

Lesson Title: Making Posters and Collecting Box.**Grade Level: Middle School****Estimated Completion Time: 1 week****Overview**

The purpose of this Making Posters and Collecting Box project is to : (1) Learn about eco-system and recycling, where materials come from, where it goes after used and how we could participate in the cycle. After understanding impact what the wastes does to environment, (2) apply the knowledge to create eye-catching poster and collection box to install in community space. (3) to draw viewer's attention to the subject of matter.

(4) Enhance student's ability to see things in our daily life from different perspective, by using what students see as "trash" at beginning point, and explore and consider the potential of the "trash" to become part of meaningful life again.

Enduring Ideas/Essential Questions

- How much trash human makes and what are the results from that.
- How we can aid in eco system, how we can be kind to earth.
- What is up-cycle?

National or State Learning Standards

Students will **VA: Cr1.2.1a:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. **VA:Cr3.1.1a:** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. **VA: Re.7.1.1a:**Hypothesize ways in which art influences perception and understanding of human experiences.**VA: Re9.1.1a:** Establish relevant criteria in order to evaluate a work of art or collection of works.

Lesson Objectives

Students will discuss and research about where trash goes and what they do to environment. Students will practice looking at trash from different perspective. Student gather ideas and will make posters to draw viewer's attention to environment issues(of student's choice based on their research) and make collecting box to place them in community area to collect materials(used pet-bottles and papers).

Tools and Materials

Some big empty boxes. (Amazon, diaper box etc) If circumstances allows, it will be great for students to go to local store and explain about the project and ask for some used empty boxes to work with community. Some poster-sized papers. Ask students to keep few things that was going into trash at home (for example, empty drink bottles, grocery bags, cereal boxes, clothes with holes or rips, scrabbled paper and etc.) Avoid perishable items. While students bring main items to use, teacher can provide creating tools such as glue, paste, tape, scissors, paper cutter, paints, glue guns (pick age appropriate ones) etc.

Teachers also provide some example works(picture, PPT, links and etc) of re-cycled arts and artist, and purpose of their art. Additionally, provide "where the trash goes?" panel to show students so that students can easily visualize them and some fact numbers how much trash goes into landfill and ocean and what it does to nature.

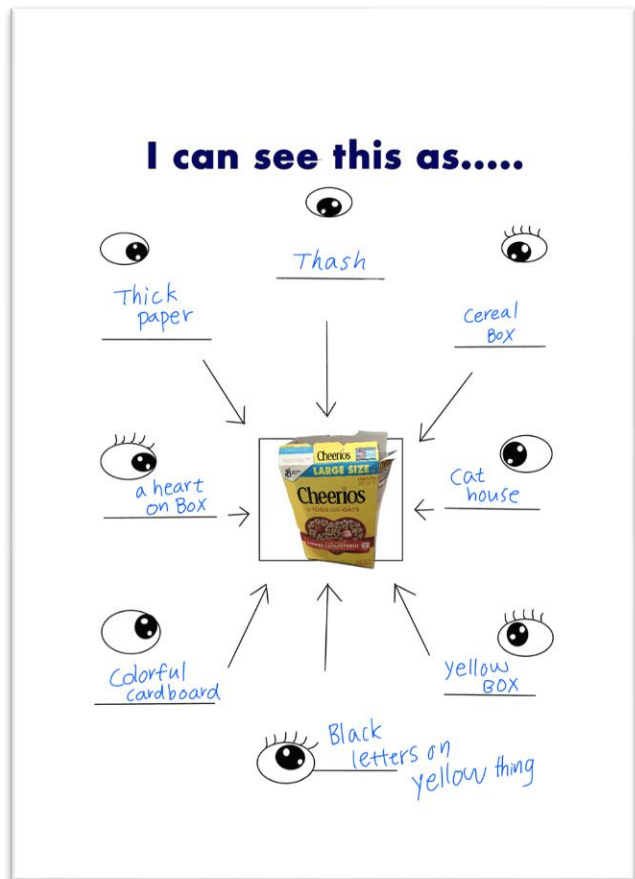
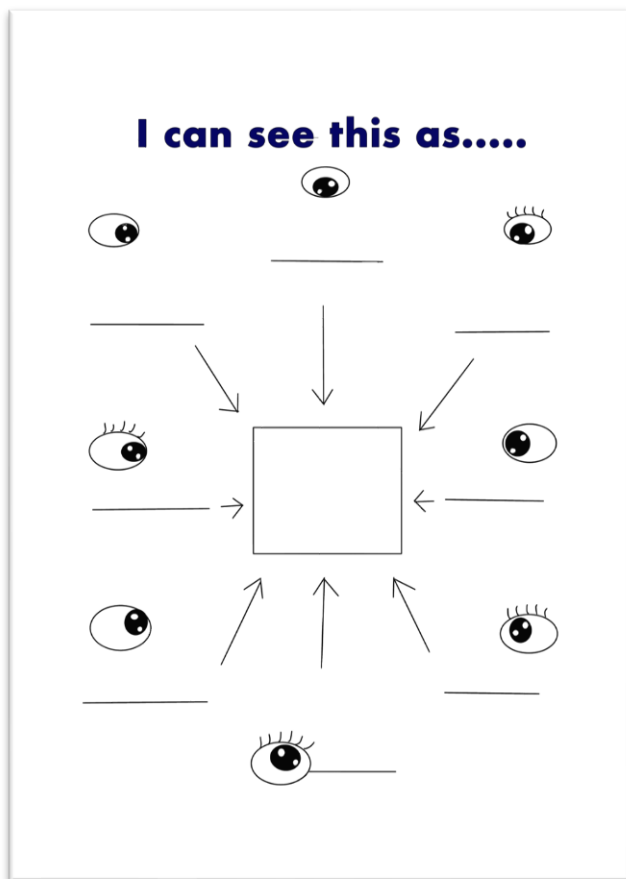
Introduction

With the "where the trash goes?" panel or on the white board write down with students the steps where trash goes from your hand to its ending place. Ask and discuss with students where else

could trash go besides landfill and what we can do to reduce trash going into landfill. Most importantly, ask students “what are the trash, what are the materials, and what defines them?”

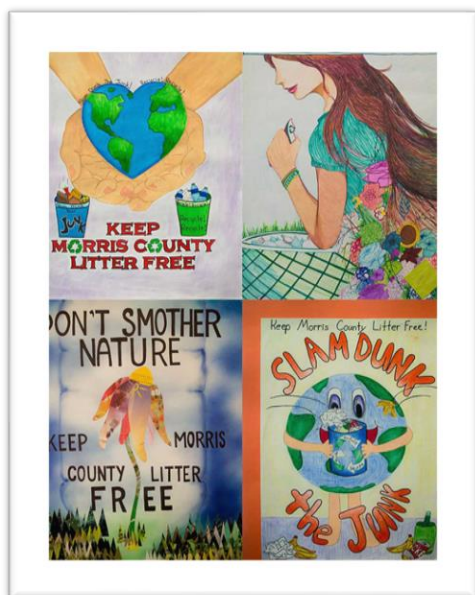
Procedure

1. As a pre-assignment, ask students to keep few item that they were about to throw away, and bring them to class.
2. Divide students into small groups and have them place “trash” things that they brought on the table. Pass out few “I can see this as” worksheet to each group and have them fill out for each item they brought. (it's ok to do only few depends on time you have in your class setting)



3. Each group, one by one shows item to other group and share the response they got. For example, “This item, our group saw it as (1) trash, (2) cereal box, (3) thick paper, (4) cartoon on box, (5) colorful cardboard (6) cat box. Etc..”
4. Discuss and ask students something like “the item you brought in today that you thought it was trash, what did others think of it?” “Why did we get different answers?” “What is the purpose of this material, and what else could it be?” “What potential this material has?” and same question from beginning one more time, now what do you think “what are trash and what are materials?”

5. Introduce some of the artist and artwork made of re-cycled materials and its meaning and messages. Have students discuss what they could do with their items and talk about possibility of ways using items they brought.
Explain upcoming project that we will be making sculpture out of pet-bottles and some other about-to-be trash materials of their choice. For this session, students will be making posters and collecting box to collect about-to-be trash materials of their choice and install them in throughout school. (if circumstances allowed, install them in neighbor community area also)
6. Have student go back into their small group and brainstorm design of posters and collecting box and start the creation.



(retrieved from https://mcmua.com/sw_cc.slamdunkthejunk.asp)

Distribution and Clean-Up

Whatever item left from the project, keep materials in one place for future project as students will be using about-to-be trash items for further project. Have student put away tools that they used.

Closure

Discuss with students what is important about the posters and boxes they created, and how they think viewers would interpret from the posters and participate in collecting materials. Install the poster and collection box throughout the school. If circumstances allow, install them in neighbor community area.

Formative/Summative Assessment:

Student Self-Assessments

Beginning of project, ask students the goal of this poster/collecting box, what their aim is. During the making process, ask students if their product is going close to their goals. After the products are finished, have them talk about their posters to classmates.

Assessment Rubric**Rubric for the Up-Cycle Creation**

To receive C “satisfactory,” a student must:

- Write the “I can see this as..” worksheet.
- Shows understanding of seeing things from different perspective.
- Create original work of art (poster)

To receive B “proficient,” a student must meet all of the criteria for a satisfactory” and:

- Join and spontaneously help each other to explore ideas.
- Create original work of art (both poster & collection box)
- Be able to explain potentials of “about-to-be-trash”.
- Be able to explain ways to be kind to earth.

To receive A “outstanding,” a student must meet all of the criteria for a “proficient” and:

- The artwork send message to viewers, catches viewer’s attention to the meaning of the artwork.
- Shows original creativity in the artwork and shows various way of how he/she used materials.

Artists or Works of Art Studied

Recycling Education(n.d). *Cal-Waste recovery system*

<http://cal-waste.com/recycling-education/>

Clean Communities(n.d). *Morris County Municipal Utilities Authority*. Retrieved September 24, 2020, from https://mcmua.com/sw_cc.slamdunkthejunk.asp

Kay.M (2012, January 17) Lined Canvas Diaper Box. *Mandy’s krafty exploits*.

<http://designsbymke.blogspot.com/2012/01/lined-canvas-diaper-box.html>

Wickramarachchi G.A.(2016, April 18) DIY Recycling Bin for Kids + Tzu Chi Recycling Day.

<https://diaryofanewmom.com/diy-recycling-bin-for-kids/>

エコキャップ回収活動[Collecting bottle caps] (n.d). Japan Woman’s University.

<http://blog.jwu.ac.jp/k-blog/?p=1421>

References

Gemma, A., (2019, October 15) Understanding Where Garbage Goes. Earth911.

<https://earth911.com/business-policy/understanding-where-garbage-goes/>

Ocean pollution(2020, April).

National Oceanic and Atmospheric Administration

<https://www.noaa.gov/education/resource-collections/ocean-coasts/ocean-pollution>

Adler.J (2019, April 5) Artist Turns Old Tires Into Beds For Stray Animals. *Shareably*.

<https://shareably.net/artist-turns-tires-beds-animals/>

Higa, C. (2020, April, 16). シーグラスアーティストの島田春奈さんシーグラスで自然を表現

[Sea-glass artist Hauna Shimada express nature through sea-glass art]. Okinawa, Japan :

Okinawa Times <https://fun.okinawatimes.co.jp/columns/life/detail/9615>

O'Byrne (2016, February 3).

Trash Avengers: Where Does My Garbage Go? O'Byrne/Bentley class

<http://obynebentleyclass.weebly.com/2015-2016/trash-avengers-where-does-my-garbage-go>

Curriculum Resources:

Clean Communities(n.d). Morris County Municipal Utilities Authority. Retrieved September 24,

2020, from https://mcmua.com/sw_cc.slamdunkthejunk.asp

Kay.M (2012, January 17) Lined Canvas Diaper Box. *Mandy's krafty exploits*.

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Need to find: (1)Some example works(picture, PPT, links and etc) of re-cycled arts and artist, and purpose of their art. (2) provide “where the trash goes?” panel to show students so that students can easily visualize them and (3)some fact numbers how much trash goes into landfill and ocean and what it does to nature.(4)Big boxes and poster papers.(or find community to give students some) (5) find space for fashion show.

