

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	ANIMAL SPECIES AND FLORA IN BURSA
The aim of the activity	Recognizes animal species and flora in the immediate environment.
Places where the event can be held	Nature Museums, City Museums
Age group for the activity	8-10

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	Blackboard, pencil, paper, marker
Method, technique and strategies	Question and answer technique, marking
PRACTICE	Predicts surrounding animals and flora.
Introduction of the activity	The teacher asks the students which animals they know. The teacher writes the animals the students know on the classroom board. Then the teacher asks the students the names of flowers, trees or plants they know. The teacher writes what the students say on the classroom board.
Development of the activity	The teacher asks the students, "Which of the animals written on this board do you think lives in our immediate environment?" Mark the animals that the students say. Likewise, the teacher asks the students which trees, plants or flowers do you think are around you? Marks the flowers, plants and trees that students ask about on the classroom board.
Evaluation of the activity	The teacher notes the names of flowers, animals, plants and trees he/she marked. The teacher tells the students that they will go to a museum and do research, and in this way, they can find out which living things around us.

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	Photos of flora and fauna, presentation, projection
Method, technique and strategies	Creative drama, role playing, presentation
PRACTICE	Shows the shape of living things in her/him immediate surroundings with her/him body and describes their characteristics.

Introduction of the activity	<p>Everyone in a circle says its name and imitates an animal of their dreams. This imitation takes the form of the animal first, then its sound, then its shape and sound. At the end, participants get into groups of three and guess which animal imitation each other is.</p> <p>For the host-guest game, the teacher gives the names of the participants in the circle, namely plane tree and judas tree, respectively. Then they form groups of three, two plane trees and one Judas tree. The groups tie their hands together front and back, leaving Judas trees in the middle of the plane trees. When the groups are ready, the game begins by changing the places of the plane trees or judas trees upon the command of the instructor, who is the midwife. After the game continues like this for a while, when the instructor mentions Bursa's vegetation, all participants disperse and new groups are formed.</p>
Development of the activity	<p>The teacher asks them to find Bursa's animal species and flora section in the museum. After the participants find the section, the teacher tells the participants about the animal species and vegetation of Bursa in the Green Bursa section. Makes a detailed presentation by showing visuals about the creatures living in Bursa.</p> <p>The teacher asks the participants to imagine the place as Bursa Uludağ and to animate it with their bodies, either as an animal species or as vegetation such as a plane tree or Judas tree. After the preparations, the participant touched by the teacher during the role-play explains what an animal or plant is and its characteristics.</p>
Evaluation of the activity	<p>The teacher says that the animal species and flora living in Bursa have decreased compared to the past. A meeting is held in a circle to discuss what can be done as veterinarians and agricultural engineers living in Bursa to protect nature. After the meeting, the meeting report is sent to local managers to solve the problem.</p>

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	Coloring pencils, A3 papers, pencils, paper
Method, technique and strategies	Discussion, teamwork, newspaper.
PRACTICE	Prepares a newspaper page about protecting living things.
Introduction of the activity	<p>The teacher asks the students what they remember from the activity they did at the museum. The teacher asks the participants to make the shape of an animal species or a plant found in Bursa and freeze it, while also commanding them to walk freely in the area. The participant who cannot do this leaves the game.</p>

Development of the activity	The teacher asks the students how we can protect the living things in our immediate environment and allows the students to discuss this issue. The teacher divides the students into groups. Each group prepares a newspaper page that includes ways to protect living things. After students prepare the newspaper pages, they hang them in a suitable place in the classroom.
Evaluation of the activity	The teacher tells the students to visit the Zoo, Botanical Park and Uludağ National Park in Bursa with their families and to make observations to protect them during the visit.

APPENDIX-1: