



Activity

CHILDREN'S COATS



Equipment

1. A draw-string bag with scraps of various kinds of materials (e.g. cotton, nylon, wool, waterproof, reflective high visibility, furry...)
2. The children's coats/anoraks
3. Chalk or Hula-hoops to make a Venn diagram



Suggested class level

Junior



Preparation

A previous session on 'Materials', exploring the children's sense of touch and what it tells them, would be helpful, (e.g. feeling stone, metal, pot scourer, wool etc.). Also reviewing the vocabulary that might be used (e.g. rough/smooth, hard/soft, warm/cold, etc) would be useful.

The DPSM junior activity "Pass the Parcel" would also be a good introductory one.

Background information

Materials can be grouped and described in many different ways, e.g. colour, shape, texture, natural or man-made, according to their uses, whether flexible or rigid, hard or soft, scratchy, etc.

Children should be encouraged to look carefully at materials (through a hand lens if available) and also feel them.



Trigger Questions

What are our coats made from?

Where do you think the material might come from?

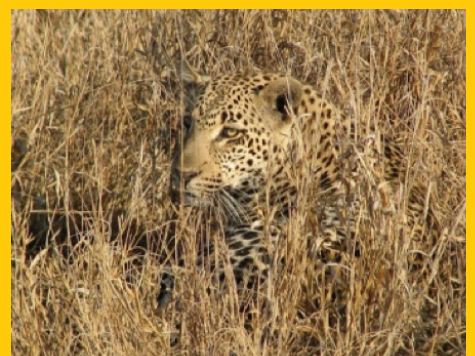
What sort of coats do animals and birds have? (*Fur, feathers*).

What colours are the coats of some animals (e.g. *leopards, polar bears, camouflage could be discussed*)?

Would humans want to be 'invisible', wearing dark coats when out walking at night? (*Discuss reflective bands on coats*).

How could we sort our school anoraks/coats? (*colour, material, long/short, with buttons or zips, with/without hoods, with/without pockets, with/without reflective armbands, etc.*)

Leopard in grass



INVESTIGATING CHILDREN'S COATS

Content

SCIENCE: Materials: properties and characteristics

MATHS: Number – counting, comparing (e.g. longer)

Data: representing and recording data

Skills

Observing
Sorting
Classifying

Cross-curricular links

Geography: Weather

History: Exploring the Past (clothes in past times)

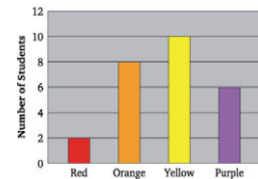
SPHE: Safety: Reflective bands/high visibility colours when out walking in the dark; danger of hoods over ears when crossing roads during rain.

Activities

1. Children put their hands in the drawstring bag ('Feely' Bag), with the various materials in it. They pick one piece and, without taking it out or looking at it, describe what the material feels like, e.g. smooth/fluffy, hard/soft, silky, etc.
2. Having talked about the children's coats, and asked them some of the trigger questions, they could be asked "What is the commonest colour of coat here today?"



They should first predict, and then a bar chart could be made of the colours of their coats. They should now answer the question.



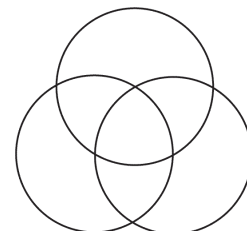
- (a) The children could then be asked what else they would like to discover about the coats in the classroom, e.g. "I wonder if all the red coats have hoods?" or "Do all the waterproof coats have pockets?"

	RED	OTHER COLOUR
HOOD		
NO HOOD		

A Carroll diagram, or a Venn diagram with two circles or hula-hoops could be made. Questions such as "How many red coats have no hoods?" can then be answered quickly.

- (b) The children could be asked what material would make the perfect coat for a cold wet winter.

They may suggest 'soft, warm, waterproof'. A Venn diagram with three circles could be made. This could be done with real coats by using chalk or hula-hoops on the floor. Alternatively the children could wear their coats and BE THE VENN DIAGRAM!



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Safety

None in relation to the activity; but this lesson could provide a good opportunity to alert children to the dangers of crossing roads with their anorak hoods up in wet weather; and also of wearing dark-coloured coats when out walking in poor light.

Follow-up activity

Older juniors could design a coat. Ask them what factors they need to consider:

- What season is it for?
- What will the weather be like?
- What sort of temperature is it likely to be?
- What material will they use?
- How can they make it practical? (e.g. type of fastening, pockets, hood).
- Can they suggest where they might use their coat (going to school, helping in the garden, going to a party etc).

The following template could be used for the designing:

For further ideas on activities: See *Primary School Curriculum: SESE Science: Teacher Guidelines*, p.47 for a cross – curricular thematic approach to planning, based on CLOTHES.

