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

### Vocabulary

<table>
<thead>
<tr>
<th>Insulation</th>
<th>Temperature</th>
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<tbody>
<tr>
<td>Shelter</td>
<td>Calories</td>
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<tr>
<td>Experiment</td>
<td>Hypothermia</td>
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<tr>
<td>Prediction/Hypothesis</td>
<td>Scientific Method</td>
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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).