



This curriculum extension has been funded in part through support from the Johnson Ohana Charitable Foundation.

Lesson 3: Refining the Message

Description: Student messages are completed and prepared for presentation to the community.





**Upon completion
of this lesson
students will be
able to:**

**Practice giving
and receiving
constructive
criticism.**

Concepts:

1. Learning how to give and receive constructive criticism can help everyone improve their work.
2. Creating an effective message is an interactive process.
3. Art evokes feelings and emotions.

Outcomes:

Upon completion of this lesson students will be able to:

1. Practice giving and receiving constructive criticism.
2. Work with their group and class to improve their presentation.
3. Craft a presentation that creates a specific reaction.

Outline:

- I. Set up (5 min.)
- II. Introduction (10 min.)
 - a. Learner Level Assessment
 - b. Behavior Guidelines
- III. Main activity (30 min. - see timing note in this section)
 - a. Constructive and Destructive Feedback
 - b. Pre-Presentation Group Meeting
 - c. Presenting to the Class
- IV. Conclusion and Review (5 min.)
- V. Project Completion
- VI. Additional Resources



Materials for student presentations will vary, but should include their masks and any necessary props.

I. Set up (5 min.)

This lesson requires a screen and projector to show one short video. The video is available on youtube, so an internet connection is also required. Links are provided within this lesson. Students will also need pencils and paper for brainstorming activities. Materials for student presentations will vary, but should include their masks and any necessary props.

II. Introduction (10 min.)

a. Learner Level Assessment

A group of fifth grade students from Millicoma Intermediate School in Coos Bay, Oregon were inspired by the Washed Ashore Project to create [this video](#) on keeping trash out of the ocean. Ask students to watch the video with these questions in mind:

- What was your favorite part of the video?
- What was the main debris item focused on?
- What was the target audience of this group and did they reach it through this video?
- In what way did this group try to reduce pollution?
- If they were to change one thing in order to deliver a more effective message, what would it be?

After the video, ask students to take a moment and answer each question in writing. If needed, watch the video a second time. Review student's answers as a class and then discuss the following questions:

- What did the students in this video do to create emotion?
- How could the students in this video use visual art to add to the power of their message?
- Which local groups could these students have presented to or asked to help solve the problem they highlighted?

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, students will be focused presenting to their class, receiving feedback, and providing feedback. During these activities, it is especially important to stress respect for classmates. Review classroom policies on listening and providing feedback before the presentations.



The difference between constructive criticism and destructive criticism is the way in which comments are delivered.

III. Refining the Message (30 min.)

Timing note: the goal of this lesson is to help students make final preparations for their group presentations and prepare them to be good listeners. The time of thirty minutes for this section refers to the time it may take students to complete these activities. While it is likely that students will have time to begin presentations during this lessons, it may take several class periods for all students to present.

a. Constructive and Destructive Feedback

After the introduction, take a moment to discuss the comments made about the video. Were there examples of both constructive and destructive criticism? Use this excerpt from skillsyouneed.com to compare and contrast the two types of criticism:

“Constructive and Destructive Criticism

The difference between constructive criticism and destructive criticism is the way in which comments are delivered.

Although both forms are challenging your ideas, character or ability, when someone is giving destructive criticism it can hurt your pride and have negative effects on your self-esteem and confidence. Destructive criticism is often just thoughtlessness by another person, but it can also be deliberately malicious and hurtful.

Constructive criticism, on the other hand, is designed to point out your mistakes, but also show you where and how improvements can be made. Constructive criticism should be viewed as useful feedback that can help you improve yourself rather than put you down.”

Discuss with students that both types of criticism can involve other people or just yourself. You can provide either constructive or destructive criticism when you are working alone, in a group, or communicating to those outside your group.

We are going to focus on constructive criticism for ourselves, our groups, and our classmates.

Assessment (Outcome 1): Return to the introductory video and ask students to respond to these questions: What are some examples of constructive criticism that you could provide to the group in the video group? What type of comments are useful and may help groups improve rather than putting them down?

b. Pre-Presentation Group Meeting

Before presenting to the class, each group should meet to make any final changes to their presentations. During this pre-presentation meeting, groups should confirm that they have:

- A clear item of focus
- A target audience
- Suggestions on how to keep their item out of the environment
- A plan to use their artwork to make their message powerful and interesting
- A way for every member of their group to actively participate

Assessment (Outcome 2) Groups work together to improve their presentations.



Through this curriculum extension, students have created a piece of art, a message, and a plan for delivering that message.

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c. Presenting to the Class

During presentations, students should give their classmates their full attention. They will also need to take notes on each group. After each presentation students should acknowledge their classmate's efforts with applause, and then take a moment to answer these questions in writing:

- What was their favorite element of the presentation?
- How did the presentation make them feel?
- What is one suggestion that would help to improve the presentation?

Both the audience and the group that presented should work through these questions after each presentation. In this way, students can practice giving both themselves and others constructive criticism and feedback. Have everyone pass turn in their answers before the next presentation begins. Students will have a chance to review answers as a group after all presentation are complete.

Assessment (Outcome 1) Students deliver constructive criticism to classmates and themselves.

IV. Conclusion and Review (5 min.)

During this lesson, students focused on learning how to provide feedback and constructive criticism to themselves and classmates. They continued to refine their presentations in order to be as effective as possible in delivering their message.

After all presentations are complete, hand out the written feedback to the three presentation questions. Each group should read this feedback together. Ask groups to note any common themes and discuss how their presentation was received.

Assessment (Outcome 3): Groups make final changes to their presentations and the way they use their masks in order to ensure they create the emotions and reactions they hope to use in order to deliver their message.

V. Project Completion

Through this curriculum extension, students have created a piece of art, a message, and a plan for delivering that message. They have rehearsed in class and refined their presentations. Now it's time for them to go into the community and present to the group or groups they hope to reach. After all students present in the community, plan time in class for students to discuss their projects and how they were received. Highlight changes made in the community in response to the presentations.

VI. Additional Resources

Skillsyouneed.com

<https://skillsyouneed.com/ips/dealing-with-criticism.html#ixzz4lNe3lYe3>

Washed Ashore Integrated Art Marine Debris Curriculum

YouTube, Millicoma Intermediate School 5th grade Clean Oceans Video

<https://youtube.com/watch?v=SH3PANa8Txg>



**2016
Marine Debris
Fact:**

**80% of our trash
comes from land;
from streets to
streams to rivers
to oceans.**

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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-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.