

Education for Sustainability Grades K-6 ART

Title: The Possibilities of Paper in recycling

Lesson Overview:

Students will learn about the volume of paper products and how it is affecting the planet. They will understand the uses of paper and paper products are affecting the tree population and how this in turn affects the environment. They will create works of art using several differing types of paper products in ways that were not associated with the original intent of the product stimulating imaginative uses of these products. A new perspective and ways to see how these products can take on new meaning is the focus of these works of art.

Essential Question:

How can we make a difference through our art making to see new meanings in discarded paper products and bring attention to the importance of recycling?

Resources:

Big Green Book of Recycled crafts by Leisure Craft

www.favecraft.com/earthday

www.recyclingfacts.orgpaper-recycling facts

Green Art www.beautifuldecay.com

Recycled Art www.inhabitant.com

Youtube Recycle-Recreate-Reimagine

Procedure:

1. Have students look at various artist's works of art that use recycled paper products
2. Have students watch you tube clip of recycle-recreate-reimagine
3. Have students read and discuss paper waste facts from recycled pieces of cardboard put in a paper bag and chosen.
4. Give students materials and time to discuss where they how they would like to proceed using the elements of art and principles of design within these materials
5. Students set to work in creating work
6. **6th Grade – recycled paper gardens**
7. **5th Grade – book and magazine sculptures**
8. **4th Grade – Black History month – Faith Ringgold on recycled material and newspaper**
9. **3rd Grade – Black History month – Lois Mailou Jones on recycled material and newspaper**
10. **2nd Grade – funny faces using recycled materials**
11. **1st Grade, Kindergarten – collages using recycled materials**

Assessment:

Student assessment will be summative. The observational assessment will be in the visual work of art.

Sustainable Jersey for Schools Education for Sustainability Questionnaire

Answer these questions about the **significant lesson** or **set of lessons** that you are submitting for points under the Education for Sustainability (EfS) action.

1. The lesson(s) must have addressed at least **one** of the **sustainability topics** listed below. *Examples provided under the sustainability topics are meant to be illustrative and not a comprehensive list of subtopics.* Check off the sustainability topic(s) addressed by the lessons, and for which there are documented results:

☐ **Ecological Systems**

Investigating natural environmental processes and systems – Learning about the physical and living systems of our planet brings understanding about the interconnectedness and natural limits of these systems and informs solutions to environmental problems. Students can investigate ecological systems at a local level – e.g. biodiversity in the school grounds – or link to studies occurring further away.

☐ **Climate Change**

Acquiring climate literacy – Learning climate science to understand the causes and consequences of global climate change; studying the impact of human activity on the climate and adaptations of man-made and natural systems in the face of climate change. Students can take action to address climate change by reducing their "carbon footprints."

☒ **Waste**

Reducing, reusing, recycling and cradle-to-cradle design – Re-thinking consumption and product design and use to eliminate the very idea of "waste." Any school or community can reduce its environmental impact by analyzing the full life cycle of the products it uses, and acting to reduce packaging and transport distance, and to recycle or re-purpose as many items as possible.

☐ **Energy**

Addressing sustainable energy supply and use – Learning about the multiple factors that play a role in energy demand, supply and use and the impacts on ecosystems and socio-economic systems. In some municipalities, schools are the largest energy consumers, but up to 30 percent of that energy may be used inefficiently.

☐ **Health and Wellness**

Addressing issues that impact human health – Eliminating toxic and hazardous materials, while maximizing elements that promote health (e.g. providing clean air and good ventilation, providing

clean water, promoting outdoor time and physical activity) will improve the home, work and school environment for everyone.

Food Systems

Improving nutrition and food sustainability – Many of the systems for producing, processing, and delivering the food we eat rely on practices that have deleterious effects on the environment, on livestock, on farm workers and on consumers. Choosing local and whole foods impact both human health and the environment.

The Built Environment

Addressing transportation, housing, and other infrastructure development – Raise awareness of sustainable solutions such as transportation and development plans that reduce fuel consumption, pollution and car use.

Water

Addressing water quality, availability, and use – Learning about the water cycle and how use of water and land development in one place impacts water quality and availability in other places.

Economic Systems

Investigating how economic systems play a role in sustainability – History has seen the collapse of many civilizations whose economic activity degraded the natural and/or social environments. Sustainable economies support a good quality of life for all and maintain healthy ecosystems.

Social and Cultural Systems

Investigating the impact of social and cultural systems on sustainability – Social and cultural norms influence how different groups interact with each other and with the environment; and these practices are themselves influenced by changes in natural environments .

2. The lesson(s) must have taught about and assessed for at least **one of the **enduring understandings** of education for sustainability listed below. Check off the enduring understanding(s) that the lesson(s) addressed, and for which there are documented results:**

X **A Healthy and Sustainable Future Is Possible**

We can learn how to live well within the means of nature. This viewpoint inspires and motivates people to act.

We Are All In This Together

We are interdependent on each other and on the natural systems.

Healthy Systems Have Limits

Rather than exceeding or ignoring the limits, tap the power of limits. Constraints drive creativity.

Reconcile Individual Rights with Collective Responsibilities

Responsible and ethical participation and leadership are required in order to make the changes we need to make.

We must reconcile the conflicts that exist between our individual rights and our responsibilities as citizens.

☐ **Diversity Makes Our Lives Possible**

Diversity is required to support rich complex systems (like us), to build strength and to develop resilience in living systems. Biological diversity, cultural, gender, political and intergenerational diversity all serve this purpose.

☐ **Create Change at The Source Not the Symptom**

Distinguish problems from symptoms. Identify the most upstream problem you can address within your sphere of influence.

☐ **Think Far into the Future (1,000 Years)**

Envision the kind of future we want and start working towards it. We should not sacrifice our children's future to meet our needs.

☐ **Read the Feedback**

We need to pay attention to the results of our behavior on the systems upon which we depend. If we keep our eyes on the feedback, we can adjust our thinking and behavior before we cross detrimental thresholds.

☐ **It All Begins With a Change In Thinking**

Thinking drives behavior and behavior causes results. As Einstein had observed, the significant problems we face cannot be solved with the same level of thinking we used to create them. Think systems, cycles and out of the box.

☐ **Live By The Natural Laws**

We must operate within the natural laws and principles rather than attempt to overcome them. It is nonnegotiable.

☒ **We Are All Responsible**

Everything we do and everything we don't do make a difference.

3. Teachers must have used at least one of the following instructional approaches in conducting the EfS lesson(s). Check off those that apply.

☐ **Inquiry based**

Students ask questions, plan and carry out investigations, analyze and interpret data, construct explanations and engage in argument based on evidence.

☒ **Experiential**

Students learn through doing – participating in projects, events, challenges, experiments and other learning activities.

☐ **Place-based student learning**

Students participate in investigations and learning activities in school grounds, neighborhoods or natural areas that engage them with real-life scenarios that are tangible, observable and meaningful to them.

X

_____ Interdisciplinary

2 or more teachers covering different academic disciplines design and/or present related lessons that integrate subject matter from 2 or more academic disciplines (e.g. social studies and science).

Indicate New Jersey educational standards met for each discipline in the response to Question 4.

4. Describe the **learning objectives of the sustainability lessons. Also describe how student learning was **assessed**. These descriptions should indicate the **enduring understanding(s)** of sustainability that were imparted by the lessons, as well as the instructional **approaches** that were used (as checked off above). If the approach was **Interdisciplinary**, please indicate the New Jersey curriculum standards for each discipline that were covered by the lessons:**

Learning Standards: 1.1 Aesthetics

Children between the grades of kindergarten through third grade will be found along an artistic developmental spectrum that spans the manipulative phase through the schematic. Very young children through the use of recycled products have been supported in making selections and manipulating these materials to create various works of art from a collage to printmaking. The goals of realizing new works of art can be made from existing materials that are not necessarily used in the capacity in which they were originally created. Statistics used to inform this project on the amounts of paper wasted and cloth material created an experiential journey and helped in the selection process of the materials for each student individually.

Children between the grades of third through sixth grade are found along the artistic developmental spectrum that spans schematic through visual thinking. They are becoming more aware of their impact and relationships in society and culture. This project utilized the students ability to select and manipulate materials, but offered them to find a visual voice in thier selections. Some preferred to highlight beauty in re-created works, others tried to make a dynamic art that has an imediate response from viewers.

Assessment is summative and observational. It is displayed throughout the building and the county library in our district.