

BEYOND SCHOOL PROJECT

LESSON ACTIVITY PLAN

ACTIVITY 1	FROM THE MARKET TO THE INDUSTRY
The aim of the activity	Compares traditional production with industrial production.
Places where the event can be held	Industry Museum, Ethnography Museum
Age group for the activity	8-10

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	Computer, projector or smart board, A4 papers, pencils, photographs
Method, technique and strategies	Question and answer, presentation, story writing, photo creation
PRACTICE	Writes a story about the market.
Introduction of the activity	<p>With the instruction of the teacher, the students meet in the circle and take names for themselves by counting them as science, art, history and culture in order. There is a midwife in the middle of the participants in the circle, the teacher says that the concepts he/she said will change places with each other, while the midwife will try to grab the vacated places. The participant who remains in the middle after changing places becomes the midwife. The teacher first says the concepts one by one, then in pairs, and then adds stages to the game by explaining that when he/she says "museum", the places of all the participants will change, and the game continues with the added rules. In this way, it is stated that the museum covers the concepts of history, art, science and culture, and the relationship between the concepts and the museum is expressed.</p> <p>Teacher asks students the following questions. The purpose of the questions below is to enable students to think and discuss the concepts rather than to reach a definite definition.</p> <ol style="list-style-type: none"> 1. What comes to mind when you think of a museum? 2. What are museums like and what are they in? 3. What is the use of going to museums? 4. Who works in museums? 5. What comes to mind when you think of an exhibition? 6. What comes to mind when you think of a gallery? 7. What comes to mind when you think of work? 8. What comes to mind when you think of objects?

	<p>9. What comes to mind when you think of a collection? 10. Why do museums exist?</p>
Development of the activity	<p>The teacher shows the students photos of the old market through a presentation and asks the following questions.</p> <ol style="list-style-type: none"> 1. What do you see when you look at the photos? 2. What do you think was sold in the shops in the photos? 3. How do you think shopping was done at that time? 4. How do you think the people in the photos are feeling? <p>The teacher asks the students to fictionalise an event that took place in this market based on the photographs. Divides students into groups. Give each group a photo. The groups create and write a short story set in the place in the photo. Then the written stories are read in class.</p>
Evaluation of the activity	<p>The teacher tells the students to create photos from the market just like the photos he/she gives to the groups. The groups in the previous activity take turns creating their own photos of the market.</p> <p>The teacher asks the students if they have seen such places today. He/She says they can see such a place in the museum.</p>

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	Items of professions, ball
Method, technique and strategies	Creative drama, play based learning, study trip, role-playing
PRACTICE	Creates solutions for the survival of old professions.
Introduction of the activity	<p>The teacher gathers the students in a circle for the cushion game. There are cushions scattered on the floor as much as the number of students. The teacher tells each student to grab a cushion and be on it. While the students are on the mats, the midwife becomes the first instructor to start the game. The midwife does not have a mat and starts walking around the participants to grab the mat. At the midwife's command, the participants switch places among themselves. While the participants change places, the midwife grabs an empty mat. The participant who does not cover the mat is left out and becomes the new midwife and the game continues. The game, which is played for a while as a cushion snatch, continues as a shop snatch after the teacher says "we think of cushions as shops now".</p> <p>The teacher asks the students where the places with a lot of shops are. He/She says that there is such a place in the museum and that they will go there.</p>
Development of the activity	Participants line up in pairs for the customer tour game in the market. Participants walk around the bazaar in alternating pairs, explaining to each

	<p>other. At the end of the market tour, past and present occupations are compared.</p> <p>After the game of taking a tour of the customers in the market is over, the participants who learn the professions of the past are divided into four groups. The teacher asks the students for help in identifying the items coming to the museum. The teacher gives each group an item related to a profession to introduce the disappearing professions to the visitors as a historical market consisting of shops. Groups tell about the items they are responsible for after they take out the inventory features of the items.</p> <p>After the groups examine the items, the teacher asks the students what they should do to revive the market so that the old professions that are disappearing with the developing technology are known. Students try to find a solution to this problem. After the preparations, students disperse to the shops for the revival of the market and play their roles.</p>
Evaluation of the activity	<p>With the teacher's command, the assessment activity "you have the ball" begins. Students give each other the right to speak in the game by throwing balls. The student who has the right to speak tells what he has learned about the work done and how he feels.</p>

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	A3 papers, pencils, colouring pencils, photographs
Method, technique and strategies	Question and answer, newspaper, riddle, role-playing
PRACTICE	Creates a newspaper article describing the transformation from the market to the industry.
Introduction of the activity	<p>The teacher asks the students the following questions:</p> <ol style="list-style-type: none"> 1. Which museum did we go to? 2. What do you remember about the activity we held at the museum? 3. What interested you most in the museum? 4. How did you feel during the activity we held at the museum? 5. Is there anything you think you learned from our activity at the museum? 6. Which shop/product caught your attention the most while you were visiting the market? 7. What were the similarities and differences of the market with the places we shop today? 8. What do you think was the most different product from today? 9. Which shops no longer exist and which products are obsolete today? 10. What other shop or product that you did not see in the museum could be in the market?

<p>Development of the activity</p>	<p>The teacher asks the students riddles about the products in the shops they see in the museum. Students try to guess products based on riddles. Students can also ask each other the riddles they know about the subject.</p> <p>For example; It travels with me during the day. It is laid at night. It does not know how to sleep, but rests in the doorway. - Shoes</p> <p>The teacher shows the students the photos of the handmade version of a product produced in the shop and the version produced in the factory. They discuss the difference between the two over the development of the industry.</p>
<p>Evaluation of the activity</p>	<p>The teacher asks the students to create a newspaper article describing the transformation from the market to the industry. For this, first of all, students will divide into groups and find a name for their newspaper. Then they can compose the news and act it out as if it were on television. They can create a newspaper page for the news. They can shoot a short social media video describing the news.</p>

APPENDIX-1: