



# Our community collage 5: weather



Lesson five of six lessons:

- Our community collage 1: introduction
- Our community collage 2: animals
- Our community collage 3: food
- Our community collage 4: plants
- **Our community collage 5: weather**
- Our community collage 6: our languages

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓ ✓	✓		

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓	✓				✓	✓	

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓			✓

## TOPIC INFORMATION

### PURPOSE

To provide an opportunity for students to discuss and learn more about the weather in their local area and present this in a collage showing 'our community'.

### STUDENT OUTCOMES

Students:

- brainstorm as a group what kind of weather they have in their community, and what different seasons they have;
- discuss Aboriginal names for seasons and weather as well as Standard Australian English names for the weather; and
- create pictures of the different types of weather to use in their collage.

### Early Childhood: Science/Earth and Beyond

*Sustainability of Life and Wise Resource Use*

Places where animals and plants live, weather in the local environment.

### *Earth Forces and Materials*

Students explore major features of the local environment.

Relationship between the Earth, our Solar System and the Universe

processes that affect life on Earth – differences in the seasons (eg temperature, rain, appearance of the sky)





### Early Childhood: English/Listening and Speaking

#### Contextual Understandings

Discussions, conversations and presentations provide opportunities to listen to others, exchange information and comment appropriately.

Speakers provide some key information or ideas in discussions and presentations on a familiar topic.

#### Processes and Strategies

Strategies for cooperative learning include asking and responding to questions and making group decisions.

### Early Childhood: The Arts/Visual Arts/Arts Understanding

#### Contexts of Visual Arts: Historical and Cultural Contexts

Skills learnt in visual arts can be used in a range of creative ways.

### Early Childhood: The Arts/Visual Arts/Arts Practice

#### Creating Visual Arts: Exploring Ideas

In visual art practice, it is conventional to plan an idea for a visual arts work.

Students discover ways to express their responses to real experiences.

#### Creating Visual arts: Conventions and Technologies

Use selected traditional or available new technologies to make visual arts works.

#### Creating Visual Arts: Visual Arts Forms: Collage

Experiment with a wide range of natural and processed materials using water-based glues to create a collage.

## KEY BACKGROUND POINTS

This activity will give students an opportunity to broaden their knowledge of their community and learn more about different areas important to their community. In this lesson students will increase their semantic knowledge of weather and seasons in their community. They will also have an opportunity to create artwork based on these seasons and present it as part of a collage for 'our community'. Check with the AIEO or Aboriginal community member that topics in the activities are appropriate and are able to be discussed by all children in the class.

Please note the following APAC lessons also address the topic, 'Seasons', in the context of their areas and language groups: Lessons: 48, 49, 50, 63, 115, 116.

## CULTURAL & PROTOCOL CONSIDERATIONS

Always work with an AIEO or Aboriginal community members to ensure the activity is appropriate and contains local information. This activity also provides a good opportunity to invite an Aboriginal community member or parents into the class to discuss the seasons and weather and the Aboriginal names for these.

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
website	Australian Government- Bureau of meteorology	<i>Indigenous weather knowledge</i>	<a href="http://www.bom.gov.au/iwk/">http://www.bom.gov.au/iwk/</a>

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- large pieces of paper for collage
- wall/pin-up board to display collage as it is being made
- resources to make collage (Choose which materials you wish to use with the class. Some suggestions include paints, recycled materials, fabric, wool, ribbon, pencils, sand, cotton wool, glitter, feathers, matchsticks, and glue. PVA glue may be required to stick some materials.)
- pieces of paper for each child to make their weather picture on (you may want to make these smaller than A4 to ensure all pictures fit onto the collage).





## LESSON STEPS

### Preparation

- **Plan** your lessons in consultation with your AIEO, Aboriginal staff members, and/or the Aboriginal Education team at the DEO. They can help you with information and resources, for example, the number of seasons traditional Aboriginal people in your area had.
- **Ask** your AIEO and/or Aboriginal staff members or community members to participate in your lessons and to supply the local Aboriginal words for the seasons and weather.
- **Get** your materials for the collage organised and ready to distribute between students.
- **Organise** wall/pin-up space

### Implementation

#### Whole class

- **Revise** briefly with the class what they previously learnt about a collage (from Our community collage 1: introduction), and what topics they have covered so far.
- **Explain** to the class that they are going to work on a new topic for their collage: weather and seasons of their community.
- **Brainstorm** – What is the weather usually like most of the year? What different seasons are there? Does it get cold? Does it get hot? How much rain is there and when does it rain? Does it get stormy? What are the Aboriginal/Creole names for the seasons? How many seasons did they have?
- **Make** a list of the types of weather and seasons on the board.
- **Ask** students to decide on those to include in their collage. You may need to take a class vote for some of these!
- **Brainstorm** – What materials could they use to create pictures of the weather and seasons on their collage? Some ideas are: glitter for rain, cellophane for sun, cotton wool for clouds (you could dye this grey for rain clouds). Encourage students to think of their own ideas for their artwork.

#### Working individually, in pairs or in small groups

- **Ask** each child to choose a season or type of weather to make for their collage. You may put students in small groups to work together.
- **Give** each group/student a (small) piece of paper to make their picture on.
- **Distribute** materials to students and encourage them to share with each other to complete their weather pictures.

#### Whole class

On completion of their weather pictures, bring the class back together.

- **Allow** each child to show their completed weather picture to the class, to describe how they made it and what materials they used.
- **Ask** students to stick their pictures onto the collage (teacher's help may be required for this).

When all the weather pictures are glued onto the collage, and the glue has dried, write labels on each of the pictures. Write Standard Australian English labels in blue and Aboriginal Language or Creole labels in red. Older students may wish to write a short paragraph about the weather or season to put next to their picture.

## ASSESSMENT

**Observe** level of participation and attentiveness.

**Observe** student's ability to generate ideas and be involved in class discussion.

**Observe** student's ability to complete plant picture.

**Observe** student's ability to talk about their artwork to the class.

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