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Lesson 12: Culmination

Description: In this final lesson, the masks will be completed to use in creating a classroom conservation project.





Upon completion of this lesson students will be able to:

Use the giant masks as communication tools.

Concepts:

1. Faces show emotion through the direction and shape of the eyebrows and mouth.
2. The choices we make in the classroom affect what we add to the waste stream.
3. Art can be a powerful language to communicate ideas.

Outcomes:

Upon completion of this lesson students will be able to:

1. Use the eyebrows and mouths of the giant masks to show a particular emotion.
2. Assess classroom habits.
3. Use the giant masks as communication tools.

Outline:

- I. Set up (5 min.)
 - II. Introduction (5 min.)
 - a. Learner Level Assessment
 - b. Behavior Guidelines
 - III. Matching the Masks with the Message (35 min.)
 - a. What Can We Do
 - b. Finishing the Masks
 - c. Putting it All Together
 - IV. Conclusion and Review (5 min.)
 - V. Follow-up Activities
 - a. Join our Facebook!
 - VI. Additional Resources
 - a. Sources
 - b. Vocabulary
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Before this lesson, the giant masks should be complete except for the mouths and eyebrows.

I. Set up (5 min.)

Background:

Masks have been made from various materials in many cultures over thousands of years. They have been used for protection, disguise, entertainment, rituals, storytelling, to scare off enemies, in ceremonies and in theaters. They have also been used as symbols of certain attributes of people, animals or ancestors.

Through this curriculum, we are going to create a giant plastic mask and a giant eco mask. The plastic mask represents the habits of the throwaway lifestyle that have resulted in plastic pollution in nearly every ecosystem on earth. The eco mask represents the alternatives to the throwaway habits that can stop plastic pollution at its source. These masks will serve as reminders in the classroom to create earth friendly habits.

In this lesson, we will finish these masks and decide how to use them to deliver reminders to create new habits.

The lesson requires a screen and projector to show visuals to the class. Students also need pencils and paper for brainstorming activities.

Before this lesson, the giant masks should be complete except for the mouths and eyebrows.

Materials:

- Tangerines or oranges
- Red plastic packaging (chip bags, wrappers, etc.) cut into roughly 1 inch thick strips
- 17 gauge wire (roughly ten feet)
- Wire cutters
- Two to four plastic bag braids*
- Two to four cotton T-shirt braids*
- Black cotton scrap material (enough to use for the background of the earth mask mouth)
- One large black plastic bag
- Several 16 penny nails
- Scrap large Styrofoam packing cubes
- Large paper clips (not scored) – to use as wire

* These braids should be the same color, size and texture that were used to make the hair. We'll be using them to make eyebrows in this lesson. Have a student or group create them before the lesson begins.



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II. Introduction (5 min.)

a. Learner Level Assessment

Ask students to form pairs and let them know they will be taking part in an observation activity in which one student will make faces based on specified emotions and the other will observe those faces and make note of facial features. Both students will have the opportunity to fulfill both roles, but they should choose who will do what first. Call out one expression at a time (happy, sad, angry, shocked, etc.) for the face makers to make and the observers to observe and take notes on (these notes can be actual or mental). Be certain that the face-maker holds the expression long enough for the teacher to guide the observers with questions such as, “Has the shape of the mouth changed? Which direction are the eyebrows now going? Are there wrinkles on the face? Has the space between facial features changed? What shapes do you see in and around the eyes?” Lead both partners through several expressions.

Assessment (Outcome 1): Ask both partners to fold a piece of paper into fourths and draw one face per space with the following expressions: happy, sad, angry, and shocked. When both partners are done drawing, have them exchange drawing and ask them to label their partners drawing as the expressions they think it depicts. Have partners compare labels to see if they read the expressions correctly.

b. 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. In this lesson, students will be using scissors. Sharp scissors will work best and can be dangerous if students are not familiar with how to use them. If they don't have much experience with scissors, or if you're teaching this lesson to younger students, you may want to go through scissor etiquette and technique when you reach that point in the lesson.

Scissor etiquette and technique points include:

- Don't ever cut toward your hand.
- If possible, keep the material you're cutting stretched tight.
- It will be easier to cut with scissors using the back of the blade, closest to the handle.

Students will also be using nails to poke holes in cardboard. Discuss keeping hands out of the way of the sharp end of the nail.

Remind students to be especially respectful of their classmates' ideas and opinions by trying not to alter other people's ideas with their own. Art can and will affect people differently, and this should be allowed.



We are both the plastic and eco mask people and wear our “masks” every time we purchase and dispose of something.

III. Matching the Masks with the Message (35 min.)

a. What Can We Do?

In this curriculum, we have worked together to create a work of community art. Before we complete it, we need to work together to decide on a message to deliver using our giant masks and a habit to change because of that message. We will communicate with the expressions of the faces, materials, and techniques.

Ask students to take three to five minutes and make a list of the most common single use plastics used in the classroom. Make note of the items that would fall into one of the top categories of trash picked up on beaches around the world. Project the ICC top ten chart for students.



Less trash on land will lead to less trash in the water and in all environments. Our plastic mask and eco mask will be communicating messages about trash to help us remember to look carefully at our habits. We are both the plastic and eco mask people and wear our “masks” every time we purchase and dispose of something.



By creating our art with meaningful materials, using intentional design and by adding thoughtful words we can convey information and emotion about an important environmental issue.

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Ask students to focus on one specific item that they see used in the classroom that would fall into one of the ICC categories. Ask them to identify a feeling they have about this item being found in the ocean. Have each student brainstorm how less of this item could be used in class. Have them answer the following questions: How does it get into the classroom? Why do we use it? What habit could we change to use less of this item? Could we use a reusable item instead? What steps would be necessary to make this happen in the classroom?

After students have completed this individual brainstorming activity, form groups of four to six and ask each student to share their thoughts with their group. Once every student has shared, ask groups to choose one favorite idea to share with the class. When all group ideas have been heard, vote on a habit to change and an item to reduce. Next, decide as a class on the amount of time you are going to challenge yourselves to change this habit. Choosing a specific goal will be helpful and enable you to track the successes and challenges of this change. Will you change one habit for a week, a month, a semester?

Assessment (Outcome 2) Choose a habit and an amount of time to change it for as a class

When the class has decided on one item and habit to change, a method to facilitate change, and a timeline for the challenge, it's time to create the message the masks will deliver. These two masks are symbols of consumer habits and will remind us and our audience of what our choices are when we purchase and use items.

The goal of our two masks is to convey a strong message with the artwork. By creating our art with meaningful materials, using intentional design and by adding thoughtful words we can convey information and emotion about an important environmental issue.

These masks are symbols of each one of us. We "wear" both masks every day as we make choices. Discuss with students what a symbolic masks means.

As a class, fill in these blanks:

The plastic mask says:

"I was _____ (fill in an emotion here) to learn most plastic in the ocean comes from land. In 2015 _____ (fill in the item you choose for your challenge here and the number that were found during the 2015 ICC cleanup) were found on beaches around the world."

The eco mask says:

"I am _____ (fill in an emotion here) to take action. Instead of using _____ (name your item of focus here) for the next _____ (fill in an amount of time) we are going to use _____ (fill in an alternative item to use or an alternative habit that will reduce your selected item) in our classroom. Less plastic on land leads to less plastic in the water."

If you would like to create your own messages for the masks, feel free to do so. The important part is to decide on an appropriate emotion for each mask to exhibit, use them to describe the change you are going to make in your classroom, and connect the message back to plastic pollution and marine debris to put it in context.

Assessment (Outcome 1) After students have decided on an emotion each mask will exhibit while giving its message, decide as a class on the shape of the mouth and the direction of the eyebrows.

After we create the mouths in the next section of the lesson, you'll have an opportunity to see how they look before you attach them. The eyebrows will be made from the same supplies used to make the hair of the mask, braided plastic bags and braided cotton. Two to four braids of each type should be prepped before this lesson.



To make the lips of the mask, we are going to use the ribbon kabob technique learned in lesson nine.

b. Finishing the Masks

To make the lips of the mask, we are going to use the ribbon kabob technique learned in lesson nine. Divide students into four groups and have each group create one kabob. The supplies we are going to use are a bit different than the ones used in lesson nine but the technique is the same.

Ribbon kabobs

Supplies:

- Orange or tangerine peels*
- Red plastic packaging (chip bags, wrappers, etc.) cut into roughly 1 inch thick strips
- Sixteen penny nails to create holes in the plastic
- 4 Pre-cut 24 inch sections of 17 gauge wire, looped on one end

*Oranges or tangerines should be peeled just before they are used. Long peels work best and students should try to create peels roughly one inch wide. Give several oranges out to be peel and start by using the longest for the kabob. The fruit can be eaten during this lesson or saved for another time.

Each group should have one section of wire and use either orange peels or plastic to create their kabob. Some plastics will be thin enough to poke through with the wire, but for those that are not, use a nail to punch holes into the plastic in a repeated sequence, 2-3 inches apart. Use a pre-cut 24 inch section of 17 gauge wire with a loop on one end as a needle and thread the wire through the holes. If using thin enough plastic to poke through or orange peels, poke the holes as you go. Continue threading plastic strips or orange peels onto the wire until it is tightly bunched. Finish this kabob by creating a loop on the open end to hold the plastic or peels on the wire.

These kabobs are bendable, and can be used to form any expression. As a class, place them on the masks to create the desired mouth shape. Attach these lips using the buttonhole technique from lesson nine. Fill in the mouth inside the lips with black plastic for the plastic mask and black cotton for the eco mask. If the class prefers to use a different color to give the mask a different feel, that will also work. The important thing is to create the effect of a mouth that is delivering a message. To create this effect, one uniform mouth color should be chosen.

After the mouth has been created, place the eyebrows on the mask and confirm their direction as a class. Attach the eyebrows using the buttonhole technique from lesson nine. Now your mask is complete.

c. Putting it All Together

Now that you have created giant masks and a message, decide as a class on how you'd like the masks to deliver the message. You can place the masks in the classroom with their message written in a speech bubble as a reminder to stick to your habit change goals. You can share the message and the mask with the rest of the school during an assembly or share the masks with the community through a performance. Adding music and theatrics can make the presentation dynamic.

Assessment (Outcome 3) Use the mask to communicate your message



After your class challenge is complete, plan a zero-waste class party to celebrate.

IV. Conclusion and Review (5 min.)

During this lesson we focused on forming the mouth and eyebrows to create expressions, developed a goal to make the classroom more sustainable, and finished the giant masks. Use this lesson and the lessons of this curriculum to consider the habits of the classroom and the school community. Track the challenges of changing habits and materials and discuss these challenges as a class. After your class challenge is complete, plan a zero-waste class party to celebrate.

Assessment (Outcomes 2 and 3) Track the progress of your habit change classroom challenge and use your masks as reminders to create ecofriendly habits in the classroom and beyond.

V. Follow-up Activities

a. Join our Facebook!

Send pictures or videos of your masks delivering their message to Washed Ashore by email (info@washedashore.org). We will review and vote on the first 100 we receive and post the top ten on our website and on social media. This will help to spread the most effective ideas to classrooms and communities around the country and the world.



Language of the Arts: At Washed Ashore, we believe that the arts are a language that can be learned and used to communicate with, just as any other language can be with practice.

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VI. Additional Resources

a. Sources

- **International Coastal Cleanup**
<http://oceanconservancy.org/our-work/international-coastal-cleanup/2016-ocean-trash-index.html>
- **NOAA Marine Debris:**
<http://marinedebris.noaa.gov/>
- **United Nations World Ocean Assessment:**
<http://worldoceanassessment.org/>
- **Washed Ashore**
www.washedashore.org

b. Vocabulary

In this lesson, these are words that may be unfamiliar to students. In this context, they have the following definitions:

Consumer Habits: The patterns we develop when purchasing goods.

Conservation: "A careful preservation and protection of something; especially: planned management of a natural resource to prevent exploitation, destruction, or neglect." Merriam-Webster.

Stewardship: "The conducting, supervising, or managing of something; especially: the careful and responsible management of something entrusted to one's care <stewardship of natural resources>." Merriam-Webster.

Waste Stream: The path that most of our garbage follows to get from the consumer to the landfill or recycling facility.

Language of the Arts: At Washed Ashore, we believe that the arts are a language that can be learned and used to communicate with, just as any other language can be with practice. In visual art, design elements are the letters of this language, and design principles are the words.

Design elements: The building blocks of visual art, which include line, shape, form, color, texture, space, etc.

Design principles: These are ways to arrange the building blocks which include repetition, pattern, balance, movement, focal point, contrast, unity, etc.

Materials: Items or substances used to create visual art.

Techniques: Methods of creating visual art including painting, drawing, sculpting, photography, weaving, etc.

Expression: The underlying ideas, issues, and moods communicated through visual art.



**2016
Washed Ashore
Fact:
Over 12,500
volunteers
have contributed
to this project.**

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.]

National Standards Addressed:

National Core Art Standards

Creating: Conceiving and developing new artistic ideas and work.

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard #2:** Organize and develop artistic ideas and work.
- **Anchor Standard #3:** Refine and complete artistic work.

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 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.