



Using Global Youth Artwork to Inspire Discussion About Water Pollution

Crop It Strategy, adapted from [Facing History and Ourselves](#)

OBJECTIVES

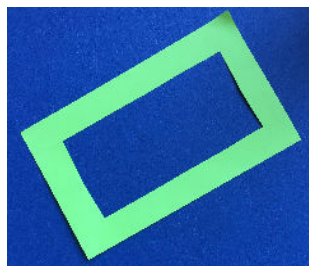
- Students will be able to look closely at artwork about climate change, identify details in the work, and analyze themes or concepts.
- Students will be able to discuss their insights about or responses to artwork with their classmates.
- Students will be able to recognize and discuss similarities and differences between their observations and their classmates' observations.

LESSON TIMESPAN

Generally about 20-25 minutes. Depending upon the number of pieces of artwork you use and the amount of discussion you allow, the timing of this lesson can vary.

SUPPLIES

- Artwork from Bow Seat's online gallery (either printed, projected onto a wall, or compiled in a virtual gallery through Google Drive, Airtable, Padlet, or other preferred online tool). Print or download artwork from bowseat.org/gallery. Each group of 3-4 students will need a piece of artwork. See our [suggested artwork](#) below.
- **Physical Classroom:** A Crop It Tool/Frame for each student: Cut out the center rectangle from 3x5-inch sticky notes, leaving a frame.



- **Virtual Classroom:** You can recreate the Crop It Tool/Frame virtually in a variety of ways. For example, students can use the built in "snipping tool" on the computer to take a screen grab of a selected area of an image. Many snipping tools also come with a markup feature, with highlighters or red pens for students to identify specific parts of an image.

PREPARATION

- To explain to students that this artwork was made by teens from all around the world just like them, check out our 2024 Ocean Awareness Contest, *Tell Your Climate Story* (bowseat.org/contest).
- Set up art around the classroom, place the artwork on students' desks if using printouts, or share a virtual gallery (described above) with students.
- Make sure each student has a frame (see virtual adaptation above).
- Arrange students into groups (3-4 students per piece of artwork is ideal).

LESSON HANDOUTS

[Crop It Activity Questions](#) (or you can have these projected onto a screen for students)

SUGGESTED STUDENT ARTWORK

- ["Beauty and the Deep" by Kaitlyn Ha](#)
- ["Eviction" by Kayla Jang](#)
- ["Fart Effect" by Chaepin Kim](#)
- ["Cultural Heritage of 21st Century" by Yulia Khaver](#)
- ["Melting Butter" by Crystal Shin](#)
- ["Burning Cityscape" by Eugene Hyojoon Shin](#)
- ["Swimming with the Fishes" by Isabella Byabato](#)
- ["Changing Tides" by Jee Woo Park](#)
- ["We, Too, Can Change the World" by Emilay DaSilva](#)

CROP IT ACTIVITY

After introducing the artwork and arranging students into groups, guide students through an exploration of the artwork using the following questions:

1. **Question 1: Identify the part of the image that first caught your eye.** Ask students to use their frame to identify the part of the image that first caught their eye.
 - All students in the group will place their frame on the artwork.
 - Ask students to discuss with their group mates why they chose to place their frame where they did.
2. **Question 2: Identify a part of the artwork that shows who or what this image is about.** Students will move their frame to respond to Question 2, then discuss within their groups.
3. **Question 3: Identify a part of the image that shows a tension or problem.** Students will move their frame to respond to Question 3, then discuss within their groups.

EXTENSION

4. Once groups have completed their discussion for one painting, they can swap paintings with the group sitting next to them, and run through the three questions again with the new artwork, or consider additional questions, such as:
 - Identify the part of the image that the artist thinks is the most important.

- Identify a part of the image that connects to you personally.
 - Identify a part of the artwork that illustrates emotion.
5. Combine groups together and ask them to compare notes:
 - Did your groups focus on similar parts of the image?
 - Did you agree on what the image is about?
 - Did your groups identify similar or different problems and tensions?
 6. Closing Group Discussion. As a full class, students can discuss:
 - Did looking closely at artwork help you understand the meaning?
 - How did it make you feel? Did the choice of colors and images impact your feeling?
 - Did you learn something new about causes of water contamination? About water's connection to human health and the health of aquatic organisms?

LESSON ASSESSMENT

Students will complete an "exit card" before leaving the class, explaining:

- One thing learned or realized from the Crop It activity.
- One thing learned from discussion with peers.
- One (or more) questions they have.

SUGGESTED CULMINATING PROJECT: 2024 OCEAN AWARENESS CONTEST

Bow Seat's [Ocean Awareness Contest](#) is a call for young artists, conservationists, makers, thinkers, and activists who are concerned about the future of our blue planet. Your students are invited to contribute to the largest collection of youth environment arts in the world.

Submissions accepted in: Visual Art: Handcrafted, Visual Art: Digital, Creative Writing, Film, Performing Arts: Music & Dance, Interactive & Multimedia, and Poetry & Spoken Word. Students may earn cash awards of up to \$1,000.

The 2024 Ocean Awareness Contest – Tell Your Climate Story – encourages you to become a climate witness and share your own unique climate story. We are asking you to creatively express your personal experiences, insights, or perceptions about our changing climate reality. Use this opportunity to learn about the climate crisis and how it impacts your family and community, and to examine your individual responses to our evolving world.

Tell Your Climate Story Prompt

Explore our [Resource Studio](#) for inspiration then start creating!

Think about climate issues and solutions and consider how they have affected you or your community. Find something that resonates deeply with your experiences – perhaps a climate impact you witnessed, an initiative that you've participated in, or a source of strength and inspiration when thinking about the climate crisis. Share your personal climate story through art, writing, performance, film, or multimedia. What is the story that you'd like to tell?

Note: We are asking specifically about climate change and not other environmental concerns, like plastic pollution, oil spills, and overfishing. If you do choose to address these issues, make sure that you research how they connect to climate change and incorporate that into your submission.

Deadline to enter: June 10, 2024

Visit bowseat.org/resources for additional classroom resources, inspiration, and media!

COMMON CORE STANDARDS

Standards for English Language Arts 6-12 and Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

College and Career Readiness Anchor Standards for Reading (CCRA.R/CCRA.RH/RST)
-Informational Text-

Integration of Knowledge and Ideas

CCRA.R.7/ CCRA.SL.2: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Speaking and Listening (CCRA.SL)

Comprehension and Collaboration

CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Crop It Questions

- 1) **Identify the part of the image that first caught your eye.**

- 2) **Identify a part of the image that shows what this image is about.**

- 3) **Identify a part of the image that shows a tension, problem, or dilemma.**

- 4) **Identify the part of the image that the artist thinks is the most important.**

- 5) **Identify a part of the image that connects to you personally.**

- 6) **Identify a part of the artwork that illustrates emotion.**