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Honors Expanded Learning Clubs

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Fall 2019

## Art and The Environment

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NEBRASKA HONORS PROGRAM  
CLC EXPANDED LEARNING OPPORTUNITY CLUBS  
INFORMATION SHEET

**Name of Club:** Art and the Environment

**Age/Grade Level:** 1<sup>st</sup> through 3<sup>rd</sup> graders

**Number of Attendees:** 15-18

**Goal of the Club:** *(learning objectives/outcomes)*

To educate students about the importance of taking care of the environment through art projects.

**Resources:** *(Information for club provided by)*

Index cards, large sheets of recycled cardboard, Pinterest

**Content Areas:** *(check all that apply)*

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:** *(Does the club have a final product/project to showcase to community?)*

Weekly webs

**Introducing your Club/Activities:**

**This club is meant to teach students about the importance of taking care of their environment through the use of art projects and interactive games.**

**General Directions:**

**Create weekly art projects and embed ideas of sustainability.**

**Tips/Tricks:**

**Be flexible and allow yourself ample cleanup time.**

# LESSON PLAN WORKSHEET: WEEK 1

(copy table as needed)

<b>Lesson Activity Name:</b>	<ol style="list-style-type: none"><li>1. Introduction to the club</li><li>2. Game: would you rather</li><li>3. Sustainability web</li><li>4. Trash cleanup</li></ol> <hr/>
<b>Length of Activity:</b>	<ol style="list-style-type: none"><li>1. 15 minutes</li><li>2. 15 minutes</li><li>3. 10 minutes</li><li>4. 20 minutes</li></ol> <hr/>
<b>Supplies:</b>	<ol style="list-style-type: none"><li>1. None</li><li>2. None</li><li>3. Premade web created by us in advance</li><li>4. Gloves, trash bags</li></ol> <hr/>

## Directions:

1. Set up expectations for the club: sit at the front of the classroom, be quiet after every attention grabber, and listen to the feedback of other students  
Explain the structure of each meeting: each meeting will consist of creating a sustainability web, playing a game, and making an art project
2. Play would you rather. Students will separate and stand on one side of the room associated with an answer that they would rather do or be  
Questions: would you rather...
  - Fly like a bird or breathe underwater like a fish
  - Eat worms like a robin or termites like an anteater
  - Climb trees like a squirrel or tunnel underground like a gopher
  - Sleep standing up like a horse or upside down like a bat
  - Run fast like a cheetah or roar like a lion
  - Be as big as an elephant or as small as a mouse
  - Be a mammal or a reptile
3. Bring an already completed “web” with the word sustainability as an example of what the students will create every week. Index cards will be used to add words, ideas, or pictures to create each web.
4. Utilize the outdoor playground area and pick up garbage. Every student will put on one glove (to minimize the amount of gloves that have to be thrown away) and use only that hand to pick up trash. Students will return to a trash bag to deposit the litter they found. Then, the trash will be sorted into what goes to the landfill and what goes to the recycling. After the activity, every student will wash their hands.

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## Parts of activity that worked:

Attention grabbers are effective in getting the students attention. The students were very excited to pick up trash.

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**Parts of activity that did not work:**

Some students wanted to blow up their gloves or use their non-gloved hand to pick up trash.

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## LESSON PLAN WORKSHEET: WEEK 2

(copy table as needed)

**Lesson Activity**

**Name:**

1. Green web
  2. Game: get-to-know-you
  3. Planting activity
- 

**Length of Activity:**

1. 15 minutes
  2. 10 minutes
  3. 25 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. Index cards, pencils
  3. Milk cartons, dirt, vegetable seeds
- 

**Directions:**

1. The word for this week is “green.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  2. The students will write three statements about themselves on a notecard. Their classmates will have to guess who wrote each card.
  3. The students will use recycled snack-size milk cartons to plant seeds and take the project home
- 

**Parts of activity that worked:**

The students were excited to see their plants grow.

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**Parts of activity that did not work:**

The students were reluctant to touch the dirt themselves.

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# LESSON PLAN WORKSHEET: WEEK 3

(copy table as needed)

**Lesson Activity****Name:**

1. Plastic web
  2. Game: tree tag
  3. Bird feeder activity
- 

**Length of Activity:**

1. 10 minutes
  2. 15 minutes
  3. 25 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. None
  3. Plastic milk jugs, plastic bottles, scissors, string, decorating materials
- 

**Directions:**

1. The word for this week is “plastic.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  2. One person is it and one person is a healer. If you are tagged, you must act like a tree until the healer un-tags you. Playing this game outside is best.
  3. The students will create and decorate their own bird feeder out of a recycled milk jug. For younger students, it is easier to cut the jugs in advance.
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**Parts of activity that worked:**

Students felt a sense of independence being able to decorate their bird feeders in their own unique way.

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**Parts of activity that did not work:**

Due to time constraints, some students did not have the opportunity to be “it” and “a healer” during the game and were upset.

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## LESSON PLAN WORKSHEET: WEEK 4

(copy table as needed)

**Lesson Activity****Name:**

1. Reduce web
  2. Game: guess that animal
  3. Newspaper flower activity
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**Length of Activity:**

1. 10 minutes
  2. 15 minutes
  3. 25 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. Whiteboard, expo markers
  3. Newspaper, crayons, colored pencils
- 

**Directions:**

1. The word for this week is “reduce.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  2. Using the marker board, there will be blanks for each letter in an animal species’ name. Students will guess letters, and with each incorrect guess, a part of the target animal will be drawn on the board. Guessing will continue until the word is spelled or the animal is completed.
  3. The students will use newspaper, crayons and colored pencils to create flowers.
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**Parts of activity that worked:**

Students were enthusiastic to guess the animal.

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**Parts of activity that did not work:**

Some students struggled with raising their hands during the game, which spoiled it for others.

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# LESSON PLAN WORKSHEET: WEEK 5

(copy table as needed)

<b>Lesson Activity Name:</b>	<ol style="list-style-type: none"><li>1. Paper web</li><li>2. Game: camouflage</li><li>3. Paper bag activity</li></ol> <hr/>
<b>Length of Activity:</b>	<ol style="list-style-type: none"><li>1. 10 minutes</li><li>2. 15 minutes</li><li>3. 25 minutes</li></ol> <hr/>
<b>Supplies:</b>	<ol style="list-style-type: none"><li>1. Cardboard, index cards, pencils, tape</li><li>2. None</li><li>3. Paint, paintbrushes, sponges, etc.</li></ol> <hr/>

## Directions:

1. The word for this week is “paper.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
2. Students will go out to the playground. One person is ‘it’. They yell “camouflage” and start counting to 30, and everyone else tries to run as far away from them as possible. At the end of the 30 seconds, everyone must hide. The person who is ‘it’ counts all the people they can see. Every student gets a turn.
3. Students will have the opportunity to paint paper bags that they can use instead of single-use plastic bags.

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## Parts of activity that worked:

The students were able to come up with many examples of paper for the web.

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## Parts of activity that did not work:

We were assigned more club members than we had planned to accommodate for.

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# LESSON PLAN WORKSHEET: WEEK 6

(copy table as needed)

**Lesson Activity****Name:**

1. Recycle web
  2. Game: fire tender
  3. Plastic lid monsters activity
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**Length of Activity:**

1. 10 minutes
  2. 15 minutes
  3. 25 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. Popsicle sticks, blindfold (optional)
  3. Decorations for faces, ex. Pipe cleaners, string, googly eyes, markers, glue, etc. and bottle caps
- 

**Directions:**

1. The word for this week is “recycle.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  2. One student sits blindfolded with 10 popsicle sticks around them. The rest of the students split into two teams. One at a time, students will try to take a popsicle stick. If the blindfolded student hears a noise, they point in that direction. When all the sticks are gone, count them up for each team.
  3. Students will create monster faces out of bottle caps using googly eyes, string, marker, etc. Optional: if students do not want to keep their monsters, glue them to a piece of cardboard and make a family of monsters.
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**Parts of activity that worked:**

Students enjoyed using the bottle caps to create their own creatures.

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**Parts of activity that did not work:**

Students could not be quiet during the game, leading to arguments.

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# LESSON PLAN WORKSHEET: WEEK 7

(copy table as needed)

<b>Lesson Activity Name:</b>	<ol style="list-style-type: none"><li>1. Conservation web</li><li>2. Game: food chain game</li><li>3. Cardboard house activity</li></ol> <hr/>
<b>Length of Activity:</b>	<ol style="list-style-type: none"><li>1. 10 minutes</li><li>2. 15 minutes</li><li>3. 25 minutes</li></ol> <hr/>
<b>Supplies:</b>	<ol style="list-style-type: none"><li>1. Cardboard, index cards, pencils, tape</li><li>2. Slips of paper with animal names</li><li>3. Pre-cut cardboard pieces, tape, paper, markers</li></ol> <hr/>

## Directions:

1. The word for this week is “conservation.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
2. Students are separated into groups and each one is given a card with an animal on it. Each group must construct a food chain using the animals on their cards. After food chains are assembled, groups will compare the animals on each level of the food chain and find their similarities.
3. Students will create houses out of cardboard using pieces pre-cut for them. They will then decorate the houses any way they choose.

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## Parts of activity that worked:

Students thought of different ways to use their houses.

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## Parts of activity that did not work:

Some students understood the directions immediately while others needed more assistance.

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# LESSON PLAN WORKSHEET: WEEK 8

(copy table as needed)

**Lesson Activity****Name:**

1. Energy web
  2. Game: energy charades
  3. Origami activity
- 

**Length of Activity:**

1. 10 minutes
  2. 15 minutes
  3. 25 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. None
  3. Markers, crayons, and/or colored pencils
- 

**Directions:**

1. The word for this week is “energy.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  2. Students will volunteer if they want to act out a type of energy. They will be provided with 5-6 types of energy and they must demonstrate these words without speaking. Their classmates will guess what type of energy they are portraying.
  3. Students will be provided with paper. They will be provided with a demonstration on how to fold an origami cat. When they are done, they can design their cat however they choose.
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**Parts of activity that worked:**

Students were excited to name their new “pets”.

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**Parts of activity that did not work:**

As with the houses, some students followed the instructions better than others, leading to frustration.

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# LESSON PLAN WORKSHEET: WEEK 9

(copy table as needed)

**Lesson Activity Name:**

1. Climate change web
2. Game: iceberg tag
3. Magazine collage activity

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**Length of Activity:**

1. 10 minutes
2. 15 minutes
3. 25 minutes

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**Supplies:**

1. Cardboard, index cards, pencils, tape
2. Speakers for music
3. Old magazines, scissors, glue

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**Directions:**

1. The word for this week is “climate change.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
2. Students will be moving around while the music is playing. A student will be ‘it’. Once the music stops, they must freeze in the position they are in. Whoever is ‘it’ watches for movement, and if they see someone move, they are out. When the music starts again, the icebergs ‘melt’ and the students continue moving.
3. Students will be provided with cut out letters from magazines. Using everything they have learned over the course of the club, they will use pictures and words they think are related to the topics that were covered. One big collage will be created.

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**Parts of activity that worked:**

Students were invested in iceberg tag, and excitedly moved about the room.

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**Parts of activity that did not work:**

Students weren’t interested in putting environmentally related terms onto the collage.

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# LESSON PLAN WORKSHEET: WEEK 10

(copy table as needed)

**Lesson Activity****Name:**

1. Food chain web
  2. Game: ecosystem connections
  3. Wrap up
- 

**Length of Activity:**

1. 10 minutes
  2. 25 minutes
  3. 15 minutes
- 

**Supplies:**

1. Cardboard, index cards, pencils, tape
  2. Yarn, rubber ball
  3. Snacks
- 

**Directions:**

4. The word for this week is “food chain.” Students will answer what they think the word means and give examples. Their definitions will be added to the board and create a web to define the word.
  5. Students will use a ball of yarn to demonstrate connections between organisms in ecosystems. One student will name part of an ecosystem (i.e. an animal or plant species, an abiotic factor, etc.) and toss the yarn to another student. They will name something related to what the first student said. The game will continue until the rubber ball balances in the middle on the yarn connections. Then, parts of the ecosystem will be removed until the ball falls.
  6. Students will reflect on the lessons from previous weeks and name what was their favorite part. They will be provided with snacks.
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**Parts of activity that worked:**

The students understood the concept of food chains really well.

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**Parts of activity that did not work:**

The string got difficult to work with and the students attempted to walk through it.

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