

38. Weather forecast

Use the *Introduction* and one or more of the *Activities* as appropriate, followed by *Drawing things together*. Please read them all before making your choice. Activities marked with * are particularly suitable for younger pupils.

Teacher's notes

- The Activities focus on one particular narrative but the technique can be used with any weather related events.
- Use your preferred internet search engine to locate a map for the geographical region in which the chosen story or event takes place.
- In *Activity 2* you may wish to explain that writers sometimes use weather analogically to mirror the emotions of the characters in a scene from a story or novel. This is known as the sympathetic background technique.
- *Activity 3* opens the possibility of using weather forecasts to summarise the emotional content of any narrative.

Introduction

Ask pupils to brainstorm RE stories and issues that have the weather as a central theme. Suggestions could include:

- Jesus stilling the storm on the lake
- Joseph and the famine in Egypt
- Climate change issues
- Noah
- St Paul's shipwreck in Malta
- The Pilgrim Fathers
- Drought and famine

Show a short clip from a recent TV weather forecast. Note on a white board the kind of phrases that are used to convey the information and the way that the presenter interacts with the chart on the screen.

* Activity 1: Mediterranean Cruise

Display a map of the area in which the chosen story or event takes place (e.g., Paul's shipwreck Acts 27:13 to 28:2). Tell pupils the events of the story and then make a list of the weather events in sequence:

- Soft wind from the south as they leave Crete
- Changes to strong North Easter
- Violent storm for 14 nights
- Heavy seas
- Rain and cold

In small groups ask pupils to script the weather forecast for the two weeks of the story as if it is about to take place.

Activity 2: Sympathetic background

Suggest to pupils that weather can also be used analogically to describe relationships or experiences (they shared a stormy relationship, the winds of change, living a sun kissed life). Look back at the story of Paul's shipwreck and list the changing emotions, suggesting a type of weather for each:

- | | |
|---------------|-----------------------|
| • Confidence | sunshine |
| • Frustration | gusting breezes |
| • Fear | gale |
| • Panic | thunder and lightning |
| • Despair | heavy rain |
| • Deceit | mist |
| • Hope | breaks in the clouds |
| • Relief | sunshine |

In small groups, ask pupils to script a weather forecast for the two weeks of the story using weather features analogically.

Activity 3: A changeable situation

Use a narrative that has no weather related content but is full of contrasting strong emotional changes. Employing the sympathetic background technique (Activity 2 above), invite pupils to script a weather forecast for the events about to take place. This may be followed by a narrating of the story with sound effects of the weather used as background detail.

Drawing things together

Invite pupils spontaneously to give a weather forecast (real or analogically) for the remainder of the day.