

*Building Science Concepts* Shadows and its effects of the absence of light, Book 9

An animation that I feel would be a helpful resource is

[http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchesterschools/flash/~earthandbeyond\\_a\\_stamp.swf](http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchesterschools/flash/~earthandbeyond_a_stamp.swf) because it is a good example of the activity that I have just talked about, and it can be an example for the student to follow to understand what they are meant to be doing and will have some knowledge before they start the activity. With this animation it also has a little quiz after and can tell how much you have learnt from the activities and the animation.

Retrieved from:

[http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchesterschools/flash/~earthandbeyond\\_a\\_stamp.swf](http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchesterschools/flash/~earthandbeyond_a_stamp.swf) - the animation.

An animation that fits well with this activity is 'Daytime Shadows'

(<http://www.schoolsobservatory.org.uk/astro/esm/shadows>) this reinforces the activity the children have performed and after that have analyzed their data they can then watch this animation for a further explanation and a literal view of the shadow changing size over time, with a short explanation given at each hour. The activities are clear and informative making it easier for both the children and the teacher.

National Schools' Observatory (2013) Daytime Shadows. Retrieved from

<http://www.schoolsobservatory.org.uk/astro/esm/shadows>