

## BEYOND SCHOOL PROJECT

### LESSON ACTIVITY PLAN

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

<b>A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Photographs, 50 cm paper tails
<b>Method, technique and strategies</b>	Question and answer, play based learning
<b>PRACTICE</b>	
<b>Introduction of the activity</b>	<p>The teacher puts pictures of dry old trees and pictures of young trees on the floor. The teacher asks the students which of the trees on the ground they can cut down. The teacher listens to the students and says that they can only cut down old, withered trees.</p> <p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. What trees did we cut down?</li> <li>2. Why might we have cut down these trees?</li> <li>3. Where will they be taken?</li> <li>4. What can be made from these trees?</li> </ol>
<b>Development of the activity</b>	<p>The teacher brings 50 cm long papers with photographs of tools used by carpenters such as saws, rulers, nails, hammers, double saws, carpenters' graters, screwdrivers on the ends that they have prepared beforehand. The teacher distributes one to all students and tells them that they will play a game of tail snatching. Each student attaches the given papers to their clothes as tails. The aim of the game is to collect the tails of the others without losing their tail. Whoever loses his tail is out of the game. At the end of the game, the one who can stay in the game without losing his tail is the winner of the game. With the instruction of the teacher, the game is played with specially prepared tails.</p>
<b>Evaluation of the activity</b>	<p>The teacher collects the tails used in the previous activity and arranges them on the ground. He/She replaces the worn tails with a new one. He/She asks students the following questions:</p> <ol style="list-style-type: none"> <li>1. Did you notice the pictures on our queues?</li> </ol>

	<p>2. Do you know the names of these tools? 3. What might these tools be used for?</p> <p>The teacher listens to the students' answers. He/She says that they can find the answers to these questions in the museum.</p>
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B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
<b>Educational tools</b>	Computer, TV, video, speaker, photographs
<b>Method, technique and strategies</b>	Question and answer, study trip, role-playing
<b>PRACTICE</b>	Plays the role of a customer.
<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 to the students pictures of materials used for carpentry. The teacher says that the students have to find the shop where all the tools in the tool pictures are together.</p>
<b>Development of the activity</b>	<p>After the students find that the tools belong to the carpenter's shop, the teacher asks the students in front of the carpenter's shop what could be produced in this shop. The teacher then makes the relevant explanations to the students. First of all, it starts by mentioning that the material processed in the carpenter's shop is wood. It is also stated that the carpenter shop is the place where the trees cut in the first event are brought. Information about the carpentry profession is conveyed through dialogues in the form of questions and answers regarding the use of tools in the shop. During the lecture, the teacher enters the shop and shows how the tool he describes is used with body movements. Meanwhile, he/she asks students to imitate him. The same narrative is repeated once again. Meanwhile, the teacher asks the students for help by saying that he/she forgot what he/she just said/done at each stage. Thus, it is explained/played for the second time with the guidance of the students.</p> <p>The teacher makes the students watch a video about carpentry. The teacher assumes the role of a TV host, takes a microphone and pretends to speak to the cameras. The teacher asks the students what they want to buy from the carpentry shop. With the interview method, the teacher tries to get the ideas of the students in the role of customers about what they can buy from the carpentry shop.</p>

<b>Evaluation of the activity</b>	<p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> <li>1. What tools were in the carpentry shop?</li> <li>2. What is done in the carpenter shop?</li> <li>3. Have you ever been to a carpenter's shop to shop?</li> <li>4. What does the carpenter manufacture with?</li> <li>5. What kind of trees should we cut down for carpentry?</li> </ol>
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<b>C. AFTER OUT OF SCHOOL LEARNING ACTIVITY</b>	
<b>Educational tools</b>	Wooden pieces, colouring pencils, glue
<b>Method, technique and strategies</b>	Question and answer, colouring, design
<b>PRACTICE</b>	Designs furniture with wood like a carpenter.
<b>Introduction of the activity</b>	<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 asks the students if you were a carpenter, what would you like to produce and what tools would you need to make them. The teacher distributes wooden pieces of various shapes, colouring pencils and glue to the students. Students make the furniture they want with the pieces of wood given to them. Students decorate their furniture with colouring pencils.
<b>Evaluation of the activity</b>	Students display their furniture in an appropriate place in the classroom. They examine each other's furniture and ask each other questions.

**APPENDIX-1:**