



ZOO LAB

## ZET: ZooLab Environmental Time Machine

**KS 2, 3; Second Stage, Third Stage. Ages 7 - 14.**

**Length:** 55 minutes

ZooLab's new climate workshop joins Z.E.T.; an environmental time machine that travels back through history and forward into the future looking at climate data.

Z.E.T. addresses topics such as fossil fuels, greenhouse gases, sea ice depletion, rainforest coverage and animal extinctions.

Comparing data from different eras allows students to form a direct comparison between human behaviour and climate change.

### Key workshop objectives:

- To gain an awareness and understanding of the climate crisis.
- To discover the link between human behaviour and climate change.
- Recognise that environments can change and this can pose problems to living things.
- Understand that we all have a social responsibility to make changes.

### Animals often used in this workshop:

- Tree Frog
- Madagascan Hissing Cockroach
- Tarantula
- Snake
- Rat

*Animal requests will be accommodated where possible.*



### Why learn about the climate?

Climate change is generally defined as a significant variation of average weather conditions such as conditions becoming warmer, wetter, or drier over several decades or more. It's these longer-term trends that differentiates climate change from natural weather variability.

This workshop provides a comprehensive look at the long-term changes in the earth's atmosphere, oceans, land surfaces, and cryosphere (frozen water systems).

Discover what caused these changes and what lessons can we learn from the past and apply to the future to help reverse the climate change process.



## Curriculum Outcomes Scotland

### LITERACY AND ENGLISH

<b>Listening &amp; talking</b>	Tools for listening and talking	LIT 2-02a, LIT 2-09a, LIT 3-02a
	Finding and using information	LIT 2-04a, LIT 3-05a
	Understanding, analysing and evaluating	LIT 2-07a, LIT 3-07a

### SCIENCES

<b>Planet Earth</b>	Energy sources Sustainability	SCN 2-04b, SCN 3-04b
	Biodiversity & interdependence	SCN 3-02a
	Processes of the planet	SCN 3-05b

### TECHNOLOGICAL DEVELOPMENTS IN SOCIETY AND BUSINESS

<b>Impact, contribution and relationship of technologies on business, the economy, politics &amp; the environment.</b>	TCH 2-07a
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### SOCIAL STUDIES

<b>People, place and environment</b>	SOC 2-04a, SOC 2-06a, SOC 2-08a, SOC 2-09a, SOC 3-01a, SOC- 3-08a
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**We have over 20 years of experience.**

Our UK wide network of Rangers offer a tried and trusted product which we are continually revising and developing.



**We are an ethical organisation**

We love our animals and their welfare is paramount.

Our animals are healthy, happy and well-adjusted.

# Get in touch!

## 0845 330 6322

## info@zoolabuk.com







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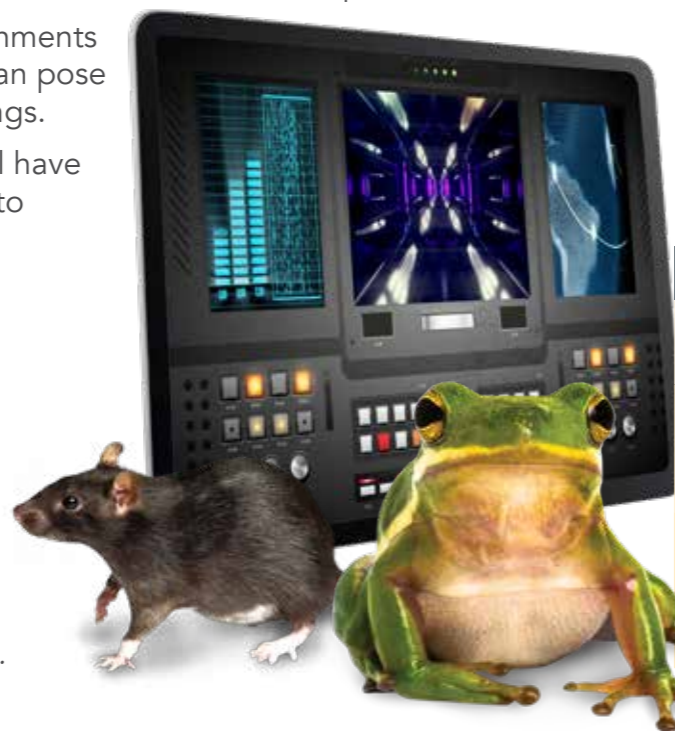


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## Curriculum Outcomes England & Wales

### ENGLISH

#### Spoken language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Speak audibly and fluently with an increasing command of Standard English, participate in discussions, presentations, performances, role play, improvisations and debates.

Speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

### SCIENCES

#### Working scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Using their observations and ideas to suggest answers to questions

#### Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.

#### Living things and their habitats

- Recognise that environments can change and that this can sometimes pose dangers to living things.

#### Experimental skills and investigations

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- Make predictions using scientific knowledge and understanding.

#### Biology

##### Material cycles & Energy Photosynthesis

- The reactants in, and products of, photosynthesis, and a word summary for photosynthesis
- The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere.

#### Chemistry

##### Earth and atmosphere

- Earth as a source of limited resources and the efficacy of recycling
- the composition of the atmosphere
- the production of carbon dioxide by human activity and the impact on climate.

### CITIZENSHIP

#### Developing confidence and responsibility and making the most of their abilities

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#### Preparing to play an active role as citizens

- Research, discuss and debate topical issues, problems and events.
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

#### Breadth of opportunities

- Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);