

## BEYOND SCHOOL PROJECT

### LESSON ACTIVITY PLAN

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

<b>A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Photos, drawings, tape, chalk
<b>Method, technique and strategies</b>	Question and answer, play based learning, matching, role playing
<b>PRACTICE</b>	Matches tile patterns with photos of flowers.
<b>Introduction of the activity</b>	<p>The teacher asks the students, which flower names do you know? Students take turns answering the question. Then the teacher says they are in a flowery place. The teacher tells the students that there are many flowers around and asks if they can smell the flowers. The teacher and the students walk around the classroom and pretend to come across some flowers while walking around. The teacher tells the students to think of the classroom as a garden and examine the flowers in the garden. The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. How do the flowers smell?</li> <li>2. How are the colours of the flowers?</li> <li>3. What are the shapes of the flowers?</li> </ol>
<b>Development of the activity</b>	<p>The teacher takes out photos of roses, carnations, hyacinths, tulips flowers from a bag and asks the students the name of the flower each time. When the students say the name of the flower, they stick the photograph in their hands next to one of the four lines they drew on the floor of the room at 2 metres intervals. After all the flower photos are attached, the teacher and the students go to the flowers and repeat their names a few times.</p> <p>The teacher shows the drawings of the flowers pasted on the floor to the students. The teacher tells the students to match the drawings with the flowers. The drawings shown by the teacher are the drawings of the stylized forms of flowers used in tile art. Students match drawings of flowers with photographs of flowers. Drawings are also pasted next to previously pasted flower photographs.</p>

	<p>The children and the teacher line up on the line with the photo of the rose flower. The teacher starts the game with the students by saying, "Now we will play a game. If I say the name of the flower, you will all go to the line where that flower is. Those who are surprised or late to go to the line are out of the game, please be very careful". The game continues in this state until three students remain in the game.</p>
<b>Evaluation of the activity</b>	<p>The teacher asks the students to bring their photos and drawings of flowers on the ground to the circle. Drawings and photographs are arranged on the floor in a mixed manner. The teacher says that he just got confused while playing the game and had a hard time figuring out which of the photos and drawings match each other. She/He asks students for help to match. Makes the matching with the students' self-direction. Once the pairing is complete, she/he gets their confirmation once again as to whether she/he did it right. He/She thanks the students for their help.</p> <p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. Have you seen these flower drawings elsewhere before?</li> <li>2. Where could these patterns be used?</li> </ol> <p>The teacher does not give a definite answer. The teacher tells the students that they can go to the museum to learn where and how these patterns are used.</p>

<b>B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT</b>	
<b>Educational tools</b>	Computer, TV, video, speaker, photographs
<b>Method, technique and strategies</b>	Question and answer, study trip, role-playing, sorting
<b>PRACTICE</b>	Plays the role of a ceramist.
<b>Introduction of the activity</b>	<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 gives the students drawings of flowers and they try to find these patterns in the museum. The teacher directs the students to the part of the museum about tile making.</p>
<b>Development of the activity</b>	The teacher asks the students who find the equivalent of flower drawings in the tile section of the museum, what other patterns they have seen and whether they have heard of the concept of tile before. The teacher tries to

	<p>emphasise that each of them is a work of art by showing the symmetry of the patterns and the contours of the patterns in the tiles in the tile section. The teacher explains to the students that the tile shop is not only a place for sale, but also that the production takes place, and explains the production stages of tile plates and wall tiles comparatively over the semi-finished products in the shop and using body language (creating the body - patterning - glazing - firing).</p> <p>The teacher takes the students to the education room of the museum. The teacher shows the students a video about making tiles.</p> <p>Students are divided into 3 groups. The teacher gives each group photographs of the stages of the tile production stages. Students try to sort the photos. After the sequence of the photographs is completed, each photograph is animated in its own groups with its body form. These animations are performed side by side.</p>
<p><b>Evaluation of the activity</b></p>	<p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. What tools were in the china shop?</li> <li>2. Where is the tile cooked?</li> <li>3. What colours were used?</li> <li>4. What patterns (pictures) are on the china plates and vases?</li> <li>5. What colours were used?</li> <li>6. What colour were the tile masters forced to produce?</li> <li>7. What is the shine outside the tile called?</li> <li>8. Where were the most famous tiles produced?</li> </ol>

<p style="text-align: center;"><b>C. AFTER OUT OF SCHOOL LEARNING ACTIVITY</b></p>	
<p><b>Educational tools</b></p>	<p>Pictures, colouring pencils, tape</p>
<p><b>Method, technique and strategies</b></p>	<p>Question and answer, colouring</p>
<p><b>PRACTICE</b></p>	<p>Colours their own tiles.</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>
<p><b>Development of the activity</b></p>	<p>The teacher divides the students into 4 groups. The teacher gives each group pictures of vases, cups and plates with various tile patterns that they have prepared in A3 size in advance. The teacher tells the students that they can paint the pictures as a group in the colours they want. However, before</p>

	<p>painting, he/she explains that they can create contours by going over the patterns with a black pen. While the students are directed to paint, the teacher talks about the stages of tile making and the materials used.</p> <p>After the students finish painting and the pictures are hung on the wall, the teacher takes the role of the customer and asks the students for the tiles one by one. Each group tells the tile they made to the teacher. The teacher asks each student a question about the tile due to the drawing they have made.</p>
<b>Evaluation of the activity</b>	<p>After the animation, the teacher asks the students questions about the tile drawings. What stages did we go through while making tiles? What materials did we use when making the tiles? Which products are decorated with tiles?</p>

**APPENDIX-1:**