What is wind and where does it come from? Investigating wind with senses

1	**Overall aims:** • Enriching knowledge about atmospheric phenomena; • Improving the ability to formulate conclusions based on observations about nature; • Developing speech through breathing exercises
2	**Vocabulary - keywords** wind, characteristics of wind, senses
3	**Sustainable abilities developed** • system thinking competency • anticipatory competency
4	**Pillars of sustainability included** • socio-cultural
5	**STEAM domains** S, A, M

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

6 Teaching methodologies/activity outline

1. "What is wind?" - the teacher inflates the balloon with air, then asks the children: What will happen when I point the balloon at objects (a piece of paper, a feather, a leaf, a ball) and loosen the grip. What was in the balloon? What did the air released from the balloon do? Would it be the same if these objects were blown on them by the wind? What is wind? How is wind created?
   The teacher explains that wind forms over areas with different atmospheric pressure. The air, trying to equalize the pressure, moves from the place with high atmospheric pressure (high barometric pressure) towards the area with lower pressure (than barometric pressure). Then she asks the children if you can feel the wind? Can you hear it? See?
2. "How can we create the wind in the classroom?" - research games with the use of fans, animation scarf, etc.
3. "Wind, gale, breeze" - imitating the sounds of the wind
4. "What's so rustling?" - aural game. Children imagine that the wind is blowing. Meanwhile, the teacher demonstrates the sounds of various rustling types of materials (foil, cardboard, paper, etc.). He asks the children to remember the sounds and then close their eyes. He demonstrates the range of sounds again, and asks the children to listen and guess - what is rustling.
5. "Paint the wind" - the teacher asks the children to imagine they are the wind. He gives them feathers and allows them to toss and blow them so that they remain in the air for as long as possible. Then the teacher explains the children's hands are the wind, which moves the pen dipped in paint and outlines the image on the paper. How does your feather's journey look like painted on paper? What did the wind draw? When can we observe wind images in nature?
6. "Rush Race" - children blow at objects one by one, trying to move them. We observe who has managed to move and what objects. Were there things that were moved by everybody? What does the displacement of these elements depend on? Now race for the fastest runner. The teacher prepares cotton balls or cotton pads. He sets race tracks using paper tape. He explains to the children that they will only walk "on all fours." Their task is to move the swab without using their hands, only blowing on it, so as to reach the finish line as quickly as possible. The player whose swab reaches the finish line first wins the round and takes part in the next round with the other players. A person who perseveres to the end by defeating opponents becomes a master of the wind - a rushing wind

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

	7. "Which side is the wind blowing from?" - a physical game, improving orientation in space and in the body schema, strengthening the ability to recognize and determine directions. The teacher holds a fan in his hand and tells about the wind blowing in different directions: to the right, then to the left. The child's task is to illustrate the teacher's words with a movement and to translate the fan into the appropriate hand, right or left.
7	**Expected learning outcomes** **The child will be able to:** • explain how wind is formed; • be more attentive to atmospheric phenomena; • independently study the wind and its features; • depict various types of wind with motion and sound.
8	**Assessment** Conversation: • What have we learned? • What do I already know? • What can I do?
9	**Equipment and materials to be used in learning unit (tools, ingredients etc)** Various light objects (feathers, scraps of paper, cloth, threads, wooden cork, cotton wool "swabs", ice cream stick) and a few heavier ones: cardboard box, metal spoon, notebook, clip, etc.), paper tape, a feather for each participant, paints, sheets of paper.
10	**Kind of setting - lab, kitchen, outdoor etc.** preschool garden, classroom
11	**References - source:** https://www.youtube.com/watch?v=kaAGsHnjOms https://www.youtube.com/watch?v=hfnMdr7G4Rk

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union