

## BEYOND SCHOOL PROJECT

### LESSON ACTIVITY PLAN

<b>ACTIVITY 1</b>	<b>THE HISTORY OF CUTLERY</b>
<b>The aim of the activity</b>	Gains awareness about the knife making profession.
<b>Places where the event can be held</b>	Industry Museum, Ethnography Museum, Science Museum, Knife Museum, Cutlery Museum
<b>Age group for the activity</b>	6-7

<b>A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Joyful music, sound system
<b>Method, technique and strategies</b>	Question and answer, role-playing
<b>PRACTICE</b>	Becomes kitchen utensils. Pretends to use knives in the kitchen.
<b>Introduction of the activity</b>	<p>The teacher tells the students to think about the items used in their home kitchen. Talk about their shape. Angular, round, square such as circle, deep, long, short etc. are matched with concepts and their forms are detailed. In the meantime, they try to form the shapes of things with their hands or bodies.</p> <p>The teacher explains by exemplifying that he will turn on a music and that they will take the form of some of these items in the kitchen accompanied by this music, and that if this item is mobile, they can also do its movement (scoop, mixer rotating in the pot) and gives the students the opportunity to think. When the music stops, all items will stop moving and freeze.</p> <p>The teacher turns on the music and the activity is performed by the students. From time to time, the music is stopped and the student, whose shoulder is touched by the teacher, tells what instrument it is and what it does. Then the music turns on again, this time the students become a kitchen item that they were not before. In this way, the activity is repeated several times.</p>
<b>Development of the activity</b>	<p>The teacher talks about having a dream with the students. Then the teacher begins to explain in a way that creates an imaginary environment. While telling, it also enlivens. At the same time, he/she directs children to imitate himself/herself and to animate them simultaneously. "Now let's imagine we're all in a kitchen. Here are the cabinets, there is our counter where we prepare food, there is our stove where we cook our meals... we are a little hungry. Let's see what's in our cupboard? (Pretends to open the refrigerator door). Some lettuce, a tomato, two peppers. There doesn't seem to be</p>

	<p>anything else. What can we do with these? Yes, it should make a salad. Let's get the ingredients needed to make the salad now. There was going to be a cutting board in that cabinet. Let's take it. There is also a knife in the drawer. Let's get our knife. There would be a salad bowl on the top shelf of the cupboard. Let's take it and put it on the counter. Our vegetables are washed. First, let's carefully chop the lettuce with a knife. Then let's chop our tomatoes and finally our peppers (He pretends to cut them one by one with a knife. Each chopped vegetable empties into the bowl). Now some salt, some lemon, olive oil. It looks very nice. Let's see and eat with pleasure.”</p> <p>Then the materials are washed and removed. While washing, they take care that the knife does not cut the hand.</p>
<p><b>Evaluation of the activity</b></p>	<p>The teacher draws attention to the kitchen utensils they have just used in the roleplaying activity.</p> <p>“Which item would we have difficulty making the salad with?” he/she asks, leading the students to the knife.</p> <p>When the answer to the knife comes, he/she asks the students how the knife is made. He/She listens to the answers to the questions, then says that there is a knife-making area in the museum.</p> <p>He/She states that they can go to the museum and learn how to make knives.</p>

<p><b>B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT</b></p>	
<p><b>Educational tools</b></p>	<p>Computer, TV, video, speaker, materials used in making knives</p>
<p><b>Method, technique and strategies</b></p>	<p>Question and answer, study trip, role-playing</p>
<p><b>PRACTICE</b></p>	<p>Plays the role of a knife maker's apprentice.</p>
<p><b>Introduction of the activity</b></p>	<p>The teacher asks the students the following questions.</p> <ol style="list-style-type: none"> <li>1. Have you been to the museum before?</li> <li>2. What comes to mind when you think of a museum?</li> <li>3. What is in the museums?</li> <li>4. Why do museums exist?</li> <li>5. Why should we visit museums?</li> </ol> <p>The teacher tells the students that they will do research in the museum. The teacher asks if they know where the cutlery shop in the museum is. Students go to the section on knife making in the museum.</p>
<p><b>Development of the activity</b></p>	<p>The teacher tries to get information from the children about what they do by showing the knife making tools in the section about knife making one by one. He/She specifically asks what the horns are doing in the cutlery. They try to answer the question together.</p>

	<p>The teacher explains the knife production process and decorations to the students, using also knife making tools. In this narrative, the master tries to give information about the apprentice relations.</p> <p>Then the teacher said, "Now I am the master and you will be my apprentices. First, please try to do what I did with your body movements. I have a huge horn in my hand, let's carry it carefully. Let's leave it ahead. Let's cut the horn with a saw, be careful not to prick your hand, let's file it, how should we decorate the handle of the knife? (Knife handle is decorated in line with the ideas of the children), isn't it very nice... Now let's leave this handle aside and start making the blade of the knife. First, let's grab the iron and heat it up a bit. It turned red, the iron softened a little, now let's take the hammer and hit the iron thoroughly. Let's hit a little more, hit a little harder. Yes, I think it's ready, let's see if yours has arrived too. If it's ready, we can move on to the grinding process. Let's get a sharpener and sharpen our knife to make it sharp. Be careful, don't cut your hand. If it's sharp, it's ready. Now it's time to connect the handle and the barrel, let's make a hole in the handle, now let's put the iron at the end of the barrel into this groove. Yes, we had a great knife."</p> <p>After the role playing is over, the teacher shows the students a video about making handmade knives. He/She then takes the students to the museum's training hall.</p>
<p><b>Evaluation of the activity</b></p>	<p>The teacher asks the students these questions;</p> <p>What did they use the horns for?</p> <p>What does it mean to sharpen?</p> <p>Why is there a fire in the knife shop?</p>

<p><b>C. AFTER OUT OF SCHOOL LEARNING ACTIVITY</b></p>	
<p><b>Educational tools</b></p>	<p>Photographs, A4 papers, stamps, beads, colouring pencils</p>
<p><b>Method, technique and strategies</b></p>	<p>Question and answer, comparison, design</p>
<p><b>PRACTICE</b></p>	<p>Designs their own knives.</p>
<p><b>Introduction of the activity</b></p>	<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> <li>5. Is there anything you think you learned from our activity at the museum?</li> </ol>

<b>Development of the activity</b>	The teacher takes out photos of many different knives and distributes them to the students. The teacher tells the students to separate the knives in the photo by comparing them with each other according to their functions. Allows students to voice their opinions. Finally, they make a decision by comparing the knives. The teacher distributes the A4 papers with the knife used in the kitchen to the students. The teacher distributes stamps, beads and colouring pencils and tells the children to decorate their knives like a knife maker.
<b>Evaluation of the activity</b>	After the students decorate their knives, they hang them in a suitable place in the classroom and examine each other's papers.

**APPENDIX-1:**