will receive some written materials on the topic of their Geography lesson in the museum. 	
ACTIVITIES TO BE IMPLEMENTED	<p>"Students will have to fill out worksheets prepared by the teacher."</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 museum activities.	
2	Giving instructions on how and when to fill in worksheets	
3	Taking a guided tour of the museum's permanent archaeological exhibit	
4	Paying special attention to population growth and expansion of Novo Mesto over time	
5	Carefully observing the museum artefacts	
6	Filling in the worksheets and searching for the correct answers in the museum	

7 Tidying up the work space and returning the pillows and clipboards to the teacher.





EVALUATION

- 1** Visual Complementary Test – Students compare presented images on their worksheets with the original objects found in the museum.
- 2** Vocabulary Knowledge Test – Students perform a vocabulary knowledge test by answering questions from their worksheets 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>	✓