



# Emily and Alfie

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## If Penguins Could Talk

WHAT MIGHT THEY SAY ABOUT GLOBAL WARMING?

### TEACHERS' NOTES:

INTERNATIONAL POLAR YEAR STARTS ON 1st MARCH 2007 <http://www.ipy.org/>

#### FROM MEREDITH HOOPER:

There are lots of different species of penguins. But only two need Antarctica's ice. The biggest, Emperors, and little Adélies.

Antarctica has most of the world's ice. Huge sheets of ice two to four kilometres thick cover the continent. In places, shelves of ice stretch out over the ocean. Every winter the sea around Antarctica freezes. Late in the summer most of this sea ice melts. Then winter comes, and it freezes again.

Warming temperatures means ice melts. In some parts of Antarctica there isn't as much ice as there used to be. Emperor penguins need strong stable ice, quite near the sea, to lay their eggs in winter, and raise their chicks in spring. Weak ice that breaks up is dangerous.

Emperor penguin chicks can manage the cold. They are covered in fluffy down. The down keeps them warm. But down isn't waterproof. Snow in Antarctica's cold is dry. If the temperature rises, and the snow melts, the down gets wet, and chicks shiver and shake with cold.

#### USING THE ACTIVITY SHEET:

This activity is designed to be used in conjunction with classroom projects about global warming. After reading *Emily and Alfie*, the students can be led in a discussion about the effects global warming is having on Emily and Alfie's environment, Antarctica.

The students can either draw their own emperor penguins (using climate change activity sheet #2), or use the activity sheet with the illustration already in place (climate change activity sheet #1).

Each student can then decide what they think their penguins or Emily and Alfie's dads might be saying about the weather (i.e. global warming) and write their comment in the speech bubble at the top of the picture.

An example might be:

**It's very sunny, I hope more ice doesn't melt today.**

The students can then discuss what they can do to help, with the assurance that their contribution will make a difference. The bottom section of the activity sheet acts as a pledge. Each student can pledge to help in a simple way, then sign and date their declaration.

Some example pledges might be:

**Turn off my bedroom light when I'm not in my room.**

**Take a canvas bag when we go shopping, so we don't have to use plastic ones.**

**Close the fridge as soon as I've finished in there.**

**Bring my sandwiches to school in a plastic box, instead of plastic wrap.**

**Walk to school./Take the bus to school.**

The activity sheets can be mounted for a display or bound in a folder. A title sheet can be downloaded from the website: <http://www.emmaquay.com/teachers.html>

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### ICE EXPERIMENTS:

Students can freeze slabs of ice, float them in a tub of water and balance toy or modelling clay penguins on top of them. The students can then record what happens as the ice melts. Two tubs can be used and comparisons made between the length of time it takes for a slab of ice to melt inside the classroom and outside on a sunny day.

### USEFUL WEBSITES:



**International Polar Year 2007-08:**

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



**GLOBAL WARMING:**

**EPA Climate Change Website:**

<http://epa.gov/climatechange/kids/index.html>

**Government of WA Department of Education and Training CMIS Resource Bank, 2007**

<http://www.det.wa.edu.au/education/cmis/eval/curriculum/pathfinders/polar/>

**Cool Antarctica resource:**

[http://www.coolantarctica.com/Antarctica%20fact%20file/science/global\\_warming.htm](http://www.coolantarctica.com/Antarctica%20fact%20file/science/global_warming.htm)

**International Polar Year 2007-08 edna resource:**

<http://www.globaleducation.edna.edu.au/globaled/go/pid/3115>

**WWF Climate Change Website:**

[http://www.panda.org/about\\_wwf/what\\_we\\_do/climate\\_change/index.cfm](http://www.panda.org/about_wwf/what_we_do/climate_change/index.cfm)



**EMPEROR PENGUINS:**

**National Geographic:**

[http://www.nationalgeographic.com/kids/creature\\_feature/0101/penguins.html](http://www.nationalgeographic.com/kids/creature_feature/0101/penguins.html)

**Enchanted Learning:**

***Emperor penguins:***

<http://www.enchantedlearning.com/subjects/birds/printouts/Emperorpenguin.shtml>

***Antarctica:***

<http://www.enchantedlearning.com/school/Antarctica/>

**Australian Antarctic Division:**

<http://www.emperor-penguin.com/emperor.html>

**Antarctic Connection:**

<http://www.antarcticconnection.com/antarctic/wildlife/penguins/emperor.shtml>

For more information about "Emily and Alfie", please visit Emma Quay's website at

**[www.emmaquay.com](http://www.emmaquay.com)**

SPOT-THE-DIFFERENCE ACTIVITY SHEET: <http://www.emmaquay.com/funstuff.html#ea>

AUTHOR/ILLUSTRATOR NOTES: <http://www.emmaquay.com/teachers.html#ea>

SEE THE ILLUSTRATIONS IN PROGRESS: <http://www.emmaquay.com/illustrating.html#ea>