

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	DEVELOPMENT OF INDUSTRY
The aim of the activity	Evaluates the effects of developments in production technology on social and economic life by giving examples from history.
Places where the event can be held	Industry Museum, Ethnography Museum
Age group for the activity	11-12

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	Computer, projector or smart board, products
Method, technique and strategies	Question and answer, presentation, play based learning, improvisation, discussion
PRACTICE	Prepares an advertisement about a product.
Introduction of the activity	With the instruction of the teacher, the students meet in the circle and take names for themselves by counting them as automotive, food, textile, agriculture and furniture in order. There is a midwife in the middle of the participants in the circle, the teacher says that the concepts he/she said will change places with each other, while the midwife will try to grab the vacated places. The participant who remains in the middle after changing places becomes the midwife. The teacher first says the concepts one by one, then in pairs, and then adds stages to the game by explaining that when he/she says "industry", the places of all the participants will change, and the game continues with the added rules. In this way, it is stated that the industry covers the concepts of automotive, food, textile, agriculture and furniture and the relationship between the concepts and the industry is expressed.
Development of the activity	The teacher explains to the students what the industry is and gives information about the current branches of industry. Through the presentation, today's industrial products are examined. The teacher divides the students into groups and distributes one industrial product each. Each group prepares an advertisement explaining how the given product is used and what its function is.
Evaluation of the activity	The teacher gives students the following discussion topics: 1. How do industrial products change our lives? 2. How do industrial products affect our communication? 3. How do industrial products affect us culturally? 4. What were industrial products like in the past?

	Students discuss these issues with the guidance of the teacher. The teacher tells the students that they will go to the museum and examine how the production used to be.
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B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	A3 papers, A4 papers, colouring pencils, pencils
Method, technique and strategies	Creative drama, play based learning, study trip, role-playing, drawing
PRACTICE	Plays the role of a shop owner and customer.
Introduction of the activity	The teacher divides the students into groups of three. In groups, two students form a shop holding each other's hands. The other student stands between the students holding hands. This student is in the role of customer. The students and the teacher, who are not in groups of three, stand between these shops. When the teacher says the front door, the students who are in the shops open their hands facing the front and the students in the role of customers change places. Meanwhile, students who do not have a shop find a new shop for themselves. When the teacher says the back door, the students in the role of the shop open their back hands, and the students in the role of customers also change places between the shops. If the teacher says market, the students try to find someone new to set up a shop for themselves.
Development of the activity	The teacher divides the students into 5 branches of industry (automotive, food, textile, agriculture and furniture). Go to the relevant section in the museum. Each group examines the shops related to their industry and takes note of the names of the suitable ones and what they produce. Each group in their turn tells the relationship of the shops and products they find in the market with their own industry in the circle. The accuracy of industry and shop matching is evaluated by all groups in the circle. The teacher tells the groups to choose a shop related to their industry and prepare to play a role in an event that takes place in the shop. The teacher gives the students time to prepare. The teacher helps to prepare the groups and goes to them and shares their ideas about the events that could take place in the shop in old times. The teacher says that the same groups will play a role about the products in the same shops, but this time the event they will set up will be about products from today.
Evaluation of the activity	Students choose a shop in the market and design and draw the poster of that shop or the advertising brochure of the product sold in the shop. They can also come up with a slogan for the chosen shop or product. They can do this work individually or in groups, and at the end of the work, they can tell each other about their designs.

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	A4 papers, pencils, video, computer, projector or smart board, speaker
Method, technique and strategies	Question and answer, presentation, role-playing
PRACTICE	Discusses how the industry has changed our lives.
Introduction of the activity	<p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> 1. Which museum did we go to? 2. What do you remember about the activity we held at the museum? 3. What interested you most in the museum? 4. How did you feel during the activity we held at the museum? 5. Is there anything you think you learned from our activity at the museum? 6. Which shop/product caught your attention the most while you were visiting the market? 7. What were the similarities and differences of the market with the places we shop today? 8. What do you think was the most different product from today? 9. Which shops no longer exist and which products are obsolete today? 10. What other shop or product that you did not see in the museum could be in the market?
Development of the activity	<p>The teacher shows the students a time-lapse video about the development of the industry.</p> <p>The teacher divides the students into three groups. Give each group a topic (communication, economy, culture). Students discuss how industrial products affect our lives from past to present and write them on a piece of paper. The groups then read to each other what they have written.</p> <p>The teacher tells the students that they are in a panel discussion. He/She moderates students by pretending to be a TV presenter. Students discuss how the industry has changed our lives in these topics of communication, culture and economy.</p>
Evaluation of the activity	Students write a short essay about the impact of industrial products on our lives. After the essays are finished, students can read them if they want.

APPENDIX-1: