

Reforestation

Sustainability

Teacher's Guide

Artivism = art + activism to inform people of important issues and engage them in finding solutions.

Before introducing the Reforestation Thinking Sheet to students, you may want to become familiar with *artivism*, student inquiry groups, and the SEEK™ tool (that helps reveal insights about art).



In the Reforestation Thinking Sheet, SEEK questions guide students to examine art that was created as an advocacy tool. The four SEEK questions focus on observation, evidence, explanation, and inquiry. SEEKing insights from art helps students understand the power of visual communication.

Encourage student inquiry groups to research questions that you and their Thinking Sheets ask, as well as their own questions about the health of forests. Ask about the important resources forests provide. You might vary what you suggest students explore based on their ages and interests. Young students might look at ways that trees provide habitats for various animals and support insect and plant species diversity. Older students can study the ability of forests to be *carbon sinks* that naturally absorb carbon dioxide and other greenhouse gases.

Every Crayola Thinking Sheet covers the four parts of the creative process: Respond, Create, Present, and Connect. Be sure to plan time for the last two sections, since valuable learning occurs when students give and receive feedback.



As an introduction to the reforestation activity, students will respond to and generate questions, then gather information.

- Have students research reforestation by using some key vocabulary words (deforestation, reforestation, protection, seedlings, carbon sinks, etc.) in their search for information and images.
- As students find images that depict deforestation and reforestation, introduce the SEEK framework that will help frame the class discussions.
- Introduce *artivism* and have students cite examples of art that inspires activism/ change, including examples from their research, advocacy buttons, posters, billboards, social media, and/or books—on this or other sustainability concerns.



SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

What decisions did the artist make? Why?

KNOW

What do you know?
What else do you want to know?

When discussing reforestation, provide a real-world example citing how Crayola Colored Pencils are made with wood from renewed forests.

Reforestation and Crayola Colored Pencils

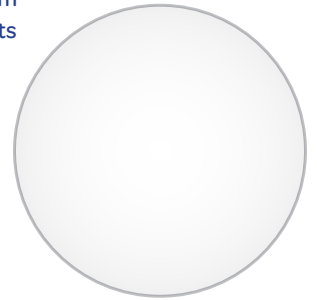
Most Crayola Colored Pencils are made with wood from an 8,288 hectare pine farm in Brazil where 300,000 new tree seedlings are planted each year to restore the forest. One quarter of this forest area is dedicated to the preservation of the Brazilian Cerrado, an ecosystem that supports biodiversity in a natural habitat for more than 720 plant and animal species. Crayola makes sure the wood used to make these colored pencils is from fast growing pine trees and that no tropical rain forest wood is used.

Sustainability



After students share information they researched, have each individual draft key messages as crisp slogans and get feedback from their inquiry groups before selecting one they will use on their advocacy button and/or stamp.

- Slogans often use rhyme or alliteration or have a strong call to action. Have students draft and edit their words, considering what motivates people to care and act.
- Have students design images that align with their slogan and fit onto a small advocacy button and/or stamp. Students should assess what level of artistic detail helps them visually communicate.
- Conveying big ideas in small spaces requires piquing people's curiosity, building their understanding, and motivating them to find solutions. Students should assess what level of artistic detail helps them visually communicate. They can practice different lettering styles, focal imagery, and color contrasts that catch the eye and strengthen the visual appeal.



- An important part of the creative process is having students present their art and explain their ideas. Teachers can use students' presentations as authentic assessment opportunities, providing a window to see what students understand and would like to learn more about.
- Students can participate in self-assessment along their learning journey, especially when they pause a few times during their creative process and present the work in progress to others for feedback.
- Use the presentation as an opportunity for student interaction, helping them use SEEK questions as a guide to discussions about what they SEE, EVIDENCE citing, EXPLANATIONS, and what they KNOW and want to know.



Breelyn S.



Connect students' individual *artivism* buttons and stamps to larger advocacy campaigns about deforestation/reforestation or protection of trees/natural environments in your community or around the world.



- Have students use their buttons and stamps in real life situations, wearing or displaying their *artivism* or including the stamps on written communications.
- Design an exhibit that displays all the students' buttons and stamps and invites interaction with others. Perhaps the local library or community center would provide a display area where students could share their messages beyond school.
- Engage students in the planning and implementation of the display. Have them explore how buttons and stamps can be hung on ribbons or sturdy string. Consider ways viewers could add written commentary and respond to the SEEK questions using sticky notes.



At the end of this activity, ask students to help you assess the project, identify the enduring understandings, describe what they enjoyed, and recommend changes for next time the class does a similar activity. Ask students to assess their collaboration, inquiry, creative process, visual communication, and presentations. Encourage them to reflect on how this activity could lead to another sustainability learning experience.