LITTLE CLIMATE EXPLORERS – MY WEATHER JOURNAL

Age Group: 60–72 Months
Total Duration: 80 Minutes (40 + 40)
Setting: School Garden (Outdoor Learning Environment)

AIM

To enable children to conduct scientific observations in an outdoor setting, collect simple data, make predictions, and recognize changes in nature.

FIELD SKILLS

SCIENCE	NATIVE LANGUAGE	MATHEMATICS
• Conducting scientific observation • Making predictions based on observation • Collecting data through senses	• Relating what they listen to with daily life • Expressing predictions verbally	• Classifying data • Creating simple tables

LESSON 1 (40 Minutes)

A. Morning Circle – Prediction Time (10 min)

Question:
"What is the weather like today? Is it the same as yesterday?"

Children:

- Choose a prediction card (sunny / cloudy / windy)
- Explain their prediction

B. Outdoor Scientific Observation (20 min)

In small groups, children observe:

- The sky
- Movement of leaves
- Shadows
- The feeling of wind

Teacher asks:

- “Why are the leaves moving?”
- “What would happen if there was no sun?”

Children use their senses:

- Sight
- Touch
- Hearing

C. First Data Recording (10 min)

A simple chart is prepared on the board:

Sun Cloud Wind Cold Warm

Children mark their observations.

LESSON 2 (40 Minutes)

D. From Observation to Prediction (10 min)

Question: **“What might the weather be like tomorrow?”**

Children:

- Make predictions based on prior knowledge
- Provide simple reasoning

E. Creating the Weather Journal (15 min)

Each child:

- Draws the weather condition
- Pastes a weather symbol
- Uses colour coding

Enrichment:

- A weekly weather graph is initiated.

F. Cause–Effect Discussion (10 min)

Questions:

- “What happens to plants if it doesn’t rain?”
- “What happens if there is too much wind?”

G. Reflection (5 min)

Children:

- Share what they learned
- Express how learning in the garden differs from learning in the classroom

DIFFERENTIATION

Support:

- Large visual cards
- Single-step instructions
- Physical guidance when needed

Enrichment:

- Weekly weather graph
- Simple thermometer reading

FAMILY INVOLVEMENT

Home task:
"Observe the sky together with your family in the evening and talk about the weather."

A short observation form is sent to families.

EVIDENCE OF LEARNING

- Weather journal drawings
- Teacher anecdotal records
- Photographs
- Observation notes on verbal expression

SUSTAINABILITY BEHAVIOURAL CONNECTION

This activity goes beyond awareness and integrates concrete sustainable behaviour practices.

Climate Action Corner

After the observation phase, children are guided with the following questions:

- "If rainfall decreases, how can we save water?"
- "How can we protect the plants in our garden?"
- "How can wind be useful for us?"

Concrete Behavioural Actions

- A weekly “Water Saving Monitor” is assigned in the classroom
- A simple rainwater collection container is placed outdoors
- A weekly “I Turned Off the Tap” tracking chart is created

Mini Sustainability Pledge

Children collectively create short commitment statements:

- “I will not waste water.”
- “I will protect nature.”

The pledge is displayed in the classroom and documented with photos.

Through this extension, the activity now includes:

- Climate awareness
- Climate action
- Sustainable behaviour development

INCLUSION – SPECIFIC ADAPTATIONS

For Children with Sensory Sensitivities

- A quiet observation area away from noise
- Option to observe wind visually instead of tactile contact
- Alternative soft-texture natural materials

For Children with Limited Mobility

- Seated observation station
- Sky observation using a handheld mirror
- Responsibility for marking data on the observation chart

For Children with Language Support Needs

- Weather symbol cards
- One-word responses accepted
- Yes/No response cards

For Advanced Learners (Enrichment)

- Weekly comparison of weather changes
- Simple thermometer tracking
- Cause–effect inquiry questions