

Pictou County Forest School - Grade 1 Lesson Plans
Earth and Space Science: Daily and Seasonal Change

Activity: How do we keep warm? (suggested time 60 - 90 minutes)

Overall Curriculum Outcome: Learners will analyse daily and seasonal change in the environment

Specific Curriculum connections:

- *Effect of Weather on living things*
 - *How does weather affect living things?*
 - *How does animal behaviour change in different weather?*
- *Effect of seasons on the environment and living things*
 - *How do animals and plants change their behaviours or appearance for different seasons?*
 - *How do the activities I do change with the seasons?*
- *Weather and seasonal preparedness*
 - *How can I prepare to stay safe in various seasons?*

Materials:

- Various styles of home insulation: foam board, pink batting, wool, straw bale
- Various styles of clothing used for staying warm in the winter
- Various found natural items (leaves, feathers, moss)

Intro/Activation:

Ask students the question: How do *people* keep warm when it's cold outside?

- Possible answers: dress in warm clothes, exercise, stay inside, wear layers etc.

Ask students the question: How do *animals* keep warm when it's cold outside?

- Possible answers: grow thicker coats/fur, hibernate, stay in sheltered places, blubber etc.

Focus on the similarities between animals/humans (bulking up our outer protection, shelter, staying inside) and eventually leading students to the idea of insulation. What is it? How does it work? Where do we see it?

Tell the students that today we will be investigating how weather affects living things and how we/animals can prepare for these daily and seasonal weather changes.

Instructions/Activities:

Since animals have to use natural materials, have a quick brainstorm about what these could be:

- Nests and cavities: feathers, sticks, grasses, leaves, moss,
 - dens/burrows: using the stable temperature of the Earth as an insulative feature
1. Students scavenge the area around base camp looking for insulative materials.
 - Come back to circle for a show and share
 - How would these features work together to make, for example, a squirrel nest?
 2. Nature walk looking for animal homes and/or potential animal homes.

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- Either walk along trail (e.g., to hammock village) searching for animal homes, OR take students to a location rich with a diverse array of potential animal homes (burrows, dead standing trees for cavity nesters, blown over trees etc).
- Send students off in groups looking for animal home sites followed by a gallery walk where students can show off their animal home site (e.g., "We thought this blown over tree would give good protection for a hare").

3. Build a shelter: two options

<p>Have students apply their knowledge of seasonal preparedness to create their own survival shelter using natural materials/tarps/rope followed by a gallery walk for further discussion and sharing.</p>	<p>Assign different groups a particular animal (e.g., snowshoe hare, chickadee, fox) and have students find/build a suitable shelter followed by a gallery walk for further discussion and sharing.</p>
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