

# Glacier Melt

<b>1</b>	<p><b>Overall aims:</b></p> <ul style="list-style-type: none"> <li>• Discover how glaciers form.</li> <li>• Find out how glaciers melt.</li> <li>• Develop the ability to observe.</li> <li>• Develop the value of patience.</li> </ul>
<b>2</b>	<p><b>Vocabulary - keywords</b></p> <p>Glacier, melt, frozen, ice block, landscape.</p>
<b>3</b>	<p><b>Sustainable abilities developed</b></p> <ul style="list-style-type: none"> <li>• Respect the environment.</li> <li>• Engaging with nature.</li> <li>• Strengthen the relationship with the environment, with resources and with the natural and diversities of the environment.</li> <li>• Emphasize with nature.</li> </ul>
<b>4</b>	<p><b>Pillars of sustainability included</b></p> <ul style="list-style-type: none"> <li>• Environmental sustainability.</li> </ul>
<b>5</b>	<p><b>STEAM domains</b></p> <ul style="list-style-type: none"> <li>• Thoughtful thinking</li> <li>• Learning to learn</li> <li>• Initiative and autonomous thinking</li> <li>• Self-directed learning</li> </ul>
<b>6</b>	<p><b>Teaching methodologies/activity outline</b></p> <ul style="list-style-type: none"> <li>• Fill a plastic container with water and freeze it. Grab a small tub or bin and fill it with dirt. Throw in some leaves or other garden debris. Put the bin outside in a sunny spot and prop it up so that it is on a slight incline.</li> <li>• Place the frozen ice block in the bin at the top of the incline and let it sit. Depending on how hot it is, you can let it sit for several hours and observe as it starts to slip down to the bottom end, hopefully picking up some of the dirt along the way.</li> </ul>



	<ul style="list-style-type: none"> <li>• After it has slid down a bit, stick the whole bin back in freezer and let it reset. Once it has refrozen, take it back outside and repeat the process. You can do this multiple times.</li> </ul> <p><b>After the activity:</b> Ask to pupils how the ice changed as it melted and froze again. Have them note how the dirt "landscape" changed as the ice moved across it. They can draw their findings in a scientific journal.</p>
7	<p><b>Expected learning outcomes</b></p> <p><b>The child will be able to:</b></p> <ul style="list-style-type: none"> <li>• Follow instructions.</li> <li>• Engage with nature</li> <li>• Enhancing the ability to observe.</li> <li>• Learning the melt glacier process.</li> </ul>
8	<p><b>Assessment</b></p> <p>Assessing what pupils are learning during the activity.</p>
9	<p><b>Equipment and materials to be used in learning unit (tools, ingredients etc)</b></p> <ul style="list-style-type: none"> <li>• A plastic container</li> <li>• A small tub or bin</li> <li>• Soil</li> <li>• Leaves or other garden debris</li> </ul>
10	<p><b>Kind of setting - lab, kitchen, outdoor etc.</b></p> <p>Outdoor.</p>
11	<p><b>References - source:</b></p> <p><a href="https://www.tomsofmaine.com/good-matters/thinking-sustainably/4-cool-science-experiments-for-kids-that-teach-sustainability">https://www.tomsofmaine.com/good-matters/thinking-sustainably/4-cool-science-experiments-for-kids-that-teach-sustainability</a></p>

