

OUT-OF-SCHOOL LEARNING ENVIRONMENTS

ENGLISH ACTIVITY PLAN

Venue Name Kocaeli Atatürk Redif and Ethnography Museum

Venue Category Historical Sites

Grade Year 5

Course English

Theme Personal Life

Duration 40+40+40 Minutes

Interdisciplinary Relations

Social Studies, Visual Arts

Main Objectives

To enable students to permanently acquire target language structures related to basic body parts and physical features; clothes; daily routines and activities by observing by observing historical figures, paintings, traditional attire, and past lifestyles in a

Learning Outcomes

ENG.5.3.V1. Students can select and use the target vocabulary of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

ENG.5.3.G1. Students can select and use the target grammatical elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

ENG.5.3.W1. Students can get ready for the writing-expression process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

ENG.5.3.S3. Students can organise a new verbal content on “personal life with basic body parts and physical features; clothes; daily routines and activities” by speaking accurately, efficiently, and authentically.

LOWER SECONDARY SCHOOL

Key Concepts Body Parts, Clothes, Daily Routines, Physical Appearance.

Tools and Materials

Vocabulary word wall, historical character picture, realia (old photos/watch), Student Task Sheets, clipboards, pencils, tablets/cameras, "Who Is It?" templates, self-assessment form.

IMPLEMENTATION STAGES

Pre-Evaluation (In Class)

- The teacher displays a word wall featuring vocabulary related to physical appearance (height, weight, hair/eye colour), and clothing types (traditional, modern, casual). - To check readiness, the teacher hangs a picture of a well-known historical or fictional character on the board and asks: "What is he/she wearing?" and "What does he/she look like?" Students' current language levels and gaps are assessed based on their answers.

Establishing Links (Warm- Up)

The teacher brings an old family photograph, a pocket watch, or a traditional accessory to the classroom.

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The teacher asks: "Look at this object. How do you think this person's personal life and clothing style are different from yours?"

The teacher explains that they will visit a museum to investigate "human portraits, clothes, and lifestyles from the past." Museum safety rules and behavioral expectations are discussed.

Learning and Teaching Practices

Activity 1: The Museum Press Conference (40 Mins): Upon arrival at the Kocaeli Atatürk Redif and Ethnography Museum, students are split into pairs to act as "Historical Reporters" and "Museum Experts". Utilizing their observation skills, they find a specific historical figure or traditional clothing display. One student plays the reporter and interviews the expert using a structured Q&A template on their task sheet (e.g., Reporter: "What is he wearing today?" Expert: "He is wearing a traditional woolen coat and a silver belt." / Reporter: "What does she look like?" Expert: "She has long dark hair and a friendly face."). After 20 minutes, students switch roles so everyone practices both asking and answering target questions in context. Students use tablets/cameras to snap a photo of the figure they interviewed for their upcoming classroom game.

Activity 2: Time Travelers' Daily Routines (40

Mins): Working in pairs, students focus on an exhibit detailing past living quarters. Making contextual inferences, they write 3-4 simple sentences in the Simple Present Tense on their task sheets guessing the daily habits or routines of the people who lived there (e.g., "He wears a uniform every day," "She owns a beautiful silver necklace," "They drink coffee in the afternoon"). The teacher moves between pairs,

providing formative feedback on the spontaneous use of vocabulary and possessive adjectives.

Evaluation

The "Who Is It?" Museum Gallery Game: Back in the classroom, each pair creates an anonymous English "Identity Card" for the museum figure they analyzed using their task sheet notes. One pair displays the photo they took at the museum on the Smart Board (covering up the face/identifying signs) and reads their descriptive clues and daily routine sentences aloud. The rest of the class listens to the English clues and tries to guess which exhibit or historical figure is being presented. The teacher uses formative assessment to evaluate the correct oral and contextual usage of target grammar, adjectives, and vocabulary. Following the game, students are given the final 10 minutes to individually fill out Appendix-1: Self-Assessment Form to reflect on their linguistic performance, team collaboration during the interview, and digital task execution.

Reflection

The teacher holds a brief reflection session. Students share what they found most aesthetic or respectful during the trip. The teacher wraps up by highlighting how understanding past "personal lives" enriches our current cultural values, and the lesson is concluded.

Appendix-1: Self-Assessment Form

Name / Surname:

Class:

Please tick (X) the box that best describes your performance during the activity.

Activity Evaluation Criteria	Needs Improvement	Partially Achieved	Successfully Achieved
1. I successfully ask and answer questions about physical appearance and clothing during the "Museum Press Conference" interview.			
2. I use the Simple Present Tense accurately to write creative sentences guessing daily routines.			
3. I work collaboratively with my peer/classmate as an effective reporter / museum expert and completed our digital photo			
4. I listen carefully to my classmates' English clues and actively participated in guessing the figures during the gallery game.			
5. I can talk about historical museums, values, and routines observed at the Kocaeli Atatürk Redif and Ethnography Museum.			

The most exciting part of being a "Historical Reporter / Expert" or playing the gallery game is:

Appendix-2: Student Task Sheet (Museum Quest)

Student Names: _____ & _____

Part 1: The Museum Press Conference (Activity 1)

Find a historical figure or traditional clothing exhibit. Take turns playing the Reporter and the Museum Expert. Use the templates below to ask and answer questions aloud. Write down your final answers.

- **Question 1 (Appearance):**

- **Reporter asks:** What does he/she look like?
- **Expert answers:** He/She has _____ hair, _____ eyes, and looks very _____ (kind / friendly / serious).

- **Question 2 (Clothing):**

- **Reporter asks:** What is he/she wearing today?
- **Expert answers:** He/She is wearing a traditional _____, a beautiful _____, and _____ accessories.

Digital Mission: Use your tablet or camera to take a clear photo of this character for our classroom guessing game!

Part 2: Time Travelers' Daily Routines (Activity 2)

Look closely at an exhibit showing past living spaces (e.g. a traditional family room). Imagine their personal life back then. Write 3-4 creative sentences in the Simple Present Tense using clues from the room.

- **Example:** He wears a uniform every day.

1. _____
2. _____
3. _____