

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	THE HISTORY OF CARRIAGE
The aim of the activity	Realises that the carriage is a means of transportation and that the carriages are produced by hand. Distinguishes the difference between today's car and horse carriage.
Places where the event can be held	Industry Museum, Ethnography Museum, Science Museum, Carriage Museum
Age group for the activity	6-7

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	
Method, technique and strategies	Question and answer, play based learning, role-playing
PRACTICE	Plays the role of driver and vehicle.
Introduction of the activity	The teacher asks the students some questions: Do you like cars? What parts are cars made of? What do you call the person who drives the car? What were cars like in the past?
Development of the activity	<p>The teacher divides the students into pairs, A and B. The teacher says that A's will be the car and B's will be the driver. Students settle in with the drivers in the back and the cars in the front. The teacher tells the students the rules of the game.</p> <ol style="list-style-type: none"> 1. The car moves straight when the driver touches the back of the car. 2. The car stops when the driver takes his hand off the back of the car. 3. Whichever arm the driver touches, the car turns in that direction. 4. If the driver touches the head of the car, the car will go backwards. <p>The teacher shows the rules to other students, driving one student like a car. Then the drivers walk in a limited area using the cars. The teacher tells the students that they can imitate the sound of cars and be careful not to crash into each other. After the activity continues like this for a while, the teacher stops the activity. The teacher says that now B's will be the car and A's will be the driver. After a while, the activity ends with the teacher stopping all the cars as if he/she were a traffic cop.</p>
Evaluation of the activity	After the activity is over, the teacher asks the following questions: How did you feel in the game? Was it more fun to drive or to be a car? How did your car sound? The teacher talks to the students about whether there are cars different from the ones they see on the street. He/She allows students to express themselves. The teacher tells the students that they are going to

	the museum and that there are different cars in the museum than they see on the street.
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B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT

Educational tools	A3 papers, colouring pencils, ropes, materials used in carriage
Method, technique and strategies	Creative drama, play based learning, study trip, role-playing, drawing
PRACTICE	Makes the movements of the carriage and makes its sound. Draws their own carriage shop.
Introduction of the activity	<p>The teacher tells the students that they will do important research in the museum and that they will travel to the past before going to the place where they will do research.</p> <p>The teacher divides the children into groups in pairs. The children in pairs are divided into A and B among themselves. The teacher gives each group about 2 metres of thick and soft rope. Those who are B in groups pass the ropes under the arms of those with A. The B ones hold the ends of the ropes in their hands. The B's will be the driver and the A's will be the horse-drawn carriage. When B's pull the rope in their right hand, A's move to the right, and when B's pulls the rope in their left hand, A's move to the left. When B's pulls the rope in both hands, A's stop. The teacher repeats the instruction with examples. Children walking around the museum in this way change roles under the direction of the teacher. The teacher tells the students that they have succeeded in going into the past.</p> <p>The teacher asks the students the following questions.</p> <ol style="list-style-type: none"> 1. Have you ever seen a horse carriage? 2. Do we use horse-drawn carriages today? 3. What parts does the cart consist of? 4. How is the carriage used? 5. What does the horse carriage work with? 6. What can be transported on a horse carriage? 7. What sounds do we hear when the carriage is on the road?
Development of the activity	<p>The teacher tells the students in the circle that they will all form a rhythm. Students are divided into three groups. With their bodies, students create the sound of the cartwheel, the horse's footsteps, and the driver's sounds. As the rhythm continues, a group reenactment begins to take place in which the teacher plays a role alongside the drivers. Students make these sounds and wander through the galleries of the museum. Meanwhile, the teacher reminds the students that they are in the old streets and guides the students inside the museum. When the teacher stops, it is noticed that one</p>

	<p>of the wheels of the carriage is broken. The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> 1. What will we do now? 2. Who fixes our carriage? <p>They look for answers to these two questions in the museum. In the museum, teachers and students go to the area related to horse-drawn carriage. The teacher takes the role of a carriage mechanic and asks the students what happened to their carriage. The teacher gives information about the horse-drawn carriage while repairing the students' carriage. The teacher explains the materials used in the horse carriage profession.</p>
Evaluation of the activity	<p>The teacher divides the students into groups. The teacher distributes a box of crayons and an A3 size drawing paper to each group. The teacher asks the students the following questions: Do you remember what was in the horse carriage shop? If it was your shop, how would you create its interior? The teacher tells the students to draw a picture of their carriage shop. After students complete the pictures, they describe what they did in their pictures.</p>

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY

Educational tools	Photographs, A3 papers, marker
Method, technique and strategies	Question and answer, story-telling, comparison.
PRACTICE	
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. Why is there no horse-drawn carriage profession today? 7. What is used instead of horse carriages today?
Development of the activity	<p>The teacher reads the following short story to the students.</p> <p>Once upon a time there was a carriage decorator who painted carriages with beautiful patterns. Anyone who cares about the beauty of the chariot would come to him. Over time, the number of customers has increased. As such, he was unable to complete his work. He found someone to work with him. He began teaching his apprentice everything he knew about carriage drawing. His apprentice was also patiently listening to his master, trying to do everything he told carefully. One day the decorator fell very ill. The decorator's apprentice had to paint the waiting carriages by himself. This</p>

	<p>situation did not please the customers. Because the apprentice wasn't as good as the decorator yet. They scolded him, and the apprentice got upset and left. When the decorator got better, he went out to look for his apprentice. Because this apprentice could really be a good decorator one day. Searched for him everywhere. When he couldn't find it, he came back helpless. He also quit his job because he was getting old and getting sick frequently. Years later, he heard that someone was a famous decorator. He thought to himself, 'If my apprentice had stayed with me, he would have been this famous decorator'. One morning, while sitting in his garden, a horse carriage approached the door. The horse carriage looks beautiful. The patterns are stunning. Someone got out of the car and came towards him. When he got closer, he couldn't believe his eyes. He was his apprentice who ran away years ago. They greeted and hugged. The apprentice told him what he did after he left. He said that he reworked what he learned from him and produced beautiful patterns, and that he became famous with these patterns. He came to thank him for owed this reputation to him. The decorator was very happy. But there was something else that made them both think. The decorator doesn't have a new apprentice. No one was going to build or decorate new carriages anymore. Because now there are cars that are faster and more comfortable than horse-drawn carriages. They looked at this beautiful horse carriage standing in front of the garden and chatted about the old days. Then it's time for the apprentice, now a famous decoration, to leave. While the decorator was saying goodbye to his apprentice, a passing car caught their attention. They both drifted off looking at the car.</p>
<p>Evaluation of the activity</p>	<p>The teacher sticks two A3 size papers to the appropriate place in the classroom. He/She puts a picture of a carriage on an A3 sheet of paper and says that it is the picture of the carriage in the story he/she tells. On the other A3 paper, he/she puts a picture of a car from today and tells the students that it is the picture of the car that appears at the end of the story. The teacher asks the students about the characteristics of the carriage and notes them on the relevant A3 paper. The teacher asks the students about the characteristics of the car and notes them on the relevant A3 paper. The teacher tells the students to compare the horse-drawn carriage with the cars we use today. He/She asks about the similarities and differences between the two.</p>

APPENDIX-1: