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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 (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 the traditional structure of the house on the mountains and the uses of its rooms 2. To expand knowledge about the changes in lifestyles 3. To analyse how the climate influences housing construction, orientation, etc. 4. To promote group work and argumentation
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	*Human Geography: the uses of houses	DATE	Spring/Summer
			*Knowing how the environment affects the typology of construction *Promoting the ability to observe the environment *Making mock-ups	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 rural observation as a creation adapted and environmentally friendly 3. To get better the creativity and the proper words in Geography 4. To introduce to create maps 				
ACHIEVEMENTS	TEACHERS:				
	<ol style="list-style-type: none"> 1. Create an environment of observation and creativity 2. Introduce the museums into the geography study. 3. Will be able to plan interdisciplinary lessons and implement them efficiently. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Promote the area of observation. 2. Introduce values of environmental awareness. 3. Respect for own creations and the others. 4. Introduce to create maps. 				
CONCEPTS AND TARGETS		<p>* THEMATIC: Human Geography: Second Great Division of General Geography Rural anthropology: Social and cultural manifestation of human communities</p> <p>* SPECIFIC: * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>			

METHODS AND TECHNIQUES	1. Observation 2. Study of the constructive solutions for residential use in the rural environment of the mountain	
TOOL-MATERIAL (Products to be used in the course)	1. Different rooms of the house museum 2. Papers 3. Pencils 4. Maters 5. Rules	
ACTIVITIES TO BE IMPLEMENTED	"Visiting the museum house and anthropological explanation on the rooms." "Creating a plan of one room." "Oral presentation of group creations" "Group discussion"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Students will observe the different rooms of the museum house. Later they will translate these observations into a plane, then the observation will be dimensional
	INFORMING	- The technicians make groups and provide the necessary human and anthropological geography information.
	DATA COLLECTION	Students get relevant data from museum technicians and guides
	SAMPLE COLLECTION (IF AVAILABLE)	Students will make a representation of the reality observed in the museum with plans of the rooms
PROCEDURE		
1	<p><u>Activity 1: Human Geography: The house on the mountain, the House of Uxío</u></p> <p>Methods and techniques: Observing and listening at home museum about the use of different rooms</p> <p>Achievements: Anthropologically analysing the use of the mountain house as a way adapted to the climatic and socio-economic reality of the area.</p> <p>Tools and equipment Rooms of the house and Guides</p> <p>Process: Students listen to the explanations by the guide in groups and do questions.</p>	
2	<p><u>Activity 2: The museum on a map</u></p> <p>Methods and techniques: Measurement, in small group, of the different rooms and transposition of the data to a plane in millimetre paper</p> <p>Achievements: Approach to the creation of maps and spatial orientation</p> <p>Tools and equipment</p>	

	<p>Millimetre paper Meters, Pencils and Rulers</p> <p>Process: Students, in small groups, with the help of a rule will represent on paper one of the rooms.</p>	
3	<p>Activity 4: Plan on plan Methods and techniques: Group exhibition on the adaptive characteristics of the rooms represented</p> <p>Achievements: Evaluation of the ability to adapt to the environment of rural contractions on the mountains.</p> <p>Tools and equipment The plans made in the previous activity Lectern Conference room</p> <p>Process: In a small group, students will make an exhibition about the characteristics they value most as a way of adapting to the environment.</p>	
4	<p>Activity 4: And today? Methods and techniques: Group discussion with group leaders on the adaptive capacity of old buildings compared to the current ones.</p> <p>Achievements: Evaluation of the ability to adapt to the environment of rural contractions on the mountains. Promoting critical spirit and ability to argue Promoting cooperative and collaborative work</p> <p>Tools and equipment Microphone to regulate the shift Teacher moderator</p> <p>Process: By a group leader or representative, there will be a debate about the most suitable adaptation to the environment between the old or the current construction and the reasons that they consider to be fundamental for their difference. The plot lines must be agreed upon previously.</p>	
EVALUATION	1	Direct observation of attitude to new information
	2	Creating original production and adapting it to the requirements
	3	Capacity for group work
	4	Co-evaluation of the evolution of the group and behaviour
LOURDES 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>	✓