

**Suggested Pre-Field Trip Activities
for Keeping Warm/Insulation at
Wood Lake Nature Center**

Vocabulary

<ul style="list-style-type: none"> •insulation •shelter •experiment •prediction/hypothesis 	<ul style="list-style-type: none"> •temperature •calories •hypothermia •scientific method •prediction
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*Review vocabulary.

*Have students make a list of all of the appropriate clothing that should be worn for “Keeping Warm” on the winter field trip.

*Look at labels on mittens, hats, jackets, etc. and make a class list of all of the types of materials that insulative clothing is made from.

*Discuss what types of insulation keep humans the warmest and driest and compare to a list for animals and discuss the similarities and differences.

*Make a class mural of a winter scene and have students draw animals w/ their appropriate insulation on the mural (i.e. snakes underground, mice under the snow, owls w/ feathers, fox in dens, squirrels in nests, etc.).

*Discuss what foods keep animals and humans warm (i.e. have the highest energy content-calories).

**Suggested Post-Field Trip Activities
for Keeping Warm/Insulation Water at
Wood Lake Nature Center**

*Review vocabulary.

*Have students keep a winter journal including winter experiences, weather, animal observations, etc; encouraging students to spend time outdoors in winter.

*Have students pick an animal in the arctic and compare its adaptations to that of an animal that lives in the tropics.

*Visit a local zoo and have students pick the animal they think is best adapted for cold weather and have them take a picture of it. Create a class book about winter animals and their insulation, homes, and diet.

*Discuss the results of the experiment conducted at Wood Lake; focus on why certain insulators worked better than others. Also, ask students what should be changed and/or added to the experiment to make the results valid.

*Have students research how global climate change may have drastic effects on arctic species (ex. Polar Bears).

