



THE PAPER GIRLS SHOW

EDUCATIONAL GUIDE

EPISODE 2: MUSEUM MAYHEM

TOPICS: RECYCLING AND REPURPOSING

EPISODE SYNOPSIS

Confetti's evil Queen Frivol is polluting the land with her plastic junk, and Kami and Dev enlist help of Caily and Reese to recycle it before it's too late!

FEATURED STEAM TOPICS

BIG IDEA – Discarded materials can be reused and repurposed in order to create new objects.

EXPLANATION FOR CHILDREN:

Not all broken or discarded objects have to be thrown away or sent to recycling. Many objects can be reused. There is a type of art called found object art where artists create artworks using repurposed materials they find. To repurpose something refers to a process where an object that had one use is transformed into an object with a different purpose or function. Reusing and repurposing discard objects gives them new life and helps to reduce the impact of humans on Earth.

CORE CURRICULAR AIMS, N.G.S.S. AND RELATED CONTENT STANDARDS IN THIS EPISODE

The standards and curricular aims listed below are linked to this episode's extension activities. Each activity is designed to promote children's thinking and explorations in earth science and engineering design, and the visual arts.

1-Earth Science: Interdependent relationships in ecosystems: Animals, plants, and their environment

Communicate solutions that will reduce the impact of humans on land, water, air, and/or living things in the local environment.

Source: NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

2- Visual Arts: Creating

- Engage in self-directed, creative making.
- Engage collaboratively in creative art-making in response to an artistic problem.
- Use observation and investigation in preparation for making a work of art.

- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Source: National Coalition for Core Arts Standards. (2014). National Core Arts Standards: Visual Art, Grades Pre-K to 12. National Coalition for Core Arts Standards.

3- Engineering: Design

- Ask questions, make observations, and gather information about a situation people was to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Source: NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.



ACTIVITY EXTENSIONS FOR EPISODE TOPICS

In this episode, children are introduced to the idea that used paper can be folded into new and different shapes and objects. Below is a brief listing of activities that invite children to explore and work with reclaimed and repurposed objects. In each activity the emphasis is on the process of thinking, design, and making rather than a perfect end product as children take the lead in their own investigations. Parents and teachers can support children in their work by asking prompting questions such as: How can you reuse that object?; What will you need to help you?; What was that object used originally for and what does it do now?; What is the next step or thing you need to do?

1. Environmental Art Virtual Field Trips

One of the biggest benefits of including virtual or mobile technology in the classroom are the opportunities for children to explore the world beyond their local community. In this extension activity, your students can work in pairs or small groups to explore the work of various environmental and found object artists. These are a few examples of safe and engaging websites, but you may also find others that connect to your area or community.

PROMPTING QUESTIONS

- Tell me most interesting artwork you saw?; What made it interesting to you?
- What did the artist use to create this artwork?
- What types of colors/ shapes/ objects can you find?



Reliable and safe websites for children to explore environmental and found object art include:

Washed Ashore: Website features images, interviews, and videos with artists who create artwork using trash pulled from oceans and rivers. <https://washedashore.org/>

Tate Museum: Features a webpage with explanatory text and images of found object artworks from their collection. <https://www.tate.org.uk/art/art-terms/f/found-object>

Time Magazine: Link to a story with art images about 13 artists who created artwork from trash they pulled from oceans and rivers. <https://time.com/4358434/world-oceans-day-art-marine-plastic/>

2. Collecting and Imagining with Discarded Objects

This extension activity is exploratory in nature and can be done at school or at home. For this experience, invite children to collect discarded or broken objects and rethink how those objects can be reimaged into new uses. Everyday objects in the classroom (e.g. paper and cardboard scraps, broken toys or manipulatives, marker caps, craft materials, small or broken crayons and pencils) can be collected and stored together in a Found Object Box. These materials can be used by students to explore and imagine new uses in art work or for other purposes in the classroom when your students have time to create.

PROMPTING QUESTIONS

- Tell me about the objects you collected?; How can you use them?
- What is the same about these objects?; What is different?
- What was this object used for?; What's a new way to use the object?

Children's Book Extensions:

Kenya's Art.

Written by Linda Trice

Illustrated by Hazel Mitchell

Charlesbridge Publishing

Kenya's Art shares the story of a young girl inspired to make art from recycled objects after a trip to a recycling exhibit at a museum. The book shares ideas for children to make use of broken toys or other found objects.

<https://www.charlesbridge.com/products/kenyas-art>



3. Found Object Sculptures

This experience can be done with individual students, small groups, or as a whole class depending up how much time you can devote to the development and storage of materials. In this experience your students will create their own found object sculpture using objects they collect. They can make a permanent sculpture or an ephemeral piece that isn't permanently affixed so that it can be taken apart and reimagined. Examples of reclaimed objects that are safe and easy for children to use include: balsa wood strips; cork; wooden craft sticks; plastic cabochons of various sizes, colors, and shapes; small stones; broken or discarded toys; and scrap paper and cardboard. You may also wish to have paints and markers available for the children to use to modify their objects. If you are making permanent sculptures, you will also need a strong adhesive to help the children glue their sculpture together – hot glue guns will work well but care must be taken and the glue gun must only be used by an adult.

These materials can remain in your classroom for several days or weeks depending on student interest so it is a good idea to locate a space in your classroom where materials can be left out and revisited by your students.

PROMPTING QUESTIONS

- Tell me about your plan?; Which objects will you use?
- How can you get your sculpture to stand up?; What will you need to support it?
- Does your sculpture look like your plan?; What changes did you make?

Extension Website with Images, Videos, and Resources from Environmental Education for Kids (EEK!):

<https://www.eekwi.org/>





ABOUT Angela Eckhoff, PhD

Angela Eckhoff, is an Associate Professor of Teaching and Learning and the Director of the Virginia Early Childhood Policy Center at Old Dominion University. Dr. Eckhoff studies the role of creativity in child development and learning, arts-based research and pedagogical practices, and early STEAM learning in both classroom and museum settings.

She is a co-editor of the Full STEAM Ahead column for Teaching Young Children from NAEYC as well as the author of 'Provoking Curiosity' and the four-book "Creative Investigations" series from Gryphon House Inc. Dr. Eckhoff holds a dual PhD from the University of Colorado–Boulder in educational psychology and cognitive science.