



Hands-on **STAR**net

Tested & Approved STEM Activities

FASTEST DRESSER

Activity Guide



Science-Technology Activities &
Resources For Libraries

A product of the Science-Technology Activities and Resources for Libraries (*STAR_Net*) program.
Visit our website at www.starnetlibraries.org for more information on our educational programs.
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FASTEST DRESSER

Overview

Children race the clock to prepare for a given day's weather! Using an almanac, a facilitator announces a type of weather that occurred in the area in the past. The children quickly dress in the clothing (such as "dress-up" clothes) and gear appropriate for that type of weather. This fast-paced game emphasizes that the daily routine of getting dressed is related to ever-changing weather outdoors.

Activity Time

15 minutes

Intended Audience

Families or other mixed-age groups, including children as young as 4 years old *with assistance from an older child, teen, or adult*

School-aged children ages 5-7

Type of Program

- Facilitated hands-on experience
- Station, presented in combination with related activities
- Passive program
- Demonstration by facilitator

What's the Point?

- Weather on Earth is always changing, and we prepare for it on a daily basis by getting dressed.
- We observe changes in weather by keeping records of temperature and precipitation, which can be accessed in an almanac.
- A given location usually has certain kinds of weather in each season.

Facility Needs

- An indoor or outdoor space where the children can move around quickly and safely

Materials

For the Facilitator

- 1 almanac (or access to online historical weather data) for the nearest city
- Optional: a current five-day weather forecast for the nearest city, accessed online or in a newspaper
- 1 stopwatch
- Brief Facilitation Outline* (below)

For Each Group of 10-15 Children

- 4 sets of each of the following types of clothing and gear (clean “barely used” large items or “dress-up” clothes may be used):
 - Hot weather gear: Crocs™, sandals, flip-flops; swim clothes; Hawaiian grass skirts; t-shirts; shorts; wide-brimmed hats; sunglasses
 - Wet weather gear: galoshes; rain hats; umbrellas
 - Cold/snow weather gear: mittens or gloves; snow boots; earmuffs, snow hats; ski masks; snow suits

Supporting Media

Books

Weather

Mike Goldsmith, Kingfisher, 2014, ISBN: 978-0753471326

Readers lift flaps to discover the answers to weather-related questions. Appropriate for ages 3-6.

Looking at Weather and Seasons: How Do They Change?

Angela Royston, Enslow Publishers, Inc., 2008, ISBN: 0766030938

Royston answers questions such as “Where does rain come from?” in this well-illustrated book for children ages 4-8.

Handouts

Weather Diary

www.naturedetectives.org.uk/download/weather_diary.htm

The large grid layout and images on this simple weather journal may appeal to ages five to eight. Show the children how to note the wind’s direction in their journals.

Daily Forecast Flyer

www.wunderground.com/printer/cityforecast.asp

Customize a flyer of the weather forecast at your location and print it out. Children will appreciate the easy-to-understand graphics, and adults will find a wealth of local, regional, and global information on this single page.

Preparation

Six months before the activity

- Prepare and distribute publicity materials for programs based on this activity. If possible, build on the children's knowledge by offering multiple science, technology, engineering, art, and mathematics (STEAM) programs. See the STAR_Net resources listed at <http://community.starnetlibraries.org/resources> for ideas.
- Plan how to adapt the activity based on the children’s ages and physical abilities.

The day before the activity

- Set out the materials. Arrange the clothing and gear (perhaps in the center of the area or spread out along one or more walls); ensure that all 10 to 15 children will have room to access them at once.

Activity

1. Share ideas and knowledge.

- Introduce yourself and the library. Help the children learn each other's names (if they don't already).
- Frame the activity with the main message: Weather on Earth is always changing, and we prepare for it on a daily basis by getting dressed.
- Invite the children to talk about what they already know about weather, what they've experienced at home and how it influences their daily lives. Use open-ended questions and invite the children to talk with you and each other.

Young children have built an understanding of weather through direct experiences with wind, clouds, rain and snow, and heat and cold. Use discussion to help them start to think about these prior experiences and build new understandings about the tools that scientists use to understand wind (and more broadly, changes in weather). Some conversation-starters are:

- What is today's weather like?
- What would be the opposite type of weather? What other kinds of weather are there?
- How does the weather affect what you do every day?
- Do you think that today's weather "normal" for this season?
- What do you think the weather will be like tomorrow and why?
- What kinds of weather instruments have you seen at your home or in the community? Does your family have a wind vane or wind chime at home? A thermometer? A rain gauge?

2. Race to dress for the "weather"! Read a random selection from the almanac and announce a type of weather that the area experienced at some time in the past. Challenge the children to select from a variety of clothing and accessory options and dress themselves appropriately. The quickest dresser wins! After each race, have the children discuss when they usually dress that way (e.g. during a certain month or season). Repeat the process several times (at least once for each type of weather gear: hot, wet, cold/snow).

3. Optional: Race to dress for the forecasted weather! Read a selection from the current weather forecast and invite the children to race again. Specifically call out any major changes that are predicted, such as warm fronts, cold fronts, or storms. After each race, have the children discuss how they might dress differently in the coming months, as the seasons change.

- 4. Conclude.** While some of us may be very quick at getting dressed for the day, we all have to consider the day's weather when choosing our clothes. Our community usually has certain kinds of weather in each season, and weather records, like those found in almanacs, show what the weather has been like in the past.

Correlation to Standards

National Science Education Standards

Grades K–4

Life Science - Content Standard C

Organisms and Their Environments

- Humans depend on their natural and constructed environments.

Earth and Space Science - Content Standard D

Changes in the Earth and Sky

- Weather changes from day to day and over the seasons.

National Standards for Social Studies

Early Grades

III. People, Places, and Environments

School Applications

- Have learners reflect upon elements in their environment and how we use and think about the physical and built environment. Stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

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Brief Facilitation Outline

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