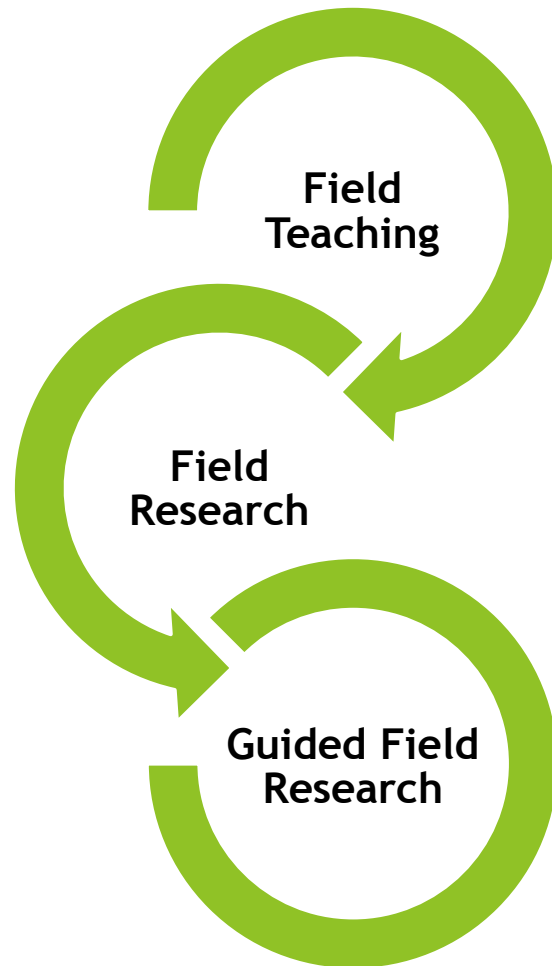




**Tamasos Primary School  
First Transnational Meeting  
Soller de Mallorca 21-25.10.2015**

# Approaches to Learning Outside the Classroom



# Field Teaching

- ▶ Study of topic or theme in class. Teacher talk, textbook study, note taking, slide viewing, videos, etc.
- ▶ Field observations (often teacher directed). Recording of information in the field. Some field interpretation.
- ▶ Back in the classroom - further interpretation and explanation together - writing up field report.
- ✓ traditional approach to teaching and learning outside the classroom
- ✓ involves taking students to a field location and delivering a mini-lecture from which students are expected to take notes
- ✓ little opportunity exists for student input and reaction
- ✓ useful if students are inexperienced in making their own observations or if they lack confidence in their ability to solve problems

# Field Research

- ▶ Identification of a problem as the result of direct observations/from class work/from special interests of students.
- ▶ Formulation of an hypothesis as a result of reading, discussion, thinking.
- ▶ Field activities to collect data to test hypothesis.
- ▶ Data analysis - processing information.
- ▶ Hypothesis testing - accept or reject.
- ▶ Discussing and writing up of possible ways to solve the originally identified problem using information gathered in the field
- ✓ involves observation, description and explanation but with a problem solving focus
- ✓ Students often use techniques similar to those used in historical enquiry, geographical research or scientific explanation
- ✓ represents an inductive approach to learning

# Guided Field Research

- ✓ a synthesis of Field Teaching and Field Research
  - ✓ combines the teacher guidance and structure of Field Teaching with the independent research focus of Field Research
  - ✓ an adapted form of field research for young students or students inexperienced in learning outdoors
- 
- ▶ What students think are the answers. State this as an hypothesis.
  - ▶ Field activities to collect data to answer the questions.
  - ▶ Do students' conclusions agree with their tentative answers from before the field activity? Why/Why not?
  - ▶ Hypothesis testing - accept or reject.
  - ▶ Discussing and writing up of possible ways to answer the questions using information gathered in the field.

# Learning Outside the Classroom related to Primary History

These experiences can take place:

- ❖ in the school grounds
- ❖ streetscapes
- ❖ farms and the countryside
- ❖ heritage and cultural sites
- ❖ archaeological sites
- ❖ places of worship, museums, theatres & galleries



# Preparation

- ▶ Pre-visit the site(s).
- ▶ Develop clear objectives for the study.
- ▶ Decide how you can build on previous learning experiences.
- ▶ Plan pre-field study learning experiences and prepare students to see fieldwork as active learning.
- ▶ Prepare fieldwork activities and resources.
- ▶ Decide how much time is required for the tasks and for travel to and from the site.
- ▶ Identify appropriate student/adult ratio. Parents and other community helpers may need to be invited and briefed to assist teachers with supervision.
- ▶ Prepare background information for other staff and parent/community helpers.
- ▶ Be aware of any possible distractions to the students at the site.
- ▶ Identify all possible risks and manage them appropriately

# Planning for learning outside the classroom

## Stages to effective learning outside the classroom:

- ▶ Preparation in class (pre-field stage)
- ▶ The fieldwork itself, (field stage)
- ▶ Follow-up in class (post-field stage)





# The chalcolithic settlement of Lemba

an outdoor learning approach by  
Panagiota Karatsioli





- **Title of the program:** “The everyday life of the ancient inhabitants at the chalcolithic settlement of Lemba”
- **Grade:** Third grade of primary school (8 years old)

- **Objectives:**

The pupils should:

- 1) get direct acquaintance of the chalcolithic settlement of Lemba (the house replicants)
- 2) experience a part of the ordinary life of the prehistoric man, as well as the difficulties he had to encounter, through a variety of daily episodes.

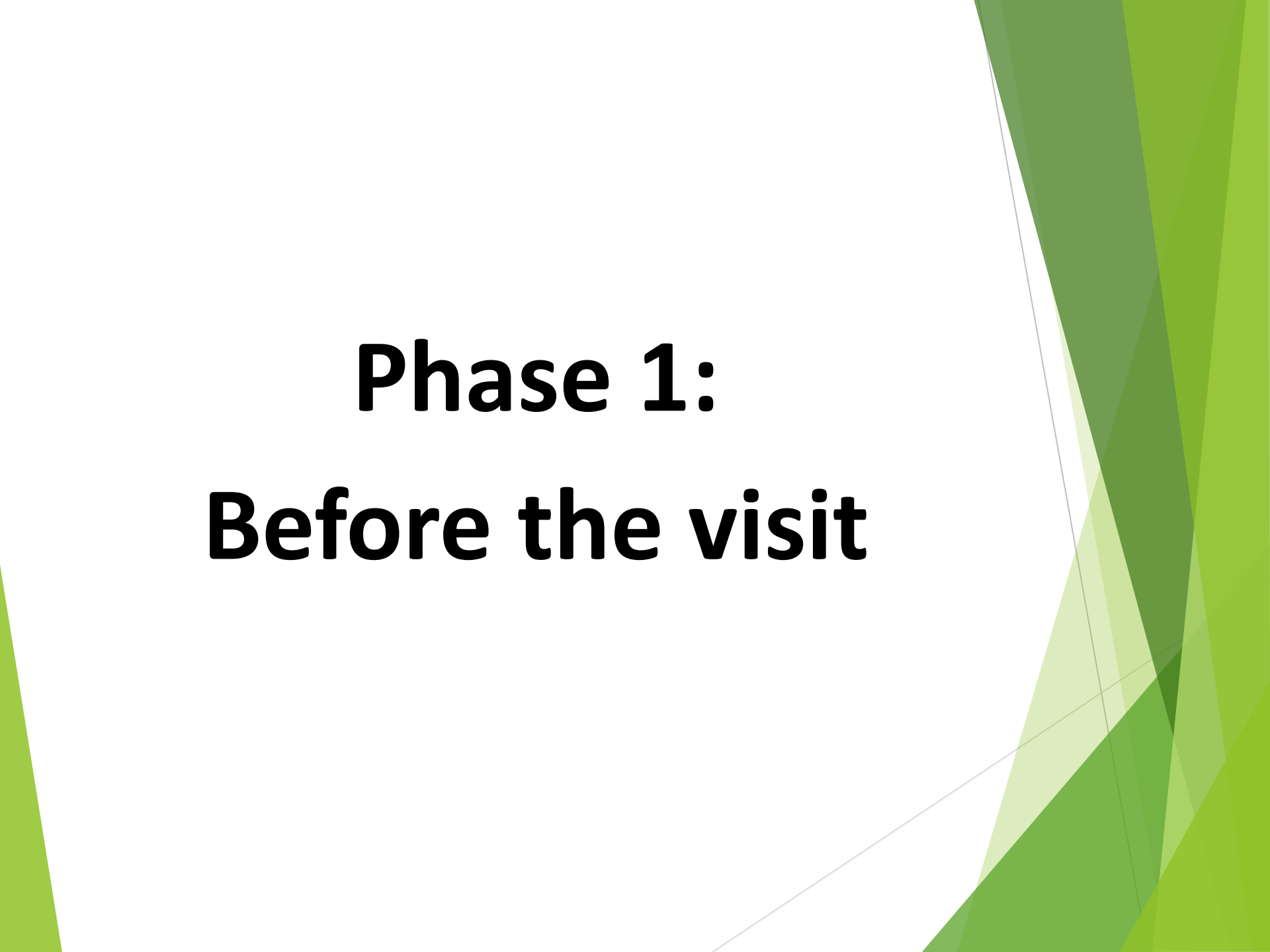
- **The three phases of the educational program:**

- 1) Before the visit at the settlement
- 2) During the visit
- 3) After the visit





**The chalcolithic settlement of Lemba**



# **Phase 1:**

## **Before the visit**

- **Cognitive preparation of the pupils**

(*Requirement:* the class has already covered the chapter that refers to the chalcolithic era, in the school textbook of third grade)

- *Class organization:* groups of four



- *Educational Activities:*

1) Two pictures are shown to the class.

The one shows a parched sandy area and the other a hill over the sea.

The pupils describe the two pictures.

2) The pupils are asked to discuss in their groups and find a solution to the following problematic situation:

*“You belong to a chalcolithic group of people. You are the tracker of the group. Your duty is to find and suggest to your companions a place suitable for building a settlement. Which of the two areas, presented in the pictures, is according to your opinion, the appropriate one for your group to construct its houses? Present your arguments.”*



3) After the announcement of the groups, an envelope is given to each group. It contains a picture of the hill over the sea with built houses. They open the envelope and they find out that this is the appropriate area for building. The same picture is displayed on the blackboard.

“The chalcolithic people actually built a settlement at the area of the picture. What does “chalcolithic era” means? Do you know the name of this settlement? Where is it situated in Cyprus? Do you like it?”

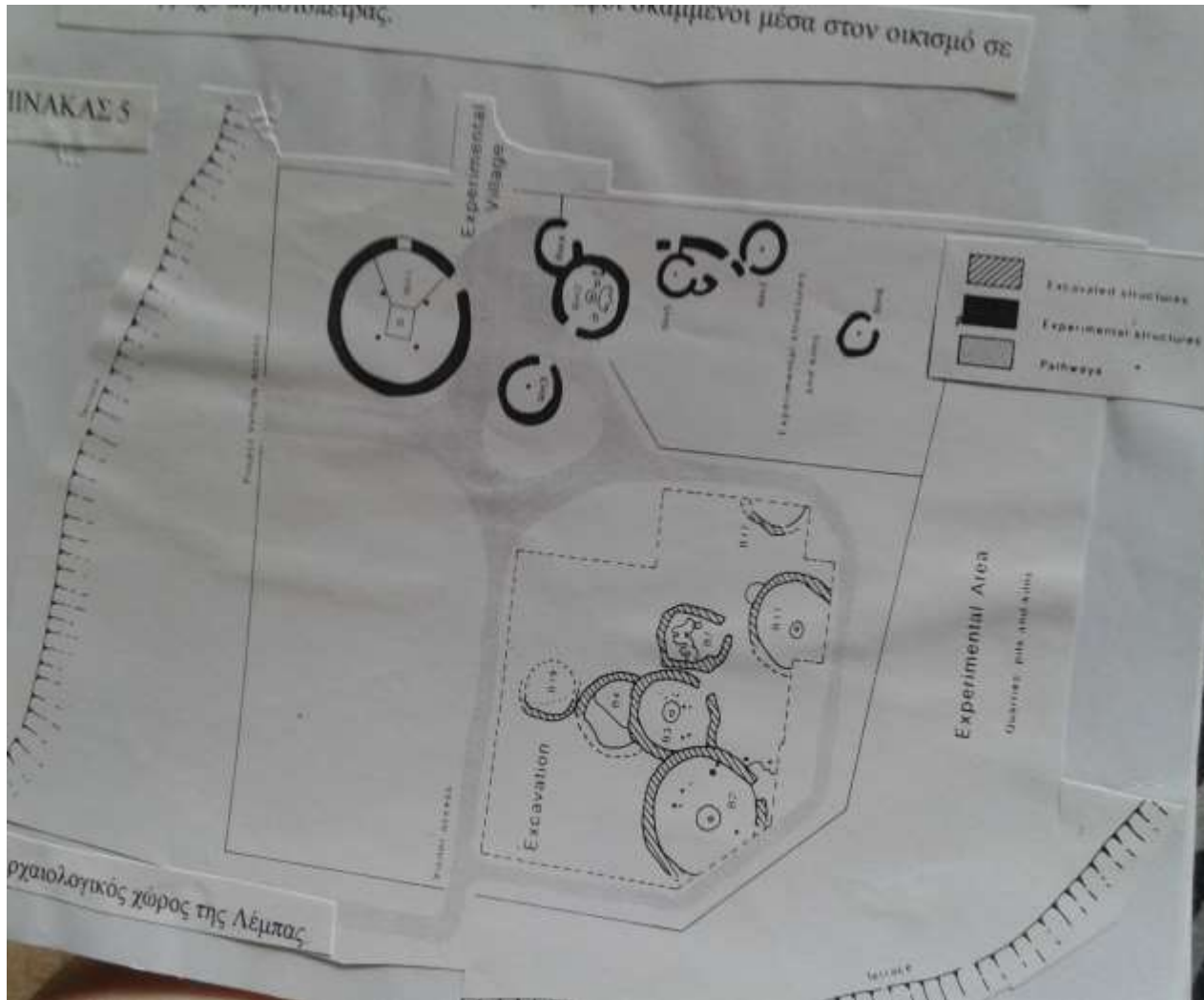


- Game “Guess what?”. The aim of the game is to find out the name of the settlement – A number of pictures is placed on the blackboard. Each picture refers to a period of the Cyprus antiquity (tools, weapons, pots etc) A pupil each time chooses and turns a picture that, in his opinion, refers to the chalcolithic era. Behind every correct picture there is a letter. By reordering the letters they form the name LEMBA - the name of the settlement



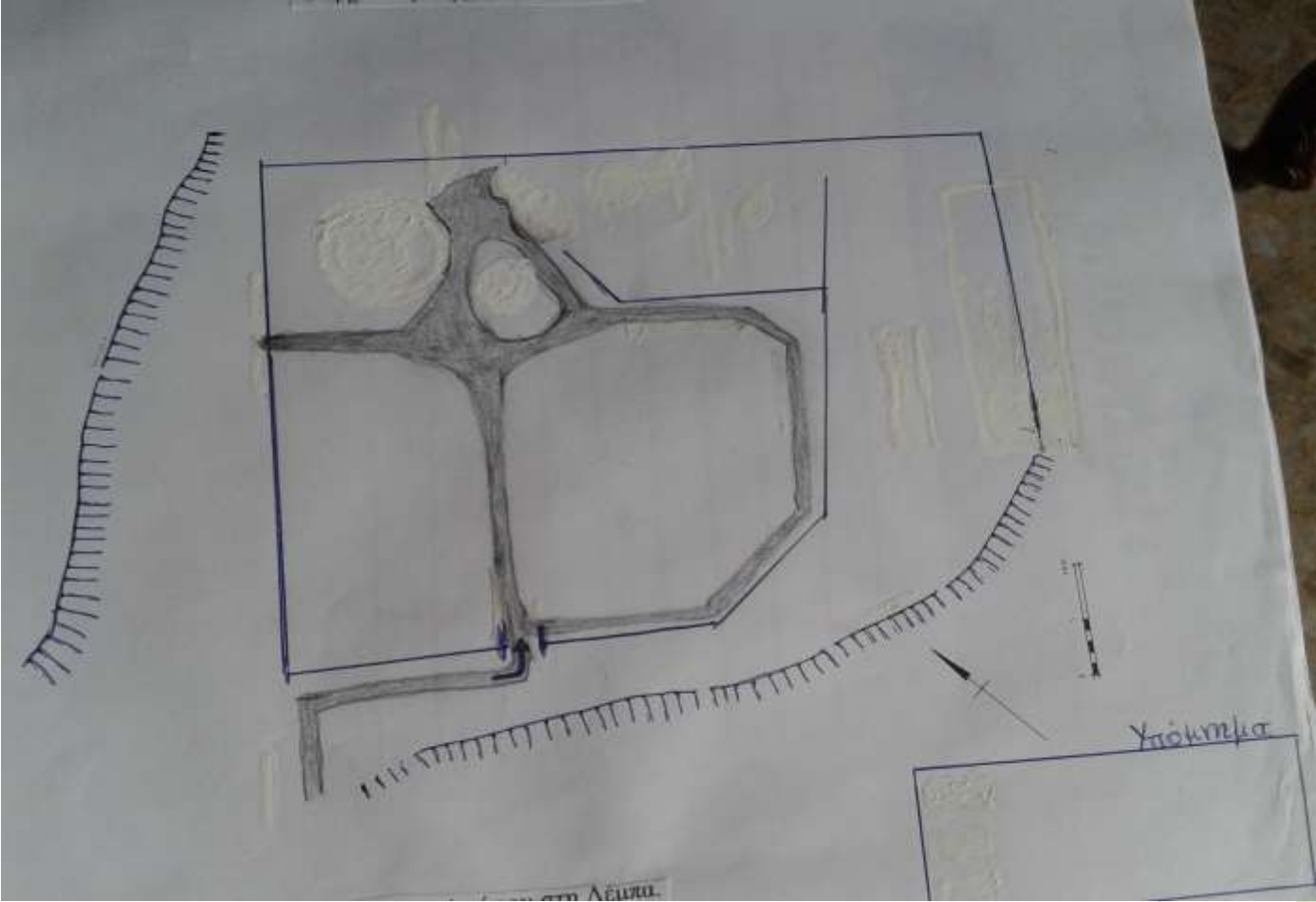
- **Work sheet 1** (to each group): A map that shows all the known neolithic and chalcolithic settlements of the island. They find Lemba settlement and they circle it. They also assume the name of the island district and they write it down on the map.
- Views of Lemba settlement are projected, so that the pupils get a general picture.
- **Work sheet 2** (to each group): A map of Lemba archaeological site and its parts.
- **Problematic:** “How many and which are the parts that consist the archaeological site of Lemba?” (the ruins of the ancient settlement & the replicants)

# Map of Lemba (the ruins of the ancient settlement & the experimental village-the replicants)



- **Work sheet 3:** A big map is stucked on the nearest to each group wall. The map shows the outline of the archaeological site. The pupils draw the entrance and the two parts of the chalcolithic settlement according to the small map they studied before. They fill the map memo. (**objective:** reading the map, transferring data to a map, filling the memo of the map, spatial conception, observation development)

# Work sheet 3



- ***The treasure box:*** Each group opens its treasure box. To do so, they must find the right key from a handful of numbered keys. The right key has the number that equals the parts of the archaeological site of Lemba.

➡ The box contains: some small *cruciform figurines* on *necklaces*, the “*Lady of Lemba*” - a well known female limestone cruciform figurine which was found at the settlement of Lemba- *a male figure* of the *Middle Bronze Age* (it is a cognitive trap for the pupils) and *two notes*- *one* at the inside bottom of the box, under a piece of cloth and the other at the outside bottom.

The necklaces with the cruciform figurines are a present for each pupil. They put them on.

The pupils search for the hidden note in the box.



- The note carries the question: “*The houses of Lemba experimental settlement are replicants. What does this mean?*”
- **Work sheet 4 (for each group):** The members of each group discuss the question and write down their hypothesis. Announcement.
- The teacher asks: “Can you think a reason *why have the archaeologists made these replicants?*” (The pupils answer spontaneously and personalized.)



- The teacher gives the information that the archaeologists constructed the houses using the materials, tools and methods of the chalcolithic people.
- The pupils search at the outside bottom of the box and find the second note. It has the form of a note letter that the chief of the archaeologists addresses to the members of the expedition, before they start the construction of the replicants.
- The letter asks them to write down their queries concerning the building of the houses.
- The pupils undertake the role of the expedition members and make a catalogue of queries in their group.
- The group with the biggest number of written queries is the winner.

- ***The riddle:*** Each group tries to solve this riddle: “In the treasure box there is a figurine called “The lady of Lemba”. It represents the fertility goddess. Can you find it? And can you find the hidden message that is on the figurine.”

The message sets a new problematic situation to each group:

“You are the great chief of the settlement. You must announce to your people the activities/jobs they have to do daily or from time to time, so that the life rolls smoothly. Make a list of these activities/jobs.”

# The Lady of Lemba



- ***Puzzle assembling***: Each group takes a puzzle that presents scenes from the everyday life in a chalcolithic settlement. The members assemble it and compare its scenes with their activity list. They fill in their list the activities/jobs they have forgotten and suggest which others must be included in the puzzle, so it would be completed.
- ***Game “Find it, say it”***: A member of each group pulls out a card that describes a problem. The group must decide in one minute time which activity/job is not done properly in the settlement resulting to the appearance of the problem. (e.g. *the settlement smells decomposed corpses, there are no new pots, there is no bread etc*)

# The puzzle



- ***James Bond***: The pupils listen to the well-known music from the James Bond movies and they are asked to tell which hero it reminds them of. In order to confirm the rightness of their answer, a pupil turns a poster of a James Bond's film, which is hanged on the wall.

The teacher gives the pupils the following **scenario**:



*“James Bond has to confront a ruthless illicit antiquity dealer. He belongs to the mafia. This man always manages to escape the police. He is the number one public danger and an enemy of the civilization. He steals precious historical treasures from various countries and he sells them to rich people for big rewards. His gorillas are well armed and always ready to kill anyone who becomes an obstacle to their plans.*

*This time the gang targets the chalcolithic settlement of Lemba in Cyprus.*

*Their plan is satanic. They will use the time machine, that has recently been invented by a scientist for their account. This notorious man will go back in time to the chalcolithic era, specifically to the settlement of Lemba, he will mingle with its inhabitants and collect information about the precious figurine (idol) of the “Lady of Lemba”. He will then steal it and sell it abroad in the modern times.*


*His second goal, after he steals the figurine, is to kill all the inhabitants of Lemba and extinguish the settlement and its civilization, so that it will no longer be a part of Cyprus history.*

*Only James Bond can stop him. He has to follow him back in time, mingle with the inhabitants in their daily activities, discover the mafia man and destroy him. Everyone of you is James Bond, who will go to the settlement to protect it from its enemies”.*

- The pupils are almost ready for the visit to the archaeological site of Lemba. Under the surveillance and the guidance of the teacher, they make various simple weapons that the chalcolithic people used as: simple bows, arrows, spears and axes.







# **Phase 2:**

## **During the visit**

# Acquaintance with the chalcolithic settlement of Lemba –The whole visit is a role play

*(Every single child is James Bond, who has returned to the chalcolithic era with the time machine, searching for the mobster)*

## ***Educational Activities:***

- *Quick site exploration:* The pupils get in every house. They locate the two parts of the settlement (excavation and the houses-replicants). They are gathered at the Round House 1.

- **Game “The touch”**: The aim of the game is the acquaintance with Round House 1 through the senses of sight, touch and motion. The teacher says aloud a part of the house and the pupils look closely, locate and touch the specific part. The children who do not touch the correct part, loose. (The teacher asks for the central wooden columns, the windows, the wall with the hand paintings, the door, the threshold, the hearth, the door beam, a room divider etc.)

- ***Lighting the hearth:*** The pupils place some dry grass in the hearth.

**Question:** “*How did the chalcolithic people light the hearth?*” They give various answers. They take two pieces of flint, a type of stone that the primitive people rubbed together to produce fire. They try to produce sparks. Because this is time consuming, the teacher lights a fire in the hearth by using matches.

**Observation:** the fire burns out rapidly. They constantly supply the hearth with more and more dry grass and they conclude that the chalcolithic people must have been using thicker wood in the hearth after lighting the fire.

**Observation:** a lot of smoke and a heavy smell spreads in the house.

They propose probable ways that the people of the house used to get rid of the smoke and the smell.

**Conclusion:** the hole at the center of the roof, above the hearth, was constructed in order to let the smoke out.

- ***Burial of a dead baby:*** A **scenario** is given to the groups of the pupils.

*“The baby girl of a young couple in the settlement has died recently because of a sudden illness. All inhabitants take part in her burial, that is done at some distance OUTSIDE the settlement. You are the inhabitants. You have to make the arrangements for the burial. Firstly, choose the objects that, in your opinion, will be needed for the purpose”.*

A number of objects is situated in front of the groups ( a wide wooden board, a pot, a doll, a flower, the “Lady of Lemba” figurine, a necklace with small stones, plastic boxes, a glass bowl) (the traps are: the plastic boxes and the glass bowl).

Every group announce its choices of objects and explain the usage of each one.

Each pupil takes up a role ( a priest, two navvies <diggers>, two parents, four carriers of the board, relatives and friends) and they escort the dead baby on the wooden board to its grave, outside the settlement. The two diggers dig a pit and the parents burry the baby laying on its right side with the head touching the right hand. The mother puts the necklace in the pit and the father breaks the pot, by throwing it on the ground. The broken pieces of the pot are put in the grave, too. The pit is refilled with soil. On the top a relative puts a flower.



- ***Reaping & Gathering of cereals***: The pupils take sharp stones and they reap the dry grass that has grown outside the settlement. They put the supposed cereals in their baskets. Some of the children are given knives, painted in the colour of copper, to cut the grass.

**Conclusion:** It was a very tiring work.



- ***Milling the wheat:*** The children search and find the building that can be used for milling the wheat (Round House 2). In Round House 2 there are small stone bases with a hole for milling. The pupils enter the House in groups of three and each of the member mill a handful of wheat.

**Conclusion:** It was a very tiring work. Remaining in the House for too long is very hot.



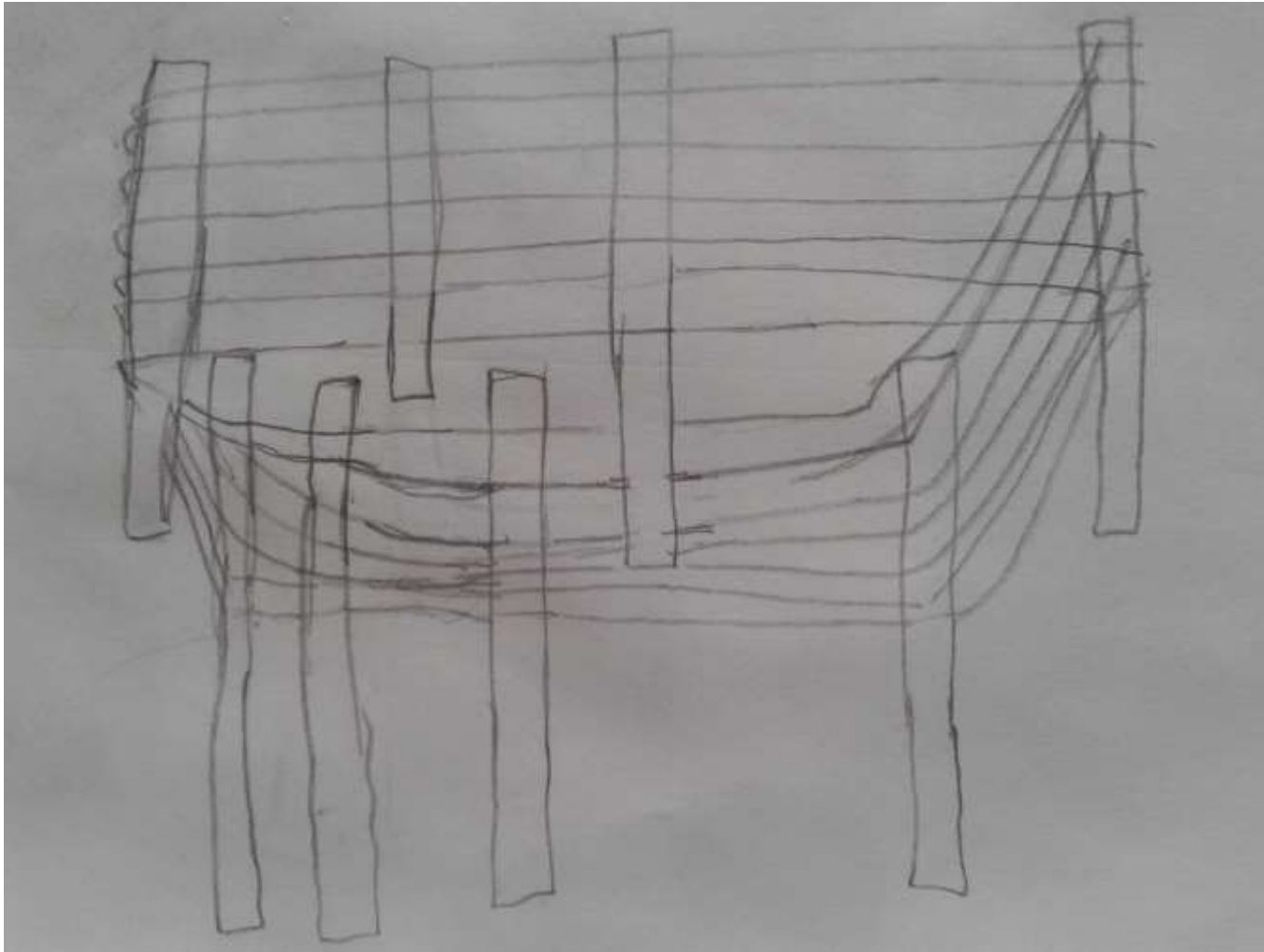
**The interior of Round House 2**

- ***Construction of a chicken coop:*** The pupils in groups search and find an appropriate point to make a chicken coop. They give various answers. *(The best location is outside the settlement so that the inhabitants don't have to breathe the bad smell of the chicken).*

In groups, they think about how they will construct it with the materials they have at their disposal (wooden sticks and rope). Various ideas are given and all together, as a whole they start to build the chicken coop.



# Drawing of the chicken coop



- *The settlement is under attack:*


**The scenario:** *“The inhabitants work peacefully in the settlement as always. Suddenly, one of them realizes that there are enemy boats in the sea. The women terrified, hide in the houses, while the men take their weapons (bows, axes, spears) and get ready to fight for their homes and families.”*

Every child takes a role and puts words to it.



- *Scotland's Yard message* – Who's the mobster: Every group takes a leaflet with an acrostic . By putting together the first letter of each word, they have the name of the mafia man (it's the name of a classmate)

**END OF VISIT!!!**



# **Phase 3:**

## **After the visit**

- **Competition:** Constructing chalcolithic houses in a maquette.

