

ACTIVITY 1	...thence we came out, and saw again the stars.
The aim of the activity	Introducing the basic concepts of astronomical orientation, recognizing some famous circumpolar constellations and know the myths associated with them.
Places where the event can be held	At the museum/in the classroom - In an open space, preferably away from artificial lighting
Age group for the activity	8-11

BEYOND SCHOOL PROJECT

A. BEFORE OUT-OF-SCHOOL LEARNING ACTIVITY	
Educational tools	A projector, a ppt slideshow, a telescope, a laser pointer
Method, technique and strategies	Interactive lesson, storytelling
PRACTICE	Introduction to astronomical concepts
Introduction of the activity	The activity begins with an analogy, in order to better assimilate the first concepts. So we start with the introduction of terrestrial coordinates, latitude and longitude. If they don't know them yet, the teacher makes the students think about how it is possible to determine the position of something on a sphere. We proceed by defining the angles. Help yourself with a powerpoint slideshow.
Development of the activity	We move on to altazimuth astronomical coordinates, with the definition of some fundamental astronomical points (azimuth, nadir, ecliptic). We then move on to presenting the "inhabitants" of the sky: stars, planets, galaxies, nebulae, meteors, supernovae, etc.
Evaluation of the activity	A short questionnaire is proposed to verify the understanding of the concepts explained.

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	A telescope
Method, technique and strategies	Practical activity, interactive lesson

PRACTICE	Astronomical observation
Introduction of the activity	We meet in the evening in an open space, like a meadow, away from city lights, on an evening with a clear sky and a mild climate. First of all, the telescope is analyzed with the students, to understand how it is made, with a brief explanation of the differences between reflecting and refracting telescopes. It also shows how to move it, how to use the finderscope, how to orient yourself among the stars.
Development of the activity	Using the laser pointer, the expert shows the students some of the fundamental constellations and the techniques for recognizing them (the constellations change during the year, but the circumpolar ones such as Ursa major and Ursa minor, Cassiopeia, Cepheus, Perseus, Andromeda, Bootes are always seen). While observing the constellations, the ancient myths that described them are told (not necessarily those of the ancient Greeks and Romans, there are also many very suggestive Arab and Nordic myths). If there are planets, shooting stars or other celestial objects, the observation is further enriched.
Evaluation of the activity	Finally, the learned constellations are reviewed, asking the students to recognize them.

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	Pencil, paper
Method, technique and strategies	Collective discussion
PRACTICE	Writing a story
Introduction of the activity	The teacher does a quick review with the students of the constellations and myths covered during the observation
Development of the activity	Students are asked to write a new myth, which concerns one or more of the constellations they have seen, leaving room for their imagination.
Evaluation of the activity	The various works produced are read, evaluating their effort.

