

Geography Alive: Stage 1 Geography (Topic 1: Features of Places)

Lesson 1: Weather: An introduction		
<p>Content focus:</p> <p>In this lesson students focus on weather and how it impacts on the daily routine of people. In doing so, they learn to differentiate between weather and climate and reflect on the ways changes in weather impacts of the daily routine of the school and their weekend activities. We also draw the students' attention to the four seasons.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Resource Sheet 1: Weather and climate • Worksheet 1: Daily and weekend routines. • Worksheet 2: Four seasons
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • How does the weather affect our daily routine? • What are the four seasons? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • appreciates the difference between weather and climate • identifies some ways in which weather affects our daily routine • Names the four seasons in a sequence. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Ask students to describe the weather being experienced today. Ask them to state the ways the weather being experienced is typical of this time of year. What factors do they take into account when framing their response? Summarise the key points raised on a whiteboard. • Step 2: Using Resource Sheet 1, explain the difference between 'weather' and 'climate'. Note that weather is the state of the air around us (the atmosphere) at a particular point in time. Explain that climate is the weather expected at a particular place and time based on the historical record. For example, the average maximum and minimum temperature recorded over a period of time (usually 100 years). • Step 3: Group-based task using Worksheet 1. Ask groups of students to brainstorm the ways in which rainy weather affects their daily school routine. Have them write down the key points raised in their group's discussion on Worksheet 1. Have the students repeat the task for their weekend routine. • Step 4: Using Worksheet 2, ask students to identify and describe the four seasons using lines to link the cartoons with the name (Winter, Spring, Summer and Autumn). Focusing questions might include: How do the seasons influence on the cloths we wear and the sports and recreational activities we participate in?