



# Weather carousel

**1** To start the lesson, introduce your group to topic of weather reporting by setting up a carousel activity with four separate stations (you can use the examples provided on slide 2) as follows for them to explore:

- Station 1 – meteorological equipment e.g. wind vane, thermometer, barometer
- Station 2 – weather clothes e.g. umbrella, rain coat, sun cream, scarf
- Station 3 – weather forecasts e.g. online weather reports, newspaper cuttings, YouTube clips
- Station 4 – weather conditions e.g. descriptions of wind, heatwaves, snow

**2** Once groups have explored each station, bring their attention back to the front and ask the following questions:

- What do they think these objects/images are for? (Steer discussion towards weather predictions)
- Why is predicting the weather important?



15 minutes



Groupwork



Weather carousel presentation slides



Forecasting fact-busters film

- Where do we see or hear weather forecasts? (Steer discussion towards weather forecasts on TV, online, in the local paper)
- How can the weather forecasts we read or hear help us make choices? Did it help you make some choices today? (E.g. it may have helped them decide what to wear that day, whether to pack an umbrella for school, whether to get a lift or walk, etc.)
- Do you trust the information in weather forecasts? What's the reason for your answer?
- Why might a news story be published that's untrue or that is based on truth but is exaggerated? (E.g. to make a story feel more exciting and dramatic, to get lots of people to read that article.) Could this also be true for weather stories we see?

**3** Explain that weather forecasting allows meteorologists to give us information to help make choices and prepare for different weather conditions, however this is only the case if the forecasts are reported accurately. Even if a forecast or article seems like it's using real facts, some sources will publish articles that are 'stretching the truth', or sometimes even untrue, to get more people reading the story. Illustrate this point by playing the **forecasting fact-busters film**.

**4** Ask everyone what the consequence of this can be, using the points raised in the film as inspiration (e.g. if people are wrongly informed or given a 'false picture' of what the weather might be like, they may not know the right way to prepare themselves). Also consider the impact of people reading stories that they think are from an authoritative source, but are in fact from another less trustworthy source. This means that people might not believe trustworthy organisations when they publish real weather warnings.