

# Tracking the Ice

**“The here and now is all we have, and if we play it right, it’s all we need.”**

— Ann Richards, former governor of Texas (1933-2006)  
(Foundations for Life, Elementary, Volume 1, Issue 2, #8)

## Overview:

In this lesson, students will learn about the changing patterns of the ice field in Antarctica using images taken over the course of a year. They will understand more about the consequences of decisions and their impact on the environment.

## Objectives:

- Students will learn the location of Antarctica.
- Students will use basic mapping skills to trace the changing ice field.
- Students will consider the environment as a stakeholder.
- Students will understand more about the environment and how to care for it.

## Materials:

- Paper, pens, etc.
- Atlases
- Pictures showing the changes in the ice sheet over the course of a year. A good selection of images can be found at: <http://www.gma.org/surfing/antarctica/deltaice.html>

## Procedure:

1. Ask the children if they know where Antarctica is. Use atlases to help them locate it.
2. Tell the students that the ice sheet changes shape through the year. Do they know why? Elicit answers. (Because of climate change.)
3. Tell the class they are going to trace the changing patterns of the ice sheet. Print out copies of the images and number them. Divide the class into groups of four and distribute one image to each group.
4. Tell them to use tracing paper to draw round the edges of the ice sheet. They should try to think about what month of the year their picture represents and why.
5. When the groups have finished tracing and have given reasons for why they chose their particular month, give the correct answers if necessary. Discuss other ways the ice sheet can change over time. Talk about global warming and why this could effect the ice sheet.
6. Group the students again. Ask them to brainstorm ways to slow global warming and protect the ice sheet.

