Lesson 2: What Can I Say?

**Description:** Creation of a message about local plastic pollution to deliver using the masks created in lesson one.
Concepts:
1. Art can be used as a powerful language to communicate ideas.
2. Local issues can be affected through local action.
3. Working together, we can make big things happen.

Outcomes:
Upon completion of this lesson students will be able to:
1. Use their masks to deliver a message.
2. Choose a local organization or group to present a message to.
3. Work with other students to craft a powerful message.

Outline:
I. Set up (5 min.)

II. Introduction (10 min.)
   a. Learner Level Assessment
   b. Behavior Guidelines

III. The What, Why, Who, and How (30 min.)
   a. What Item and Why Does it Matter?
   b. Who Can Help?
   c. How Will We Ask?

IV. Conclusion and Review (5 min.)

V. Additional Resources
I. Set up (5 min.)
This lesson requires a screen and projector to show visuals to the class. It also requires that data from the class cleanup has been compiled and that the top ten items found have been formatted into a class top ten list. Before this lesson, student’s masks should be complete and they should have them available to use.

Materials:
- Paper and pencils for students
- Student masks

Share this background information with students to help them understand this project.

Background:
Art has the potential to communicate in many different ways. When Washed Ashore brings sculptures to an exhibit location, we strive to ensure that the sculptures deliver a message. The artwork itself speaks to the viewers and affects every person in a unique way because they view the art in context of their own knowledge and experience. In this way, Washed Ashore creates a powerful subjective experience. In addition to having their own experience with Washed Ashore art, we hope people who see our sculptures come away with a message that we design in order to promote a specific action and create a common knowledge base. For instance, when people view our jellyfish sculptures, we want them to know that turtles are mistaking plastic bags for jellyfish and eating them.

The subjective experience occurs naturally for the viewer, but the objective message must be delivered by a person or a sign. Many of our exhibits rely on signs, like this one in Houston:
Using the language of the arts to help deliver a message often enables people to listen without feeling defensive.

During our exhibit at the National Zoo, the zoo trained docents who stood by sculptures to deliver a message to viewers. At our gallery in Bandon, Oregon, we also have trained staff available to discuss the message of the sculptures to gallery visitors. This is Washed Ashore founder Angela Haseltine Pozzi talking about SeeMore the Sea Lion Pup to a group of girl scouts:

Signs can be very powerful and effective at delivering a message, but they only fulfill their potential if the person viewing the sculpture chooses to read them. Having a person deliver the objective message ensures that it is heard and also enables viewers to ask questions. This is especially powerful when the message is delivered by the person who designed the artwork because they can provide viewers with insight into their creative process.

Although it's important to reach as many people as possible when you have a powerful message to deliver, sometimes it's helpful to target a specific audience. In lesson eight of the IAMDC, we learned about single use plastics. One of the follow-up activities asked students to investigate bag bans around the country. Many of those bag bans were put into place by city councils. So, if students wanted to help get a local bag ban passed, one option would be for them to bring their masks and a message to a local city council meeting. Using the language of the arts to help deliver a message often enables people to listen without feeling defensive.

During this lesson, students will create the message they want to deliver to the public with their mask, decide who they want to bring the message to and work in small groups to create a plan for how they will deliver it.
II. Introduction (10 min.)

a. Learner Level Assessment

Project the class cleanup top ten item list in a location students can see it. Ask students to take a look at their mask and consider the cleanup. Which items does their mask best highlight? Ask students to choose just one that they noticed during the cleanup and used on their mask that surprised, frustrated, or intrigued them.

Give students a few minutes to write down at least three sentences about their item of choice. When all students have something written, ask them to arrange themselves for an inside/outside circle share. This requires that they create two concentric circles with equal amounts of students in each. The inner circle should face their partners in the outside circles. Each partner should share the sentences they created about their masks and then the outside circles should rotate to the left or right. For more on this sharing technique, take a look at this link from theteachertoolkit.com.

Remind students that this is a mask of their own face, so these statements should be delivered in the first person. While speaking, have students hold up the mask in front of their face. When their partner is speaking, have them lower the mask and listen. Ask students to try and remember the people who had similar items or ideas to their own.

Assessment (Outcome 1): Students use their mask to deliver a message they created about an item found during their class cleanup to make that message more powerful and interesting.

b. Specific Behavior Guidelines

Some lessons and activities in this curriculum require tools and/or physical activity, so there may be a need to discuss behavior expectations before activities. For this lesson, there are no specific behavior guidelines beyond standard classroom rules.

III. The What, Why, Who, and How (30 min.)

a. What Item and Why Does it Matter?

After the introduction activity, students should have a good idea of the other students in their class who chose the same item they did to focus on with their mask. Ask students to form groups of five people maximum two minimum who are interested on working together to craft a message on the same item. Once students have formed groups, ask them to answer these questions:

• Why did you choose your particular item?
• How do you think this item could affect animals in the environment you found it in?
• What could be done to help make sure this item does not end up in the environment in the future?

Although individual students may have different answers for the questions, ask students how they can answer them as a group. This may mean that each individual in the group provides an answer that they then tie together, or that they work to find one answer they can all agree upon. Answers to the third question will be varied and specific, challenge students to have a reduce, reuse, or refuse component to their answer. In some cases, the solution to reducing trash in the environment may be providing better waste disposal and/or recycling options in a given location. While this can be part of the answer, challenge students to consider how they can ensure their trash item never gets to the point where disposing of it is the only option.
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b. Who Can Help?

Now that groups have chosen an item and considered how that item affects the local environment and what they can do about it, it’s time to consider who they can ask for help. There are many options for students, and each group should make their choice based on their specific item. For example, if during their cleanup students removed trash from a stream behind the school, they could consider going to a school board meeting to ask for help. If students conducted their cleanup at a city park, they could go to the city council. Here are an initial set of questions to help guide students through this decision:

- Who is in charge or owns the area where the class cleanup was conducted?
- Does their particular item come from a local location?
- Who is the primary group that may be responsible for this item ending up in the environment?

Students may not know the answers to all of these questions, and may have to conduct some research. Each question should provide students with an option for a group that can help them reduce trash in the environment. Question one may lead to groups that can help provide disposal options once the item has reached the end of its useful life. This group likely has an interest in keeping the land and water clean. Question two may lead to a merchant or business who could be interested in helping to take responsibility for the trash their products create. Question three may lead to a user group that could change their habits in order to produce less pollution.

Assessment (Outcome 2): Students identify and choose one to three groups to connect with in order to help reduce the particular pollution problem they are focused on.

c. How Will We Ask?

Now that students have chosen the item they are going to focus on and the groups they are going to work with, it’s time to consider how they are going to deliver the message. There are a number of options and students should be creative, but in order to maximize effect they should carefully consider how to use their masks. The simplest option is for students to choose a message they can deliver as a group and use the mask to speak. Other options include performing a group skit using the mask or composing a song.

Part of this choice will depend on context. If students are presenting at a city council meeting, they may choose to present their message differently than if they are trying to connect with local fishermen. There are as many possibilities for presenting as there are groups to present to. However, it’s important to ensure that every member of the group participates in the presentation.

If it makes it easier to deliver an exact message, students can attach reminders or notes to the back of their mask. This is one advantage of using them during the presentation.

Assessment (Outcome 3): Students work together in groups to develop a method that will effectively deliver their message.
IV. Conclusion and Review (5 min.)

In this lesson, students began to use their mask to communicate. They chose a local item of concern and formed a group to consider solutions to a specific pollution problem. They also chose who to ask for help. The goal of this lesson is to create a plan. In order to create a well-crafted high quality presentation of any type, students will need additional time either in class or independently to work as a group.

Assessment (Outcome 3) Students create a well thought out and polished presentation that they are ready to share with their classmates and community.

V. Additional Resources

The teacher tool kit

Washed Ashore Integrated Art Marine Debris Curriculum
Washed Ashore Mission Statement:
Washed Ashore builds and exhibits aesthetically powerful art to educate a global audience about plastic pollution in oceans and waterways and spark positive changes in consumer habits.

How We Fulfill Our Mission:
Our travelling exhibit of sculptures made completely of marine debris moves around the country in order to reach as many people as possible. Through both educational programs and interactions with our art and signage, we help audiences understand the problems of plastic pollution and marine debris. We offer educational programming at exhibit sites and support materials to educators interested in spreading awareness about plastic pollution through community art.

In order to create the sculptures we build, we first collect trash that has been removed from beaches through community beach cleanups and individual volunteers. This trash is then washed, sorted and prepared for the creation process. Each sculpture is designed and directed by a lead artist and then created through a collaboration of Washed Ashore team members, volunteers, students and artists.

Washed Ashore Facts as of 2016:
• Over 65 giant sculptures have been created.
• Over 35,000 pounds of marine debris have been processed.
• Over 12,500 volunteers have contributed to this project.

Marine Debris Facts as of 2016:
• Every ocean and every marine environment contain pieces of our trash.
• 80% of marine debris comes from land; from streets to streams to rivers to oceans.
• Plastic pollution is becoming one of the most common items in the sea and has entered the bottom of the ocean food chain.
National Standards Addressed:

Next Generation Science Standards

5-ESS3-1.
Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

MS-PS1-3.
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.) (Assessment Boundary: Assessment is limited to qualitative information.)

MS-LS2-1.
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.)

MS-ESS3-3.
Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land.).]

MS-ESS3-4.
Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. (Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.)
The National Core Arts Standards

**Presenting:**
(visual arts): Interpreting and sharing artistic work.

**Producing:**
(media arts): Realizing and presenting artistic ideas and work.
- Anchor Standard #4: Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5: Develop and refine artistic work for presentation.
- Anchor Standard #6: Convey meaning through the presentation.

**Responding:**
Understanding and evaluating how the arts convey meaning.
- Anchor Standard #7: Perceive and analyze artistic work.
- Anchor Standard #8: Interpret intent and meaning in artistic work.
- Anchor Standard #9: Apply criteria to evaluate artistic work.

**Connecting:**
Relating artistic ideas and work with personal meaning and external context.
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Common Core Language Arts Standards

- **CCSS.ELS-LITERACY.W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-LITERACY.W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

National Curriculum Standards for Social Studies

- **Thematic Standard #1** Culture: Include experiences that provide for the study of culture and cultural diversity.
- **Thematic Standard #2** Time, Continuity, and Change: Include experiences that provide for the study of the past and its legacy.
- **Thematic Standard #3** People, Places and Environments: Include experiences that provide for the study of people places and environments.
- **Thematic Standard #7** Production, Distribution, and Consumption: Include experiences that provide for the study of how people organize for the production, distribution and consumption of goods and services.
- **Thematic Standard #8** Science, Technology, and Society: Include experiences that provide for the study of relationships among science, technology, and society.
- **Thematic Standard #9** Global Connections: Include experiences that provide for the study of global connections and interdependence.
- **Thematic Standard #10** Civic Ideals and Practices: Include experiences that provide for the study of the ideals, principles and practices of citizenship in a Democratic Republic.