

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	THE HISTORY OF SHOEMAKING
The aim of the activity	Realises that shoes are a handmade product. Compares handmade shoes with factory made shoes.
Places where the event can be held	Industry Museum, Ethnography Museum, Science Museum, Shoe Museum, Shoemaking Museum
Age group for the activity	6-7

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	A4 papers
Method, technique and strategies	Question and answer, role-playing
PRACTICE	Plays the role of first humans.
Introduction of the activity	The teacher asks the students some questions: Do you know how people lived in ancient times? What would they eat? Did they have houses? What were their clothes like? Would they wear shoes?
Development of the activity	<p>The teacher says to the students, "Let's meet by a fire, like people who lived in ancient times." Forms a circle with students. Draw a circle about 1 metre in diameter with chalk in the middle of the circle. The teacher said, "Let's make a fire in this circle, we will dance around it like them, we need to collect some brushes and twigs just like in the old times. Because back then, there were no fire tools like a ready-made stove like today. There was always a fire outside by collecting wood chips and twigs. Now let's gather brushwood, pretending that our surroundings were the place in those days, as if we were ancient people." The teacher and the students put the crumpled papers scattered around in the circle drawn by the teacher, pretending to collect brushes and twigs. The teacher says to the students, "A lighter or a match was not invented at that time, so how are we going to light the fire?" and listens to the students' answers.</p> <p>The teacher says that people who lived in ancient times lit a fire by rubbing the boards together, and pretends to light the fire with this method in the middle of the circle. After the fire is lit, the teacher creates various rhythms with his/her body and tells the students to accompany him/her.</p> <p>The teacher tells the students that they need to search around to find food. The teacher explains to the students that they are dressed like ancient people and that they have no shoes. The teacher describes to the students</p>

	the places they pass while walking around. The teacher tells the students that they have passed through wet, sandy, gravelly, stony, muddy, hot, cold, soft, hard, slippery, thorny, snowy, icy places. While walking in the places they pass, they act in accordance with the place. The teacher asks the students what it is like to walk this way and what they need to protect their feet.
Evaluation of the activity	After the activity is over, the teacher asks the students what it is like to walk this way and what they need to protect their feet. The teacher tells the students that the first humans did not have shoes like ours. He/She asks students how early humans protected their feet. He/She listens to the answers given by the students to the question and says that they can find the answer to this question in the museum.

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT

Educational tools	A4 papers, colouring pencils, materials used in shoe making
Method, technique and strategies	Question and answer, study trip, role-playing, drawing
PRACTICE	Draws their own shoe designs.
Introduction of the activity	The teacher asks the students the following questions. <ol style="list-style-type: none"> 1. Have you been to the museum before? 2. What comes to mind when you think of a museum? 3. What is in the museums? 4. Why do museums exist? 5. Why should we visit museums? The teacher tells the students that they will do research in the museum. The teacher tells the students that they are in the museum to learn how people who lived in ancient times protected their feet. The teacher reminds the students about the activity they did before going to the museum.
Development of the activity	The students and the teacher try to find the shoemaking section of the museum. While walking towards the section, they pretend to walk barefoot like the first humans. When they find the relevant area of the museum, they first examine the shoemaking materials by making observations. The teacher explains the materials used in shoemaking to the students. The teacher asks the students if they have ever seen a store like this before, and if it resembles the one they saw when they went to buy shoes with their parents. According to the answers given by the students, the teacher explains that both production and sales are made in this shop, based on the similarities and differences in the shop. The materials used for production are examined together with the students and their usefulness is discussed. Thus, it is tried to ensure that students have knowledge about shoe making. The teacher gives the students time to think about which shoes in the museum might be the oldest, and then listens to their ideas. By showing

	<p>some examples of shoe types, teachers and students discuss their usage areas with mutual questions and answers. The teacher shows the students the shoes in order from oldest to newest.</p>
Evaluation of the activity	<p>The teacher tells the students that she/he found a letter belonging to a shoemaker in the museum and reads the letter.</p> <p>“Hello, I am a shoemaker. Over the years, I have produced and sold many shoes with the leathers you see here. My customers have always been very satisfied. Sometimes I made a bridal shoe, sometimes a sandal. I have always worked diligently. My sewing machine, my desk, my hammer, my knuckle became my friends. Years passed... I produced with them, I was happy with them. But now shoe factories have started to be established. Shoes are produced faster and more diversely. While I am making one shoe a day, the factory produces 100 shoes a day. People no longer bring them to me even when their shoes are torn or in need of repair. They chose to buy a new one instead. Our customers are almost gone. I couldn't keep up with the routine. I decided to donate my materials to the museum so that the children would remember our profession years later and not forget us. Maybe I can inspire the children who come to the museum to make their own shoe designs.”</p> <p>The teacher asks the students what they think of the shoemaker's letter, why the shoemaker couldn't do his job and that he/she had to close his shop.</p> <p>The teacher distributes A4 paper and colouring pencils to the students so that they can design their own shoes. Students draw a shoe the way they want.</p>

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	Photographs, felt, glue, beads, colouring pencils
Method, technique and strategies	Question and answer, comparison, design
PRACTICE	Designs their own shoes.
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 does the shoemaker have to close his shop?

Development of the activity	<p>The teacher takes out photos of many different shoes and distributes them to the students. Tells students to sort shoes photos from past to present. The teacher tells the students to pay attention to the features of the shoes.</p> <p>The teacher takes out the materials prepared for making shoes. Materials consisting of felt, glue, beads and crayons are compared with the materials in the shoemaker's shop in the exhibition hall of the museum. It is discussed which material here will correspond to which in the shop. Then the students start to produce the shoes they have designed in accordance with their own foot sizes with the materials. Meanwhile, the teacher practically explains to the children how to measure the feet. The teacher helps students design their own shoes.</p>
Evaluation of the activity	<p>Students exhibit the shoes they designed in an appropriate area of the classroom. The teacher asks the students the difference between a handmade shoe and a factory made shoe.</p>

APPENDIX-1: