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INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION



INTERDISCIPLINARY LESSON PLANS GEOGRAPHY

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MODEL INTERDISCIPLINARY LESSON PLANS

Plans for indoor and outdoor expeditionary learning in History, Geography and Visual Art classes

IDEC_GR

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "National Park"	✓
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 station.	✓
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	3rd Gymnasium Nikaias /Attiki /Greece
2	LESSON	Geography: "Sounio National Park and The Temple of Poseidon at Cape Sounio"
3	CLASS / CLASSES	7 th grade
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	SITE TO VISIT	National Park
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 15.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To get to know the place of a National Park through the experiential learning 2. To get to know the place of an ancient fortress and an ancient temple through the experiential learning 3. To get involved with the procedure of observation and understanding of an ancient place and building 4. To activate students' senses and fantasy 5. To realize the importance of a national park 6. To realise the ecological, geological, and paleontological value of the area of the Sounio National Park 7. To realize the importance of the place that made ancient Athenians choose the specific place as a fortress 8. To understand the connection of the place to the pieces of History and Visual Arts that existed there.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	By tourist bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2 ND GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	7 th grade	SUBJECT / TOPIC	*Mediterranean ecosystem, fossils, mineral ores *Architecture of Temple, Architecture Order	DATE	12-10-2019
				COURSE HOUR	45'+45'+45'+45'+45'+15' 4 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To connect their theoretical knowledge about the ecosystems and historical data with the place seen during their visit 2. To realize the destruction of an ancient place during the centuries and the need for protection and preservation of cultural heritage 3. To understand the significance of the protection, restoration, and conservation of ecosystems 4. To get used to implementing teamwork and experiential learning in a cross-curricular approach 5. To realize adopting the interdisciplinary approach (combining Geography with History and Visual Arts) 				
ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Try to transmit to their students their love and interest in the Geography and History lessons and the need for preservation of the environment. <p>STUDENTS:</p> <p>Students of the 3rd grade-5th grade in Secondary Education are taught about the Mediterranean Ecosystem in Geography and Biology (flora, fauna, and avifauna) and fossils in Geography-Geology.</p> <p>Students are also taught in History about the historical period (from 480 BC to 404 BC) what started as an alliance of independent cities-states gradually became an Athenian empire. A period of Athenian political hegemony, economic growth, and cultural flourishing formerly known as the Golden Age of Athens with the later part The Age of Pericles. The visit to the Temple of Poseidon and National Park of Sounio will be related to the specific reasons that the place was chosen as a fortress during the Peloponnesian War (431-404 BC) which was an ancient Greek war fought by the Delian League led by Athens against the Peloponnesian League led by Sparta.</p> <ol style="list-style-type: none"> 1. They will improve observation skills, as well as recording, selection, and stimulus analysis which help in the organization and production of their work. 				
CONCEPTS AND TARGETS	<p>THEMATIC: Geography</p> <p>SPECIFIC: Mediterranean ecosystem, fossils, mineral ores, Architecture of Temple, Architecture Order</p> <p>INTERDISCIPLINARY RELATIONS: History, Visual Arts (Architecture), Mythology, Politics</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Trip, observation 2. Demonstration method (demonstration and performing) 3. Narration technique 4. Question-answer 				

	5. Exhibition arrangement technique 6. Teamwork 7. Experiential learning 8. Active participation 9. Cross-curricular approach
TOOL-MATERIAL (Products to be used in the course)	1. Worksheets 2. Camera 3. Maps of the area 4. Notebooks
ACTIVITIES TO BE IMPLEMENTED	Research on the internet for the appropriate materials Forming teams Studying the worksheets Visiting the National Park, Cape Sounio, and The Temple of Poseidon Filling in the worksheets
PROCESSING AND IMPLEMENTATION OF THE LESSON	
PROCESS	OBSERVATION The students will have to observe the place and recognise: <ol style="list-style-type: none"> 1. The flora, the fauna, and avifauna of the National Park 2. The order of the Temple of Poseidon 3. The remains of the fortress at Cape Sounio
	INFORMING The students have already used all their knowledge in order to fill in the questions and activities in their worksheets
	DATA COLLECTION The students will have to use their imagination and recreate the image of the ancient fortress
	SAMPLE COLLECTION (IF AVAILABLE)
PROCEDURE	
1	1. <u>Pre-educational tour classroom activities:</u> <p>Students of the 3rd grade-5th grade in Secondary Education are taught about the Mediterranean Ecosystem in Geography and Biology (flora, fauna, and avifauna) and fossils in Geography-Geology.</p> <p>The visit to the Temple of Poseidon and National Park of Sounio will be related to the specific reasons that the place was chosen as a fortress during the Peloponnesian War (431–404 BC).</p>
2	2. <u>During the preparation phase:</u> <p>Teaching introductory elements of environment ecosystem types of ecosystems but also and for history elements about Fortress during Ancient Times and the role of Templates like the Template of Poseidon</p> <p>Children learn to keep written notes with historical data, with observations and with their thoughts on flora, fauna, and art, and to write their impressions of a visit to an archaeological site and a national park.</p> <p>Recognition of various effects such as social, religious, political, etc.</p>

	<p>Particular emphasis on the study of the Mediterranean ecosystem and the two subtypes, maquis and friganic ecosystem</p> <p>Brief references to architecture Doric rhythm of Template of Poseidon.</p>		
3	<p>3. During the educational excursion:</p> <p>The students will have to observe the friganic ecosystem around the Template of Poseidon and to take photos of the plants and the animals that could meet with the care not to cut or annoy the birds.</p> <p>The students will have to observe and take photos of the Template of Poseidon and the fortress of Cape Sounio.</p>		
EVALUATION	1	Kahoot test	
	2	Making a poster about the visit	
	3	Making a story about the visit	
	4	Self-evaluation test (pre-test/ post-test)	
<div>Georgios THEODOSIOU GEOGRAPHY TEACHER Magda VLAMI HISTORY TEACHER</div>			

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 visit – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of 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>Compulsory</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	Creating PPT/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>	✓
17	Manufacturing masks that refer to the masks of the ancient theatre	✓
18	Creating a brief vocabulary based on nutrition terms	✓
19	Creating a Mediterranean diet plan suitable for students	✓

Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Folk and History Museum of Xanthi"	✓
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 station.	✓
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	3rd Gymnasium Nikaias /Attiki /Greece
2	LESSON	Geography: "The development of the agricultural economy of Greece and the significance of the tobaccos production to Xanthi's economic growth
3	CLASS / CLASSES	9th grade
4	TOTAL TIME	45'+45'+45'+45 3 hours
5	SITE TO VISIT	Folk and History Museum of Xanthi
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 15.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To get to know the city's recent History through the experiential learning 2. To get involved with the procedure of observation and understanding of a Folk and History Museum 3. To activate all their senses and fantasy 4. To get to know the social, economic, and religious life of the city and the countryside in the early 20th century 5. To understand the connection of the place to the pieces of History and Art that existed there 6. To understand the relation and importance of the museum within the local context and its relation to the school 7. To understand that the building, an exhibition itself, is historical evidence of the social and economic life of a city that flourished in the early 20th century (The building itself is a gem for both the exterior with symmetrical designs, and for the interior decor with wooden ceilings, frescoes, and exceptional ceiling paintings)
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	By tourist bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9 TH GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	9 th grade	SUBJECT / TOPIC	*The development of the agricultural economy of Greece and the significance of the tobaccos production to Xanthis' economic growth	DATE	09-12-2019
				COURSE HOUR	45'+45'+ 45'+ 45' 3 hours
OBJECTIVES	OBJECTIVES: 1. To get to know the city's recent history through the experiential learning 2. To get involved with the procedure of observation and understanding of a Folk and History Museum 3. To activate students' senses and fantasy 4. To get to know the social, economic, and religious life of the city and the countryside in the early 20th century 5. To understand the connection of the place to the pieces of History and Art that existed there 6. To understand the relation and importance of the museum within the local context and its relation to the school 7. To understand the building, an exhibition itself, is historical evidence of the social and economic life of a city that flourished in the early 20th century (The building itself is a gem for both the exterior with symmetrical designs and for the interior decor with wooden ceilings, frescoes, and exceptional ceiling paintings)				
	ACHIEVEMENTS FOR TEACHERS: 1. Try to transmit to their students their love and interest in the Geography and History lessons and how the society adjusts and uses the natural resources in their economy. FOR STUDENTS: 1. Understand the value of locals' agriculture production (e.g., tobacco) to the economic flourish/development/boom of the town and how this production contributed to the formation of the local character of the town by visiting the exhibition "Xanthi 1860-1940, a period of acme" that presents the bourgeoisie and the tobacco merchants				
CONCEPTS AND TARGETS		THEMATIC: Geography SPECIFIC: The development of the agricultural economy of Greece and the significance of the tobaccos production to Xanthis' economic growth INTERDISCIPLINARY RELATIONS: History, Visual Arts			
METHODS AND TECHNIQUES		1. Trip, observation 2. Demonstration method (demonstration and performing) 3. Narration technique 4. Question-answer 5. Exhibition arrangement technique 6. Teamwork 7. Experiential learning 8. Active participation			

	9. Cross-curricular approach	
TOOL-MATERIAL (Products to be used in the course)	1. Worksheets 2. Camera 3. Notebooks	
ACTIVITIES TO BE IMPLEMENTED	Research on the internet for the appropriate materials Forming teams Studying the worksheets Visiting the museum Searching the topics as far as Geography, History and Visual Arts are concerned Filling in the worksheets Discussing and presenting the topics of the worksheets in the class	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	
	INFORMING	The students have already to use all their knowledge in order to fill in the questions and activities in their worksheets.
	DATA COLLECTION	The students will have to search for more information about Xanthi and Thrace products (where they are produced, how they are represented in Art, what is their significance for the economy, the commerce from 1860 to nowadays.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	1. <u>Pre-educational tour classroom activities:</u> Students of the 3rd grade-5th grade in Secondary Education are taught about agricultural production and agricultural and ranching life in Thrace	
2	2. <u>During the preparation phase:</u> Tobacco covered 24% of the total value of agricultural production in 1929 and currants added 12% more. They both covered 68% of the total value of Greek exports in 1923-1932, 58% in 1933-1938, and 43% in 1954. Labour and capital employed in tobacco production and the tobacco industry were much larger than the respective figures for the currants sector. Student: They will get used to implementing teamwork and experiential learning in a cross-curricular approach.	
3	3. <u>During the educational excursion:</u> The students will have to observe the place and recognize: That tobacco, largely cultivated by small owners on the hills and mountain slopes in Eastern Macedonia and Thrace, was since the last decades of the 19th century, the predominant and growing export product of Northern Greece	

EVALUATION	1	Kahoot test	
	2	Making a poster about the visit	
	3	Making a story about the visit	
	4	Self-evaluation test (pre-test/ post-test)	
<p style="text-align: right;">Georgios THEODOSIOU GEOGRAPHY TEACHER Magda VLAMI HISTORY 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 visit – <i>Optional</i>		✓
6	Final test survey implementation to get feedbacks of 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>Compulsory</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	Creating PPT/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>		✓

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Its Kale Citadel)	✓
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 station	✓
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	✓

The Fethiye Mosque and the Byzantine Museum on Its Kale



EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS

1	NAME OF THE SCHOOL	5 th Gymnasium of Ioannina
2	LESSON	Geography "The location of Its Kale Citadel"
3	CLASS / CLASSES	2 nd grades
4	TOTAL TIME	45'+45'+45'+45' 3 hours
5	MUSEUM TO VISIT	Its Kale Citadel
6	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To study the geographical and relative location of a place and to compare them 2. To get familiar with the historical site of Its Kale Citadel 3. To adopt learn by doing approach and working in groups 4. To introduce students to alternative settings for learning which are more engaging and supportive for many different curriculum areas 5. To improve students' ability to put theory into practice outside the classroom
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2 ND GRADE GEOGRAPHY LESSON DAILY COURSE PLAN					
CLASS	2 nd grade	SUBJECT / TOPIC	*Geographical location – relative location of an area	DATE	05.02.2019
				COURSE HOUR	45' + 45' + 40'+ 45' 3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To have direct / indirect connection of the museum to the course content 2. To make relevant the place visited with other disciplines and subjects 3. To study geographical location of Its Kale Citadel that is an important sight in the city of Ionnina using a map and to study the historical significance of the specific area (Geography) 4. To be aware of the artistic values of the Silversmithing Museum, the Byzantine Museum, and the traditional buildings from the conquest of the city by the Normans to the Byzantine and later the Ottoman times. (Visual Arts) 5. To study the historical evolution of the specific area (History) 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will be able to use an open-air environment as an extension of the classroom and active part in teacher work. 2. Plan cross curricular lessons which offers motivation for learning activities, independence, and fun in an open-air environment. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Get familiar with the geographical and relative location of a place, using a map. 2. Get familiar with the Its Kale Citadel. 3. Learn through observation and interaction with the open-air environment. 4. Understand the importance of the specific area (Its Kale Citadel) for the city of Ioannina. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Using maps</p> <p>* SPECIFIC: Geographic location – Relative location</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Active learning in outdoor environment 2. Experiential learning 3. Direct observation 4. Learning by doing 5. Cooperative learning 6. Discussion 7. Brainstorming 				

TOOL-MATERIAL (Products to be used in the course)	1. A map of the area 2. Worksheets 3. A camera	
ACTIVITIES TO BE IMPLEMENTED	"Dividing students into pairs in order to use the map to find geographical and the relative location of the Its Kale Citadel" "Discussing the differences of the two kinds of location"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Students observing the visual information given on the map of the area, answer the questions on their worksheets.
	INFORMING	<ul style="list-style-type: none">- Geography teacher gives information about the geographical and relative location of the place. Also, she/he helps students understand their differences when they are used for different purposes.- History teacher gives information about the historical evolution of the area.
	DATA COLLECTION	Students work in groups to gather the information they need to complete the worksheets and share the data at the end of the open-air experience.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	1. <u>Pre-educational tour classroom activities:</u> A. The teacher informs students about the open-air environment, when and where it will take place. B. Students answer a short questionnaire about Its Kale Citadel (pre-test). C. Students are divided in three groups. Each group finds information about the following <ul style="list-style-type: none">- The history of the Its Kale Citadel- The location of the Its Kale- The current state of the area- Activities that take place there at the present time	
2	2. <u>During the educational excursion:</u> A. Students arrive at the location. Each group of students is given a worksheet and a map of the area. They must use the map and their previous knowledge in order to answer the questions of the worksheet. B. Each group must find the relative location of Its Kale, using the map. Then they determine the geographical location of the citadel using coordinates they find on the map. C. We discuss the differences between the relative location and the geographical location and when we should use each one. D. The three groups of students share the information they have found about the history of the Its kale Citadel, its location, and its current state. Walking around the area, students take photos of the buildings and the ruins existing in the Its Kale citadel. E. Students are asked to answer the questions on their worksheet as we explore the area and share the information they have gathered.	

A map of the area used in the worksheet



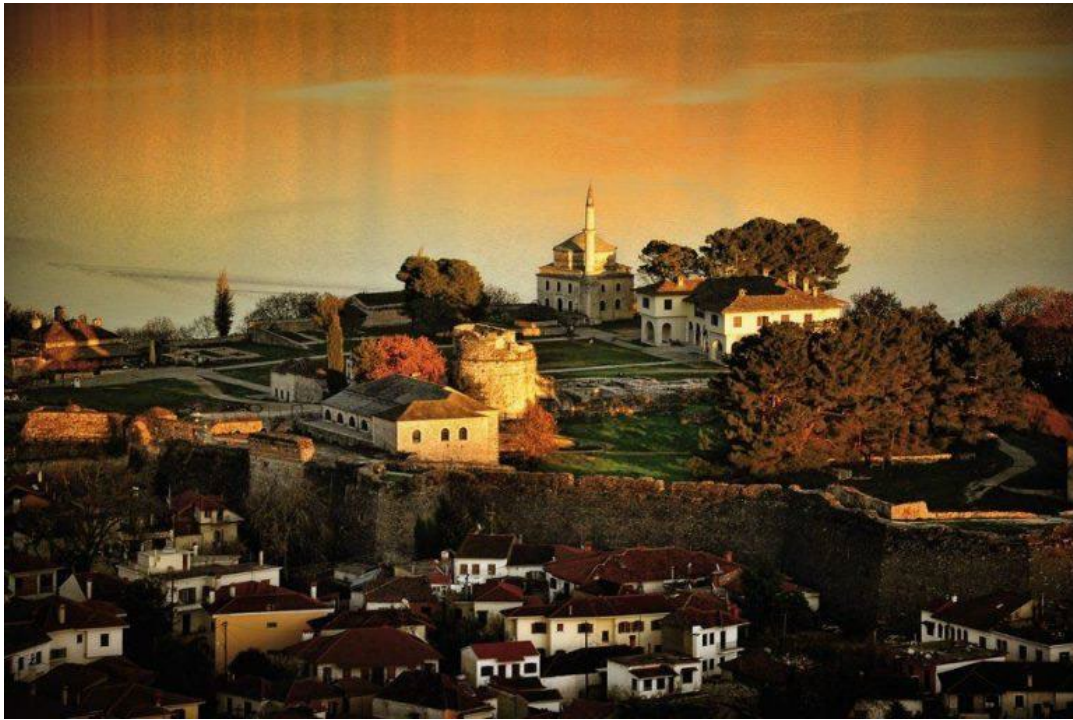
EVALUATION

- | | |
|----------|---|
| 1 | Cognitive post-test |
| 2 | A quiz about the visit |
| 3 | Making a story inspired by the Its Kale Citadel |
| 4 | Making a brochure for the monuments existing inside the Its Kale Citadel. |

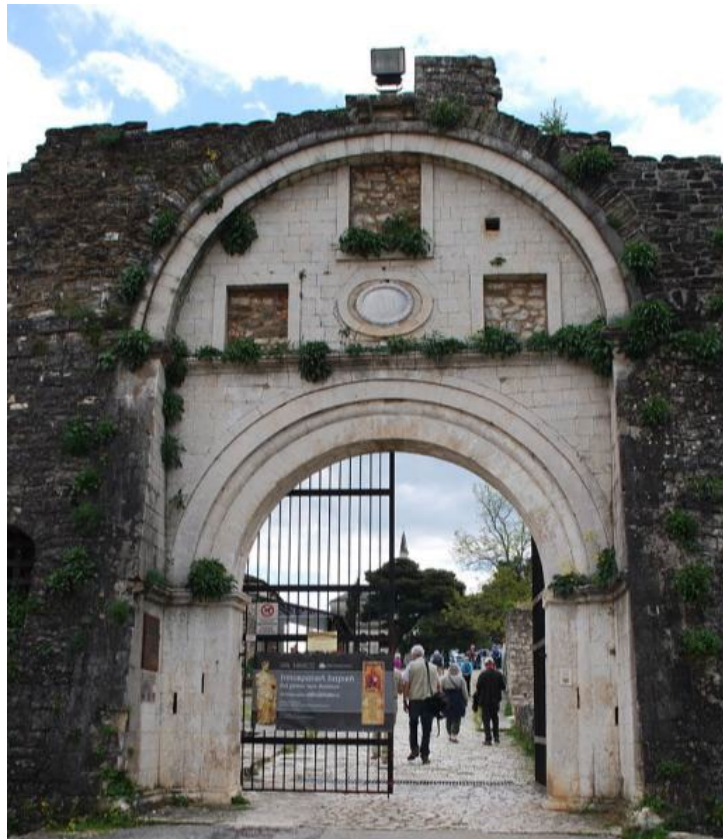
Vasiliki GALANI
GEOGRAPHY TEACHER

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> - Students created a brochure	✓
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> - Students published the school visit to the Its Kale Citadel via an article in the local newspaper, on the school bulletin board and the school webpage.	✓
5	Poster designing related to museum trip – <i>Optional</i> - Students created a photo puzzle and convert it to a printed poster posted in the school's museum corner by using "picassa".	✓
6	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i> - We applied it to measure the achievements of the museum visit.	✓
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> - Students composed and sent a letter of thanks to the hosting museum including information about their experiences.	✓
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> - Students who are inspired by the museum exhibits created postcards in collaboration with the Art teacher in the art class	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓

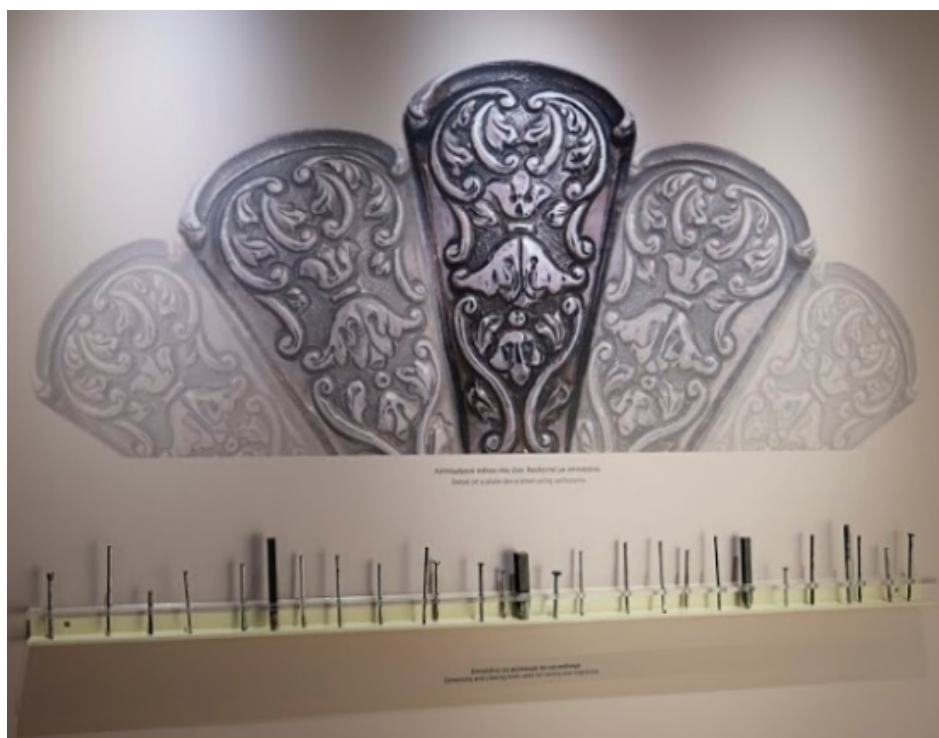
Its Kale Citadel



Main gate of the Its Kale Citadel

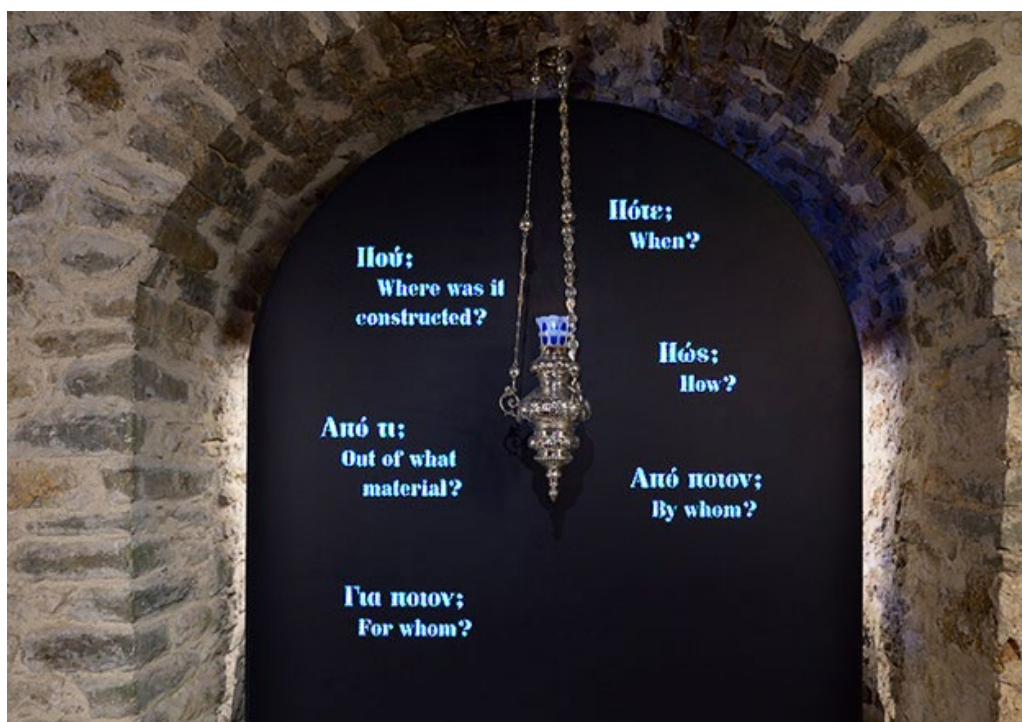


Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Silversmithing Museum in Ioannina)	✓
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 station	✓
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


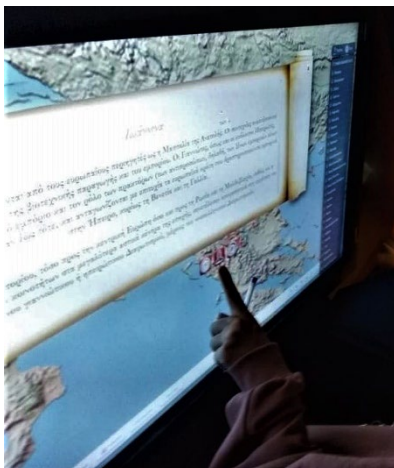
1	NAME OF THE SCHOOL	5 th Gymnasium of Ioannina
2	LESSON	Geography "The evolution of silversmithing in Epirus through space and time"
3	CLASS / CLASSES	1 st grades
4	TOTAL TIME	45'+45'+45'+45' 3 hours
5	MUSEUM TO VISIT	Silversmithing Museum of Ioannina
6	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To study a thematic Interactive map 2. To get familiar with the Silversmithing Museum 3. To adopt learning by doing approach and working in groups 4. To introduce students to alternative settings for learning such as a museum environment 5. To improve students' ability to put theory into practice outside the classroom
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Geography teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot



B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

1ST GRADE GEOGRAPHY LESSON DAILY COURSE PLAN

CLASS	1 st grade	SUBJECT / TOPIC	*Thematic – interactive maps	DATE	15.12.2019
				COURSE HOUR	45' + 45' + 45'+ 45' 3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To have direct / indirect connection of the museum to the course content 2. To make relevant the place visited with other disciplines and subjects 3. To be able to use a thematic interactive map titled: "The evolution of Silversmithing in Epirus" and to learn in practice how to "read" a thematic map by using it (Geography) 4. To be able to discover the art routes of Epirus, important craftsmen, and their artworks (Visual Arts) 5. To be able to find historical information concerning Silversmithing from the 15th century through to the 19th century in different places (History) 				
ACHIEVEMENTS	<p style="text-align: center;">FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will be able to use the museum as an extension of the classroom and an active part in teacher' work. 2. Plan cross curricular lessons which challenges students to look at museum collections and exhibitions in more creative and innovative ways. <p style="text-align: center;">FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Get familiar with and interpret a thematic interactive map. 2. Learn through observation and interaction with the museum environment. 3. Comprehend the local community and the way it was influenced and shaped by the continuous presence of Silversmithing creation in the area. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Using maps</p> <p>* SPECIFIC: Using a thematic interactive map titled: "The evolution of Silversmithing in Epirus"</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – Science.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Museum-based learning 2. Experiential learning 3. Direct observation 4. Learning by doing 5. Cooperative learning 6. Free-choice learning 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. An interactive map, which is located inside the Silversmithing Museum. The map is about the evolution of silversmithing of Epirus through time 				

	2. Worksheets 3. A computer program at the museum. Using a digital creativity game, students can create their own silver objects	
ACTIVITIES TO BE IMPLEMENTED	"Dividing students into pairs in order to use the interactive map: "The evolution of Silversmithing in Epirus and discuss what a thematic map is, how and when it is used and distributing the worksheets" "Exploring the trajectory of the Epirote Silversmithing through the centuries, famous craftsmen and their works of art" "Creating a silver object using an interactive creativity game"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Students observing the visual information given on the interactive map, classify silversmithing data in space and time.
	INFORMING	<ul style="list-style-type: none">- Geography teacher gives information about the characteristics of a thematic map, its use and gives examples of thematic maps related to specific topics.- History teacher gives information about the socio-historical context of the period during which the Epirote silversmithing was developed and flourished.
	DATA COLLECTION	Students work in groups to gather the information they need to complete the worksheets and share the data at the end of the museum experience.
	SAMPLE COLLECTION (IF AVAILABLE)	<div>The thematic interactive map: "The evolution of silversmithing in</div> 
PROCEDURE		
1	 <div>Using the interactive map</div>	

	<p>1. <u>Pre-educational tour classroom activities:</u></p> <p>A. The teacher informs students about the out-of-school activity, when and where it will take place.</p> <p>B. Students answer a short questionnaire about silversmithing and its connection to the local history (pre-test).</p> <p>C. Students watch a short video about the Silversmithing Museum of Ioannina. https://www.youtube.com/watch?v=ZR6jt56vGrY</p> <p>D. Students visit the official website of the Silversmithing museum. https://www.piop.gr/en/diktuo-mouseiwn/Mouseio-Argyrotexnias/to-mouseio.aspx</p>	
2	<p>2. <u>During the educational excursion:</u></p> <p>A. After a short briefing of the museum objectives by the guide, students stop in front of the interactive thematic map, note its title, describe it and compare it with other maps they have seen before (differences, similarities).</p> <p>B. Working in pairs, students find on the interactive map, areas in Greece and Europe that are related with the silversmithing in different centuries e.g., 15th century, 16th etc.</p> <p>C. For each century, students see regions connected with silversmithing, known silver art pieces and biographical data for craftsmen that were born and lived in the chosen area.</p> <p>D. After exploring the world of silversmithing on the interactive map, students wander through the museum and see silver art pieces over the centuries as well as the techniques used to make them.</p> <p>E. Students complete the worksheets given to them.</p> <p>F. A group discussion follows to share the just acquired knowledge.</p> <p>G. Each group of students design their own silver object, using a computer program.</p>	
EVALUATION	1	Cognitive post-test
	2	A museum trip quiz
	3	Making a story inspired by the museum exhibits
	4	Making a short museum guide for students who are going to visit the museum

Vasiliki GALANI
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> - Students designed a museum scavenger hunt for their classmates who are going to visit the museum.	✓
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> - Students publicized the school visit to the museum via an article in the local newspaper, on the school bulletin board and the school webpage.	✓
5	Poster designing related to museum trip – <i>Optional</i> - Our students created a photo puzzle and converted it to a printed poster posted in the school's museum corner by using picassa.	✓
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> - Students who are inspired by the museum exhibits created postcards in collaboration with the Art teacher in the art class	✓
16	Shooting videos with high resolution – <i>Compulsory</i> - Students chose photos and make a video about the museum visit in collaboration with the geography teacher. The video could be uploaded to the school website.	✓



“Co-funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein”

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Hill Marof and excavation site Kapiteljska Njiva"	✓
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 station	✓

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

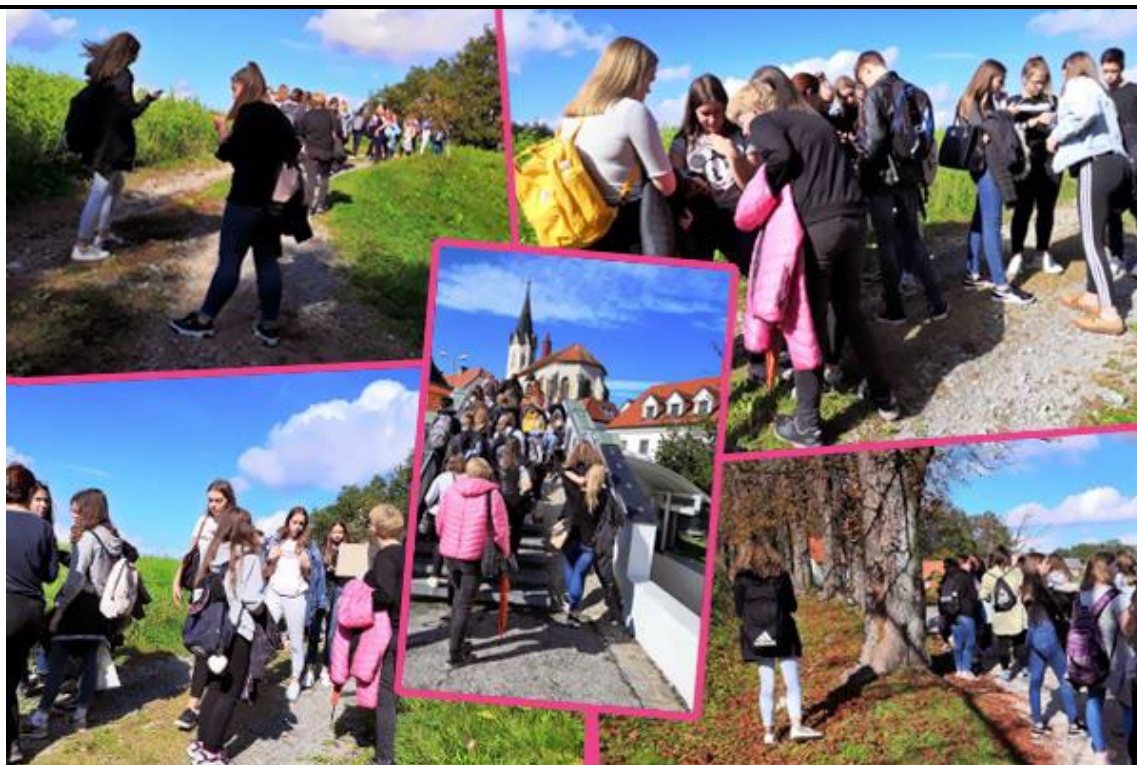
1	NAME OF THE SCHOOL	Šolski center Novo mesto
2	LESSON	Geography (The First Settlement of Marof)
3	CLASS / CLASSES	5 th class
4	TOTAL TIME	40'+20' 1 hour
5	MUSEUM TO VISIT	Hill Marof and excavation site Kapiteljska Njiva. Marof is a hill in Novo mesto, the location of the first settlement in the area where many of the artefacts on display in the Museum of Dolenjska were excavated.
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –10.00 AM
8	AIMS / OBJECTIVES	AIMS: <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. (Geography) 3. To learn the importance of strategic location for the city and region. 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

5 TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN					
CLASS	5 th grade	SUBJECT / TOPIC	*The First Settlement in Novo Mesto	DATE	
				COURSE HOUR	40' + 20' 1 hour
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To connect the open-air visit and lesson content to topics discussed in school classroom 2. To learn about the various regions of Slovenia, their economic development as well as trading practices with other territories and countries of the world (Geography) 3. To study about natural resources and land use as well 4. To connect Geography class to other subjects 5. To learn about different time periods and people living in this area (History) 6. To learn about different cultures, trades, and crafts typical for the Dolenjska region (Society and environment) 7. To learn about different art periods and artists from this area (Art) 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. <p>FOR 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 the importance of strategic location for the city and region 5. Understand how Novo Mesto has evolved through time in relation to natural and other assets 				
CONCEPTS AND TARGETS	<p>* THEMATIC: 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: There will be a tour of the most important locations on Marof. They will have practical activities and will learn to use all available resources to complete the given tasks.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History – historical importance of this area for trade (from Baltics to the Mediterranean)</p>				

	Art – many cultures living in the same area and each leaving its mark Math – calculating time and distances to different cities and other geographical location with the help of maps, compasses, and the theoretical knowledge.	
METHODS AND TECHNIQUES	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)	1. The teacher will provide students with worksheets, clipboards. 2. Students will take a tour of the location and explore the importance of natural resources for economic development of Novo mesto. 3. They will also be given access to a mobile app that will “guide” them through various tasks.	
ACTIVITIES TO BE IMPLEMENTED	“Each student will complete their worksheet. They will have to find important locations marked on their maps (orientation exercises). For the completion of all the tasks from the mobile app, student will work in small groups.”	
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 open-air activities.	
2	Giving instructions on how and when to fill in worksheets and tasks from the mobile app.	
3	Taking a tour of the important locations on the hill Marof and discussing their significance.	
4	Explaining the importance of natural resources for the development of towns and trade routes.	
5	Completing the paper worksheets and questionnaires/tasks from the mobile app.	
6	Checking the results of the completed tasks through group discussion.	



EVALUATION

1

Visual Complementary Test – Students perform it by comparing completed worksheets with each other and the resources found on location.

	2	Vocabulary Knowledge Test – Students perform it by answering questions from the mobile app and learn to use appropriate geographical vocabulary.
	3	Students are asked to evaluate the implemented lesson plan.

Masa FALESKINI
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



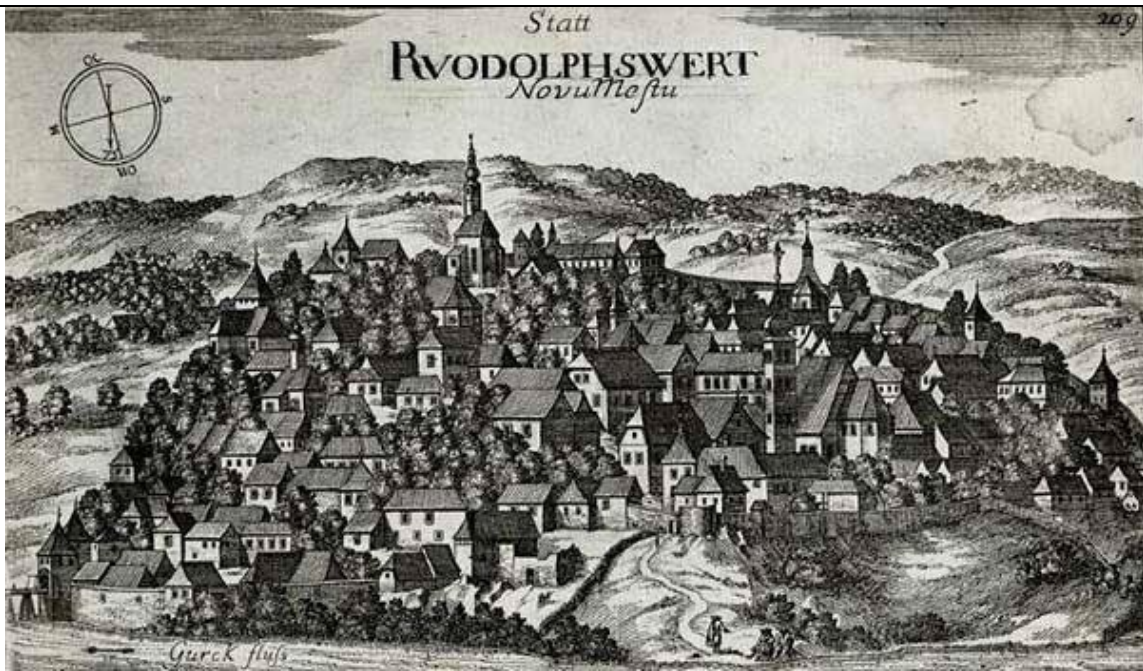
A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Dolenjska Museum Novo Mesto"	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies and relevant with the annual curriculum and with other interdisciplinary courses	✓
3	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 station	✓
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	Solski center Novo mesto
2	LESSON	Geography (The Archaeological Image of Dolenjska)
3	CLASS / CLASSES	5 th grade (11 years old)
4	TOTAL TIME	180' 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	AIMS: <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	



"Co-funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5 TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN					
CLASS	5 th grade	SUBJECT / TOPIC	*Population growth and expansion of Novo Mesto	DATE COURSE HOUR	180' 3 hours
OBJECTIVES	OBJECTIVES: <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>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. <p>FOR 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	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)	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	"Students will have to fill out worksheets prepared by the teacher."	
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 workspace 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 FALESKINI
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>	✓

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 station	✓
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	History "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

2 ND 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 COURSE HOUR	Spring/Summer 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	FOR 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. FOR 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	"Introducing and approaching to the geographical reality of the area with the collaboration of the Nature Area and expert technicians." "Geolocation of the Museo Uxío Novoneyra" "Photographic report of the environment and its characteristics, by walking." "Visiting to the house and the environment, reciting selected poetry." "Survey of students' homes about place names."	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	It happens in a first phase of observation in the classroom of nature, the environment and with the help of plans. In a second phase the students take pictures the characteristics of the area. The students locate the destination place with the help of GPS devices at the same.
	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)	Students will make collection of selected pictures. Students will do a poetry creation with the name of the places collected in the surveys.
	PROCEDURE	
1	Activity 1: O Courel on the map Methods and techniques: Observation and listen of explanations about area maps in the classroom of nature Achievements: Introducing to the interpretation of maps and assessment of the environment Tools and equipment Guide of the Natural Area Local maps Process: Students listen the explanations by the guide in groups and interpret the environment with the help of maps and do questions.	
2	Activity 2: Geolocation Methods and techniques: Locate a particular place by the GPS technology Achievements: Approach to the read maps and interpretation of GPS codes	

	<p>Tools and equipment GPS Environment maps</p> <p>Process: Students with the local maps and GPS</p>
3	<p>Activity 4: What I see 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>Activity 4: Uxío & Eidos 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 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>Activity 5: Families and names 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
Lourdes Gonzales SOTELO 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>	✓

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 station	✓
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 *Knowing how the environment affects the typology of construction *Promoting the ability to observe the environment *Making mock-ups	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 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	FOR 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. FOR STUDENTS: <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	* THEMATIC: Human Geography: Second Great Division of General Geography Rural anthropology: Social and cultural manifestation of human communities * SPECIFIC: * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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	<u>Activity 1: Human Geography: The house on the mountain, the House of Uxío</u> Methods and techniques: Observing and listening at home museum about the use of different rooms Achievements: Anthropologically analysing the use of the mountain house as a way adapted to the climatic and socio-economic reality of the area. Tools and equipment Rooms of the house and Guides Process: Students listen to the explanations by the guide in groups and do questions.
2	<u>Activity 2: The museum on a map</u> Methods and techniques: Measurement, in small group, of the different rooms and transposition of the data to a plane in millimetre paper Achievements: Approach to the creation of maps and spatial orientation Tools and equipment Millimetre paper Meters, Pencils and Rulers Process: Students, in small groups, with the help of a rule will represent on paper one of the rooms.
3	<u>Activity 4: Plan on plan</u> Methods and techniques: Group exhibition on the adaptive characteristics of the rooms represented Achievements: Evaluation of the ability to adapt to the environment of rural contractions on the mountains. Tools and equipment

	<p>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
<p>Lourdes Gonzales SOTELO 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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Visiting Valgallego, Torrelaguna in Madrid)	✓
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 station	✓
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	CEIP Obispo Moscoso
2	LESSON	History "Visitón Valgallego, Torrelaguna in Madrid."
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	420' 7 hours tour
5	MUSEUM TO VISIT	Valgallego, Torrelaguna in Madrid
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.30 AM
7	PLACE AND TIME OF ARRIVAL	Parking in Valgallego –15.00 AM
8	AIMS / OBJECTIVES	AIMS: <ol style="list-style-type: none"> 1. To approach students to nature. 2. To identify landscapes and plant life. 3. To learn how to respect the environment and also to practice different outdoor sports such as climbing, archery, or hiking. 4. To learn basic behaviour rules in the mountain.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers (tutors) 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 th grade	SUBJECT / TOPIC	*Visiting Valgallego	DATE	17 th January, 2020
				COURSE HOUR	7 hours
OBJECTIVES	OBJECTIVES:				
	1. To have direct and indirect relation of the open-air environment with the lesson content at school				
	2. To relate the visited place with other disciplines and subjects				
	3. To learn about respecting the environment				
ACHIEVEMENTS	4. To learn about the different types of landscapes in Madrid at school				
	FOR TEACHERS:				
	1. To learn how to lead the group and increase students’ motivation to make connections with outdoor sports and nature.				
	2. To be able to plan interdisciplinary lessons and implement them efficiently.				
	FOR STUDENTS:				
	1. Engaged in meaningful learning using their own experiences.				
	2. Have an opportunity to identify the landscapes as well as to practice outdoor sports.				
CONCEPTS AND TARGETS		* THEMATIC: Environmental respect, different types of landscapes * SPECIFIC: Valleys, mountains, tributary and flowers and vegetation (plant life in Madrid) * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – Physical Education			
METHODS AND TECHNIQUES		1. Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal 2. Workshop			
TOOL-MATERIAL (Products to be used in the course)		1. Tablets 2. Notes 3. Photos			
ACTIVITIES TO BE IMPLEMENTED		“Follow the instructions of the teachers, listen carefully to the guide, workshop & activities at the end of the visit at school”			
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCESS	OBSERVATION		Before the lesson, students are informed about the importance of taking notes and pictures of each landscape and plant life. In this way, they could work better in groups.		
	INFORMING		- Students are required to collect information of what the guide says to use this information in their PowerPoint		

		presentations and take pictures to make collages.
	DATA COLLECTION	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	The lesson is implemented via using active methodology of learning by discovery through the observation of the artworks. Before the lesson implementation, students are informed about the importance of taking notes and pictures of each work of art. In this way, they could work better when creating their posters later.	
2	The teacher asks students to collect information about what the guide says to use this information in their posters.	
3	At school, each group creates a presentation about their feelings and information, skills and experience gained through museum visit.	
4	To review what has been gained so far, teacher makes a Kahoot activity and apply a vocabulary test to the students in the classroom	
EVALUATION	1	Kahoot
	2	Vocabulary Knowledge Test
	3	Making a PowerPoint presentation
Patricia GUTIERREZ ORTEGA 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> - Students used PowerPoint with the information they collected as well as with the photos they took	✓
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> - Students made a collage in art class using their pictures and drawings	✓
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	<p>Definition of the museum or outdoor visit (Visiting Museo de América)</p> <ul style="list-style-type: none"> - Museo de América (The Museum of America) was built in April 1941; it was born from an idea that had been in development for a long time with different names: Overseas Museum-Library, Archaeological Museum of Indies, etc. In 1943, the plan for the existing museum was commissioned to the architects Luis Moya and Luis Martínez Feduchi, starting that same year and ending in 1954. - The items in the Museum of America are the antique collections of American Archaeology and Ethnography of the National Archaeological - Museum, which had previously belonged to the Museum of Natural Sciences, as well as acquisitions from donations, storage, and new works. Its themes cover an extensive period from American Prehistory to the present, with special emphasis on pre-Columbian Archaeology, Ethnography, and Colonial Art. - The collection includes more than 25,000 objects. The Museum houses pre-Columbian, ethnographic, and colonial pieces. The most antique collections belong to the Royal Cabinet of Natural History, founded in the mid-18th Century. In 1868, these collections moved to the recently founded National Archaeological Museum. From that moment on, acquisitions and donations have contributed to the increase of these American collections. In the second half of the 20th century, the number of colonial art collections notably increased, and at the same time, they acquired several pre-Columbian and other ethnographic materials. 	✓
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 station	✓
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	CEIP Obispo Moscoso
2	LESSON	Geography "Visitón Museo de América"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	40'+40'+10' 90 min. tour
5	MUSEUM TO VISIT	Museo de América
6	PLACE AND TIME OF DEPARTURE	School entrance - 09.30 AM
7	PLACE AND TIME OF ARRIVAL	Mondoa Underground Station -13.30 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To become aware of the cultural development of pre-Columbian civilizations and the impact that the Spanish conquest and subsequent colonization had on them through material objects and their evolution 2. To know how to identify and analyse cultural features through the most significant pre-Columbian and colonial objects through the scientific-inductive method and know-how to locate them in their spatial-temporal coordinates 3. To know how to relate various objects of the same culture with different socio-economic

		<p>functions to obtain a global knowledge of the culture worked</p> <ol style="list-style-type: none"> 4. To have civic behaviour within the museum and of mutual respect with their classmates, the teacher, and the museum staff 5. To learn to value the importance of the museum institution as a form of conservation, research, and cultural space and heritage of our past 6. To value the cultural and artistic heritage of pre-Columbian and colonial cultures as a cultural heritage for humanity 7. To appreciate the American contributions to our culture and know the ones made by the Spanish. 8. To develop a supportive and tolerant behaviour with other cultures that are not their own, valuing cultural diversity as a phenomenon of enrichment both personal and collective for society 9. To arouse interest in direct observation of elements, facts, and spatial, artistic, and temporal phenomena 10. To work and learn about autonomy and personal initiative through autonomous and group work
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	<p>2 teachers 2 assistants</p>
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6 TH GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	6 th grade	SUBJECT / TOPIC	* Geography (Social Sciences) in visiting Museo de América (The Museum of America) in Madrid.	DATE	Spring
				COURSE HOUR	90 min.
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To have direct and indirect relation of the open-air environment with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To learn about different cultures and civilizations in ancient America 4. To learn about their environment, climates, types of landscapes in relation to what we have in Madrid, Spain 5. To enable students to learn and work with objects, materials, painting as well as ceramics at school 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. To learn how to lead the group and increase students' motivation to make connections with outdoor sports and nature. 2. To be able to plan interdisciplinary lessons and implement them efficiently. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Engaged in meaningful learning using their past. 2. Have an opportunity to have a school trip that promotes intercultural dialogue as a vehicle for generating a significant learning experience. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Geography (Social Sciences) in the Museum of America</p> <p>* SPECIFIC: Continents (America vs Europe vs Spain), countries, climates, jungles, mountains</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – intercultural – tolerance – solidarity – citizenship – identity – Ancient America – European discovery – conquest – colonization – cultural diversity</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Active methodology to learn through the observation of the artworks and working individually as in groups to achieve a common goal being predictable active and significant 2. Workshop 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Mobile phones 2. iPads 3. museum cards 4. Notes 5. Photos 				
ACTIVITIES TO BE IMPLEMENTED	"Follow the instructions of the teachers, listen carefully to the guide, workshop & activities at the end of the visit at school"				

PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Before the lesson, students are informed about the importance of taking notes and pictures of each work of art as well as using mobiles or iPads for the QR codes. In this way, they could work better when creating their ceramics, museum posters or answer our Kahoot later.
	INFORMING	- Students are required to collect information about what the guide says to use this information in their afterward activities such as mobile iPads QR code, Kahoot questionnaire, a museum poster, and our ancient ceramic.
	DATA COLLECTION	
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	The lesson is implemented via using an active methodology of learning by discovery through the observation of the artworks. Before the lesson implementation, students are informed about the importance of taking notes and pictures of each work of art as well as using mobiles or iPads for the QR codes. In this way, they could work better when creating their posters later.	
2	The teacher asks students to collect information about what the guide says to use this information in their posters.	
3	To review what has been gained so far, the teacher makes a Kahoot activity.	
4	Students are divided into groups. They are asked to create a museum poster and create QR codes. And then via using their mobile phones, they share their posters with each other.	
5	In the Arts lesson, they are asked to create an ancient ceramic with the help of their Visual Arts teacher. Then these collections are kept in order to present them in museum corners at school.	
EVALUATION		1 Mobile QR code / Media Literacy
		2 Kahoot
		3 Making a museum poster
		4 Making an Ancient ceramic individually and in groups
Patricia GUTIERREZ ORTEGA 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> - Students used PowerPoint with the information they collected as well as with the photos they took	✓
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> - Students create a museum poster with the information they have collected at the Museum of America and their favourite artwork.	✓
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> - Sensorial Ceramic Workshop experimenting with Chroma to put into practice things we have learned, seen in relation to ancient pre-Columbian cultures, objects.	✓
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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Liquorice Museum Open-Air)	✓
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 station	✓
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' 4 hours
OBJECTIVES	OBJECTIVES:				
	<div>1. To have direct / indirect connection of the museum to the course content</div> <div>2. To relate the place visited with other disciplines and subject</div> <div>3. To learn about the geographical features of the place to be visited</div> <div>4. To comprehend the industry evolution</div> <div>5. To create awareness on students about evolution of industry and technology</div> <div>6. To comprehend the crucial effects for human life and Nature</div>				

ACHIEVEMENTS	<p>FOR 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>FOR 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	<p>* THEMATIC: Agriculture and Industry * SPECIFIC: Importance of the Amarelli Liquorice Museum * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – History – Technology</p>	
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 	
TOOL-MATERIAL (Products to be used in the course)	<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		
ACTIVITIES TO BE IMPLEMENTED	"Seeing the reflections of objects and impressions of Amarelli Liquorice Museum and Industry" as well as visits, role playing, explanation		
PROCESSING AND IMPLEMENTATION OF THE LESSON			
PROCESS	OBSERVATION	Observation of Amarelli Liquorice Museum and its environments in terms of agriculture, climate, population and lifestyle.	
	INFORMING	The geography teacher gives information about <ul style="list-style-type: none">- The geographical nature- Climate- Agriculture- Industry- Economic life- Museum	
	DATA COLLECTION	It is ensured that the students take notes about what is observed and learnt.	
	SAMPLE COLLECTION (IF AVAILABLE)	 	
PROCEDURE			
1	Preparing lesson or activity During interdisciplinary outdoor expeditionary learning general geographical and structure of the place is given. The students are asked: <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		

	<ul style="list-style-type: none"> - 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 now		
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
<p style="text-align: right;">Daniela RAPANI 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>	✓





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Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Museo Diocesano e del Codex)	✓
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 station	✓
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 – In the middle of Mediterranean
3	CLASS / CLASSES	11 – 13 years old
4	TOTAL TIME	180' 3 hours
5	MUSEUM TO VISIT	Museo Diocesano e del Codex
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	AIMS: <ol style="list-style-type: none"> 1. To learn more in a practical way 2. To establish the connection between art, geography, history, sciences, civilization, and religion 3. To have information about the museum 4. To connect the Museum with school subjects
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	*Mediterranean Sea *Discoveries of new continents *Byzantine Art *Emigration and Immigration *Exchange of people and cultures *Oceans, Seas, Lakes and Rivers *Mediterranean animals, plants, climate, population, history, and social life *Kinds of museum *Diocesan museum	DATE COURSE HOUR	180' 3 hours
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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 create awareness on students about museums in general and Museo Diocesano e del Codex in this specific case 4. To comprehend the Byzantine art and the historic period 5. To comprehend the importance of Mediterranean 	
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will be able to make interactive lesson planning and organization for out-of-school environment and in open-air environment. 2. Gain the knowledge of the historical period. 3. Have self-development at interdisciplinary course acquisition skills. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Distinguish the types of arts. 2. Distinguish the factors affecting the materials and properties used in dwellings and lifestyles. 3. Have knowledge about the history, geography, sciences, civilization, religion, art. 4. Make herself/himself sure to plan to work. 5. Distinguish the characteristics of Byzantine art. 6. Enjoy being in the museum. 7. Use the incentive to discover. 8. Improve research skills. 9. Learn through curiosity and exploration. 10. Gain the ability to express their ideas. 11. Develop the ability to make a connection between nature and human life. 	
CONCEPTS AND TARGETS	<p>* THEMATIC: In the middle of Mediterranean * SPECIFIC: Importance of Mediterranean Sea now and in the past * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – History – Art – Sciences – Religion – Civilization</p>	
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	
TOOL-MATERIAL (Products to be used in the course)	1. PC 2. LIM 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	
ACTIVITIES TO BE IMPLEMENTED	"Seeing the reflections of objects and impressions of Museo Diocesano e del Codex and Codex Purpureus Rossanensis" as well as visits, role playing, explanation	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Observation of Codex Purpureus Rossanensis and its environment in terms of art, religion, exchange of cultures between people.
	INFORMING	The geography teacher gives information about Codex Purpureus Rossanensis: <ul style="list-style-type: none">- Book- History- Miniatures- Historical period- Writing- Meaning- Museum
	DATA COLLECTION	It is ensured that the students take notes about what is observed and learnt.
	SAMPLE COLLECTION (IF AVAILABLE)	



PROCEDURE

- | | |
|----------|---|
| 1 | <p>Preparing lesson or activity
During interdisciplinary expeditionary learning
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, art, religion - to evaluate the natural environment - to know what types of museums exist - to be able to list the characteristic of Codex Purpureus Rossanensis - to know the importance of this book: Codex Purpureus Rossanensis |
| 2 | Explaining topic. |
| 3 | Inviting the discussion. |
| 4 | Producing works and artefacts |
| 5 | Drawing conclusions |

EVALUATION

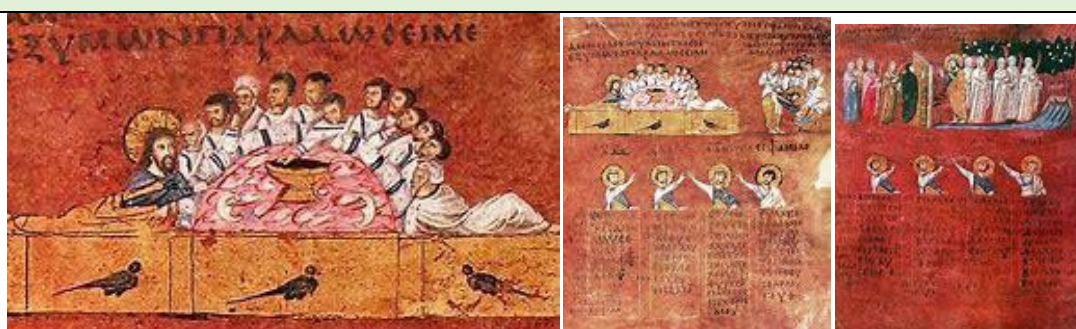
- | | |
|----------|---|
| 1 | Visual Complementary Test - ... |
| 2 | Vocabulary Knowledge Test - ... |
| 3 | Write a Story about the visit in the Liquorice Museo Open-Air |
| 4 | Describe the experience |

Daniela RAPANI
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>	✓



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 station	✓
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 MURAS – Geography Teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3 RD CLASS VISUAL ART LESSON DAILY COURSE PLAN					
CLASS	III	SUBJECT / TOPIC	*Renewable and non -renewable energy sources	DATE COURSE HOUR	5 hours
OBJECTIVES	OBJECTIVES: <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>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Make prepare a presentation on energy sources. 2. Acquire nonformal education techniques informal education. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Gather information on the types of energy sources. 2. Make a 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.</p> <p>* 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.</p> <p>* 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	"Windmills" – renewable energy sources				

PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Preparing ground for gain knowledge about renewable and non-renewable energy sources.
	INFORMING	Exhibition of handmade windmills
	DATA COLLECTION	Taking information about renewable and non-renewable energy sources.
	SAMPLE COLLECTION (IF AVAILABLE)	Windmills construction.
PROCEDURE		
1	<p>The museum guide introduces students to the operation of heat-generation boilers.</p> 	



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



3 Student's research, analyse 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 the whole school.	
EVALUATION	1	Direct observation of attitude to new information.
	2	Self-evaluation.
	3	Windmills exhibition.
Katarzyna MURAS 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>	✓

Main INDOOR 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 station	✓
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 know geological vocabulary associated with extracting coal 2. To be able to describe ways of extracting coal by pupils 3. To know in what way electricity is being generated (presentation)
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Katarzyna MURAS – Geography Teacher
10	TRANSPORTER & VEHICLE INFORMATION	

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3RD CLASS VISUAL ART LESSON DAILY COURSE PLAN

CLASS	III	SUBJECT / TOPIC	*What is the lignite coal giving to us?	DATE	
				COURSE HOUR	3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To know how we gain lignite coal. 2. To know how to use it in our life. 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Use of different kinds of methods, techniques, forms, and places especially outside the school. 2. Acquire nonformal education techniques informal education. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Know how to find coal in solar energy? 2. Gain knowledge how to lignite coal is extracting. 3. Know how to coal power station works. 4. Know what irreversible source of energy is. 5. Know how to energy come to our houses. 6. Know what the advantages and disadvantages of operation coal power-plant are. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: What is the lignite coal giving to us?</p> <p>* SPECIFIC: ability to know how the lignite coal came into existence, understand laws of physics</p> <p>* 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. Using evidence 5. Perceiving time 6. Demonstration method 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Handmade posters 2. Auxiliary books 3. Educational movies 4. Pictures and photographs 5. Newspapers and magazines 				

ACTIVITIES TO BE IMPLEMENTED		" Coal " – lap books
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Preparing ground for gain knowledge about our local mineral resources
	INFORMING	Exhibition of handmade posters in school.
	DATA COLLECTION	Taking information about using lignite coal.
	SAMPLE COLLECTION (IF AVAILABLE)	Collecting folders about coal in our local environment.
PROCEDURE		
1	Teachers prepare lesson about lignite coal (the use of coal, origin).	
		



2	Presentation of coal samples – using of all senses. Work in groups.
3	Knowledge test about the use of coal.
4	Working in two groups.
5	Looking answers for questions in groups: what the process of carbon formation is, what conditions must be met for the coal to burn. – Work in groups.
6	Making lap books for exhibition.



7 Display the exhibition for whole school.



EVALUATION

- 1 Preparing knowledge test about lignite coal.
- 2 Preparation of visit report.
- 3 Self – evaluation.

Katarzyna MURAS
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> Z<	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Sille Museum)	✓
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 station	✓
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	Konya High School
2	LESSON	Geography
3	CLASS / CLASSES	9 th class
4	TOTAL TIME	180' 3 hours
5	MUSEUM TO VISIT	Sille Museum
6	PLACE AND TIME OF DEPARTURE	School Yard – 09.00
7	NAME OF THE SCHOOL	School Yard –12.00
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To associate the museum to be visited with the course content directly / indirectly 2. To associate the place visited with other disciplines and topics 3. To Learn the geographical, historical, and artistic characteristics of the region 4. To comprehend the settlement features of Sille and its surroundings 5. To create a periodic awareness of history and geography in students 6. To distinguish the type of settlement in Turkey 7. To comprehend the geographical and historical settlement types and the factors that the dwelling types depend on. 8. To discover ways to obtain colour and paint using natural elements 9. To discover in which areas natural elements can be used for art 10. To make mathematical calculations in real areas using maps.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Abdullah Halit BOLAT (Geography Teacher) Adnan ÖZÜTEMİZ (History Teacher) Canan TETİK (Fine Arts Teacher)
10	TRANSPORTER & VEHICLE INFORMATION	School bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9 TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN					
CLASS	9 – A	SUBJECT / TOPIC	*To establish a connection between nature and human life in the environment we live in, in terms of soil, climate, vegetation, natural disasters, settlement, population movements, cultural and social aspects.	DATE	
				COURSE HOUR	180' 3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To associate the museum to be visited with the course content directly / indirectly 2. To associate the place visited with other disciplines and topics 3. To Learn the geographical, historical, and artistic characteristics of the region 4. To comprehend the settlement features of Silile and its surroundings 5. To create a periodic awareness of history and geography in students 6. To distinguish the type of settlement in Turkey 7. To comprehend the geographical and historical settlement types and the factors that the dwelling types depend on. 8. To discover ways to obtain colour and paint using natural elements 9. To discover in which areas natural elements can be used for art 10. To make mathematical calculations in real areas using maps. 				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Gain the ability to plan out-of-school trips 2. Gain the ability to plan and organize interactive and interactive lessons in museums and open spaces. 3. Learn about the geographical structure, historical texture, artistic background, and artistic potential of the immediate environment 4. Have information about the ways to benefit from natural elements. 5. The acquisition of interdisciplinary teaching skills improves. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Distinguish the factors to be considered when choosing a settlement. 2. Have information about the ways to benefit from natural elements 3. Have information about the climate, soil, vegetation, and natural disasters of its close environment 4. Evaluate the changes in the natural environment caused by human effects in terms of their results. 5. Have information about the history of settlements in the immediate vicinity 6. History consciousness develops 7. Evaluate the historical course of the population in Turkey in terms of social and economic factors 8. Plan an artwork about what is seen in the museum. 9. Develop their strength to make artistic evaluations about what is seen in the museum. 10. Evaluate artistic effects of natural elements on settlements. 11. Distinguish the natural elements that can be obtained colour and paint from nature. 	
CONCEPTS AND TARGETS	<p>* THEMATIC: To comprehend the natural and human geographical features, historical and artistic development on the settlements of the close environment and population movements</p> <p>* SPECIFIC: Starting from the question of who lived in the Sille region, introducing the natural and human, historical, and artistic characteristics of Sille and its surroundings</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History, Visual Arts, Literature and Music lesson</p>	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Question-answer 2. Making observation 3. Brainstorming 4. Using evidence 5. Perceiving time 	

		6. Making design
TOOL-MATERIAL (Products to be used in the course)		1. Textbook 2. Auxiliary books 3. Wall map 4. Pictures and photographs 5. Newspapers and magazines 6. Population statistics 7. Leaf, rock, and soil samples 8. Camera
ACTIVITIES TO BE IMPLEMENTED		"Old Village Model Making - Model House Making, Soil, Leaf, Rock, Places of worship albums and exhibition box making"
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	While the Sille Open Air Museum and its surroundings are determined as a settlement, the influencing natural and human factors are evaluated through observation
	INFORMING	1. Geography teacher gives information about the natural and human factors that are effective in choosing the region as a settlement. 2. History teacher gives information about the settlement history of the region. 3. Visual arts teacher gives information about the details that can be designed using the objects in the field.
	DATA COLLECTION	Students are ensured to take notes.
	SAMPLE COLLECTION (IF AVAILABLE)	Collecting stone, soil and leaf samples from the field
PROCEDURE		
1	Stations 1st station – Stream bed peak source (30 min.) 1. Within the scope of the interdisciplinary open space course, information is given about the general natural and human geographical structure (soil, vegetation, rock, dwellings) of the region. 2. By introducing the previous geological structure of the region, students are made aware of the changes it has undergone and are asked to make a geographic comparison between the two terms. 3-When arriving at the excursion area, the teacher. A-asks for evaluating the natural environment of Sille settlement, B-asks for observing the soil, rock, vegetation and dwelling types and what kind of architectural structures they see in the field, C-asks for listing the tools and equipment used in the settlement and building construction materials, D-provides information about the previous and later dwellings and making comparisons about the identified samples. E-provides information about the historical, artistic, sociological, and religious characteristics of the inhabitants of Sille. F-gives information about the general lifestyle of Sille from past to present. G. Effects of natural disasters occurring in the field on the settlement area are discussed.	

2	2nd station – Rock shelters (10 min.) 4-by discussing the question how have the old settlements shaped until today? Information about settlement and dwelling features are given. 5. Students are asked to complete the previously prepared concept maps and place the names of the soil, rocks, and plants they see in the concept map.
3	3rd station - Devil's Bridge (10 min.) 6. Students are asked to draw a sketch of Sille settlement on papers. 7. They are provided to make land calculations using the previously prepared map.
4	4th station - Stream left slope (20 min.) 8. Later, the students are divided into groups of three, and the groups are asked to collect soil, rock, leaf samples, and one group to take photographs for model making. 9. Then the collected samples are named and pasted on papers with explanatory information and made into an album. 10. The works are exhibited in the prepared and painted exhibition boxes; the most admired work is evaluated.
5	After the trip, they are asked to write a short story / poem on the Sille region, covering what they learned.
EVALUATION	1 Visual Completion Test
	2 Vocabulary Knowledge Test (Puzzle)
	3 Creating a story / poem
	4 Concept Map Completion Test (Population and immigration)
	5 An evaluation test is made for the Sille settlement area and museum.

Abdullah Halit BOLAT
GEOGRAPHY TEACHER
Adnan ÖZÜTEMİZ
HISTORY TEACHER
Canan TETİK
VISUAL ARTS 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>	✓

Main INDOOR Interdisciplinary Lesson Plan – GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Koyunoğlu Museum"	✓
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 station	✓
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	Yıldız Girls Anatolian Imam Hatip High School – Konya / Turkey
2	LESSON	Geography
3	CLASS / CLASSES	9 th class
4	TOTAL TIME	40'+40'+40'+30' 150 min.
5	MUSEUM TO VISIT	Koyunoğlu Museum
6	PLACE AND TIME OF DEPARTURE	School Yard – 09.00
7	NAME OF THE SCHOOL	School Yard – 12.30
8	AIMS / OBJECTIVES / ACHIEVEMENTS OF THE MUSEUM VISIT	AIMS: <ol style="list-style-type: none"> 1. To determine the types of dwellings in the Museum, which is an expression of culture, and the building materials used in dwellings. 2. To examine rock types
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Havva ERDOĞAN (Geography Teacher)
10	TRANSPORTER & VEHICLE INFORMATION	No vehicle

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9 TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN					
SINIF	9 – A	SUBJECT / TOPIC	* House Types and Building Materials Used in Dwellings	DATE	
				COURSE HOUR	40'+40'+40'+30' 150 min.
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To explain the interaction of nature and human with examples. 2. To illustrates the ways people, use the natural environment. 3. To explain the effects of natural environment on human activities. 4. To evaluate the changes in the natural environment caused by human effects in terms of their results. 5. To e0xplain the factors that determine the emergence, spread and distribution of the first cultural centres. 6. To explain the factors affecting the spread of different cultural regions on earth. 7. To analyse the spreading areas of Turkish culture in terms of regional characteristics. 8. To consider that Turkey's position in terms of civilizations throughout history centre. 9. To evaluate Turkey that is known as the cradle of civilization throughout history in terms of its geographical location 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Teacher: Have knowledge about the natural and human factors that affect the construction of dwellings, which are our concrete cultural heritage. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Gains knowledge of building materials and the effects of natural elements, dwellings that are the basic cultural element, adobe, stone etc. used in their construction on human activities. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: comprehending the natural factors affecting dwelling types, which are the basic cultural elements.</p> <p>* SPECIFIC: Being aware of the factors that affect the shaping of traditional dwellings</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Cooperation with History, Literature, Chemistry courses</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Creative Drama (Improvisation, Role Playing) 2. Group work 3. Brainstorming 4. Question-answer 				

TOOL-MATERIAL (Products to be used in the course)	1. Written sources describing the history of the city 2. Photos 3. Residence photos 4. Traditional improvised theatre 0	
ACTIVITIES TO BE IMPLEMENTED	"Once Upon a Time in Anatolia"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	They examine and observe the Konya House located in the garden of the museum.
	INFORMING	The museum guide provides information about the period and the building.
	DATA COLLECTION	Koyunoğlu Museum promotional brochure is distributed.
	SAMPLE COLLECTION (IF AVAILABLE)	Photographs of artefacts made of different stones in the house in the museum garden are taken.
PROCEDURE		
1	They meet with the museum guide at the museum.	
2	The guide gives brief information about the museum and museology.	
3	Koyunoğlu museum is introduced by the guide.	
4	After the introduction, a short tour of the museum is accompanied by the guide.	
5	Information is given about Ahmet Rasih İzzet Koyunoğlu, who established the museum.	
6	After the introduction, the house and building material in the museum garden are examined in company with a guide.	
7	The artefacts and building blocks exhibited in the garden are examined one by one.	
8	The period features of the dwelling are learned by visiting and the representation of the traditional improvised theatre is watched.	
9	Short questions about the museum are asked and discussed by the teacher using brainstorming and question-answer method.	
10	"Once Upon a Time Anatolia- (Hacivat-Karagöz)" activity is held in company with a museum guide. A- The Koyunoğlu Museum is introduced to the students. B- The development of dwellings according to the periods is introduced. C- Rock shelters, cave houses, first settlements, fairy chimney houses, Sumerian houses, Roman houses, Byzantine houses, Seljuk houses, Ottoman houses and contemporary houses are introduced. D- While introducing dwellings, houses and settlements belonging to each period are introduced with pictures printed on cardboard. E- Then, the wooden mansion in the Koyunoğlu Museum is visited and information is obtained from the museum guide. F- Information about Hacivat and Karagöz figures is obtained from the museum guide. G- The daily life of the period is introduced with sample lines in Hacivat Karagöz curtain. H- Students are asked to act the shadow puppetry themselves. I- They discuss the question of what kind of house would they like to live in, and they seek answers. J- The question how can be the place they want to live in the future be discussed. K- The effects of development on human life are discussed.	
11	They thank to the museum guide and finish the activity.	

EVALUATION	1	Defining the museum visited by looking at museum photographs
	2	Vocabulary Knowledge Test (Puzzle)
	3	Defining font types of activity is made for the houses and periods
	4	An evaluation test is applied for the Koyunoğlu Museum
Havva ERDOĞAN 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>	✓