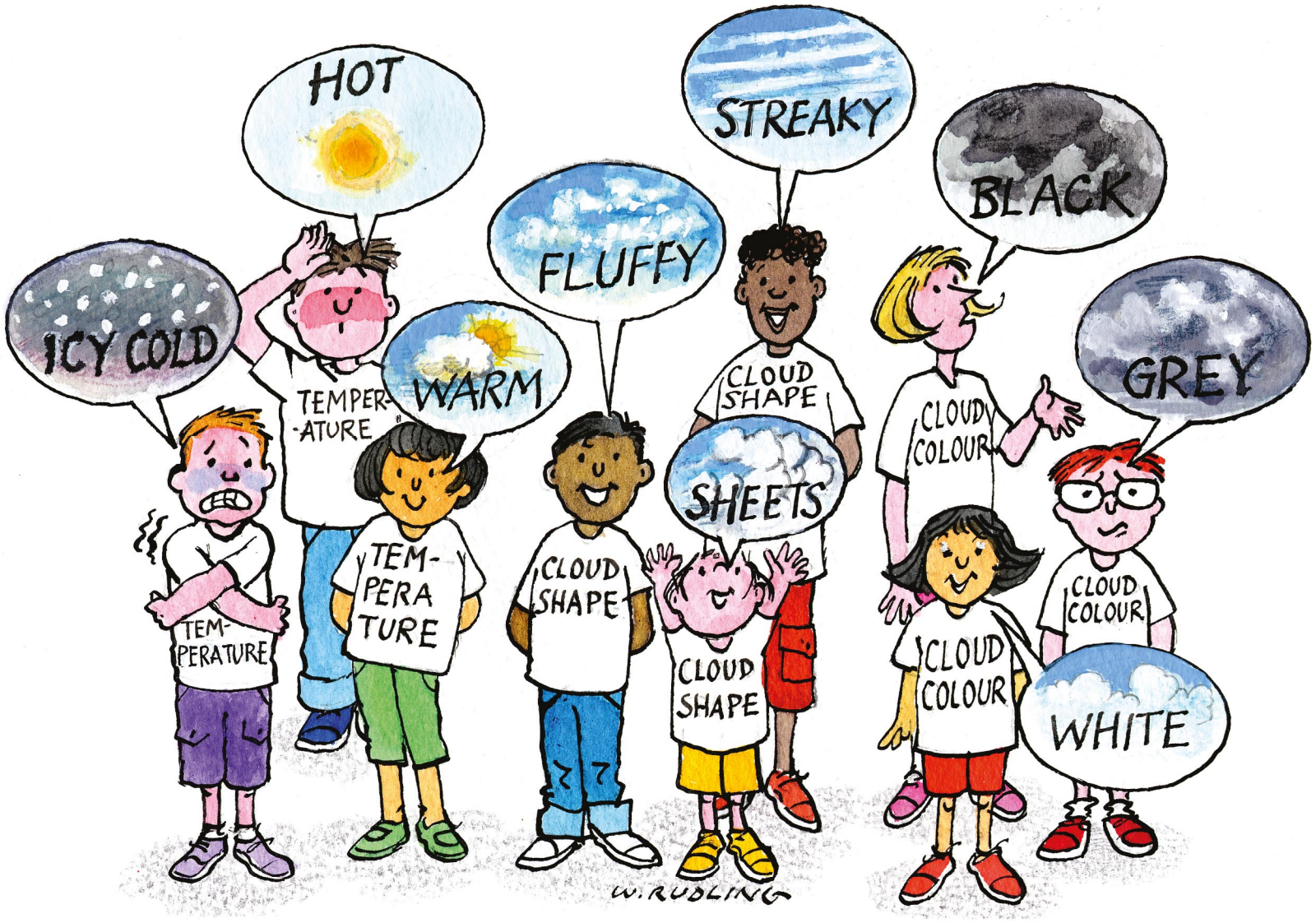
ENVIRONMENTAL LEARNING CARDS

Panel Ymgynghorwyr Addysg Awyr Agored — cyngor, cefnogaeth a monitro ymweliadau a dysgu yn yr awyr agored

Outdoor Education Advisers' Panel — advice, support & monitoring of visits & outdoor learning

EXPLORE & UNDERSTAND

WEATHER STUDY **EU11**



ACTIVITY

Objective and outcomes:

- To understand some of the variables that make up our weather
- To devise methods of recording these variables
- Make small-scale predictions about weather
- Basic mapping of weather variables

Outline:

- Ask young people to suggest a list of weather variables, e.g. cloud type, cloud amount, cloud height, type of rain (small drops or big drops), duration of rain, amount of rain, wind direction, wind strength, temperature and amount of sun.
- As a group, young people decide which variables they want to record
- Ask young people to come up with simple descriptive scales that they will use to record the weather, e.g.

  Wind (calm, light wind, strong wind, gale),
  Temperature (icy, cold, warm, hot, very hot),
  Cloud shape (fluffy, sheets, streaks),
  Cloud colour (white, grey, black),
  Humidity (dry, slightly damp, light rain, heavy rain, torrential) and
  Sun strength (no shadows, faint shadow, strong shadow)

- Each pair chooses a different location in the school grounds to make their recordings, see diagram 1
- They then compare their findings with those of another pair

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Diagram 1

LEADER'S NOTES

Preparation
- Obtain or prepare a map of school site
- Create descriptive scales (if necessary)
- Design recording sheet

Resources
- Map of school/centre grounds
- Blank paper for recording sheet, clipboard and pens

References
www.opalexplorenature.org/climatesurvey
www.metoffice.gov.uk/education/kids
www.theweatherclub.org.uk

REVIEW & EVALUATION

- Recordings are marked on the site map
- Discuss what stayed the same regardless of where the recordings were taken and what changed from site to site
- Attempt to predict what the weather would be like at locations where no readings were taken
- Visit those locations to check predictions

DIFFERENTIATION & PROGRESSION

- Provide descriptive scales instead of asking them to devise them
- Extend number of variables recorded
- Use of weather station equipment
- Use of weather mapping techniques such as isobars
- Keep diaries for a longer period of time and look for patterns over time, e.g. look at cloud, rain and wind patterns at intervals when a frontal system is passing over
- Keep diaries over a year and relate to seasonal differences in plant reactions and animal behaviour
- Use readings from young peoples' home locations and relate to other variables, e.g. altitude, aspect or urban/rural location
- Create weather symbols to put on the map
- Young people could summarise their findings as a weather forecast and be recorded
- Link to Literature and the Outdoors card AE6