

WHAT IS THE WEATHER LIKE? (LEVEL 1)

Description	Understand the seasons, main changes in weather and how do we adapt to these changes
Leading Question	Can you understand how we all adapt to changing seasons?
Total Time Required	6 hours total over 6 days
Resources Required	Paper, pen, pencils, colors, different clothes, paper cup, marker, stuffed animal, blanket
Subjects	Science, Art and Design, Literacy, Social sciences
Learning Outcomes	By the end of this project, learners will be able to: <ul style="list-style-type: none"> • Compare between different seasons by discussing the similarities and differences. • Identify the current season and the characteristics associated with it. • Explore how animals adapt to season changes
Previous Learning	None
Self-guided/ Supervised activity	Medium

DAY 1

Today you will learn about the weather and the similarities and differences between seasons.

Time	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Share what you know about the different seasons, weather and how we adapt to them. • Different seasons bring different weather elements and we behave differently depending on the weather.
5 minutes	<ul style="list-style-type: none"> • Choose the 4 seasons that you know (Spring, Summer, Monsoon, Autumn, Winter, Harvest etc.)
10 minutes	<ul style="list-style-type: none"> • Discuss the seasons with your family members/teachers to identify characteristics of the season.

20 minutes	<ul style="list-style-type: none"> • Draw pictures of two of the chosen seasons and everything you know about the seasons that you experience: that includes i) what colors do you associate with that season? ii) the weather element e.g. sun, clouds etc., iii) What do we usually do in the season etc.? • Family members or teachers can look at criteria including: creativity of thinking and design, thoroughness in their planning and thinking, perseverance and grit in completing the task and overall engagement.
20 minutes	<ul style="list-style-type: none"> • Think about what the main differences are based on what you drew and write them down as a column. <p><i>TIP: If learners are not able to write, their parents can help them trace letters or write a few letters of each word.</i></p>

DAY 2

Today you will continue to learn about the similarities and differences in the four different seasons.

Time	Activity and Description
20 minutes	<ul style="list-style-type: none"> • Continue to draw pictures of the remaining two seasons and everything you know about the seasons that you experience: that includes i) the clothes they wear, ii) what colors do you associate with that season, iii) the weather element e.g. sun, clouds etc., iv) what do we usually do in the season etc.
15 minutes	<ul style="list-style-type: none"> • Begin to think about what the main differences are based on what you drew and write them down in columns. <p><i>Tip: If learners are not able to write, their parents can help them trace letters or write a few letters of each word</i></p> <ul style="list-style-type: none"> • Think about the different types of clothes that are worn in different seasons
10 minutes	<ul style="list-style-type: none"> • Can you feel the texture of the different types of clothes? Are they thicker or thinner? Support against the wind, rain, sun? Try putting on different clothes and see what you think. <p>Optional: Do you know what people in different parts of the world wear? Can you think about how that is different based on the kinds of weather?</p>
15 minutes	<ul style="list-style-type: none"> • Draw from your own imagination what you think the best clothes are for winter, rain and summer and explain why.

DAY 3

Today you will identify the season that you are in and the different characteristics of the season.

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Time	Activity and Description
15 minutes	<p><u>Hot and Cold activity:</u></p> <ul style="list-style-type: none"> Place something cold like a glass of water or ice outdoors or by the window in the sun. How long does it take to warm up? If it is the winter season, you can put a warm glass of water outside or by an open window, how long does it take to cool down? Why do you think this happens? Illustrate the steps of what you did and write how long it took to heat or cool the water. <p><i>Hint: Depending on how hot or cold the outside, the water will heat or cool down.</i></p>
15 minutes	<p><u>Sun Cycle:</u></p> <ul style="list-style-type: none"> How long can you see the sun in the day? Is the sun up when you wake up and what time in the evening does it set? Can you count how many hours the sun is up? Do you remember how much you can see the sun in other seasons? Write down what time the sun comes up and goes down and how many hours it is up
15 minutes	<p><u>Cloud or Clear Sky:</u></p> <ul style="list-style-type: none"> What can you see in the sky? Is the sky very blue when you can see many clouds during the day? What does this look like at night – can you see many stars and the moon clearly, or is it hidden? Draw the day and night sky with what they can see.
15 minutes	<p><u>Water Collection:</u></p> <ul style="list-style-type: none"> If it is a rainy season, take a paper cup and mark it with three different levels with a marker. Use a ruler / scale to measure 2 inches from the bottom and mark level 1, 4 inches to mark level 2 and 6 inches to mark level 3. If there is no scale / ruler available, you can use your fingers as a measure. You can mark the first level as two fingers width from the bottom, the second level as two fingers width from the first mark and the third level as two fingers width from the second level. Leave the marked cup at your window or collect rain to see how much rain falls in the season. You can then illustrate a glass with the level of water collected. You need to make sure that the cup is secured safely onto the ground so that it does not tip over. You can measure this over the course of a day or week, emptying the cup every time it is full.
15 minutes	<p><u>Wind:</u></p> <ul style="list-style-type: none"> Stand by the window or stand in their garden, does your hair blow? Can you notice which direction your hair blows in?

	<ul style="list-style-type: none"> ● Hold up a piece of paper or a blade of grass / leaf near the window or outside? Does it blow away and in which direction? ● Take small and light objects and try and see if that blows away; What are the objects that blow away? You can draw two columns – one with objects that blow away and one with those that do not to illustrate how strong the wind is and illustrate the direction with an arrow.
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DAY 4

Today you will observe what happens to leaves, plants, fruits and flowers in their current season.

Time	Activity and Description
25 minutes	<ul style="list-style-type: none"> ● Look outside the window and draw what the plants, trees and flowers look like in their current season. In seasons of a lot of sun and rain, the trees and plants look different from in the winter and summer – can you remember and illustrate what it would look like in a different season? ● Prompt: Are there many flowers? What colors are the leaves? Are most of the leaves on the trees or are they bare?
25 minutes	<ul style="list-style-type: none"> ● Think about the different fruits and vegetables that grow seasonally. ● Think about and illustrate the types of fruits and vegetables you eat in that season (ideally produce that grows locally). Mention your favorite fruits and vegetables too. Are these different and why do you think? <p><i>TIP: Different fruits and vegetables grow in different seasons because they all grow better with different levels of rain and sun</i></p>
10 minutes	<ul style="list-style-type: none"> ● Explore how to preserve leaves. Get a leaf or flower from the garden and see what happens to it. Place the leaf under a heavy object or in a thick book and press it and use the pressed leaves and flowers for a card

DAY 5

Today you will explore what animals and birds do when the seasons change.

Time	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Think about the types of animals and birds that live near their homes /cities / countries.

10 minutes	<ul style="list-style-type: none"> Think about what would keep animals warm or cold depending on the kind of seasons you experience. Is their skin or fur similar to the clothes you wear when it is cold or hot? Do they have thicker or warmer fur?
10 minutes	<ul style="list-style-type: none"> What do you do when it is warm? What do you think animals can do? Imagine they do not have fans, air-conditioning etc. – what else can you do if you are feeling really hot? Draw or write your ideas on what you think animals will do in the heat. <p><i>Hint: Stand next to a wind corridor, hide under some shade or go for a swim in a waterbody.</i></p>
20 minutes	<ul style="list-style-type: none"> What do you do in the cold? What do you think animals and birds can do? <p><i>Hint: Many animals go into hibernation (warm home for the entire winter season) and birds often fly to another warmer place</i></p> <ul style="list-style-type: none"> Can you make a warm home for a stuffed animal that they can live in for the entire winter season? What would you put in that home? (e.g. food, blanket, things to play with etc.)

DAY 6

Today you will share your observations on each different season with your family!

Time	Activity and Description
60 minutes	<ul style="list-style-type: none"> Compile your observations on each of the different seasons and make a report. Share with your family your findings and present your work. You can talk about: <ul style="list-style-type: none"> What do animals/birds do? What happens with plants and leaves and how does that affect us? What did our experiments teach us about wind, sun, rain and clouds? What kinds of clothes do we wear in each season and why?

Extension Activities	<ul style="list-style-type: none"> Learners can use thermometers and newspapers to draw their own weather strip.
Modifications for Simplification	<ul style="list-style-type: none"> Learners can choose to do the experiments to explore weather conditions that are most applicable to them and easy for them to complete based on the season.

ASSESSMENT CRITERIA

By the end of the project, most of the learners were able to:

- Compare between different seasons by discussing the similarities and differences.
- Identify the current season and the characteristics associated with it.
- Explore how animals adapt to season changes