

Trash to Treasure: Lesson 1

Recycled Art and the Community



Goal

This lesson will help raise students' awareness make students aware of the many creative artists in our area who are making recycled art pieces. They will get to see many fine examples of recycled art that may inspire their creativity, as well as inform them of extending the life cycle of items that are often thrown away. Students will then be able to work on own piece of recycled art.

Students will be able to:

- Understand multiple uses for recyclable and non-recyclable material.
- Turn non-recyclable and recyclable material into art.
- Incorporate messages about waste reduction into the art as a way to teach others about resource conservation.

This lesson is aligned with Environmental and Sustainability Education Standard #1.

Materials

The materials for these projects should be collected from the school cafeteria, classroom, or home. Start collecting soda cans two weeks prior to starting project. All cans should be rinsed prior to using. You can involve parents in this project by sending a letter home requesting the need for material about two to four weeks before you begin this project.

- SOS Recycling Station photo (see Resources Section at end of lesson set)
- "From Trash to Treasure" PowerPoint Available from Clark County Environmental Services (contact erin.rowland@clark.wa.gov)
- Soda cans and an example of a piece of art made with a soda can
- Hole punch
- Yarn, String, Shoelaces
- Twisty ties
- Tape
- Wire
- Hot glue sticks
- Any other materials that can be used (re-used) for an art piece

Preparation

Before beginning this lesson, prepare your checklist of materials and arrange your classroom for an art-based activity. You will want to enlist the aid of classroom helpers on the day of the activity.

Grade Level

3-12

Duration

50

minutes

Vocabulary

Artist Statement
Conservation
Life cycle
Reduce
Reuse
Recycle
Waste Reduction



Recycled Art and the Community

Lesson 1 of 4 in the Trash to Treasure Curriculum Set



Procedure

1. Show a picture of the SOS Recycling Station at the beginning of the lesson, explain that today, we will be learning about alternative uses for the items going into both the garbage and aluminum can recycling bins.
2. Show PowerPoint/video of recycled art and local recycled art artists, such as the "Trash to Treasure" PowerPoint.

Talk about how artists have used material that would have been thrown out or recycled to create art.

- Ask the following questions:
 - What recycled material the artists used.
 - Why do you think recycling is important to the artist? How can you tell?
 - Do you think there is a reuse/recycling message the artist is trying to convey?
3. Explain to students they will be creating recycled art using soda cans. Show an example of soda can recycled art (should be a piece made ahead of time).
 - What materials were used in this piece?
 - Where did they come from?
 - Discuss a possible message about reuse or recycling that could go along with this piece.
 - Discuss how this piece could be put on display to convey this message to the public. Can the message be incorporated into the art?

Share some alternative ways for students to create their art, but encourage creativity.

4. Arrange students at tables with ample room to work. Place a variety of material at each table.
5. Have each student select his or her material from the supplies gathered for this project.
 - Inform the students they have 30 minutes to create their recycled art. They don't have to finish the piece on this day, just get it started.
 - Ask the students to think about how their piece of art will inform others about the importance of reusing and recycling.
 - What story will their artwork tell?
 - Where could they display their artwork so it gets maximum exposure?
6. Have the students write an artist's statement (help younger students) about the use of recycled materials in their project.



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Recycled Art and the Community

Lesson 1 of 4 in the Trash to Treasure Curriculum Set



Wrap Up

Assessment

- What were some of the more interesting pieces you saw in the “Recycled Art PowerPoint” or Video?
- What did you like about them, and why?
- What was the strangest reuse item you saw?
- When you think about what you throw away each day, what is it that you mainly throw away? Is it packaging?
- How could you use packaging in art?
- How could you reduce the amount of packaging that you or your family buys?

Extension

- Time permitting, have the students give a short informal presentation explaining the materials used and how this piece of artwork can be used to tell others about the importance of recycling.
- Host a Recycled Art contest at school. Include different categories for different ages.
- Create a fundraiser for the school by selling the art projects made by the students.
- Show the movie WALL-E.
- Enter recycled art into the Annual Clark County Recycled Art Festival in June.
- Have an assembly for the students who created recycled art and invite the principal and parents of the students.



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Recycled Art Sculptures

Water, Buoyancy, and Plastics



Goal

This lesson will help students identify and use a variety of reusable, non-usable, and recycled materials to create a recycled art sculpture. Students will learn various facts about water and incorporate buoyancy into their art sculpture. Students will promote waste reduction messages in their art.

Students will be able to:

- Understand multiple uses for recyclable and non-recyclable material.
- Understand that producing something from recycled materials uses less water than producing something from scratch.
- Turn recyclable and non-recyclable material into sculptures that float.
- Promote a waste reduction message through art.

This lesson is aligned with Environmental and Sustainability Education Standard #1.

Materials

The materials for these projects should be collected from the school cafeteria, classroom or home. **All materials should be found, not purchased.** You can involve parents with this project by sending a letter home requesting the need for recyclables about two to four weeks before you begin this project.

- SOS Recycling Station photo (see Resources Section at end of lesson set)
- Tubs/pans for water
- Towels
- Styrofoam pieces
- Foil
- Straws
- Small tubs: yogurt, butter
- Wooden sticks
- Plastic cups
- Corks
- Recycled paper
- Example of water sculpture made from recycled materials



Vocabulary

Buoyancy
Flotation
Natural Resources
Pressure
Reduce
Reuse
Recycle
Sculpture

Procedure

Before beginning this lesson, prepare your checklist of materials and arrange your classroom or an open area for an art-based activity. You will want to enlist the aid of classroom helpers on the day of the activity.



Recycled Art Sculptures

Lesson 2 of 4 in the Trash to Treasure Curriculum Set



It is necessary to have access to a sink and plenty of clear table space. Arrange students at tables with ample room to work. Each table should have at least two tubs of water for the students to place their water sculptures in. Place a variety of material at each table.

1. Show a picture of the SOS Recycling Station at the beginning of the lesson, explain that today, we will be learning about alternative uses for the items going into both the garbage can and the recycle bin..
2. Explain to the students that today's lesson incorporates the use of water. They will work creatively to build sculptures that potentially float in the water tubs provided. In order to fully appreciate the importance of water, please share the following facts from the EPA website with the students.
 - Water covers about 71% of the Earth's surface
 - Between 1950 and 2000, the U.S. population nearly doubled. However, in that same period, public demand for water more than tripled! Americans now use an average of 100 gallons of water each day — enough to fill 1,600 drinking glasses!
 - Letting your faucet run for five minutes uses about as much energy as letting a 60-watt light bulb run for 14 hours.
 - About 75 percent of the water we use in our homes is used in the bathroom.
 - The average bathroom faucet flows at a rate of two gallons per minute. Turning off the tap while brushing your teeth in the morning and at bedtime can save up to eight gallons of water per day, which equals 240 gallons a month.
 - It takes 400 gallons of water to produce 1 organic t-shirt. Think about buying clothes from second hand stores, trading clothes with friends, or deciding if you really need what you are purchasing.
3. Explain to students they will be creating a water sculpture using recyclable and non-recyclable material.
4. Show an example of a water sculpture (should be a piece made ahead of time). Ask them:
 - What materials were used in this piece?
 - Where did they come from?
 - Discuss a possible message about reuse or recycling that could go along with this piece.
 - Discuss how this piece could be put on display to convey this message to the public. Can the message be incorporated into the art sculpture?
 - Share some alternative ways for students to create their water sculpture, but encourage creativity.
5. Have each student select his or her material from the supplies gathered for this project. Inform the students they have 20 minutes to create their sculpture. Ask the students to think about how their sculptures will inform others about the importance of reusing and recycling.
6. Have the students write an artist's statement about the use of recycled materials in their project.



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Recycled Art Sculptures

Lesson 2 of 4 in the Trash to Treasure Curriculum Set



Wrap Up

Assessment

- What is a natural resource? Is water a natural resource?
- What is the role of artist as the communicator?
- What are some alternative uses for non recyclable material?

Extension

- Have the students give a short informal presentation explaining the materials used and how their piece of artwork can be used to tell others about the importance of reducing, reusing and recycling.
- Visit other classrooms to share the presentations and art.
- Have students create a website so that they can share their artwork.



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Recycled Art Sculptures

Wind and Reuse, Mobiles and Chimes



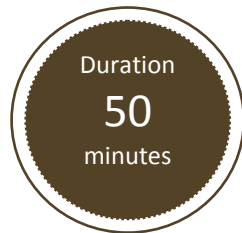
Goal

This lesson will help students identify and use a variety of reusable, non-reusable and recycled materials to create recycled art. Students will recognize reusable components in packaging and containers. Students will promote waste reduction messages in their art, and begin to think about how they will organize their recycled art showing.

Students will be able to:

- Understand multiple uses for recyclable and non-recyclable material.
- Turn recyclable and non-recyclable material into art.
- Promote a waste reduction message through art.

This lesson is aligned with **Environmental and Sustainability Education Standard #1.**



Materials

The materials for these projects should be collected from the school cafeteria, classroom or home. **All materials should be found, not purchased.** You can involve parents with this project by sending a letter home requesting the need for material about two to four weeks before you begin this project.

- SOS Recycling Station photo (see Resources Section at end of lesson set)
- Hanger - plastic or wire
- String
- Yarn
- Ribbon
- Old toys (small)
- Metal objects: nuts, bolts, jar lids, keys, silverware, etc.
- Shells
- Driftwood
- CD's
- Used greeting cards
- Example of a wind chime or mobile made from recycled objects

Vocabulary

Artist Statement
Components
Mobile
Packaging
Reduce
Reuse
Recycle
Sculpture
Waste Reduction

Preparation

Before beginning this lesson, prepare your checklist of materials and arrange your classroom for an art-based activity. You will want to enlist the aid of a classroom helper on the day of the activity.



Recycled Art: Wind and Reuse

Lesson 3 of 4 in the Trash to Treasure Curriculum Set



Procedure

1. Show a photo of the SOS Recycling Station at the beginning of the lesson, explaining that today, we will be learning about alternative uses for the items going into both the garbage can and the recycle bin.
2. Explain to students they will be creating art using recyclable and non-recyclable material. Students will make a wind chime or a mobile with the material provided.

Show an example of a mobile or wind chime art piece (should be made ahead of time).

- What materials were used in this piece?
- Where did they come from?
- Discuss a possible message about reuse or recycling that could go along with this piece.
- Discuss how this piece could be put on display to convey this message to the public.
- Can the message be incorporated into the art sculpture?
- Share some alternative ways for students to create their art, but encourage creativity.

3. Arrange students at tables with ample room to work. Place a variety of material at each table.
4. Have each student select his or her material from the supplies gathered for this project.

Inform the students they have 20 minutes to create their wind themed art.

Ask the students to think about how their mobile or wind chime will inform others about the importance of reusing and recycling.

- What story will their artwork tell?
- Where could they display their artwork so it gets maximum exposure?

5. Have the students write an artist's statement about the use of recycled materials in their project.
6. Inform the students in their next and final lesson that they will be preparing for a Recycled Art Showing. They will be working on determining the best way to display their artwork in a manner that interests and informs the public. In the process, we will also aim to relay information about how we all can reduce waste through practicing the 4R's of waste reduction, Reduce, Reuse, Recycle and Rot.

Wrap Up

Assessment

- Why is it better to reuse material than throw it away?
- What is Recycled Art?
- How does an artist statement encourage the message of reduce, reuse, recycle? How could you reduce the



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Recycled Art: Wind and Reuse

Lesson 3 of 4 in the Trash to Treasure Curriculum Set



amount of packaging that you or your family buys?

Extension

- Have the students give a short informal presentation explaining the materials used and how this piece of artwork can be used to tell others about the importance of recycling.
- Visit other classrooms to share art work and artist statements.



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Gallery Showing

A Recycled Art Presentation



Goal

In the past three lessons, students have created numerous examples of recycled art. Now it is time to find the best way to bring these pieces to a wide audience and create change. Students will brainstorm the best methods to inform the school and public about their work and how we can all practice waste reduction. Students will come up with displays and ideas about how to get as many people as possible to see their work.

Students will be able to:

- Understand multiple uses for recyclable and non-recyclable material.
- Create and promote a waste reduction message through art.
- Determine how to best display art for a specific audience and organize and art show.

This lesson is aligned with Environmental and Sustainability Education Standard #1.

Materials

These materials can be used for the group in this lesson that will be designing the signage and display for the recycled art showing or contest. The materials for these projects should be collected from the school cafeteria, classroom or home. **All materials should be found, not purchased.** You can involve parents with this project by sending a letter home requesting the need for recyclables about two to four weeks before you begin this project.

- Large pieces of waste paper, such as newsprint, magazines, old displays etc...
- Chip bags, wrappers, and other examples of non-recyclable wastes
- Styrofoam
- Foil
- Straws
- Small tubs: yogurt, butter
- Wooden sticks
- Plastic cups
- Corks
- Other interesting waste items that could be used for a display

Preparation

A week or two before this lesson, communicate with school staff to determine where your group's recycled art could be displayed for a week or more. This may be a display case, on a shelf, or on a table in an appropriate area. Make sure there is enough room to display at least one piece from each student involved in the lesson series. Here are some ideas

Grade Level

3-12

Duration

50

minutes

Vocabulary

Audience
Display
Waste Reduction
Natural Resources
Reduce
Reuse
Recycle



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Recycled Art: Gallery Showing

Lesson 4 of 4 in the Trash to Treasure Curriculum Set



about ways these art pieces could be displayed, and interest created, you can tailor the lesson to match one of these themes:

- **An assembly** for the students who created recycled art so the whole school could see the finished pieces. Invite the principal and parents of the students who participated.
- **An after-school Art Show** for families and students.
 - Have the students give a short informal presentation explaining the materials used and how the artwork can be used to tell others about the importance of Reduce, Reuse, Recycle. If this is a contest, the winning students could be the ones to give these informational presentations.
- **Recycled Art Contest** at school. Include different categories for different ages. See sample flyers from Hearthwood with categories for grade levels.
- **School Fundraiser.** Raise money for the school by selling/auctioning the art projects made by the students.
- **Art Show and Movie Night.** Show the movie WALL-E after the art gallery presentation/contest award presentation. Make it a fun movie night for students and their parents. See attached flyer for promotional information.
- **Hallway Art Gallery.** Display student's artwork around the school with the attached artists statements.
- **Clark County Recycled Art Festival.** Display the student's art pieces in the annual festival in June.

Hearthwood Elementary Recycled Art Contest March 2009

(This came from four separate lessons to the after school program.)

Teachers, parents, and students helped to promote the recycled art contest and gallery showing throughout the school one month prior to event and after four lessons had been taught to after-school program students. See samples of printed flyers.

Displays were set up around the school to show examples of materials used. Fact sheets/posters were put up to explain the importance of reusing material instead of sending it to the landfill.

Announcements were made throughout the school to remind students of the impending contest deadline and encourage creativity.

There was a category for teachers as well. The participation of staff/administration will increase the participation rates of students

Procedure

Before beginning this lesson, prepare your checklist of materials and arrange your classroom or an open area for an art-based activity. You may want to enlist the aide of classroom helpers on the day of the activity.

1. Creating interest, determine audience.

Enlist the help of a note taker. They will compile much of the feedback you will be getting from the group today



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Recycled Art: Gallery Showing

Lesson 4 of 4 in the Trash to Treasure Curriculum Set



on the note sheet (see resources at end of lesson). This information will help the class determine how to best prepare for their gallery showing or contest.

Ask students about what we have been doing over the past three lessons. (Learning about waste reduction, creating recycled art etc...)

Let the students know that they have learned a great deal over the past three lessons, as well as created some fantastic pieces. That's great that we have all learned that we definitely create a lot of waste, but that if we do what we can to reduce waste, we will make a positive difference. But what can really create change is taking our knowledge and teaching others with it.

Let the students know that you are going to ask them a series of questions to better understand how they view art in their own lives, and we'll use that information to help determine how to best display our own art. Write down their responses.

Ask the following:

- Where do you view art? (In a museum, on the street, at their houses, on TV... on the radio... in school)
- How is art displayed where they have found it? Is it piled in a corner? Is it locked up behind a case? Are there other messages attached to the art? What do the displays look like? Can you find out more information about the art when you find it?
- Who else might be interested in viewing our art pieces? (Artists, Students in art classes, parents, teachers)
- Who else might be interested in learning about waste reduction?
- (The general public, students, science and social studies teachers, parents...)

2. Taking our knowledge and creating displays and messaging

- Ask the students the following questions and review their answers:
- Now that we have all of this fantastic recycled art that we have put together, how are we going to display it so that it is easily viewed, is impactful, and educates the people that view the art pieces?
- Where could it be displayed? (Display boxes, on a table in a high visibility area, near the main entrance? Photographs of the works in a school newsletter?)
- Will we feature all the pieces students have made or a selection? How will we select what to feature?
- What are some creative ideas for how our art could be displayed? (Line the display with recyclable materials, make a sign out of recycled items, post facts about how much the school recycles, general public recycles, how much goes to the landfill etc...)
- Now that we have a better idea of who might be interested in viewing our art, how are we going to reach them, and invite them to come see our work?
- What are some ways we can get students to check out our work? (Announcements, find answers to waste reduction scavenger hunt questions in the display...)



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Recycled Art: Gallery Showing

Lesson 4 of 4 in the Trash to Treasure Curriculum Set



- How can we get parents to check out our work? (Announcement in parent newsletter, email, have the work on display during teacher conference week...)

3. Translating our feedback into projects.

Project the notes selected on the student notes sheet on the wall, or review the responses that have been written on the board. From these responses, come up with 2-3 projects the students could work on. Have the student groups begin work on these projects. These could include:

- Creating the layout for the display, and any special signs and messages you would like to include:
 - What can be recycled /composted at School
 - Waste Reduction messages
 - Reduce Reuse Recycle Rot
 - Creative reuses for non recyclables
 - Alternatives to disposable items
- Coming up with announcements for the school
 - Waste reduction public service announcements
 - Invitation to the recycled art showing
- Writing an invitation to view the recycled art works. The invitation would appear in the school newsletter.
 - This group could also follow up with pictures and a short narrative of the event to appear in a subsequent newsletter.

4. Wrap Up

Set a date for your showing or contest! With the work that is still left to be done, come up with a timetable to make sure the work is completed.

Wrap Up

Assessment

- What are the best ways to reach their audience for recycled art?
- What is the role of artist as the communicator?
- What are alternative uses for non-recyclable material?

Extension

- Prepare students' works to be displayed in Clark County's Annual Recycled Arts Festival, held the last weekend in June every year, at Esther Shore Park, in downtown Vancouver! Check it out: www.recycleartsfestival.com.



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Resources



Resources for the Trash to Treasure Curriculum Set

These pages contain resources for the “Trash to Treasure” Curriculum Set. The set contains four lesson plans: 1) Recycled Art and the Community; 2) Recycled Art: Buoyancy and Plastics; 3) Recycled Art: Wind and Reuse: Mobiles and Chimes; and 4) Gallery Showing: Art Presentation to Principal and Parents.

Grade Level
3-12

The SOS Recycling Station



Resources

For the Trash to Treasure Curriculum Set



Recycled Art Gallery Showing

Student Note Sheet Questions and Responses

Question:	Responses:
Determining our Audience:	
Where do students view art?	
How art is displayed where they have found it. Is it piled in a corner? Is it locked up behind a case? Are there other messages attached to the art? What do the displays look like? Can you find out more information about the art when you find it?	
Who else might be interested in viewing our art pieces?	
Who else might be interested in learning about waste reduction?	
Display:	
Where could it be displayed?	
Will we feature all the pieces students have made or a selection? How will we select what to feature?	
What are some creative ideas for how our art could be displayed?	
Getting the word out!	
What are some ways we can get students to check out our work?	
How can we get parents to check out our work?	



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