School-Age Fun

Windy Weather Unit

Gee Whiz™ Education

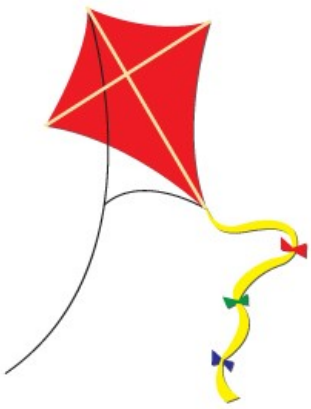
School-Age Fun Booklet

The experiences included in this booklet are designed for children in the KG to 3rd grade age group. These activities are not just fun, they are educational as well. Be sure to adapt and modify for your individual children as needed.

Below you will see a box that contains the developmental areas the experiences included in this booklet address and the associated picture codes. When you read the activity plans, just look for these codes. They will tell you what developmental areas you are addressing as you do each experience. This makes documentation super easy and enables you to make sure you are addressing all developmental areas for all developmental levels on a consistent basis. Please see our User's Guide for more information on the 10 developmental areas and the 40 Gee Whiz Learning Indicators.

Following this page, you will find hands-on experiences for your school-age/afterschool children. Items in red may need a little more time to prep or gather. We hope you find them super easy to follow and a lot of fun! Please, feel free to reach out to us at customerservice@geewhizeducation.com if you have any questions.

Gee Whiz Developmental Areas & Learning Indicators
Language Development (LD1, LD2, LD3, LD4)
Literacy Knowledge (LK1, LK2, LK3, LK4, LK5)
Math Knowledge (MK1, MK2, MK3, MK4, MK5, MK6)
Science Knowledge (SK1, SK2, SK3)
Approaches to Learning (AL1, AL2, AL3)
Logic & Reasoning (LR1, LR2)
Social Studies Knowledge (SS1, SS2, SS3, SS4)
and Creative Arts & Music (CA1, CA2, CA3, CA4)
Social & Emotional Development (SE1, SE2, SE3, SE4)
Physical Development & Health (PD1, PD2, PD3, PD4, PD5)



This symbol indicates the experience addresses character education.

Get Moving!

This symbol indicates the experience helps children build gross motor skills.

This symbol indicates the experience can, or should, be done outdoors.

Windy Weather Unit

Focus: Learning about Wind

Exploring Wind Chill

(Developmental Areas: 💬 ☺ ♥ ❶ 📚 ? 🚶 ✋)

Materials:

☐ **Cellphone with weather app or access to a computer or tablet**

- School-age children are probably very familiar with what wind is but they may not be familiar with what a "wind chill" means. Today, they will learn to use technology to explore wind chill. Even if you live in a warmer climate, you can still look at how the wind might affect the "feels like" temperature. In addition, the children will use technology to explore wind chill in other parts of the world.
- Position yourself near a door or window OR (if possible), head outside. Open the door or window just enough so the children can put their hands outside OR just head outdoors. Invite the children to describe the weather today. Is there a wind? How do the children think the wind affects how the temperature feels? Does it make them feel warmer or cooler? After the children have plenty of time to share their ideas, introduce the concept of wind chill.
- Open your favorite weather app on your phone OR a weather website (like weather.gov or weather.com) and have the children help you read the temperature. Then, scroll down to see if you can find either the wind chill reading or something that might say, "Feels Like." Have the children compare the actual temperature to the "feels like" temperature or wind chill. Are they the same? Different? Why? Use this discussion to explore the concept of wind chill.
- Next, have the children suggest other cities to explore. They can help type the name of these cities in your weather app or the weather website you chose to use. Again, have them compare the actual temperature to the wind chill or the "feels like" temperature. What do the children discover as they compare/contrast cities?
- **EXTENSION:** Have the children record the actual temperatures and wind chill temps (or "real feel" temps) over the course of a week. They can then use this data to create a graph.

Questions to Spur Thinking

- *How do you think wind affects how the temperature feels on our bodies?*
- *Why do you think the wind chill makes the temperature feel colder?*
- *If the wind chill was very, very cold, how do you think you would protect your body from the cold?*

Questions to Spur Thinking

- *How do you think wind could be dangerous?*
- *Why do you think knowing what to do in a tornado or severe thunderstorm is important?*
- *How do you plan to help your family practice preparing for severe weather?*

Dangerous Winds

(Developmental Areas: 💬 ♥ ? 🚶 🌎 🎨 ☺ ✋)

Materials:

☐ None needed

- There is no doubt about it … wind can be dangerous! Today, you will help the children learn more about how they can stay safe from wind. This includes safety as it relates to thunderstorms, tornadoes, hurricanes and even winter storms. You will want to adjust this experience to reflect the dangers in your area. For instance, if you live in an area where tornadoes may occur, you will want to research and teach the children how to participate in a tornado drill. If you live in an area that often has severe thunderstorms, you will want to teach the children what to do, and not do, when one occurs.
- There are many different ways wind can be dangerous. Depending on where you live, start up a conversation about how the children think wind might be dangerous in your area. Even if you do not live in an area where there are tornadoes or severe thunderstorms, any strong wind can knock down trees or cause large branches to fall. Adjust your discussion to address the dangers that might occur in your area.
- After exploring the dangers, practice any drills specific to different types of wind (e.g., tornadoes, severe thunderstorms, etc.). Base the drills you practice with the children specific to your area.
- **EXTENSION:** Invite the children to teach their families how to do the drills you teach them! They can record a video of their family doing the drill and then have their parents/guardians share the video with you. Then, you can watch and discuss all the videos with the children.

Windy Weather Unit

Focus: How Does Wind Affect Our World?

Wind Erosion

(Developmental Areas:)

Materials:

- ☐ Access to a computer or tablet
- ☐ Untreated soil/dirt + water

- Today, the children will learn about the affect wind can have on our environment. Erosion is often caused by wind (and rain). You will use the internet as a source of information. In the process, the children will practice typing as they choose search terms. They will also learn to evaluate the validity of internet information as the seek out the answers to questions they have. Then, as a hands-on part of this experience, they will create a mud sculpture and then watch it over time to see how weather (wind and rain) affects it.

- Start by asking interested questions how they believe wind affects mountains, beaches, deserts, etc. After the children share their ideas, pull up a short video for the children to watch … such as this one: https://www.youtube.com/watch?v=-43_HBy9huc. When the video ends, ask plenty of open-ended questions to see what the children learned, what they want to learn and to answer any additional questions they have.

- Next, have the children use your favorite search engine to gather even more information about wind erosion. The children can help type the search terms into the box and then you can help them learn how to evaluate which results would probably have the most valid information.

- After learning more about wind erosion, have the children participate in a hands-on experience. They can mix untreated soil/dirt with water to create mud, They can then form and shape their mud as desired and put it in the sun to dry. Have the children predict what affect they think wind (and rain) will have on their creations.

- **EXTENSION:** Have the children keep checking on their mud creations and encourage them to describe the affects wind, and rain, have on their creations over time.

Questions to Spur Thinking

- *How do you think wind causes erosion?*
- *What types of soil/geologic formations do you think are most affected by wind erosion? They do you think that?*
- *Tell me about your mud creation.*
- *How do you think wind and rain will affect your mud creation?*

Questions to Spur Thinking

- *What do you think people should do to prevent forest fires?*
- *Why do you think high winds make forest fires worse?*
- *Tell me about your "Prevent Forest Fires" poster.*

You CAN Prevent Forest Fires

(Developmental Areas:)

Materials:

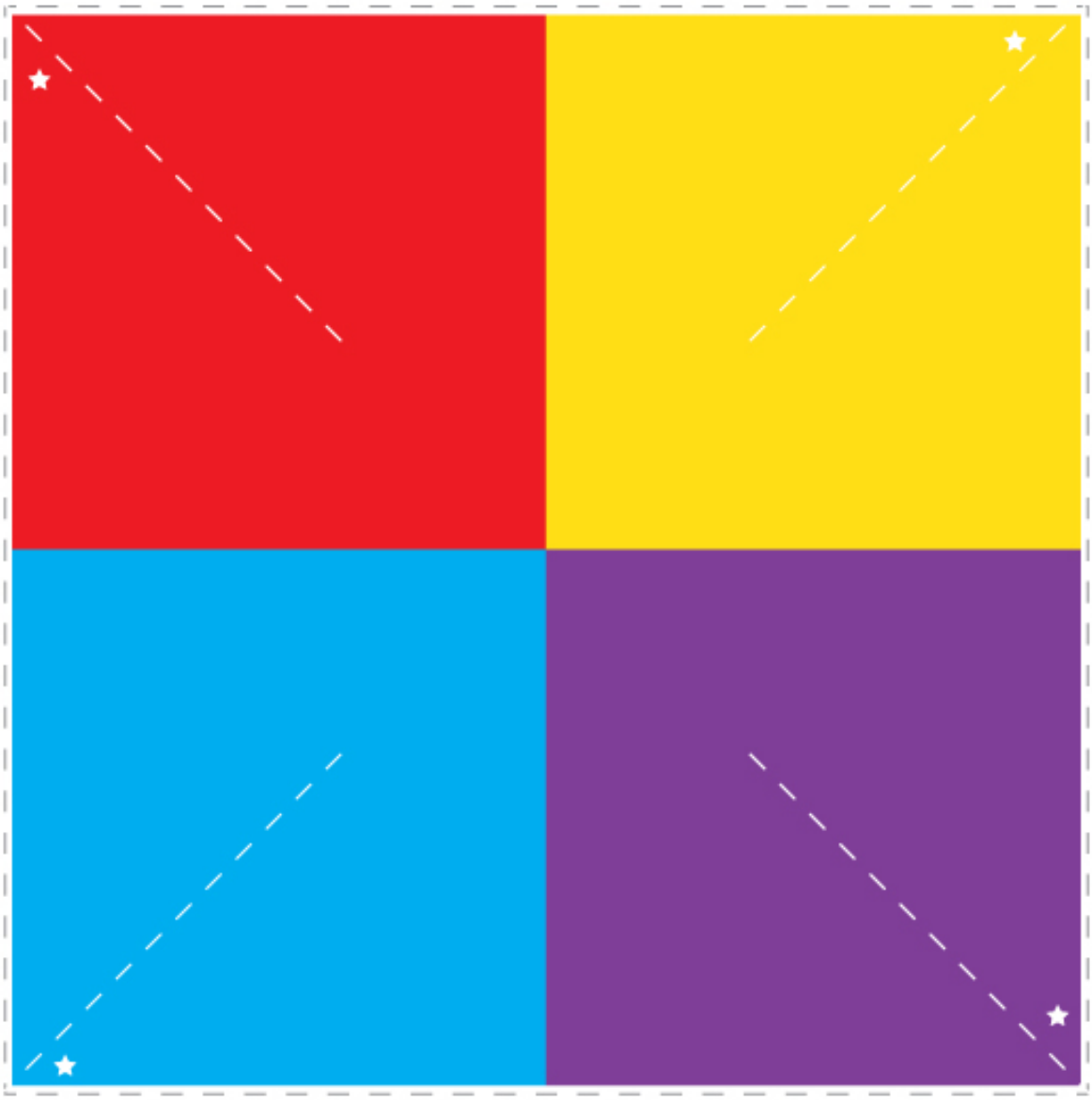
- ☐ Access to a computer or tablet
- ☐ Large sheets of white paper
- ☐ Crayons/markers/pencils

- Forest fires are extremely dangerous and destroy thousands of acres of forest every year. Wind contributes to the devastation of forest fires. Today, you will explore ways that people can help to prevent forest fires and then invite the children to create posters about this important topic. There are numerous websites available with information you can share with the children but perhaps the most recognized one is this one: https://smokeybear.com/en/smokey-for-kids/preventing-wildfires. Preview it ahead of time and pick out information you want to share during the experience.

- Chances are very good the children already know something about forest fires. Invite those who are interested to share what they know as well as talk about what they would like to learn. Then, use the website above or videos of your choice to begin a discussion about the prevention of forest fires. Be sure to include information about how wind causes forest fires to spread even faster.

- Next, provide the children with large sheets of white paper as well as crayons, markers and pencils. Invite the children to create, "Prevent Forest Fire" posters. While they are creating, be sure to engage the children in conversations by asking open-ended questions (such as those above). Once the posters are complete, display them for all to enjoy.

- **EXTENSION**: Invite the children to make additional posters to take home and/or offer to community centers or even local parks to post and share.



1. Cut large square and decorate the back.
2. Cut white diagonal lines.
3. Fold four starred points to center.
4. Fasten the points to the center and top of a straw with a paper fastener.