

Climate Change 1

WHAT IS WEATHER?

Grades 1–3



LEARNING OBJECTIVES

At the end of the lesson students will...

- Describe different kinds of weather they experience
- Increase awareness of the daily conditions of the weather

LEARNING ASSESSMENT

- Discussions with students
- Drawings of the kinds of weather they experience every year

MATERIALS

- Paper and pencil
- Crayons, if available
- Chart in the Classroom to track the weather conditions each day

TIME

- One hour for the lesson
- 5–10 minutes per day after

PROCEDURE

01 Introduction

Discussion

- What kinds of weather are there? (i.e. sunny and hot, rainy and hot, cloudy but not rainy, windy, storms, etc.)

02 Knowledge Sharing

Elder Visit

- Invite an Elder into the classroom to discuss their perspective on the weather. Why do we need different kinds of weather? (Sunshine, rain, clouds, wind, etc.)
- Provide time for students to ask questions to the Elder

03 Student Activity

Individual Activity

- Draw three pictures of different kinds of weather
- Students share their pictures with the class and describe what they drew
- Put the pictures on the wall in groups (rain, sun, wind, etc.)

Classroom

- Have a weather chart at the front of the classroom – with 7 days on it
- Each day of the week – the teacher asks the students about what the weather is like today, and notes this on the chart

04 Conclusion

Every day talk about the weather briefly with the students and note this on the chart.



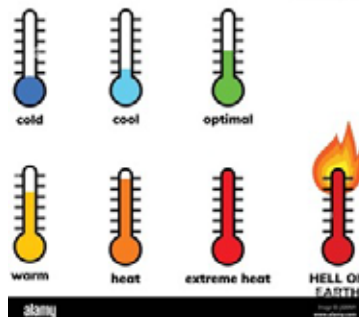
EXAMPLE OF A WEATHER CHART:

What is the weather like today? (in Miskito)							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Temperature							
Conditions							

CONDITIONS



Temperature ICONS



Climate Change 2

SEASONAL CHANGES

Grades 1–3

LEARNING OBJECTIVES

At the end of the lesson students will...

- Describe seasonal changes and interpret the effects of seasonal changes
- Describe how traditional activities by Indigenous peoples vary with the seasons
- Understand how activities cycle with the seasons

LEARNING ASSESSMENT

- Discussions with students
- Drawings of seasons and the activities associated with each season

MATERIALS

- Paper and pencil
- Crayons or coloured pencils

TIME

- About 2 hours

PROCEDURE

01 Introduction

Discussion

- What characterizes each of the seasons in my area?
- How do the sun and rain vary among seasons?
- How do local plants and animals adapt to the changing seasons?
- What activities, ceremonies, and special events are associated with each season?

02 Knowledge Sharing

Elder Visit

- Invite an Elder into the classroom to discuss their perspective on the seasons and what activities (i.e., planting, weeding, fishing, harvesting, fruit gathering, school cycles, celebrations) happen in each season. The Elder can describe what weather is like in each season. They can explain the activities done in each season and why

Provide time for students to ask questions to the Elder.



03 Student Activity

Partner Share

- What are the seasons and how is the weather different in each? What are the seasonal activities we do today. Are there differences in the seasons and the activities between now and when the Elder was young? What differences?

Individual Activity

- Draw two pictures: one of the Elder experiencing a season as a young person, and another picture of how you experience the same season now
- Age 5: draw pictures
- Age 6: draw pictures and write one sentence for each picture
- Age 7: draw pictures and write two sentences per picture
- Age 8: draw pictures and write a paragraph for each picture

Ideas of differences to draw: different activities, going to school, different celebrations.

04 Conclusion

Sharing Circle

- In small groups (3–4 students), have students explain their drawings to the others in the group