

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	IS IZNIK'S NATURE IN DANGER?
The aim of the activity	Obtains information about the protection of natural heritage by researching agricultural activities in Iznik.
Places where the event can be held	City Museums, Nature Museums, Archaeological Sites and Museums
Age group for the activity	10-12

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	Paper, pencil
Method, technique and strategies	Question and answer technique, discussion, teamwork
PRACTICE	Creates a calendar for agricultural products.
Introduction of the activity	The teacher gives general information about the districts of Bursa. Have you been to Iznik? He/She adapts the data he/she collected from the students to the fruit basket game by asking "What can you say about the agricultural production there?" A fruit basket game is played with students naming olives, tomatoes, beans and peaches. Whichever product the teacher says, the students with the product name change places. If the teacher says Iznik, all students switch places.
Development of the activity	Then, the teacher separates the students into groups in the fruit basket activity by asking them to create an agricultural calendar showing which practices are carried out in which season for these agricultural products grown in Iznik, and tells them to prepare the calendars of their own products in groups. Calendars created by students are examined. The teacher makes a presentation about the calendar of agricultural products, specific to Iznik.
Evaluation of the activity	The teacher explains that skin cancer and lung cancer are quite common among people living in Iznik villages and engaged in farming. The teacher gives the students an assignment to investigate the reasons for this.

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	Paper, pen.

Method, technique and strategies	Creative drama, open session, discussion
PRACTICE	Performs the relationships of people who lived in the past with nature.
Introduction of the activity	The teacher asks the students whether they found anything about the health problem in Iznik as a result of their research. The teacher gets the students to discuss this topic and share the information they found. Then the teacher asks the students, "Do you know how people used to do these agricultural activities in the past?" and says that they will investigate this in a moment. How do we know that people who lived in the past settled down to a settled life? The teacher asks the students. After the answers given by the students, research in the field begins.
Development of the activity	<p>What were the agricultural activities of the people living in this area 8000 years ago? What were they producing and what threats were they facing? How did they find their solutions?</p> <p>Teachers and students first visit the museum area together and try to interpret what they see and read in terms of the agricultural activities of the period. They divide into groups and interview experts in the field, asking about the data they collected. Groups perform role-plays based on the information they find.</p> <p>The teacher asks students questions about what organic farming is? The advantages and disadvantages of organic farming and pesticide farming are discussed.</p>
Evaluation of the activity	The teacher divides the class into two groups. While the first group advocates organic agriculture, the second group advocates agricultural pesticide use. This is how a public hearing is held.

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY

Educational tools	Presentation, projection, paper, pen
Method, technique and strategies	Presentation, question and answer technique, composition
PRACTICE	Writes a composition about the nature of Iznik and the effects of agricultural activities in Iznik on this nature.
Introduction of the activity	The teacher asks the students what they remember from the activity they did in the museum. The teacher asks students' ideas about the effects of agricultural activities on the natural heritage in Iznik.
Development of the activity	The teacher makes a presentation about the nature of Iznik. The teacher tells the students that they will write a composition about the nature of Iznik and the effects of agricultural activities in Iznik on this nature.



Evaluation of the activity	After students write their compositions, any student can read them in class.
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APPENDIX-1:

