

LESSON

1

weather safety

Objectives

Learners will . . .

- create safety rules for various types of weather
- recognize how a weather report can help them plan for safety
- explain how weather affects their personal safety

Materials

- Picture of a weather map from a local newspaper
- Computer with Internet access (optional)
- Poster board
- Markers or crayons

Vocabulary

- **Weather**—the state of the air such as rain, wind, temperature, etc.
- **Meteorologist**—someone who studies the weather
- **Forecast**—to predict or tell about something before it happens

RECAP

Tell students today they are starting a new unit on safety.

KEY MESSAGE

Write on board and tell students:

Take precautions to stay safe in different kinds of weather.

INTRODUCTION

Ask the students if they watch the news and if they have ever seen or heard a weather report. Ask them to relate some of the types of information they heard the meteorologist's report (temperature, wind, rain). Ask students why they think they are given the facts about the weather several times a day on television, the radio, the Internet and in the newspaper.

Show the class a picture of the weather map from your local paper. If possible, go online to www.weatherchannel.com and enter your city and state. Review the weather details presented and the forecast for the next several days.

ACTIVITIES



ONE

Ask the students to recall a weather event or a time when they were scared of the weather (lightening, thunder, hurricane, hail, large waves, tornado). Tell students it is important for them to know what to do in different weather situations in order to stay safe. For example, if the weather is going to be very hot and they plan to play in a baseball game during the day, they should make sure to drink plenty of fluids, wear sun block, etc. Explain to students that you will read to them several weather scenarios and they will have to brainstorm how to stay safe in each situation. Ask for student volunteers to respond to each scenario.

- Aaron is fishing in a boat with his uncle and the wind begins to blow stronger and the waves get larger.
- Mikayla and her friend Jim are at a swimming pool when it starts to thunder, but the sun is also shining.
- Alex is going to the beach and it is supposed to be hot and sunny all day.
- Although the weather is nice when Mary Beth leaves for school, the temperature is expected to drop 20 degrees by the afternoon.
- For several days Alice hears about a powerful hurricane heading toward her city.



TWO—LANGUAGE ARTS & VISUAL ARTS



Divide students into small groups to create a weather safety poster. Assign each group a type of weather such as heat, thunderstorm, snow, fog, cold, tornado, hurricane, etc. Give each group a piece of poster board. Have groups write their assigned types of weather at the top of their poster boards. Then, have each group create two columns on their poster—Risks and Rules. Ask students to brainstorm and list safety risks associated with each weather type. Then have the groups create a weather safety rule to address each risk. If time permits, groups can also illustrate/decorate their posters. Ask each group to present their weather safety poster to the class and post around the school building.

WRAP UP

1. Why is it important to know the weather forecast?
2. Where can you find the weather forecast for where you live?
3. What is one way to protect yourself if the weather is cold?
Hot? Stormy?



LESSON BOOSTER

Materials: Paper/pencil

Divide students into small groups. Have each group pick a different weather situation (heat, cold, thunderstorms, snow) and make a list of fun things they can do safely in their selected weather conditions. Afterward, ask groups to share their lists with the class. Remind students that sometimes we need to change our plans to stay safe based on weather conditions.