

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	WORKING IN THE TEXTILE INDUSTRY
The aim of the activity	Students investigate the work of workers in a textile factory by examining the history of the textile industry.
Places where the event can be held	Industry Museum, Textile Museum, Science Museum
Age group for the activity	11-12

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	Computer, projector or smart board, A4 papers, pencils, photographs
Method, technique and strategies	Question and answer, presentation, story writing
PRACTICE	Writes a story about the work of the workers there.
Introduction of the activity	The teacher asks the students questions about the textile museum. What is a museum? What good does going to museums do? Why do museums exist? What does textile mean? Do you know someone who works in a textile factory? What kind of work do the workers in the textile factory do? The purpose of these questions is to enable students to think and discuss the concepts rather than to reach a definite definition.
Development of the activity	The teacher shows a photograph of a textile factory to the students through the presentation. The teacher tells the employees of the textile factory, whose photo he/she shows, to write a story about their work. The teacher divides the students into groups and asks them to collectively create and write their stories. Then the students read the stories they created.
Evaluation of the activity	The teacher shows the students the photos of the employees at the Textile Factory through a presentation and asks the following questions. 1. What do you see when you look at the photos? 2. Where are the people in the photos? 3. What are the people in the photos doing? 4. How do you think the people in the photo feel? 5. Have you seen places like this? 6. Have you seen these machines before? 7. What do you think these machines do? The teacher says that after asking these questions, they can find the answers in the museum.

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	
Method, technique and strategies	Creative drama, play based learning, study trip, role-playing
PRACTICE	Re-enacts what the workers of a textile factory are doing.
Introduction of the activity	<p>The teacher invites the students to the circle to play the energy transfer game and explains the game with examples. By sliding his right hand over his/her left hand, he/she first says his/her own name to the students next to him/her and sends his energy. He/She says it is important for them to make eye contact while sending the energy. Then the game is performed by saying the names in the other direction. This time, he/she says that we will transfer the energy to the person next to us by saying the name of the person to whom we give the energy. The teacher then says that we will not say our names and that we will say weft when transferring energy to the right and left, and warp when transferring energy to the opposite side. The student who comes with energy says that if he/she says shift, everyone in the circle will change place, if he/she says failure, the energy will return, if he/she says success, everyone in the circle will change their place by shouting and calling as much as they want. The participant who shuffles or stops is considered burned, everyone in the circle waves their fingers at him/her and warns him/her with a squeak. The teacher continues the game for a certain time by giving instructions step by step.</p>
Development of the activity	<p>The teacher uses the teacher role-playing technique and says that he is the manager of the factory. students are employees who have just started working in the factory. The teacher tells the students the brief history of the factory.</p> <p>The teacher tells the students to be in pairs and they will do a short role play. The two are separated as A-B. A's will play the role of someone who is late for work at the factory, and B's will be their supervisors. A's try to persuade B's with their excuses. Then the roles change. Improvisations are done simultaneously. Eventually, some or all of them are watched individually.</p> <p>The teacher divides the students into three groups. He/She says that each group has a section in the museum. Groups go to these sections and make use of the information there. They will prepare a role play by designing a business moment that may be there. The teacher helps the students throughout this process and the role plays are watched in those sections.</p> <p>All of the students enter the role of factory workers. As the factory manager, the teacher gives information to the students. The factory is going through tough times. At least three of them must be fired. In this regard, they will decide who among them they want to go. The whole group participates in the animation with the teacher's role-playing technique. All students try to protect themselves by explaining how important their job is</p>

	and that production will stop if that job is not done. Students describe their work in detail.
Evaluation of the activity	The teacher asks the students what they felt during the process, which objects attracted their attention and what they thought about this factory and museum. The teacher tells everyone to think about the textile factory in which they take turns taking the role and express their feelings with a still image. All students come to the chosen area in turn and create a sculpture with their bodies.

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	A3 papers, pencils, colouring pencils
Method, technique and strategies	Question and answer, newspaper
PRACTICE	Prepares a newspaper on the machines used in textile factories and the conditions of workers.
Introduction of the activity	The teacher asks the students the following questions: 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?
Development of the activity	The teacher asks the students to prepare a newspaper. In a textile factory, workers have been replaced by machines and they will lay off workers. Students will make news based on this topic. The teacher divides the students into groups and distributes A3 papers and colouring pencils to each group. Each group chooses a name for their newspaper. Each group prepares its own newspaper by talking among themselves.
Evaluation of the activity	After students create their newspaper, they hang it on a wall in the classroom. They examine newspapers made by other groups.

APPENDIX-1: