





Topic: Examining how weather affects our everyday lives

Analysing clothes and activities

Lesson concepts

-  Daily changes in our environment, including the weather, affect everyday life
-  Questions can obtain responses
-  Observations can be discussed and ideas can be represented
-  Observations and ideas can be shared

Learning alerts

Be aware of:

- students using generalisations instead of observations (for example, when it is sunny it is always warm or hot)
- students thinking that the materials available and the purposes of clothing are the same for all people.

Suggested next steps for learning

- Explain to students that generalisations are not always accurate (for example, cold weather can have sunny skies and rainy weather can have warm temperatures), using images to support explanations.
- Explain that clothing and the activities people engage in are affected by weather conditions and the availability of the materials used. It may be different for people living in different places.

Today students will:

- ▶ understand that the weather affects choices of clothes and activities.

Resources

Digital

Slideshow — How weather affects clothing choices in other places

Find and prepare

Sheet — Letter from Wilma 5 (placed in an envelope)

Sheet — What do you pack to go on holiday?

Sheet — Pictures for matching weather, clothes and activities (cut out)

Sheet — Help Wilma pack for her holiday

Key terms

weather

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

FT

Explore how weather affects the way people dress

Say to students

‘ In this Science lesson you are going to learn more about how the **weather** affects our lives, in particular what we wear and our activities. To begin with we have a letter from Wilma to read. ’



1. Open envelope containing **Sheet** — [Letter from Wilma 5](#) and read together.

Focus questions

Q: Look at the picture of Wilma in the rain and then the one of her in the desert. What do you notice about her clothes?

A: For example: They are different because the weather is different

Q: Why do you think we wear different clothes in different weather types?

A: For example: so we don't get too hot or cold

Q: In her letter, Wilma says she is hoping to go for a holiday to the snow. How do you think this will affect the clothes she packs for her holiday?

A: For example: She will need to pack clothes to keep her very warm, like gloves, coats and a beanie.

Say to students

‘ Packing to go on a holiday is a very good example of people making choices about clothing to suit different weather types. ’



2. Display **Sheet** — [What do you pack to go on holiday?](#)
 - a. Read and discuss the questions.

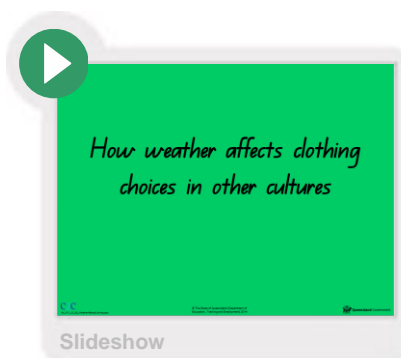
Say to students

‘ We are not the only ones to make choices about clothing because of weather. People all around the world make choices about clothing to suit the weather they live in.

We are now going to look at some photos to see if we can be ‘weather detectives’ and work out what type of weather these photos are showing by the clothes people are wearing. ’

3. Display **Slideshow** — [How weather affects clothing choices in other places](#).

This slideshow shows photos of people in other countries. It demonstrates how the weather where people live affects the clothes they wear.



Focus question

Q: What message was the slideshow explaining?

A: For example: Where people live on Earth means they can have different weather. The weather affects the clothes they wear.

INV

Explore how weather affects the activities people engage in

Say to students

‘ In the slideshow you may have also noticed that some of the activities people were doing would also be affected by the weather. For example, playing in the snow, splashing in the puddles and swimming in the ocean.

These activities are very much affected by the weather. Sometimes we choose what activities we will do because of the type of weather. I am going to name a type of weather and I want you to act out what activity or activities you are likely to do in this weather. ’

4. Name three weather types (for example windy, raining, sunny) and support students to role-play activities suited to this weather type.

Say to students

‘ Now I am going to show you some pictures of Wilma doing different activities. ’

5. Display three selected activity pictures cards cut from **Sheet** — [Pictures of clothes and activities](#).

Say to students

‘ Look at each picture and tell me what type of weather is best for this activity. ’

FT

Match weather symbols, clothes and activities

Say to students

Now you are going to play a matching game with these and other pictures. The aim is to match Wilma doing an activity with a suitable piece of clothing or an object. You can match more than two cards together if you wish.

6. Display all the picture cards cut from **Sheet — Pictures of clothes and activities**.
 - a. Spread the cards face up for students to view.
 - b. Show students how to play by choosing a picture of Wilma and then narrating your own thoughts out loud.

Say to students

I can see that Wilma is **playing tennis** and the weather looks **sunny**, so I am going to choose a **hat and skirt** because that suits this weather and activity. Now it's your turn.



- c. Ask students to match the cards, encouraging them to say their thoughts out loud.

Say to students

To finish this lesson we are going to send Wilma on another holiday. You are going to decide where Wilma will go and what she needs to pack.



7. Display **Sheet** — [Help Wilma pack for her holiday](#).

Say to students

Decide where Wilma is going to have her holiday. Draw or explain the **clothes** and the **weather** that match the type of holiday you would like Wilma to have. Draw or explain any extra things that Wilma would use on this type of holiday.