

Τίτλος project : How is the weather today?

Αριθμός εκπαιδευτικών (συμπεριλαμβανομένου του Συντονιστή/Συντονίστριας)	Όνοματεπώνυμο Συντονιστή/Συντονίστριας	Όνοματεπώνυμο Μελών Παιδαγωγικής Ομάδας	Αριθμός μαθητών/μαθητριών
4	Μαργαρίτα Δακορόνια	Χρύσα Στατήρη Γκιτάκου Νικολέτα Λαμπροπούλου Αργυρώ	85

ΘΕΜΑΤΙΚΗ ΕΝΟΤΗΤΑ: *Steam*

ΛΕΞΕΙΣ ΚΛΕΙΔΙΑ: *weather, climate, climate change, seasons, experiments, art, creativity, diversity, robotic, engineering, spies of clouds, Luke Howard, Constable, coding*



ΠΕΡΙΛΗΨΗ

The weather detectives are children 7-11 aged from Greece, they study the weather and especially how the clouds are created. As we studied the weather and the clouds, we met Luke Howard, the first scientist to name clouds' species around 1800. The English painter Constable was also inspired by the clouds of Howard. Constable painted clouds in all his paintings. First of all we created a movie as a fairy tale for the clouds, the names and where they live. And we did art crafts with cloud species.

The weather detectives after learning about Howards's cloud species, the land of clouds, the troposphere, and experimenting with the liquefaction and evaporation of water as true scientists continued their research in art. So we met Constable who was inspired from Howard's clouds. We searched for Constable in Europeana to see his paintings. We created puzzles with Constable's paintings and we played. We inspired from Constable's paintings and we drew our pictures with clouds. We take photos from our city with clouds and we imagined what the clouds liked.

We have observed how much a scientific discovery can affect the arts and how these two fields are connected. The oldest students investigate about the climate change and they interview from their grandparents. All the evidences are included in an ebook. They are investigate also the difference between climate and the weather and the climates zones and they present them in a genially. A big part of the project created during our online lessons cause of covid19.



FEEL

With our young students we focused on the change of seasons, the changes of meteorological phenomena and climate change. We observed the clouds, their shape, we learned three types of clouds but also the meteorological phenomena associated with these species. We experimented with creating clouds and rainbows. With our older students we focused on the environmental problems of our city and the earth in general, identifying the signs of impending climate change and how it can be avoided. They interviewed their grandparents about the climatic conditions that prevailed a few

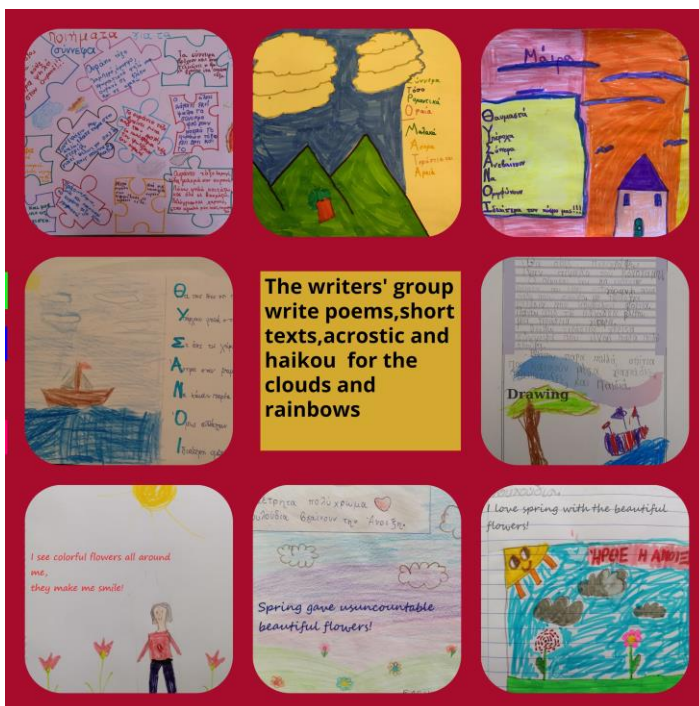
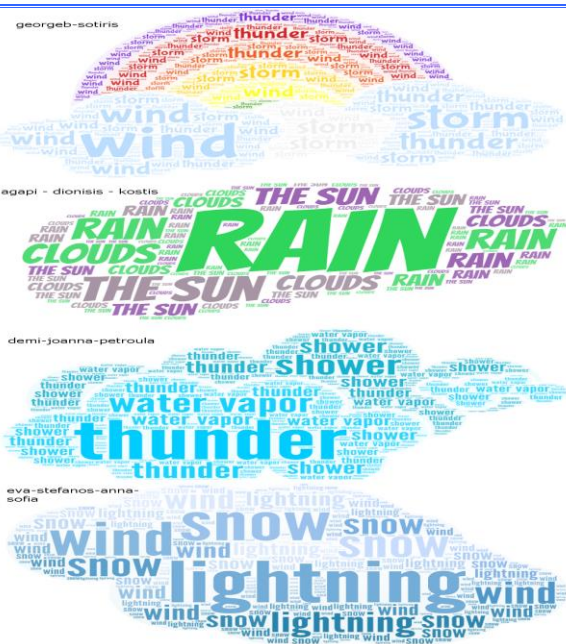
decades ago.

We paint how we imagine the Earth and we create a rainbow with colors in the lab.



IMAGINE

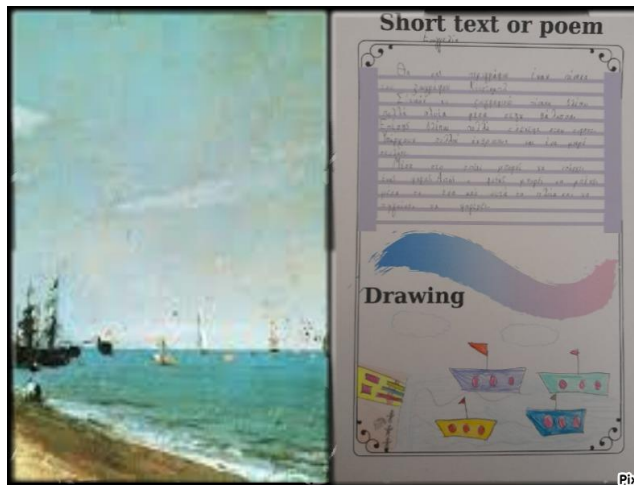
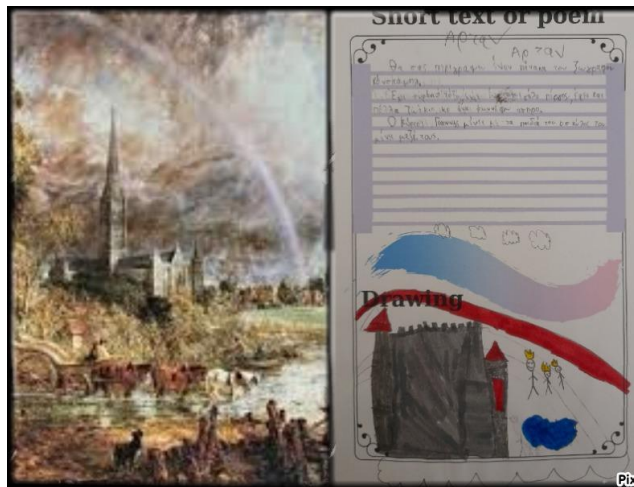
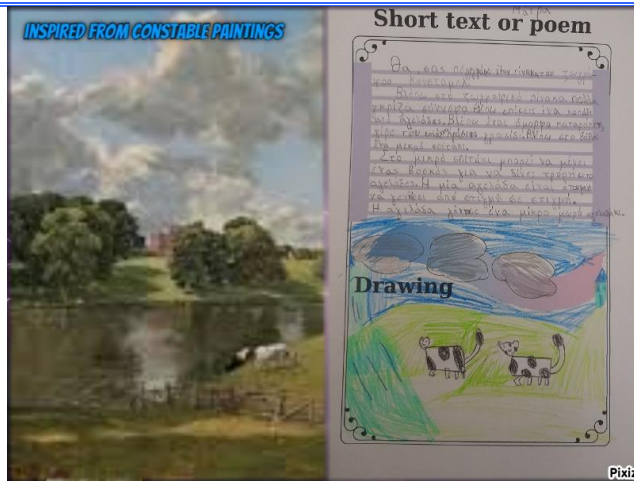
The pupils express our first ideas about climate and weather. They create clouds of words about climate and weather. They say their ideas what climate change is and how we can avoid it playing the [following game](#) which the oldest pupils created. They express the necessity of a clean environment and how we can protect the Earth from the [climate change](#). They observe the meteorological phenomena, the clouds and the rainbows watching the [following movie](#) which was created from the youngest pupils with their teachers' help. We meet [Luke Howard](#) the first scientist who named the spies of the clouds. We meet [Constable](#) the painter who loved the clouds and he drew clouds in all of his paintings. We inspired from him and we write poems and we drawn the seasons and the meteorological phenomena.



CREATE

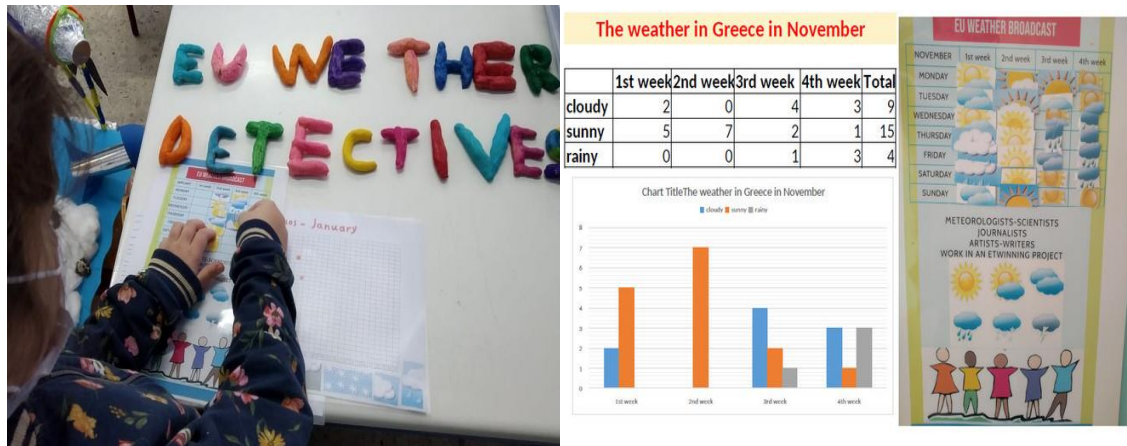
The integration in the project was done in the following didactic subjects:

1. Language: The children describe Constable's' paintings, and express the emotions that are created from them. The children write short texts describing the paintings of Constable or write short poems expressing the emotions that are created from them. They send [messages](#) to the universe to avoid climate change. They write our ideas; [if they are clouds...](#)They observe Constable's pictures and drew like Constable, describing what they drew.



2. Science: The children got to know what clouds and rain are and how they are created, the types of clouds and that each type of cloud is associated with a different meteorological phenomenon. They got to know the air layers and in which air layer the weather phenomena are created (troposphere). They do experiments, how we can [create clouds](#) and [rainbows](#) in the lab. We made diagrams with weather condition. The oldest pupils created a [genial.ly](#) presentation with the climate zones in Earth and the animals that live in there. They created an [e book](#) about climate change and they took interview.

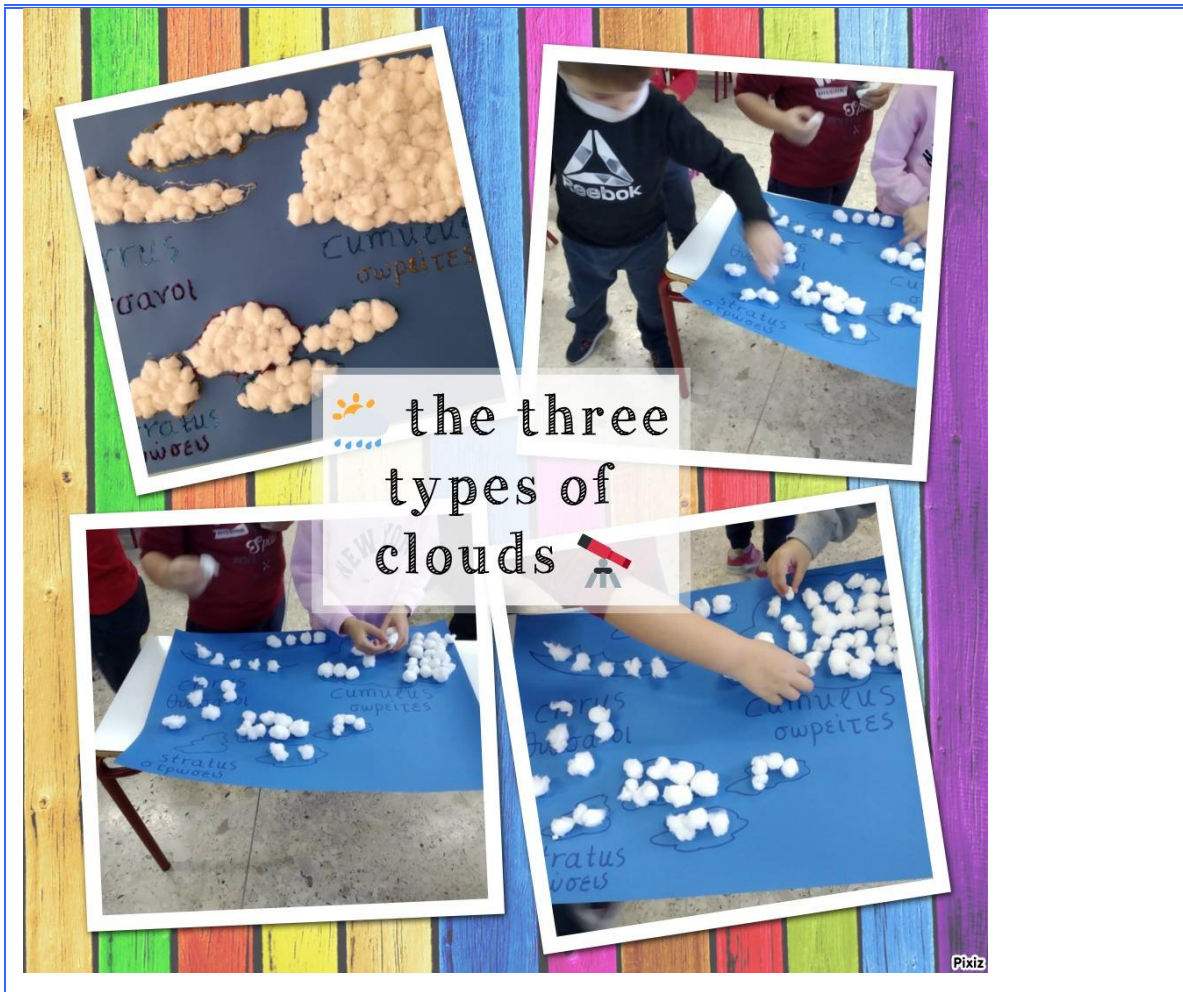
DIAGRAMMS

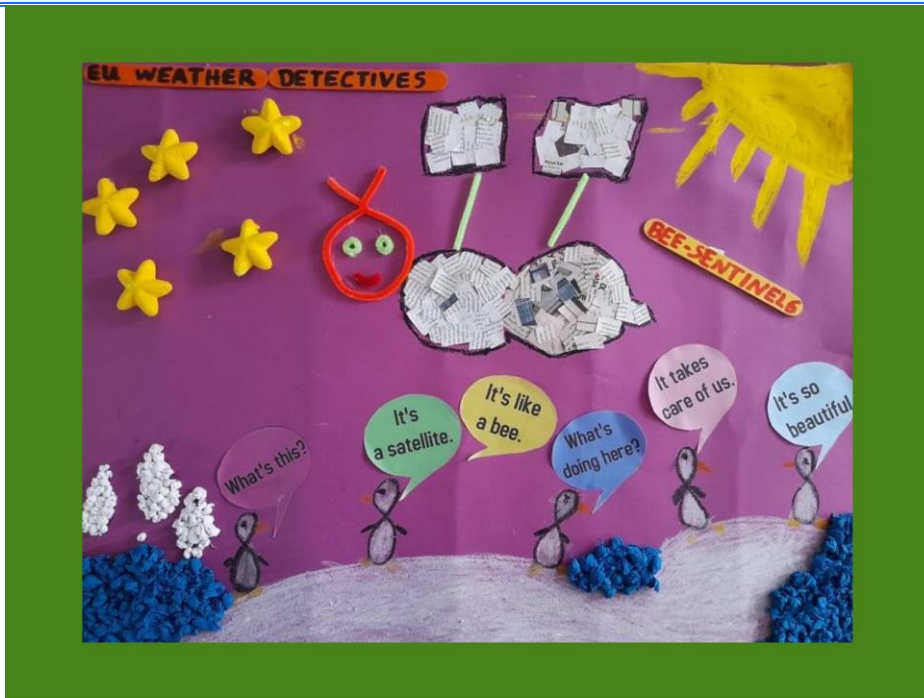


ARTCRAFTS



3. Art: The children painted the types of clouds and made art crafts with them. They made paintings inspired by the paintings of Constable. They painted clouds and made with them mobile for their rooms. And in the end they created a construction with the air mattresses.





We are 7 years old and we love paxi and space adventures

We create a satellite looks like a bee





**We are the Eu weather
detectives and we love the
South Pole and pinguins**



**Eu weather detectives from
32nd Primary School of
Piraeus-Greece**



Our satellite to Esa's competition

The children succeeded

- to write their own stories, tales, poems and short texts
- to learn how clouds are created
- to know the types of clouds
- to get to know the layers of air
- to understand meteorological phenomena
- to create crafts and paintings based on scientific data
- [to understand the connection between science and art](#)
- [to learn by playing](#)

SHARE

Dissemination of the project

- We took part in Evgenidios Foundation Challenge, [to make the colors of a rainbow](#).
- We prepared a theatrical project for LSTT for Howard's life.
- We participated in Scientix competition, Carano4 Children, creating art crafts for the [climate change](#).
- We uploaded our project in our [school's blog](#).
- We created an Erasmus corner (R4Change) in our school to present our creation to all the pupils and teachers.
- We took part in Esa's (European Space Academy) competition and we created art crafts-satellites to watch the climate change especially in Poles.