



# GLOBAL WARMING

# AND HOW TO REDUCE THE EFFECTS.



**THIS TEACHERS' SHEET** aims to let you know what is involved in your chosen activity so that you can prepare your class for the day and help them to get as much out of their visit as possible. Trips and visits away from school are expensive, but if planned carefully, a visit to the Park can provide a basis for a wide range of activities across all aspects of learning. Linking your visit to activities at school, before and afterwards, will really strengthen the learning experience for your class and will make the most of the time and money spent during your visit to Highland Wildlife Park.



**PRIOR TO YOUR VISIT** Teachers can visit the Park free of charge to help with lesson planning and to make sure you know the layout and facilities available at the Park. Please contact the education officer on [01540 651981](tel:01540651981) to arrange your free visit. If you require any help or more information prior to your visit also contact the Education Officer on [hwpeducation@rzss.org.uk](mailto:hwpeducation@rzss.org.uk).

Remember that a visit to the Highland Wildlife Park can offer a great learning platform for many different subjects and topics such as English, Art and Current affairs—be flexible and imaginative in your approach to your visit and how you use your visit to develop the key capabilities in your class.

**DURING YOUR VISIT** to the Park your class will have the chance to look at many animals that are effected by global warming particularly the polar bear, as well as seeing animals from around the world that come from cold climates. We will discuss if global warming is natural, the causes and effects upon the environment and ecosystems and what we can do to reduce the effects. There will be the chance to ask questions as well as lots of interesting facts, and explanations from our education officers.

### Things to encourage your class to think about to **HELP YOU GET THE MOST FROM YOUR VISIT**

- What animals are at risk of global warming?
- What environment is at risk of global warming, is it just the cold climates?
- What are the causes of global warming?
- Is global warming natural or purely a man-made event?
- What are green house gases, where do they come from?
- How can you reduce green house gases?
- Are you and your family aware of recycling and free-cycle.
- Are you global warming aware or don't you care about the future?



**VOCABULARY** - encourage pupils to investigate what these words mean. They will then be able to understand and take in more on the day of their visit.

Climate change.

Global warming.

Renewable energy and fossil fuels.

Habitat loss.

Biodiversity loss.

Renewable energy

Reduce, Reuse, Recycle.

Carbon footprint.

## OTHER TOPICS WHICH MAY BE OF INTEREST

- What are peoples perceptions of predators?
- What is the point of zoos?
- Zoos and conservation
- Animals at risk
- Evolution
- Animal observation and enrichment
- Polar bear evolution and adaptation
- Skulls, teeth and diet
- Wildlife crime
- Enclosure design
- Biodiversity of the Scots Caledonian pine



## ACTIVITIES FOR THE CLASSROOM - BEFORE OR AFTER YOUR VISIT

- Make posters or art work to explain about global warming, the causes, the problems, the animals effected, renewable energy., and what you could do to reduce your carbon foot print
- Find out how much recycling is undertaken at home and school.
- What energy saving methods are in place at home and at the school? Research and try to implement an energy conservation project at home or at your school.
- Raise awareness about global warming, put on a play, create a poem or song.
- How will global warming effect Scotland, the UK, and the world?

## RESOURCES

<http://www.therenewableenergycentre.co.uk/>

<http://www.clean-energy-ideas.com/>

<http://www.energysavingtrust.org.uk/>

<http://www.etsu.co.uk/renewable%20energy%20for%20kids.html>

Arctic sea-ice in Sept. 1979 and 2007, showing the biggest reduction since satellite surveillance began

## HISTORY

- Look at how global warming has had various effects over time/history.
- How a many ice ages has there been and how did they effect the landscape and the bio-diversity.
- What arctic and tundra animals (past and present) are extinct or may go extinct because of global warming?
- Research how we have learned how the climate has changed, via mud and ice cores, dendrology etc.



## ENGLISH

Investigate stories / creative writing with a theme based around global warming and how to reduce you carbon footprint or what the future will be like without fossil fuels.

In groups select a type of fuel (fossil and renewable) and research their positive and negative aspects

Have a class discussion on renewable V's fossil fuels.

## RESOURCES

**Links to reducing your carbon footprint**

<http://www.carbonfootprint.com>

<http://www.carbontrust.co.uk>

<http://footprint.wwf.org.uk>

**Links to recycling**

<http://www.recyclenow.com/>

<http://www.uk.freecycle.org/>

<http://www.recycling.co.uk/>

**Links to arctic biodiversity**

<http://www.protectthearctic.com/>

<http://www.arcticpeoples.org/>

<http://www.arcticanimallearningzone.com/index.php>

