

LESSON PLAN

Teacher Candidate	
School	

LESSON NUMBER	2
Lesson Title	Communicating your message
Length of Class Period	45 minutes
Approximate Number of Students in Each class	22
Grade Level or Course Title	5
Beginning Date for this <i>Lesson</i>	
Ending Date for this <i>Lesson</i>	

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

5.2 CR Investigate ideas and inform artmaking through available resources

5.3 CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

5.2 PE Develop technical skills to strengthen artmaking

5.3 PE Communicate an interdisciplinary concept using the elements of art and principals of design

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

5.3 CO Evoke emotional responses for a desired outcome through works of art

Performance-based Assessment Objectives

- Examine graphic design ideas and terms to use in environmental activist posters
- Select and use one element of art and one principal of design in environmental activist posters
- Develop graphic design skills to strengthen layout of environmental activist posters
- Include one environmental activist fact on posters to evoke an emotional response about the need for environmental consciousness
- Research and include one environmental call-to-action on posters to allow for a desired outcome

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Teacher will use informal assessment during class discussion to verify that students understand the brainstorm process
- Teacher will review sketchbook notes the students wrote during class to assess if they followed the brainstorm activity and are finding ideas
- Teacher will review sketchbook thumbnail sketches to assess if students are on the right track for their poster design
- [Activist Poster Checklist](#) will be used to ensure all elements are included in poster design
- [Artist Reflection Rubric](#) and self-assessment completed by students

Academic Language

Vocabulary

- Reduce – to make smaller or less amount
- Re-use – use again or more than once.
- Recycle – to convert into a raw material that can be made into something else
- Accessibility – being able to use or gain access to
- Graphic design – a way to communicate ideas and messages in a visually pleasing way using text and graphics
- Layout – the way in which text or pictures are arranged on a page
- Graphic – an image or symbolic element in a layout
- Headline – the main text element in a layout
- Call-to-Action - stimulus to do something to achieve an aim or deal with a problem

Additional Language Demands (*specific communication task*)

- Oral discussion on reduce, reuse, and recycle
- Reading books or websites to get facts and ideas
- Writing down ideas and facts in sketchbooks
- Writing text on posters

Accommodations for Special Populations

Students can use Google Canvas on a classroom iPad, make a visual collage using magazine clippings, or use only images to create their poster

Art/Visual Culture Examples

- [The Eco-Friendly Alphabet](#)
- [SWACO recycling poster](#)
- Books for inspiration
 - [One Plastic Bag](#)
 - [The Plastic Problem](#)
 - [The Last Straw](#)
 - [Make Plastic Fantastic](#)
 - [What a Waste](#)
 - [Kids vs. Plastic](#)
 - [Our World out of Balance](#)
 - [Zero Waste Kids](#)
- Websites for research
 - [Earthday.com](#)
 - [Recycleacrossamerica.org](#)
 - [SWACO.org](#)
 - [Recycleright.org](#)
 - [Projectgivingkids.org](#)
 - [NationalGeographicKids.org](#)

Preparations

Materials/Resources for Teacher

- [Slide deck for lesson presentation](#)
- Teacher sample (to be shown after thumbnail sketches)

Materials for Students

- Sketchbooks
- Poster Paper (22)
- Pencils (22)
- Marker box assortment
- Watercolor pallets (22)
- Paint brushes (22)

- Magazines for collage (10)
- Classroom iPads

Safety Procedures

Students know to enter the classroom and grab their sketchbooks and pencils, and head straight to their seats.

If needed they will be reminded that pencils are for writing, not for stabbing things or people.

They also know how to responsibly get up from their assigned seat and grab a supply that they need, such as the watercolors, markers, paint brushes, magazines.

Classroom iPads are checked in and out with the teacher. Students are not allowed to hand it off to each other.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Have [slide deck](#) ready on Smart board
- Pass out sketch books
- Have classroom iPad(s) ready for recording video

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Day 1

1. Review how artists can use art as a tool to communicate a need for change, awareness, and visibility in activist art (2 min)
2. Tell the students that since we are going to be celebrating Earth Day, and since they are studying the environment in science class, we will be creating environmental activist posters based on what feels meaningful to us. (2 min)
3. Introduce our project: Creating a Reduce/Reuse/Recycling themed poster (2 min)
4. Share our goals and rubric for our posters – we are doing this lesson to help us learn how to effectively communicate our activist message (5 min)
5. Discuss the terms reduce, reuse, recycle (R/R/R) — What is it? How do we do it? Who has access to it?

Environmental protection is a global issue, as it affects all of us. Some are impacted more than others, and some have more resources than others. We are collectively responsible to do our part. Even the smallest changes can make a difference. (5 min)

6. Read aloud: “One Plastic Bag” by Miranda Paul about a woman named Isatou Ceesay and the recycling women of Gambia who found a creative way to reduce plastic pollution in their community. This book will show how Isatou saw a plastic pollution problem in her community and found a way to fix it. It made a big impact (5 min).

7. Talk to the students about how we will be including a research element to our posters to make sure we are communicating accurate information. They should have research information from science class they can use, or I have some resources they can look through. Review how to document our sources. (2 min)
8. Students review their science class research or approved books and websites using classroom iPads to decide on what environmental topic they would like to make their poster about. Remind students that they need to introduce a solution and a fact on their posters. (2 min)
9. To help guide them, the teacher will introduce these questions: (15 min)
 - What reduce/reuse/recycle idea is important to me?
 - What can I/we do in my everyday life to help?
 - How can I express this idea creatively on a poster?

Day 2

1. Recall what we discussed in our previous class while students review what they wrote in their sketch books about what they want to talk about on their posters (2 min)
2. Present to the class the slides about graphic design – what it is, and how we can use its key concepts to make our posters impactful (8 min)
3. Introduce graphic design and how it is an art career that uses elements of art and principals of design to communicate messages to an audience
4. Talk about key design terms and how we are going to use them in our poster designs
 - Ask ourselves: What is our message? Who is our audience?
5. Mention that we are going to be like graphic designers as we communicate our message with our posters.
6. Share the Activist Poster Checklist
7. Students independently work on thumbnail sketches for their poster concepts in their sketchbooks (10 min)
8. After sharing concept with the teacher, students can have a piece of poster paper to begin working on their concepts (20 min)

Day 3

1. We review the goals of our posters, steps we are taking to create them, and the poster checklist as a class (5 min)
2. Talk through the process and expectations of creating their 30-60 second presentation video and how they will be viewing these in their science class. We will also share a link for parents to view. (5 min)

3. The students finish posters while teacher walks around to offer help, suggestions, answer questions (30 min)
4. Students create their videos when finished with poster design (5 min)

Clean-up Procedures (Room, Materials & Work Storage)

- Students put away artmaking materials
- Posters get put in drying racks
- iPads are returned to the teacher

Closure, Review & Anticipation (what's next?)

- Remind the students they will watch their videos together in science class, as well as their parents will have access to them during the Earth Day Celebration.
- Students will be given the option to have their posters hung up in the school hallway
- Now that we understand what activist art is and how to communicate our message, we will make our community mural project that will be a permanent display at the school.

Supplemental Activity

- Students can write a letter to the principal about ways we can Reduce, Reuse, and Recycle in the school building and deliver it to the office.
- Students can decorate a box for recycling at home.
- Students can write a letter to community leaders to thank them for recycling efforts or ask to have more recycling efforts put in place, including wider access.
- Students can write a letter to their apartment/housing management company to request access to a recycling program.

Teacher reflection focused on the lesson *after* it has been taught

Did the students understand the overall goal of this lesson?

Did they present their posters appropriately in their videos?

Lesson 2 Teaching & Learning materials

[Slide deck](#) slides 3-10

[Activist Poster Checklist](#)

[Artist Reflection Sheet](#)