

## BEYOND SCHOOL PROJECT

### LESSON ACTIVITY PLAN

<b>ACTIVITY 1</b>	<b>LIFE CYCLE OF SILKWORM</b>
<b>The aim of the activity</b>	Comprehends the life cycle of silkworms. Examines how silk thread is produced and how it is used in clothes.
<b>Places where the event can be held</b>	Industry Museum, Textile Museum, Science Museum, Natural History Museum
<b>Age group for the activity</b>	6-7

<b>A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Silkworm cocoons, colouring pencils, computer, projector or smart board
<b>Method, technique and strategies</b>	Question and answer, presentation, colouring
<b>PRACTICE</b>	Colours the silkworm cocoons.
<b>Introduction of the activity</b>	The teacher shows the students a silkworm cocoon and asks what it is. The teacher allows students to think and guess what the cocoon is by asking if they have seen this cocoon before, what it looks like, what it might be.
<b>Development of the activity</b>	The teacher makes a presentation by supporting the life cycle of the silkworm with visuals. The teacher explains each step one by one and allows students to ask questions. The teacher gives time for the students to review the visual of each stage. The teacher describes the process until the silkworm turns into a cocoon and does not explain how silk thread is made from the cocoon.
<b>Evaluation of the activity</b>	The teacher asks what is made from the silkworm cocoon and gets the students' ideas. He/She says they need to go to the museum to find out what else is made of silkworm cocoons. The teacher gives each student a silkworm cocoon and distributes crayons. Students paint the silkworm cocoon with the colours of their choice.

<b>B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT</b>	
<b>Educational tools</b>	A4 papers, colouring pencils, computer, projector or smart board
<b>Method, technique and strategies</b>	Creative drama, play based learning, study trip, role-playing, drawing, video
<b>PRACTICE</b>	Decides whether it will be a butterfly or silk thread and draws a picture of it.

<b>Introduction of the activity</b>	<p>The teacher forms a circle with the students holding hands. The circle should be in the form of a silkworm cocoon. A student passes in the middle of the circle formed by the students. This student is a caterpillar and wants to come out of its cocoon. The student in the circle tries to get out of the cocoon by passing under the hands of the students forming the cocoon. Meanwhile, the students forming the circle try to prevent the student in the circle from coming out of the cocoon by getting closer and further away from each other. The teacher repeats this activity several times with other students.</p>
<b>Development of the activity</b>	<p>Students take on the role of caterpillars. The teacher says that the students have mulberry leaves around them. These mulberry leaves are the caterpillars' favourite food. Students grow into the role of caterpillars, pretending to eat mulberry leaves. With the instruction of the teacher, the activity area is passed by acting as a caterpillar.</p> <p>The students in the role of caterpillars have eaten enough mulberry leaves and now it's time to spin a cocoon. Students form a cocoon by spinning around themselves with the teacher's instruction.</p> <p>The teacher, together with his students, examines the section in the museum where silk is drawn from the cocoon. In this section, traditional methods of silk filming may be performed or the silk filming may be shown through a video. Silk filming process is transferred to students in detail with its stages.</p> <p>The teacher shows the students a fabric made of silk thread and lets them touch it.</p>
<b>Evaluation of the activity</b>	<p>After showing the students how silk thread is made from the cocoon, they go to the education area of the museum and each student is given a piece of paper and colouring pencils. Students decide whether they will be a butterfly or silk thread coming out of the cocoon. Each student draws a picture of their decision. After the pictures are finished, the students explain the choice they made and explain why they made this choice.</p>

<b>C. AFTER OUT OF SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Photographs, A4 papers, colouring pencils, silkworm cocoons, glue
<b>Method, technique and strategies</b>	Question and answer, put-in-order, drawing
<b>PRACTICE</b>	Correctly arranges the pictures showing the life cycle of the silkworm.
<b>Introduction of the activity</b>	<p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. Which museum did we go to?</li> <li>2. What do you remember about the activity we held at the museum?</li> <li>3. What interested you most in the museum?</li> <li>4. How did you feel during the activity we held at the museum?</li> </ol>

	<p>5. Is there anything you think you learned from our activity at the museum? 6. How is the silk thread drawn from the cocoon? 7. How are the fabrics made with silk thread?</p>
<b>Development of the activity</b>	<p>The teacher gives the students photographs showing the stages of the silkworm's life cycle. The teacher tells the students to examine these photos carefully. After students have finished reviewing the photos, they all sort the photos together correctly.</p>
<b>Evaluation of the activity</b>	<p>The teacher gives the students one silkworm cocoon and one A4 paper each. Students stick the silkworm cocoon in the middle of the A4 paper with the help of the teacher. The teacher distributes colouring pencils to the students. Students paint a picture of a butterfly by colouring the paper with its body as a silkworm cocoon. After students have finished their drawings, they hang it in a suitable place in the classroom.</p>

#### APPENDIX-1: